STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES FEBRUARY 2023

PROGRAM PROPOSAL BACHELOR OF SCIENCE NURSING

LOWER COLUMBIA COLLEGE

CONTENTS

Cover Page — Program Proposal

Program Information

Institution Name: Lower Columbia College

Degree Name: Bachelor of Science Nursing

    CIP Code: 51.3801

Name of existing technical associate degree that will serve as the foundation for this program:

Degree: Associate in Nursing Direct Transfer Agreement/Major Related Pathway (AN-DTA/MRP)

    CIP Code: 51.3801

    Year Began: 2015

Proposed Start Implementation Date: Fall 2024

Projected Enrollment (FTE) in Year One: 24

Projected Enrollment (FTE) by Year Three: 30

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery: Lower Columbia College

Off-site: Clinicals will be conducted off site

Distance Learning: Courses will be hybrid and online

Program Proposal

Please see criteria and standard sheet. **Page Limit: 30 pages**

Contact Information (Academic Department Representative)

Name: Merry Bond, MSN Ed, RN, CNE

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Chief Academic Officer signature

The Program Proposal must be signed. To sign, double click on the signature line below.

X *Kristen Finnel*
Kristen Finnel (Feb 7, 2023 15:25 PST)

Chief Academic Officer

02/07/23

Click or tap to enter a date.

Introduction

Institutional Overview

Mission: The mission of Lower Columbia College is to ensure each learner's personal and professional success, and influence lives in ways that are local, global, traditional, and innovative.

Vision: Our vision is to be a powerful force for improving the quality of life in our community. Our campus community expects an environment of integrity, respect, collaboration, cooperation, inclusion, and innovation that fosters personal growth, academic excellence, and accountability.

Values: Our campus community expects an environment of integrity, respect, collaboration, cooperation, inclusion, and innovation that fosters personal growth, academic excellence, and accountability.

Lower Columbia College (LCC) is an accredited two-year community and technical college located in rural Cowlitz County. The college has served this region for over 55 years with a combination of professional technical educational programs, direct transfer programs with a workforce focus, basic education for adults, and continuing education. Today, the college includes 26 buildings on 38.75 acres, and enrolls between 2,700 and 3,400 students each quarter. As an open access institution, LCC is a critical resource for students who come from underrepresented populations. LCC serves a more impoverished and diverse population which is less likely to be educated than the average population in Washington State. Cowlitz County experiences one of the higher rates of poverty in Washington. According to data collected for the 2020-2021 academic year, 44% of students were economically disadvantaged. LCC currently offers more than a hundred degree and certification options in more than forty fields of study.

Program Overview

The nursing program at Lower Columbia College has a long history of graduating competent and caring nurses. Established in 1954 as a certificate program for licensed practical nurses, the program has grown into an associate degree nursing (ADN) program with approximately 110 graduates annually from three different program options. Graduates from all three program options earn the Washington State Associate in Nursing Direct Transfer Agreement/Major Ready Pathway (AN-DTA/MRP) degree and are eligible to sit for the National Council Licensing Examination for Registered Nurses (NCLEX-RN). The proposed registered nurse to Bachelor of Science in nursing (RN to BSN) program will articulate with the existing associate degree program as well as provide a pathway for practicing RNs with other types of associate degrees to pursue their baccalaureate degree in nursing. The RN to BSN will additionally provide a foundation for nurses who plan to pursue graduate degrees in nursing.

Criteria 1

Curriculum Demonstrates Baccalaureate Level Rigor

The mission of the LCC Nursing Program is a commitment to providing excellence in nursing education that encompasses critical thinking, competencies in the role of provider of care, manager of care, and member in the profession of nursing, with an emphasis on life-long learning. The proposed RN to BSN program will continue this commitment to excellence in nursing education by building upon the established prelicensure role competencies. The BSN prepared nurse's role competencies expand to include scholarly inquiry, quality and safety improvement, nursing

leadership, and community and population health promotion within a diverse, equitable, inclusive, interprofessional and systems-based practice.

The nursing program philosophy was developed by the nursing faculty and is regularly reviewed for currency and accuracy. These concepts are woven through all levels of nursing education at LCC:

- Each **individual** is viewed as a unique, complex, holistic and dynamic entity with biological, psychological, social, cultural, and spiritual dimensions. Individuals have intrinsic value, unconditional worth and self-determination. The dignity of each human being is to be protected and respected. A patient/client can be an individual, family, group, community, or population.
- **Health** is a dynamic state of adaptation to stressors in the internal and/or external environment in an attempt to achieve balance. Health is influenced by heredity, environment (including social and ecological determinants), lifestyle, and choices.
- **Nursing** is a discipline centered on the caring application of knowledge and skills to advocate for patients, prevent illness or disability, optimize, or restore health, alleviate suffering, and facilitate wellness. Nursing integrates the concepts of person, health, environment, and nursing therapeutics. Nursing relies on knowledge that is practical, theoretical, and evidence-based.
- **Learning** is a life-long process, which involves the assimilation of information to expand one's knowledge and influences attitudes, beliefs, and/or behaviors. Learning builds on previous experience.
- **Teaching** facilitates the learning process to promote student success. It is a cooperative endeavor between the instructor and student.
- **Nursing education** builds upon information and concepts from several disciplines (language and literature, biological science, physical science, social science, math), and incorporates the affective, cognitive, and psychomotor learning domains.
- The **nursing curriculum** progresses from simple to complex information, concepts, and skills. It is designed to provide the student with the knowledge and skills necessary for nursing practice, promote competence, and foster the growth of independent thought, purposeful judgment, and critical thinking.
- The **associate degree nurse** is a generalist whose nursing practice encompasses the roles of provider of care, manager of care, and member of the nursing profession.
- The **bachelor prepared nurse** is equipped for professional practice as a nurse leader, scholar, and change agent in diverse healthcare settings.

The Essentials: Core Competencies for Professional Nursing Education, published by the American Association of Colleges of Nursing (AACN, 2021), defines quality standards in baccalaureate and graduate nursing education. Expected competencies and curriculum content fall into ten domains:

- I. Knowledge for nursing practice
- II. Person-centered care
- III. Population health
- IV. Scholarship for the nursing discipline
- V. Quality and safety
- VI. Interprofessional partnerships
- VII. Systems-based practice
- VIII. Informatics and healthcare technologies
- IX. Professionalism
- X. Personal, professional, and leadership development

In planning the end of program student learning outcomes (EPSLOs) for the RN to BSN program, the faculty utilized the AACN Essentials and the relevant Washington Administrative Codes for nursing education as a framework (Washington State Legislature, 2016; see Table 1.1).

Table 1.1 RN to BSN End of Program Student Learning Outcomes Alignment

Program Outcome	AACN Essential Domain	Nursing Education WAC
1. Apply analytic and clinical reasoning in professional nursing practice.	Domains I, IV	246-840-542 (4)
2. Implement holistic, person-centered care in the professional nurse role.	Domain II	246-840-542 (6a)
3. Promote equitable and inclusive health and wellness in diverse community and public health settings.	Domain III	246-840-542 (6b)
4. Demonstrate scholarly inquiry as a member of the interdisciplinary team.	Domain IV	246-840-542 (6c)
5. Apply a systems-based approach to quality improvement in order to ensure safe, quality, and equitable care.	Domains V, VII	246-840-542 (6a)
6. Demonstrate leadership skills in promoting collaboration among members of the interdisciplinary healthcare team.	Domains VI	246-840-542 (6a)
7. Utilize healthcare informatics and other technologies to promote delivery of equitable, safe, quality, and cost-effective person- and population-centered care.	Domain VIII	
8. Demonstrate accountability for personal and professional growth, leadership development, and professional values in nursing practice.	Domains IX, X	

Notes: Outcomes from the following community college BSN programs were consulted in formulating the LCC, RN to BSN, EPSLOs and competencies: Bellevue College, Columbia Basin College, Green River College, Olympic College, and Wenatchee Valley Community College.

Program Evaluation Criteria and Process

The nursing faculty and staff at Lower Columbia College participate in an ongoing, systematic, and evidence-based process designed to demonstrate program effectiveness in achieving program outcomes. The faculty and staff are committed to continuous program improvement. To support quality improvement, they collaboratively developed a comprehensive assessment plan to ensure systematic collection of data. The program collects, reviews, and analyzes data, as guided by the assessment plan, to inform decisions related to all aspects of the program and decisions regarding program integrity and educational attainment of students. Both formative and summative measures are used to assess achievement of expected program goals and student learning outcomes (see Appendix A).

In addition, the nursing program is required by the Washington State Nursing Care Quality Assurance Commission (WAC 246-840-512) and its national accrediting body to develop and maintain a systematic evaluation plan that focuses on continuous quality improvement. LCC plans to seek accreditation for the RN to BSN program through the Commission for Collegiate Nursing Education (CCNE) once eligible. The systematic evaluation plan must identify quality indicators and benchmarks which will be used for ongoing evaluation of program performance regarding program goals and EPSLOs. The plan requires the program to collect and analyze data, seek feedback from faculty,

students, employers, and health care partners, and use that feedback to improve the program and the student experience.

Course Preparation

The proposed RN to BSN program will provide the education and practice experiences for students who have completed an associate degree in nursing, passed the NCLEX-RN, and wish to earn a Bachelor of Science in Nursing (BSN). Data collected during exploration of the RN to BSN program indicated that many LCC nursing alumni will want to progress to the RN to BSN program after licensure.

The current AN-DTA/MRP curriculum at LCC contains one year of academic prerequisites and two years of nursing curriculum for traditional entry students, or one year of nursing curriculum for LPN-entry students. Both program options form a strong foundation for RN to BSN progression. The prerequisites of the RN to BSN program have been aligned with the statewide AN-DTA/MRP degree to provide seamless academic progression for students who have that degree. Students who have graduated from another nursing program that is not aligned with the Washington State AN-DTA/MRP degree will also be eligible to apply but may need to complete additional coursework (see Table 1.2 for comparison of prerequisite foundational courses and degree pathways).

Table 1.2 Overview of RN to BSN Degree Pathways

Prefix	#	Course Title	Credits	
			AN- DTA/ MRP grad	Non-DTA/ MRP grad
BIOL&	160	General Biology w/lab	Included in DTA	5
BIOL&	241	Human Anatomy & Physiology 1	Included in DTA	5
BIOL&	242	Human Anatomy & Physiology 2	Included in DTA	5
BIOL&	260	Microbiology	Included in DTA	5
CHEM&	121	Intro to Chemistry	Included in DTA	5
ENGL&	101	English Composition I	Included in DTA	5
MATH&	146	Introduction to Statistics	Included in DTA	5
PSYC&	100	General Psychology	Included in DTA	5
PSYC&	200	Lifespan Psychology	Included in DTA	5
SOC&	101	Introduction to Sociology	n/a	5
NUTR&	100	Nutrition	Included in DTA	n/a
HUM	150	Ethics & Policy in Healthcare I	Included in DTA	n/a
HUM	250	Ethics & Policy in Healthcare II	Included in DTA	n/a
HUM	251	Ethics & Policy in Healthcare III	Included in DTA	n/a

Prefix	#	Course Title	Credits	
			AN- DTA/ MRP grad	Non-DTA/ MRP grad
PSYC	150	Psychosocial Issues in Healthcare I	Included in DTA	n/a
PSYC	250	Psychosocial Issues in Healthcare II	Included in DTA	n/a
Communications (elective)			Included in DTA	n/a
Humanities (elective)			Included in DTA	n/a
Nursing credits (licensure, RN-NCLEX)			Included in DTA	70
Total degree credits			135	120

General Education Component

In addition to meeting the AACN curricular competencies, the RN to BSN degree meets Washington State Board for Community and Technical Colleges (SBCTC) requirements to include fifty general education credits in the subject areas identified in Table 1.3. Seventy-five credits of general education are included in the AN-DTA/MRP program. For non-AN-DTA/MRP graduates, 45 must be completed before beginning RN to BSN coursework. The RN to BSN coursework includes 20 credits of general education requirements, allowing remaining credits to be met as part of the baccalaureate program. The RN to BSN program will benefit nurses working in industry as they progress towards a BSN, regardless of where they completed their RN. The availability of the general education courses needed for entrance and the flexibility in the RN to BSN electives and courses will support these students in their academic and career goals.

Table 1.3 General Education Requirements for the RN to BSN Program

General Education Requirements in the RN-BSN Program				
Distribution	Credits	Met in AN-DTA MRP	Met in AAS-T	Met in Baccalaureate
Communications	15 /10	ENGL& 101 (5) ENGL& 102 (5) or CMST& 220 (5)	ENGL& 101 (5)	CMST 330 (5)
Quantitative Skills	5	MATH& 146 (5)	MATH& 146 (5)	
Humanities	20/5	HUM 150 (1) HUM 250 (2) HUM 251(2) 10 credits selected from at least two disciplines on the distribution list for transfer degrees.		OLTM 440 (5)

Social Science	30	PSYC& 100 (5) PSYC& 200 (5) PSYC 150 (2) PSYC 250 (3)	PSYC& 100 (5) PSYC& 200 (5) SOC& 101 (5)	PSYC 320 (5) ECON 345 (5) OLTM 445 (5)
Natural Science	30/20	BIOL& 160 (5) BIOL& 241 (5) BIOL& 242 (5) BIOL& 260 (5) CHEM& 121 (5) NUTR& 101 (5)	BIOL& 241 (5) BIOL& 242 (5) BIOL& 260 (5) CHEM& 121 (5)	
Total	100/70	75	45	25

Coursework Needed at Junior and Senior Levels

The Washington State AN-DTA/MRP degree prepares students for licensure as RNs through Washington State Community and Technical Colleges, as well as for entry into a post-licensure RN to BSN completion program. Students with the AN-DTA/MRP degree who are admitted to the RN to BSN program will be conferred senior standing upon passage of the NCLEX-RN.

This agreement reflects the 3+1 pathway to baccalaureate nursing, where the AN-DTA/MRP represents the first three years (135 credits) of coursework, and the RN to BSN represents the final year (45 credits) of coursework. RN to BSN students with the AN-DTA/MRP will only need to complete coursework at the senior level. RN to BSN students with other types of associate degrees may need up to 15 additional upper level general education credits (see Table 1.4 for courses for both AN-DTA/MRP graduates and non-DTA/MRP graduates; see Appendix B for course descriptions and outcomes).

Table 1.4 RN to BSN Courses

Course #	Course Title	Credits (DTA)	Credits (Non-DTA)
Nursing Core			
NURS 400	Quality, Safety, and Equity in Nursing Practice	5	5
NURS 405	Research and Evidence-Based Nursing Practice	5	5
NURS 410	Community and Public Health Nursing	5	5
NURS 415	Nursing Leadership for Organizational Change (SS)	5	5
NURS 420	Health Information Technology in Nursing	5	5
NURS 430	Nursing Leadership and Community Care Field Experience (1.5 cr. lecture/3.5 cr. clinical)	5	5
	Total Upper Division Nursing Credits	30	30
Upper-Level General Education Courses			
ECON 345	Health Care Economics (SS)	5	5

Course #	Course Title	Credits (DTA)	Credits (Non-DTA)
CMST 330	Professional and Organizational Communication (COMM)	5	5
OLTM 440	Ethics and Leadership (HUM)	5	5
PSYC 320	Leadership and Organizational Psychology (SS)	5	5
	Total Upper Division General Education	5-15	20
Electives			
NURS 435	Historical and Theoretical Influences on Nursing Practice (HUM)	5	5
NURS 440	Current Trends in Healthcare Policy	5	5
	Total Upper Division Nursing Electives	0-10	5-10
	Total Required Credits from General Education or Nursing Electives	15	30
	Total RN-BSN Coursework	45	60

Table 1.5 RN to BSN Program Credits for DTA/MRP and Non-DTA/MRP Graduates

AN DTA/MRP Graduates	Non-DTA/MRP Graduates
135 credits: Pre-licensure ● 90 credits = ADN Program ● 30 credits = RN Licensure as a result of passing the NCLEX-RN ● 15 credits = General Education included in the DTA	120 credits: Pre-licensure ● 90 credits = ADN Program ● 30 credits = RN Licensure as a result of passing the NCLEX-RN
45 credits: RN to BSN program ● 30 credits = Nursing Core Courses ● 15 credits = Elective Courses	60 credits: RN to BSN program ● 30 credits = Nursing Core Courses ● 15 credits = General Education ● 15 credits = Elective Courses
180 credits	180 credits

The RN to BSN curriculum is sequenced to promote student progression through the program and support the EPSLOs (see Appendix C for sample full-time and part-time course schedules). The proposed curriculum will provide students with practical learning that supports leadership, team coordination and collaboration, quality assurance and improvement, care coordination and case management, and application of research and evidence-based practice (WAC 246-840-541 [6 b, c]). The curriculum is also designed to include clinical reasoning skills, problem solving, and critical thinking at the level of a bachelor prepared RN (WAC 246-840-542 [4]).

As well as the relevant nursing education WACs, the AACN (2021) domains of professional nurse competencies were utilized as a framework for the curriculum. The program will begin with the Quality, Safety, and Equity in Nursing course, which will lay the foundation of the program's focus on baccalaureate level nursing competencies. Outcomes include analyzing the effects of structural racism on health equity and potential measures to improve health equity, quality of care, and patient outcomes. The curriculum also addresses the roles of nurse scholar and community health advocate for diverse populations. Students will additionally explore the roles of nurse leader and change agent through a systems-based approach within a complex, interdisciplinary healthcare landscape. Historical, theoretical, and technological influences on nursing, as well as economic and policy impacts on the larger healthcare system will promote a holistic understanding of the complexities of contemporary practice. General education courses included in the curriculum - covering concepts such as organizational communication, change management, and ethics in leadership – will also support the proposed EPSLOs.

Clinical opportunities for the RN to BSN field experience will encompass a variety of settings from public health to acute care. Letters of commitment were received from eight clinical partners in LCC's service region, including multiple school districts, ambulatory care, and community care settings (see Appendix D). The LCC Nursing Program participates in two clinical placement consortia: Clinical Placements Northwest (CPNW), serving most of Washington, and Student Max Connections (SMC), which serves southwest Washington and northwest Oregon. PeaceHealth, which is a member of SMC, provides the most clinical placements in the college's service area and has committed to provide up to 28 placements for the RN to BSN program annually (see Appendix E). These placements will not impact pre-licensure program placements for LCC or any of the other SMC educational program members currently utilizing clinical placements at PeaceHealth. Per conversations with educational leadership at PeaceHealth, RN to BSN students placed within the organization for their field experiences will be paired with nurse leaders in various areas. None of the other sites providing placements for the RN to BSN belong to either SMC or CPNW.

Criteria 2

Qualified Faculty

Dean of Instructional Programs and Nursing Program Director, Merry Bond, holds a Master of Science in nursing degree with a nurse educator specialization from Capella University, from which she graduated with distinction. Her master's thesis focused on development of a support program for multilingual learners in an undergraduate nursing program. She is also a Certified Nurse Educator (CNE) through the National League for Nursing (NLN). Ms. Bond holds an unencumbered RN license in the state of Washington and has been continuously licensed since 2007. Her clinical expertise includes medical-surgical, skilled rehabilitation, geriatric, and long-term care nursing, with practice experience through 2021. In the clinical setting, Ms. Bond served as a unit charge nurse, preceptor for associate degree and baccalaureate nursing students and new hires, participated in myriad unit-based quality improvement measures, and served as the co-chair for the nurse safe staffing committee at PeaceHealth St. John Medical Center. From 2010 through 2012, she facilitated the University of Washington Continuing Nursing Education medical-surgical nursing review course which was offered at PeaceHealth St. John Medical Center. Ms. Bond's studies toward her Doctor of Education with a nurse educator specialization are in process at the University of St. Augustine for Health Sciences with expected completion by August, 2024. She served as adjunct faculty at LCC during 2010-2011 and 2019-2020, and as full-time faculty from 2011-2019, being awarded tenure in 2017. She assumed the nursing program administrator role in March 2021.

Ms. Bond is academically and experientially qualified to lead the RN to BSN team to achieve the mission, goals, and vision of the proposed program, and to both develop and implement the EPSLOs and program goals. During her time as nursing faculty, Ms. Bond taught throughout the program, including clinical courses in both the first and second years of the campus-based program options and the LPN2RN eLearning option, didactic online courses in the LPN2RN eLearning program option, and didactic face-to-face courses in the first year of the campus-based program option. She both developed and implemented curriculum for several courses when the program transitioned to the AN-DTA/MRP degree, including introductory pharmacology for nurses and introductory medical-surgical nursing. Ms. Bond has extensive experience with instructional assessment, having served on the LCC Instructional Assessment Committee for the past eleven years. She currently co-chairs the college's curriculum committee.

Ms. Bond serves as the nurse administrator for the associate degree nursing program at LCC, as well as the dean for allied health and wellness programs at LCC. She has budgetary, decision-making, and evaluative authority comparable to that of deans of other instructional units at LCC. She is responsible for developing and upholding academic policies for the nursing program in collaboration with nursing faculty and student services personnel. Ms. Bond reports to the Vice President of Instruction (VPI), who is the chief academic officer for the college.

All full- and part-time nursing faculty who will teach in the RN to BSN program minimally hold a master's degree with a major in nursing. Several also hold doctoral degrees or have doctorates in progress (see Table 3.1). Faculty are evaluated by the dean/nursing program director per the LCC Faculty Association Collective Bargaining Agreement and meet the minimum faculty qualifications described in WAC 546-840-523 and WAC 546-840-527. All faculty, both full- and part-time, also maintain continuing education and licensure hours as specified by WAC 546-840-220 (annual minimum of 96 active practice hours and 8 hours of continuing nursing education).

Non-nursing elective/general education courses are taught by faculty who are experientially and academically qualified in their specialty areas (see Table 2.1, Appendix F). Available upper division elective and general education courses will include several that are part of LCC's existing bachelor of applied science (BAS) degree program in organizational leadership and technical management (OLTM). Courses cover topics such as professional and organizational communication, cultural competency and ethics in leadership, global systems and change management, and organizational psychology. In addition to the nursing core curriculum, several new courses will also be introduced covering topics such as trends in health care policy, healthcare economics, and historical and theoretical influences on contemporary and emerging nursing practice.

Through utilization of part-time faculty as well as current full-time faculty, the number of faculty for the proposed RN to BSN program will be sufficient to maintain the 1:15 faculty: student ratio for the field experience, as well as a 1:30 maximum faculty: student ratio for didactic courses. To help maintain these ratios, an additional full-time tenure track faculty member will also be hired by the college in preparation for implementation of the RN to BSN program.

Full-time faculty assignments are based on a ratio of one credit to 11 student contact hours per quarter for didactic courses, and one credit to 33 student contact hours per quarter for the field experience. Per the faculty collective bargaining agreement, a full-time nursing faculty workload includes 12 credits of teaching per quarter (36 per academic year). This is the equivalent of between 12 and 22 contact hours per week. Faculty teaching overloads are voluntary and mutually agreed upon, not mandatory. Additional full-time faculty workload includes advising up to 30 nursing students (utilizing an established cohort advising model), scheduling a minimum of five office hours per week, and engagement in college service activities. College service activities may include college governance, serving as a student club/organization advisor, or other activities agreed upon by the

faculty member and the dean/director. Full-time nursing faculty also regularly engage in program assessment and systematic evaluation activities.

Nursing faculty engage in the scholarship of teaching, application, knowledge dissemination, and integration in several ways. Scholarship may be demonstrated by faculty participation in lifelong learning (seeking advanced degrees, certification in specialty areas, or pursuit of continuing education), community service activities, publishing and/or presenting scholarly research, implementation of evidence-based practices in teaching, or engagement in clinical practice. Nursing faculty also engage in ongoing development and receive support for instructional technologies. Support may include but is not limited to LCC eLearning support for Canvas and other teaching and learning technologies, teaching and learning resources in the LCC Learning Commons (tutoring, library databases, librarian assistance), and the information technology (IT) help desk and knowledge center. Multiple modalities, such as distance learning and hybrid models, may be utilized in the RN to BSN program courses.

New full- and part-time faculty are supported through the onboarding and orientation processes. An onboarding checklist is reviewed with the dean or designee, which includes orientation to college processes and resources. Faculty will also receive the RN to BSN Program Handbook, the LCC Faculty Handbook, and the Nursing Faculty Handbook. New part-time faculty are provided a professional partner (experienced faculty mentor) during the first quarter of teaching. New full-time (tenure track) faculty members are supported by their committee, which includes a tenured member of the nursing faculty. New faculty are encouraged to attend the SBCTC new faculty orientation and take part in learning management system (LMS) training as well. Additionally, new faculty are supported by other experienced full-time faculty, the dean of instruction/nursing program director, and the department chair.

Table 2.1 Proposed RN to BSN Program Administrators and Faculty (see vitae in Appendix C)

Proposed Role	Name *(Current role)*	Areas of Expertise	Credentials
BSN Program Director	Merry Bond *(Current Dean of Instruction and Nursing Program Director)*	Nursing Education, Program Leadership, Medical-Surgical Nursing, Skilled and Rehabilitation Nursing, Geriatrics	MSN Ed, RN, CNE, EdD Student *(estimated completion of degree/dissertation 08/2024)*
BSN Nursing Faculty (Full-Time)	To be hired	Nursing Education, Population health, healthcare leadership, or informatics	Graduate degree (preferably doctorate) in nursing
BSN Nursing Faculty (Full-Time)	Kali Brandt *(Current tenured nursing faculty)*	Nursing Education, Medical-Surgical Nursing	MSN Ed, RN
BSN Nursing Faculty (Full-Time)	Jeanne Hamer *(Current tenured nursing faculty)*	Nursing Education, Simulation, Oncology and Pediatric Nursing, Medical-Surgical Nursing, Geriatrics	MN, RN (nursing education certificate)

Proposed Role	Name (Current role)	Areas of Expertise	Credentials
BSN Nursing Faculty (Full-Time)	Connie Ramos (Current tenured nursing faculty)	Education Leadership, Research, Nursing Education, Pediatric and Obstetrical Nursing	MSN, RN, EdD(c) (estimated completion of dissertation 12/2023)
BSN Nursing Faculty (Full-Time)	Kailie Drumm (Current tenure track nursing faculty)	Nursing Education, Nursing Research, Medical-Surgical Nursing	PhD, RN
BSN Nursing Faculty (Part-Time)	Charles (Dan) Edwards (Current adjunct faculty)	Nursing Education, Nursing Research, Emergency Nursing, Medical-Surgical Nursing	MSN Ed, RN, PhD(c), DNP Student
BSN Nursing Faculty (Part-Time)	Julie Thompson (Current adjunct faculty)	Nursing Education, Mental Health Nursing, Family Health Nursing	DNP, FNP-C, PMHNP-C
Non-Nurse Faculty			
ECON 445	Jim Franz (Current tenured social science faculty)	Microeconomics, Macroeconomics	Master of Arts in Economics, PhD Study in Economics
PSYCH 320	Tammy Tomtan (Current adjunct faculty)	Psychology	Master of Arts in Counseling
CMST 330	Kat Harlan (Current adjunct faculty)	Communication Studies	Master of Arts in Communication Leadership/College Teaching
OLTM 440	Dana Cummings (Current tenured business faculty)	Current Issues in Human Resource Management, Ethics, Ethics and Leadership, Foundations of Leadership, Foundations of Business and Emerging Technologies, Transformative Leadership and Decision Making	Master of Science, Business Administration, Master of Science, Accounting, Bachelor of Arts, Humanities, Bachelor of Arts, Cultural Anthropology

Criteria 3

Selective Admissions Process

Application Pool Development

Lower Columbia College is committed to the success of all students. The college will utilize a variety of methods and strategies to (a) build full- and part-time pathways for both AN-DTA/MRP and non-AN-DTA/MRP degree holders to the RN to BSN, (b) raise broad awareness of the RN to BSN through marketing efforts (c) develop inter-institutional AN-DTA/MRP and AAS-T agreements, and (d) partner with community-based, tribal, and professional organizations to develop a robust and diverse RN to BSN application pool. (see Appendix G for sample application pool development strategies).

Commitment to Equal Opportunity and a Diverse Student Body

In accordance with Lower Columbia College's mission of diversity, equity, and inclusion, diversity of all kinds is celebrated and embraced, including different beliefs, cultures, people, and experiences. The college is dedicated to promoting an accessible, inclusive, and safe environment that fosters cultural sensitivity, educational equity, and social justice for all students, faculty, and our local and global communities. Demographic analysis of LCC's nursing program over the five-year period from 2016-2021 includes the following underrepresented populations: economically disadvantaged students 40-44%, male students 10-15%, Hispanic students 9%, and African American students 11%. LCC's commitment to promoting a diverse nursing workforce is demonstrated in the development of a strategic plan addressing diversity, equity, and inclusion with specific objectives and priorities for the five-year period 2022-2027. This plan incorporates three overarching priorities with established goals and objectives to successfully attain these goals. These priorities are:

- Priority Area One: Develop a culture of safety and belonging for all
- Priority Area Two: Invest in a campus experience where all succeed
- Priority Area Three: Create a sustainable infrastructure to bolster continued DEI success

Lower Columbia College is committed to strengthening practices involving student success, cultural enrichment, diversity, curricular transformation, and employee development. Departments and programs designated to recruit and retain diverse students to enrich the teaching and learning environment include the following:

- **Diversity and Equity Center**: advises the president and the Executive Leadership Team on enhancing diversity, multiculturalism, and equal opportunity in all aspects of the mission.
- **Disability and Support Services:** DSS provides appropriate accommodations to individual students, access to adaptive technology, and barrier-free facilities.
- **Bias Response Team:** Team consists of a diverse group of campus representatives who are available to determine a rapid and effective response to incidents of bias and offer broader prevention and educational strategies.
- **Diversity Clubs and Organizations**: Include the Xochipilli club, sexuality and gender alliance, veterans' alliance, multicultural club, and international club.
- **International Student Program**: This program seeks to foster understanding and knowledge of the world through meaningful connections across cultures. Including making LCC a place where students see their place in the larger world and the impacts that can make to transcend borders.
- **TRIO**: Student support services providing academic and personal support to students with limited income, disabilities, or who are first in their family to attend college.
- **Veteran Services**: Has resources specifically for veterans including advising, peer-to-peer counseling, individualized tutoring, biweekly study groups, and referrals to college and community resources.

Activities geared toward recruitment of diverse students and promotion of cultural sensitivity include the Hispanic Health Fair held annually, allowing current nursing students to provide health screenings for Hispanic residents in this region. Hosting this event is an opportunity to inform potential students and parents about the RN to BSN program. The RN to BSN program is also partnering with the Cowlitz Tribal Clinic for field placements, which will increase awareness of the program in this underrepresented population. LCC's participation with the community Go Fourth Festival and the Cowlitz County Fair also provide opportunities for outreach and relationship building. LCC additionally conducts school and career fairs to reach underserved populations, which will also help increase the diversity of the applicant pool.

Application, Selection, and Admissions Process

To be considered, applicants must meet the minimum qualifications and satisfy all application processes (see Appendix H), including the following:

- Associate degree from a nationally accredited nursing program within an institutionally accredited college or university.
- Transcripts demonstrating a grade of C or above in all pre-nursing and nursing courses and a cumulative college GPA of 2.5 or higher.
- Transcript demonstrating completion of a college-level statistics course with a grade of C or above.
- Unencumbered Washington State RN licensure. *Students in the final year of a Washington State Nursing Care Quality Assurance Commission (NCQAC) approved associate degree nursing program may be admitted, but must take and pass the NCLEX-RN prior to beginning the RN to BSN curriculum (passing the NCLEX-RN provides 30 credits toward the BSN).*
- Resume (see Appendix I for scoring rubric).
- Reflective Essay (see Appendix I for scoring rubric).

To ensure the program serves a diverse population, admission criteria are designed using a holistic admission approach. The admission process is not fully reliant upon exam scores or academic GPA. Additional non-academic criteria include graduates of LCC's nursing program, prior LPN and/or RN work or volunteer experience, first generation students, and military service (see Appendix G).

Reflective Essay

As part of the admission packet, applicants will use the following prompts to create a reflective essay. Essays will be evaluated using a rubric (see Appendix I).

1. Obtaining a baccalaureate degree requires persistence and hard work. Describe a long-term goal the BSN degree will help you accomplish. This goal may be academic, personal, and/or professional.
2. Share life experiences, personal strengths, professional experiences, and aptitude which will contribute to your success in the RN to BSN program (for instance, community service, leadership experience, healthcare experience, experience working with a diverse underserved population).
3. Outline academic challenges, successes, or obstacles that have impacted your ability to achieve your goals. How did you overcome challenges or obstacles?
4. All students can contribute to a diverse and inclusive environment when diversity is defined most broadly. Whether by a personal attribute, characteristic, culture, experience, or behavior, please tell us how you believe you will contribute to the diversity of Lower Columbia College and the nursing profession (for instance, first-generation college student, multilingual, commitment to work in a medically underserved area, commitment to social justice).

Thirty students will be admitted to the program annually beginning in Year 3. In the event there are more qualified applicants than seats available, students will be selected based on the application scoring rubric (see Appendix G). Students who are not admitted after the first week of the term will need to reapply for the next admission cycle.

Conditions for Enrollment

Upon acceptance to the nursing program, students receive a welcome packet with the forms and information needed to enroll in courses. All RN to BSN students must attend a mandatory orientation. Admission to the nursing program is contingent upon:

- Passing a Criminal Background Check and a Drug/Alcohol Test.
- Completing any in-progress courses with the required GPA.

Criteria 4

Appropriate student services plan

In keeping with LCC's strategic plan and core themes and utilizing practices, the RN to BSN program will leverage LCC's existing services combined with RN to BSN strategic support to deliver comprehensive and inclusive wraparound services to promote timely completion of the BSN degree.

Faculty and Support Personnel

The college will hire, and/or allocate, the following personnel to manage and oversee the RN to BSN program:

- **Director/Program Leadership:** LCC's leadership recognizes that successful and intentional design, delivery, and continuous improvement are central to the RN to BSN program's success. The strategic and day-to-day management, coordination, and documentation of resources and processes (human capital, fiscal, programmatic elements, etc.) require a highly qualified director with requisite instructional, technical, and management skills. In addition, a demonstrated and deep commitment to both instruction and student success need to be evident. LCC's current dean of instruction/nursing program director, Merry Bond, meets these criteria and will fulfill this role. The dean of instruction/nursing program director will be responsible for the day-to-day management of the program, as well as be the primary contact for RN to BSN students, manage all aspects of advising, selection, admission, registration, retention, and graduation.
- **Administrative Support:** The dean of instruction/nursing program director will have the support of a full-time administrative assistant, for general administrative functions, and a full-time program coordinator overseeing the RN to BSN degree. This is inclusive of a partial workload for both currently existing positions serving the current ADN program.
- **Full-Time Faculty:** LCC plans to hire one additional full-time tenure track faculty member to support the RN to BSN program and provide faculty advising to RN to BSN students.
- **Adjunct Faculty and Professional Tutors:** LCC will utilize highly qualified adjunct faculty along with professional faculty tutors to support student learning. Current budget planning includes approximately 100 hours per quarter for professional tutoring.
- **Support from Leadership:** To fulfill their responsibilities, the dean of instruction/nursing program director, adjunct faculty, and tutors will also receive support from the office of instruction, registration, institutional effectiveness and research, the vice president of instruction, and the vice president of student services as needed.

New Student and Program Orientations

- **Welcome Admissions Information:** Upon acceptance of program admission, students will

receive a welcome email/virtual packet which includes essential information about the RN to BSN program. Among other essential information, the packet includes the following:
- ○ Welcome letter
- ○ Checklist to complete prior to the RN to BSN orientation (student login, official transcripts, class schedule, parking permit, etc.)
- ○ Advisor assignment
- ○ Information on student services, financial aid, instructional resources, and clubs and organizations, etc.
- **New Student Orientation:** Students new to LCC (or students who have not attended classes at LCC in two or more years) are required to participate in a new student orientation (NSO). New RN to BSN students must attend the NSO and an orientation to the RN to BSN program upon acceptance. NSOs are offered fully online and are strongly supported by entry advisors and student services staff. The dean of instruction/nursing program director will provide entry advisors with informative degree/program informational materials that can be incorporated into NSO for new prospective RN to BSN students. Entry advisors will direct students to the appropriate degree path and assist with the first quarter class registration. NSO covers career planning, campus resources, campus life, financial aid, student accounts, registration services, advising, degree options, assessment of digital literacy, using the NorthStar digital literacy program, Canvas 101, and first quarter registration. Detailed degree program planners and advising instructions are provided to students during NSO. The fully online NSO offers students the flexibility to complete the process when convenient for them. The entry advisors will ensure adequate support to the students with frequent follow-up via email, phone, and video conferencing throughout the process. Students needing additional support, or who lack access to technology, can check out a Chromebook to complete the process or make an appointment for in-person services.
- **RN to BSN Program Orientation:** All students who have been accepted into the RN to BSN program will be required to participate in a program orientation. This orientation will be led by the dean of instruction/nursing program director and provide an overview of the RN to BSN student handbook (currently under development) which outlines procedures, expectations, policies, and requirements for continuation in good standing. A clinical orientation will be provided during the lecture portion of NURS 430, Nursing Leadership and Community Care Field Experience to prepare students for the clinical setting.

Academic Advising

The purpose of advising at LCC is to assist students in making appropriate choices that will help them reach their academic and career goals. Entry advisors are the initial advisors for all prospective RN to BSN students. Students applying for and admitted into the RN to BSN program will receive individualized and personalized academic advising services and assistance in navigating the entrance, registration, class scheduling, and graduation process. LCC plans to hire a full-time RN to BSN faculty who will serve as the designated faculty advisor to students in the RN to BSN program. LCC's faculty contract includes advising as a part of workload.

The dean of instruction/nursing program director will monitor students' progression throughout the program, providing feedback to students about any areas of concern. Additional assistance will be provided by the LCC's student services department to proactively develop relationships and provide wrap around supportive services. Some strategies to achieve this support include comprehensive and ongoing support from administrators and peers, peer advising, targeted support for critical steps such as completion of the Free Application for Federal Student Aid (FAFSA), and test/finals prep. The dean of instruction/nursing program director will work closely and collaboratively with the Counseling and Advising Center to advise students who are in their freshman and sophomore years and are considering applying for admission to the BSN program once they complete their associate degree.

There will be quarterly advising/program information sessions, online and/or in-person as feasible, for prospective students to promote awareness of both program admission requirements and program involvement expectations. The dean of instruction/nursing program director will meet regularly with entry advising and faculty advisors to maintain communication and collaboration.

Student Services, Counseling, Advising and Career Centers

The Counseling, Advising and Career Centers offer various resources designed to assist students to achieve academic success, acquire skills for employment, improve personal well-being, and develop effective skills for interacting in a diverse environment. Counseling services are available at no cost to registered LCC students.

Services available through the Counseling and Advising Center include:
- Short-term personal counseling
- Transfer information
- Decision-making regarding career and life goals
- Strategies for dealing with the fear of testing and new situations
- Academic advising
- College survival and study skills
- Student advocacy
- Degree path mapping
- Career and employment services
- Degree audit

The dean of instruction/nursing program director will meet with student services departments regularly at the monthly Student Services Council meeting. During this meeting the dean of instruction/nursing program director will share important RN to BSN program information and maintain communication with financial aid, disability support services, career services, advising, registration, counseling, and student programs (such as TRiO Student Support Services, Basic Food Employment Training [BFET], WorkFirst, Opportunity Grant, Worker Retraining, Veterans Services). LCC has the capacity to serve the additional students in the BSN program. Staffing in advising, counseling and career services includes: two full-time faculty counselors (career and academic) and five educational planners. LCC's career services are open to all students and the general community. Current staff have experience supporting individuals with career research and job placement assistance at multiple degree levels.

One-Stop Center

LCC's One-Stop Center provides one-on-one assistance to new and returning students who are going through the admissions process at LCC. The center also provides continued service to students who have general questions about LCC, or need help completing their financial aid application, understanding their financial aid award, applying for scholarships, registering for classes, or connecting with resources. Support staffing includes one full-time manager, one full-time program coordinator, and several part-time hourly staff and work-study employees.

Disability Support Services (DSS)

LCC is committed to providing access for all students to instructional, technological, and support services to promote student success. LCC allocates budgetary support for these services annually. As part of this commitment, DSS provides appropriate accommodations to individual students, access to adaptive technology, and barrier-free facilities. Available accommodations include, but are not limited to, alternative exam format/time, taped texts/lectures, American Sign Language interpreters, note takers, accessible parking, and registration assistance. DSS facilitators work with instructors, departments, and the students to ensure accommodation needs are met.

Registration and Records

Once students apply and are accepted into the BSN program, the dean of instruction/nursing program director will help streamline processes and ensure accurate registration for RN to BSN students by providing advising, class scheduling, and registration access codes. The registration office will support these efforts by offering online and in-person registration services. Current staffing in the LCC registration office includes a full-time registrar, data analyst, credentials evaluator, and two program coordinators, supported by two part-time program assistants. One of the two credential evaluators will be assigned to the BSN program admissions process to streamline official degree evaluations. Additionally, staff members will assist students with enrollment verification and official transcript requests. The dean of instruction/nursing program director will meet with registration staff on a quarterly basis to review and refine program processes.

Financial Aid

The financial aid office prepares and disburses federal, state, and institutional aid for all LCC students. Students can monitor the progress of their applications online. All students admitted to the BSN program will be able to apply for financial aid in the same manner as all other students. LCC's financial aid office will assist and support students to obtain as much financial aid as possible. The dean of instruction/nursing program director will help students navigate financial aid, including access to scholarships, grants, and other funding opportunities. LCC's financial aid staffing levels consist of one full-time director, two full-time assistant directors, one full-time program coordinator, three full-time program assistants, and several part-time and work-study support staff. It is anticipated that current staffing levels will be adequate to serve the initial cohort of twenty-four RN to BSN students. One of the two assistant financial aid directors will be assigned to oversee and support the RN to BSN program and process financial aid awards to students. During year two, an additional part-time hourly program coordinator will be hired to support the additional workload. As a part of Guided Pathways efforts, the college will be assessing staffing levels in financial aid and will explore converting additional part-time staff to full-time. LCC's administration is committed to ongoing assessment of staffing needs related to BSN implementation to ensure both program and student success.

Veterans Administration Programs

LCC's Veterans Program provides outstanding veteran support services and encouragement to our student veterans to ensure program completion. The veteran's affairs office assists all eligible veterans, reservists, dependents, and VA Chapter 31 students. It is anticipated that the RN to BSN program will be eligible for VA-approved funds.

Tutoring

The Tutoring Center offers tutoring to currently enrolled students in almost every subject. Students pay a small tutoring fee with registration, and there are no additional costs. All tutors are enrolled LCC students. Students are limited to one appointment per day, per subject. Tutors are available for a variety of classes and subjects. Students can meet with tutors face-to-face or online for one-on-one or small group sessions. Appointments can be scheduled ahead of time, or walk-in appointments can be made if a tutor has an opening. All tutors go through College Reading & Learning Association (CRLA) training. Training topics include beginning and ending a session, definition of tutor responsibilities, goal setting, learning theory, and many more.

eTutoring

LCC provides online tutoring services in addition to eTutoring services provided in partnership with the Western eTutoring Consortium. All currently enrolled LCC students have access to eTutoring's free online peer tutoring services in the following areas: accounting, American Sign Language, anatomy & physiology, biology, calculus, chemistry, computer science, economics, psychology, math,

Microsoft Office, physics, Spanish, statistics, web development, and writing.

eLearning Support

The eLearning department supports instructional technology, including the Canvas LMS, Panopto, MyMathLab, Google Apps for Education, Honorlock, and Microsoft 365. eLearning staff, consisting of three full-time employees, provide in-person, online, and telephone support. eLearning also provides tutorials on technical topics to assist students, faculty, and staff, and they support the training, conversion, and maintenance of accessible online content. Students who are unfamiliar with Canvas are introduced to the LMS at NSO. Canvas technical support is provided on an ongoing basis, and LCC faculty are equipped to answer basic student questions. Additional support can be accessed through the eLearning department by phone, email, Zoom, or in-person.

Library and Media Services

The mission of the LCC Library and Learning Commons is to provide the instructional support, resources, and environment that students need to become accomplished, independent learners. The library's vision is to be an empowering information hub where users have access to cutting edge academic support services in a single location (see Appendix J for the NWCCU BAS Degrees Library Services Rubric).

The LCC Library provides many services for students, faculty, and staff including reference and research services, information literacy instruction, reservable study spaces with technology, a recording booth, computer lab, circulation services, course reserves, interlibrary loan, an on-site tutoring center, and an on-site eLearning office for Canvas support.

The library's collection consists of physical and online resources. The print collection includes 20,000 books, 547 periodicals, 774 DVDs, 60 Chromebooks for student checkout, two Chromebooks for staff checkout, six classroom sets of 12 Chromebooks for faculty checkout. Made available by eLearning, the library provides a digital camera and tripod, a GoPro, a mini portable projector, a large cart projector, and a snowball microphone for faculty checkout. Online library resources include 34 research databases, 24/7 "Chat with a Librarian" service, video tutorials, citation guides, research guides, technology guides, Open Educational Resources, and copyright compliance information. The library's research databases offer over 200,000 academic eBooks (EBSCO), 123 e-Encyclopedias (Gale), over 328,000 streaming video segments (Films on Demand), audiobooks and eBooks (RBdigital), and subject-specific content via EBSCO and ProQuest. Since July 2017, the library has used Alma, a cloud-based library services platform, with Primo as its front-end discovery interface. When using the subject headings "business management" and "business leadership" to search the library's entire collection, the search returns over 7,000,000 full-text results that include print, electronic, and audio books, online journal articles, and videos.

The two-story library was recently remodeled. The remodel added two classrooms for class sessions, workshops, and quiet study, three additional group study rooms with technology, a media and design space, new furnishings for student study areas, and improved lighting, acoustics, and access to staff support. In addition to study space, print collection, and technology, the library offers two reservable quiet study rooms with technology for student groups and a reservable WhisperRoom recording booth for audio and video course submissions and content creation. Two reservable areas with Smart Boards are available for faculty and librarians to instruct classes. There are 52 student computers in the library, two black and white printers/copiers/scanners, and a color printer.

Faculty librarians are available to provide tailored, ad hoc information literacy instruction to courses in any discipline, both in-person and online through the Canvas LMS. Librarians also provide reference services to students and faculty and are responsible for collection development.

Nursing Databases and Print Collection

To support the RN to BSN program and ensure students have access to bachelor-level learning and research materials, LCC will purchase print materials to establish an initial collection. LCC will annually subscribe to the following additional databases and journals as necessary to support the Nursing program students: EBSCO Academic Premier and Cumulative Index to Nursing and Allied Health Literature (CINAHL) Complete.

Table 4.2 Sample of Online Accessible Library Resources

Key Databases
Academic Search Complete over 6,300 full-text journals and magazines, including 5,700 full-text, peer-reviewed journals from a wide variety of academic disciplines   **ProQuest Research Library** for newspaper, magazine, and scholarly journal articles   **Cumulative Index to Nursing and Allied Health Literature** for scholarly articles   **Films on Demand** for educational videos   **CultureGrams** for cultural information on people and countries around the world   **Gale Virtual Reference Library** for encyclopedia entries   **Films on Demand** for educational videos   **AVON- Academic Video Online** for educational videos   **eBook Central or EBSCO eBook** for eBooks or scholarly articles you can read on your computer or mobile device
Research and Help Guides
- Library research guides by subject, class, or area of research need   [Alphabetical list of 34 databases](#) on a variety of subjects.   - Find a specific article, journal, or magazine   - Cite sources in MLA or APA   - Finding and evaluating scholarly journals   - Help connecting to library databases.

Computers and Technology

LCC has a variety of instructional technologies, computer labs, and equipment to serve students in the RN to BSN program, including:

- Smart Top tables and reservable Smart Board areas
- 1,250 desktop and laptop computers among 35 lab settings, 47 classrooms, offices, and remote sites (systems are updated and replaced on a 4-5-year cycle)
- All students are provided an email with Google Apps
- Nine instructional computing labs are available which have teaching stations equipped with projectors, whiteboards, and sound equipment
- LCC's library houses the Learning Commons, where students can access tutoring and computers
- Workspaces are available to students to practice working with audio-visual and multimedia technology available in the classrooms
- A dedicated computer lab, currently utilized by LCC nursing students, will be expanded to serve RN to BSN program students
- Twenty new high-end laptops purchased fall 2020 (Lenovo Legion 5) capable of running advanced software programs

Classroom Technology

LCC classrooms are equipped at minimum with instructor technology stations, which include a computer, projector, and screen. Most also have a document camera and many have Mondo Pads or Smart Boards.

Internet Access
The college provides free Wi-Fi campus wide, which covers every building on campus as well as most outdoor spaces. LCC has also purchased 20 Wi-Fi hotspots that are available for student checkout. LCC continues to assess student needs and will seek to purchase additional hotspots as needed to ensure students have adequate access to Wi-Fi, eliminating this as a barrier to success.

Criteria 5

Commitment to build and sustain a high-quality program

LCC is committed to developing a high-quality, equity-based RN to BSN program which will build upon the strong foundation of the AN-DTA/ MRP. LCC has the full support of local employers in the region to offer the RN to BSN program. This support will ensure that the program will respond to the critical need to educate and prepare well-qualified individuals to move into positions requiring a BSN such as leadership and management positions and builds on one of LCC's strengths--the ability to coordinate across multiple sectors to address our community's most important challenges. The RN to BSN program is further supported by internal institutional processes including, but not limited to, the review and approval of LCC's Nursing Program Advisory Committee (see Appendix K), integration with the college-wide implementation of Guided Pathways efforts, and other instructional and student support processes as previously described in this proposal.

Funds to be used to support the program

LCC's Executive Leadership Team, with the support from the LCC Board of Trustees, is committed to building and sustaining a strong RN to BSN program (letter of support, Appendix L). LCC has adequate funding within the current operating budget and reserves to support the development of the RN to BSN program. While not required for program start-up costs, the LCC Foundation is also highly supportive of LCC's development of its third bachelor's degree and will explore options for a future fundraising campaign to support scholarships and student support funds.

Anticipated Revenue
Revenue:

Table 5.1 BSN 5-Year Enrollment and Revenue Projection

	Start Up 2023-2024	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
Enrollment						
Number of Students		24	26	28	30	30
Revenue						
Tuition		$171,432.00	$213,493.80	$202,004.04	$246,339.00	$286,819.80

	Start Up 2023-2024	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
State allocation ($957.75/ student FTE)		$22,986.00	$19,367.83	$32,276.18	$28,732.50	$35,120.69
Total revenue		$194,418.00	$232,861.63	$234,280.22	$275,071.50	$321,940.49

Enrollment:
The program is estimated to have an initial enrollment of 24 students with an increase of two students per cohort year until full capacity of 30 students is reached (see table 5.1).

Tuition and Inflation Rates: SBCTC tuition rates for 2022-2023 ($7,143 per academic year, 3 quarters/45 credits total) were used for projected tuition as revenue guidance and a one percent inflation rate each year (rounded up to nearest dollar). The RN to BSN program will utilize the state-supported funding mechanism, which uses a combination of legislative appropriation of state funds in addition to student tuition. Additional tuition revenue from upper division tuition rates will cover additional expenses. Consistent with the management and oversight of all LCC programs, the RN to BSN program will be sustained as part of the general fund budget and assessed for viability as part of the program review cycle to ensure adequate enrollment. Table 5.1 shows projected revenue for the first five years. LCC will implement a part-time cohort effective year two. Full-time and part-time cohort start dates alternate every other year.

Projected Program Expenses

Start-Up Costs
LCC's director of baccalaureate programs will serve as the RN to BSN program project manager to coordinate stakeholders and manage the development process with strong support from the dean of instruction/nursing program director and the dean of instructional programs/workforce education. Additionally, nursing faculty have been contracted to support the initial development of the program. During start-up, additional adjunct faculty will be contracted to support curriculum development. For the 2022-2023 fiscal year, LCC was awarded $138,528 in legislative funding for high demand program expansion. This funding may be utilized for activities contributing to increasing seats in nursing programs, including program planning and curriculum development taking place during that time for the proposed program (see table 5.2).

Expenses
- **Instruction:** Instructional rates vary based on LCC's faculty contract. LCC plans to hire a full-time tenure track faculty (1 FTE) to teach in the RN to BSN program and provide assessment support and advising. While the dedicated full-time faculty's primary workload will be in the RN to BSN program, to ensure diverse perspectives and instructional delivery, LCC will be able to utilize currently employed full-time and adjunct faculty at LCC, who may also teach in the RN to BSN program. Contracts may extend beyond full-time workload for full-time faculty, although this will be avoided through hire of the additional full-time nursing faculty member and use of adjunct faculty support. Adjunct lecturer rates are $60.18 per contact hour with a 2% annual increase.

- **Curriculum Refinements:** LCC will allocate $3,300 per year for years one through three to address any additional necessary curriculum refinements ($220 per credit up to 45 credits).
- **Support Staff:** LCC will allocate 0.5 FTE support staff to assist the dean of instruction/nursing program director in program administration and application pool development activities (see Appendix G). LCC will also hire professional faculty tutors at the current rate of $40.78 per hour for 100 hours per quarter with a 2% annual increase.
- **Other:** Other expenses represent operating costs because of the new program and also assume a 2% annual increase.

The budget assumes operating fees only. Per these projections, adequate revenue is expected by year three and program sustainability will be effective by year five.

Table 5.2: RN to BSN 5-year budget

	Start Up 2023-2024	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
Expenses						
Operating Costs: Salary & Benefits						
BAS Director (.25 FTE)	$23,502.50	$29,049.09				
Dean of Instruction/ Nursing Program Director (.25 FTE)	$27,245.59	$33,675.55	$34,685.82	$35,726.39	$36,798.18	$37,902.13
BSN Administrative Assistant (.50 FTE)	$37,902.13	$37,341.35	$38,461.59	$39,615.43	$40,803.90	$42,028.01
Librarian (.25 FTE)		$20,744.37	$21,366.70	$22,007.70	$22,667.93	$23,347.97
FT BSN Faculty (1 FTE)		$86,557.45	$89,154.17	$91,828.80	$94,583.66	$97,421.17
Tutors		$12,234.00	$12,479.00	$12,728.00	$12,983.00	$13,242.00
Curriculum Development	$24,750.00	$4,000.00	$2,000.00	$2,000.00	$2,000.00	$2,000.00
Personnel: Salary & Benefits Total	**$102,284.52**	**$199,875.76**	**$180,819.77**	**$186,184.37**	**$191,709.90**	**$197,401.20**
Operating Costs: Other Expenditures						
Equipment		$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
Marketing	$4,000.00	$2,000.00	$2,060.00	$2,121.80	$2,185.45	$2,251.02
Library Materials/ Databases		$18,000.00	$18,180.00	$18,361.80	$18,545.42	$18,730.87
Goods/Services		$5,000.00	$8,500.00	$8,755.00	$8,842.55	$8,930.98
Travel	$2,500.00	$3,000.00	$3,090.00	$3,182.70	$3,214.53	$3,246.67
Faculty Development	$2,500.00	$3,000.00	$3,090.00	$3,182.70	$3,214.53	$3,246.67

NWCCU Accreditation		$1,500.00				
External Review (2 @ $1,000)	$2,000.00					
National Accreditation			$5,250.00	$2,777.00	$2,777.00	$2,777.00
Other Expenditures Total	$12,500.00	$34,000.00	$37,920.00	$43,854.00	$42,085.07	$42,701.78
Total Operating Costs:	$114,784.52	$233,875.76	$218,739.77	$230,038.37	$233,794.97	$240,102.97
NET REVENUE (LOSS)	($90,034.52)	($39,457.76)	$14,121.86	$4,241.85	$41,276.53	$81,837.52

Note: FTE in this context indicates workload full-time equivalent. * Indicates a currently existing position with an estimated percentage of FTE.

Appropriate Facilities

Lower Columbia College's proposed RN to BSN program is being designed to serve place-bound working adults and students who for various reasons (work, family responsibilities, financial constraints, etc.) may not be able to relocate or travel to further their education. The degree will provide students the opportunity to earn a bachelor's degree at an affordable cost within their own community. A goal of the RN to BSN program is to provide versatile options for students so that they may be able to complete the program while fulfilling their current responsibilities.

Based on the results from the survey of students, former students, and employers, courses will be offered primarily hybrid and will be supported with eLearning resources through the Canvas LMS. Online modalities will also be utilized to provide additional options and flexibility for students. Face-to-face times will occur primarily in the late afternoon or early evening to best meet the needs of students. This approach offers the flexibility of online content delivery combined with in-person opportunities to connect, discuss, and apply concepts which improves the learning experience and retention. The increased demand for highly flexible hybrid instructional models became even more apparent during and following the recent pandemic. While the college was able to continue instruction of workforce programs online, many students in professional-technical associate degree programs expressed a strong desire to return in person wherever feasible.

Face-to-face RN to BSN classes will be held in LCC's 69,950 square foot Health and Science Building (HSB), which was constructed between 2012 and 2014. The building is three stories, with the Nursing and Allied Health Department occupying the second floor of the building which has 1,755 square feet dedicated to medical assisting and 11,544 square feet dedicated to the nursing program. Classrooms in HSB are equipped with internet access, TV/DVD, document cameras, white boards, and Mondopads (which are similar to Smart Boards). Classroom capacity ranges from 24-140. The HSB also has student lounge areas, vending machines, small conversation areas, and a patio for student use (see Table 5.2).

All full-time faculty at LCC have an assigned private office, equipped with a computer, phone, printer, and relevant office supplies. Adjunct faculty have shared office space available, generally equipped with a computer, phone, printer, and supplies. The BSN full-time faculty will also have an office in the Health Science Building.

Table 5.2 Health and Science Building-Nursing and Allied Health Resources

Health and Science Building - Nursing and Allied Health Resources
● Three classrooms with desks for 24-30 students
● One classroom for 40 students
● One classroom/lab with 24 desks and a three-bed practice area
● A computer lab with seating for 24-30 students
● A practice lab with four patient care stations and 7-10 intravenous simulators
● A Simulation Lab with three patient care stations with high-fidelity simulation mannequins
● A seminar room with 24 chairs around a large table
● A student-study area that includes table/chairs and vending machines
● A Medical Assistant classroom/lab with 30 desks and practice areas
● A storage room/preparation room that for supplies and equipment storage
● A secure file room
● A faculty workroom with copier, printer, and fax
● A shared, two-tiered lecture hall that encompasses the first and second floors with seating for 140 students
● Approximately 100 student lockers
● A Nursing Program Director office
● A Medical Assisting Director office
● Faculty offices for 11 full-time and up to 4 part time adjunct employees
● Restrooms for female, male, and family.
● Classrooms are equipped with internet access, desktop computers, projectors and screens, TV/DVD, document cameras, white boards, and Mondopads.

Focusing on varied student learning needs, the large skills practice lab contains four patient care stations with beds and headwalls, seven intravenous simulator stations, a sink, a centrally located worktable with moveable seating for 20 students, a white board, a TV, and an overhead projector and screen. The simulation lab contains four high-fidelity patient simulators that can be electronically controlled from an adjoining control room for the utmost in simulation realism. The option of recording and broadcasting the simulations is available, which increases learning opportunities for both campus and distance students.

LCC's Information Technology (IT) Services provides multiple ways to support faculty: desktop support, classroom support (audio-visual & multimedia services, telecommunications, messaging, storage, backup & recovery, printing, security, & development services. IT support is available M-F

8:00-5:00 and offers an online help desk. IT provides formal & informal training sessions, personal visits from IT staff, remote assistance, FAQ guides, and hands on sessions to experience emerging technologies. LCC has free open-access wireless available throughout campus.

The LCC eLearning Committee has developed an online course rubric to assist with online course quality and best practices. All LCC faculty who utilize the Canvas LMS in their hybrid or online courses are required to complete the SBCTC Introduction to Canvas course, at no charge. LCC requires regular and substantive interaction between faculty and students in all online courses per the definition provided by the US Department of Education. Online courses must meet the rigor and quality of face-to-face offerings. Knowledge gained from the nursing faculty's long-term experience with the existing eLearning LPN2RN and previous RONE program options, as well as the online teaching and learning infused throughout all nursing program options during the COVID-19 pandemic, will prove instrumental in moving forward with the hybrid RN to BSN program. Strategies or methodologies of online teaching that have been used in the nursing program include use of multimedia resources embedded in course modules within LCC's learning management system, discussion boards, flipped course instruction, use of web conferencing and live chats during synchronous online teaching via Zoom, PowerPoints, video recordings of instructor skill demonstrations using Panopto, and the use of collaborative tools such as Google Docs for asynchronous online teaching.

Criteria 6

Program-Specific Accreditation

LCC will seek full approval of the RN to BSN program from the Nursing Care Quality Assurance Commission (NCQAC) before implementation of the program. This application process is currently in progress.

Following SBCTC approval of the RN to BSN program, LCC will immediately file a substantive change request with the Northwest Commission on Colleges and Universities (NWCCU). LCC is currently approved to offer two BAS degrees. NWCCU granted LCC candidacy level in 2019 for a BAS in Teacher Education (BAS-TE). In 2021, NWCCU accepted LCC's second BAS proposal in Organizational Leadership and Technical Management (BAS-OLTM).

Following NCQAC approval of the RN to BSN program, LCC plans to seek national accreditation of the RN to BSN program through the Commission Collegiate Nursing Education (CCNE). Per CCNE's policy, proof of approval from the SBCTC, NCQAC, and NWCCU must be submitted with the letter of intent. The college will then have two years to complete the self-evaluation and site visit once the application is accepted. CCNE requires students to be enrolled in the program for two semesters prior to the site visit (CCNE, 2018). LCC must obtain national accreditation within four years of receiving full nursing commission approval (WAC 246-840-511 [3]).

Criteria 7

Pathway Options

Lower Columbia College has established strong partnerships with several universities through the Lower Columbia Regional University Center, which will provide RN to BSN graduates with opportunities to continue their education into master's and doctoral programs in a variety of different fields of study. Located on the LCC campus, the University Center was established in 2013 with the

goal of increasing the number of adults with bachelor's degrees within Cowlitz and Wahkiakum counties. The University Center now, additionally, provides access for students with applied bachelor's degrees to continue into master's and doctoral programs. University Center partners have all expressed support for LCC's proposed RN to BSN degree program, and exploring specific alignment of the program into several different master's programs. Four-year partners in the University Center include Grand Canyon University (GCU), Franklin University, Western Governors University (WGU), and Washington State University-Vancouver (WSU-V) (see Appendix M).

Franklin University:
Franklin University has been one of LCC's longest standing transfer articulation agreement partners and just recently joined the Center as an official partner in summer 2020. While the institution is based out of Ohio, they have been proactive in seeking partnerships with community colleges nationwide. Franklin currently offers a discount on selected BA degrees for LCC students, staff and faculty and future discussions will continue around the feasibility of offering a discount at the master's level to help reduce barriers due to the high cost of education.

Grand Canyon University:
GCU became an official partner in the University Center during 2019. Based on their strong local presence for advising, recruiting, and student services, LCC invited them to join the Regional University Center. GCU expressed strong support for the RN to BSN degree and is interested in developing articulation agreements and transfer guides into several different applicable master's programs. An advantage of GCU as a partner is their extensive master's degree inventory and diversity in offerings.

Washington State University-Vancouver:
WSU-V has been a partner of the University Center since inception in 2013 but LCC's partnership extends back to 2001. WSU currently accepts LCC transfer students into their graduate nursing program pathways, including the master's in nursing (MN), BSN to Doctor of Nursing Practice (DNP), and BSN to PhD in Nursing.

Western Governors University:
WGU became a partner in the University Center in 2019. As a completely online university, the idea was to bring a physical presence to an online degree to better support students by offering in-person advising and support services on the LCC campus but their flexibility and expertise in delivering online education has proved valuable during the circumstances faced with COVID-19.

Boise State University:
Although not an official University Center partner, several LCC students pursue further nursing education through Boise State University. Boise State offers an Adult Gerontology Nurse Practitioner Master of Nursing degree and accepts BSN graduates from both CCNE or ACEN accredited nursing programs. Boise State offers in-state tuition options for Washington State residents as well.

Criteria 8

External Expert Evaluation

Lower Columbia requested external reviews of this BSN Program Proposal from Dr. Kimberly Mau of Western Governors University and Dr. Teresa Rangel of Providence Health and Services. The reviewer's comments and LCC's responses are in table 8.1. The external review rubrics are included in the appendices.

Kimberly Mau; DNP, MSN, RN

Dr. Kimberly Mau joined Western Governors University in 2019 and serves as Academic Program Director/Associate Dean for the RN to BSN and UG Bridge Programs. Dr. Mau has been a nurse for 26 years and has worked in nursing administration and education for over 20 years. Her educational leadership experience includes accreditation, program assessment, and curriculum design at the undergraduate level to ensure alignment with course, program, university, and national performance outcomes. Prior to joining WGU, Dr. Mau served as clinical nurse educator and director of the new nurse residency program for a southern Indiana Magnet medical center. Before moving to Indiana with her family, Dr. Mau served as faculty for the traditional BSN and accelerated BAC/BSN programs for 5 years and as interim co-director of Undergraduate Studies at Lewis University in Romeoville, Illinois. In addition to her work with BSN students, Dr. Mau served as Associate Dean of Health Careers, Director of Nursing Programs and Professor at Kankakee Community College for 12 years. Dr. Mau's professional organization affiliations include involvement with the NLN/Indiana League for Nursing, the NONL/Indiana Organization of Nurse Leaders, SIGMA Psi Upsilon, NEPIN, and Organization for Associate Degree Research committee member and lead investigator for the 2022 National Faculty Survey.

Teresa Rangel; PhD, MSN, RN, CNL
Dr. Rangel is a PhD-prepared nurse who has worked in the acute care setting since 2012. Her clinical experience includes work as a floor nurse in the long-term care setting (9 months), inpatient acute adult behavioral health (1.5 years), and telemetry/post-surgical recovery for spinal and cath lab procedures (5.5 years). Dr. Rangel has experience as an adjunct faculty at Pierce Community College (clinical instructor for mental health), Pacific Lutheran University (clinical instructor for mental health and teaching nursing theory), and Washington State University (clinical instructor of long-term care and health assessment practicum). After completing her PhD in 2019, Dr. Rangel accepted her current position as nurse scientist in the hospital setting. Her role is to mentor and guide nurses at all levels to ask and answer clinical questions using the scientific method. Dr. Rangel has assisted dozens of teams to create and implement projects ranging from quality improvement initiatives, evidence-based practice projects, program evaluations, and research studies.

Table 8.1 External Review Comments and Responses

Kimberly Mau; DNP, MSN, RN	
Criteria 1 Curriculum demonstrates baccalaureate level rigor	**Comment: Is there a conceptual framework?** **Response:** The American Association of Colleges of Nursing (AACN) *Essentials: Core competencies for professional nursing education* form the framework for the RN to BSN curriculum. Metaparadigm concepts woven throughout LCC nursing education programs include person, nursing, health, and environment. Curricular threads include human caring, ethical principles, critical thinking, clinical reasoning, culturally and linguistically appropriate care, leadership, health policy, scholarly inquiry, and professional roles and responsibilities. **Comment: What is the timeline for the assessment plan?** **Response:** Frequency for the various facets of the program assessment plan is addressed in Appendix A. This plan will be implemented during Year 1 (2024-2025 academic year). **Comment: How will the clinical opportunities include the 4 spheres of care- chronic, preventative, restorative/regenerative, and palliative care?** **Response:** The RN to BSN program builds upon concepts learned in the pre-licensure nursing program. Varied clinical opportunities in all 4 spheres

	of care are included in the AN-DTA/MRP. The focus of field experiences in the RN to BSN program are primarily within the preventative and chronic care spheres. Per WAC 246-840-542, the field experience will include opportunities for care in the community, leadership, team coordination and collaboration, quality improvement, and care coordination. **Comment: Where in the document is the process for field experience defined for hours, preceptor selection, and communication between preceptor and faculty (WAC requires a minimum of 3 interactions). How will preceptors be oriented and evaluated?** **Response:** Development of the field experience is in progress. Compliance with the WAC will be considered. Processes for preceptor selection, monitoring, and communication will align with the current policy and procedures in place for the associate degree nursing program.
Criteria 3 Selective admissions process, if used for the program, consistent with an open-door institution.	**Comment: Any time limit on the college-level statistics course? Within the last 5 years?** **Response:** The program has no current plans to implement a time-limit on the college-level statistics course. This is consistent with the position of the Washington State Achievement Council's Joint Transfer Council and the Intercollegiate Relations Commission. **Comment: Any resources for ESL students or those that may face challenges with academic writing at this level for the essay portion?** **Response:** Students who are applying to the RN to BSN program can utilize the writing center tutors in the LCC Learning Commons as a resource for the essay portion of the application. Tutoring through the writing center is also available virtually. This information will be included on the website where the application is accessed.
Criteria 4 Appropriate student services plan	**Comment: What is the reference to "100 hours per quarter/10 hours per week"- professional tutors?** **Response:** LCC has included 10 hours per week (which equals approximately 100 hours per quarter) for professional/faculty tutors for the BSN program. The language of this statement has been edited to read clearer. **Comment: What is the process for orientation to clinical experiences or is this addressed in RN to BSN orientation? Is RN to BSN orientation online?** **Response:** The RN to BSN student orientation is currently being developed. A clinical orientation will be provided during the lecture portion of NURS 430, Nursing Leadership and Community Care Field Experience to prepare students for the clinical setting. The modality will be either in-person or hybrid. **Comment: What are the processes for student concerns, Ombuds? Is there a support team for student conduct concerns?** **Response:** The following statement will be included in the RN to BSN handbook: Students are encouraged to discuss academic concerns with the faculty involved. If not resolved, or depending on the nature of the

	complaint, the next step is to discuss the issue with the Assistant Nursing Program Director or the Nursing Program Director/Dean of Instruction. If the issue has not been satisfactorily resolved, the student may follow the chain of command and discuss the concern with the Vice President of Instruction. If the complaint is academic in nature, the student may initiate Academic Grievance resolution procedures (full URL https://lowercolumbia.edu/publications/student-handbook/student-academic-grievance-procedure.php), as defined in the LCC Student Handbook.
Criteria 5 Commitment to build and sustain a high-quality program	**Comment: Will the program have any second-year students?** **Response:** As the program is a 3+1 RN to BSN program, students will be able to complete it in one year. Students who are part-time will be enrolled ¾ time and will complete the program in 5 quarters, including a summer lead quarter and completion the following summer. This means there will not be an overlap of cohorts across academic years. **Comment: What department supports students in the online learning environment that have technology difficulty? Is there a specific Ed Tech support department? Do faculty provide support or refer to student support services?** **Response:** This information is included in Criteria 4 with the student services plan. The eLearning department supports instructional technology, including the Canvas learning management system, Panopto, MyMathLab, Google Apps for Education, Honorlock, and Microsoft 365. eLearning staff, consisting of two full-time and one part-time employee, provide in-person, online, and telephone support. eLearning also provides tutorials on technical topics to assist students, faculty, and staff, and they support the training, conversion, and maintenance of accessible online content. Students are introduced to Canvas through the new student orientation for bachelor program students. Canvas technical support is provided on an ongoing basis, and LCC faculty are equipped to answer basic student questions. Additional support can be accessed through the eLearning department by phone, email, Zoom, or in-person.
Criteria 6 Program specific accreditation	**Comment: Recommend the following for clarity:** Following NCQAC approval of the RN to BSN program, LCC plans to seek national accreditation of the RN to BSN program through the Commission Collegiate Nursing Education (CCNE). Per CCNE's policy, proof of approval from the SBCTC, NCQAC, and NWCCU must be submitted with the letter of intent. ~~LCC will be eligible to apply for CCNE accreditation after receiving approval from the SBCTC, NCQAC, and NWCCU.~~ The college will then have two years to complete the self-evaluation and site visit once the application is accepted. CCNE requires students to be enrolled in the program for two semesters prior to the site visit (CCNE, 2018). LCC must obtain national accreditation within four years of receiving full nursing commission approval (WAC 246-840-511 [3]). **Response:** Plans for program specific accreditation were edited for clarity.

Teresa Rangel; PhD, MSN, RN, CNL	
Criteria 1 Program evaluation criteria and process	Comment: Will faculty and student rubrics be developed or do these already exist and will they be hard-wired into the program design to evaluate effectiveness of each class in the new program and of the overall program itself. If so, what will these rubrics measure both subjectively and objectively from the perspectives of faculty and students? Response: Course effectiveness evaluation will be an integral part of the program assessment plan per WAC 246-840-512, subsection (2)(e). Course effectiveness evaluations administered to students collect subjective data regarding student perception of how well the course enhanced their progress toward end-of-program learning outcomes. Course effectiveness evaluations administered to faculty at the conclusion of each course will offer both a subjective and objective component including achievement of course learning outcomes and end-of-program student learning outcomes. Comment: What other metrics will the program consider evaluating to support that the program is meeting the community needs (proportion of graduates who: become certified in their specialty? Graduate from the program? Would recommend the program to a professional nursing colleague? Assume a leadership position in nursing? Enroll in a graduate program? Engage in clinical inquiry outputs, such as publications, implementation of healthcare policies, leading healthcare EBP/QI/research initiatives, involvement in professional nursing organizations, etc.? Will metrics be obtained from community stakeholders, such as reported increase in proportion of nursing workforce who are BSN prepared and helping advance Magnet® designation as intended for PeaceHealth or other partner healthcare employers?) Response: The program plans to track several of these metrics. For instance, graduate pursuit of further education in nursing or certification in their specialty within 6-12 months of program completion will be measured through the graduate survey (administered 6 months after graduation). Employment after program completion, including role/title information, will additionally be tracked via survey. Additional comment fields may include inquiry about potential engagement in clinical inquiry outputs, such as publications, implementation of healthcare policies, leading healthcare EBP/QI/research initiatives, or involvement in professional nursing organizations. Graduate satisfaction with the program and perception of preparation for BSN-level nursing practice will be assessed as well in this survey. Employer satisfaction with program graduates will be assessed also per WAC 246-840-512, subsection (2)(g). Other methods of collecting data from community stakeholders, such as healthcare employers, will include advisory committee meetings and regular meetings with clinical partners.

<div align="center">References</div>

American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education.* https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

Commission on Collegiate Nursing Education. (2018). *Standards for accreditation.* https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf

Lower Columbia College. (2022). *Diversity, equity, and inclusion strategic plan: 2022-2027.* https://lowercolumbia.edu/diversity-equity/_assets/documents/LCC-Diversity-Equity-Inclusion-Strategic-Plan-2022-2027.pdf

Washington State Legislature. (2016). *Curriculum for registered nurse to bachelor's or master's in nursing education programs.* https://app.leg.wa.gov/wac/default.aspx?cite=246-840-542

APPENDIX A
RN-BSN PROGRAM ASSESSMENT PLAN

BSN Program Assessment Plan		
Timeframe	Source	Evaluation Process for Quality Improvement
Annually	Course Syllabi	All course syllabi are reviewed to ensure policies, course materials and assignments, evaluation methods, and resources available to students are up to date prior to start of the academic year.
	Employment Rates	Data regarding employability of program graduates will inform program assessment and evaluation.
	Student Handbook (Policies and Procedures)	The student handbook will be reviewed by the faculty to ensure program policies and procedures comply and are consistent with college policies and procedures where appropriate. Faculty will address issues that arise during review and make necessary revisions prior to publication for the next cohort. All policy changes are voted on by the faculty as a group and, when appropriate, student input is sought. Changes to nursing program policies will only be made during the academic year if deemed urgent (such as an immediate change issued by the college or state nursing board). If this occurs, students will be provided electronic notification prior to the quarter the policy change is implemented.
	Practicum Evaluation Tool	The practicum evaluation instrument will be reviewed (and revised as necessary) to ensure it effectively measures student achievement of end of program student learning outcomes (EPSLOs) and aligns with evidence-based practices.
	Systematic Evaluation Plan	The annual review of the SEP by faculty covers all CCNE standards and WAC 246-840-512 (Standards and Evaluation of Nursing Programs). Faculty will review progress toward goals and identify areas of focus for the coming year.
	Faculty Satisfaction Survey	Assess faculty satisfaction with program effectiveness, budget, equipment, technology, program administration, workload, professional development, services, resources, and opportunities for program input. Data is reviewed annually by the Dean/Nursing Program Director and faculty for areas of improvement.
	Graduate Satisfaction Survey	Assesses program satisfaction and perception of education received for the transition from nurse generalist to BSN prepared nurse. Provides employment and advance degree plans.

	Employer Satisfaction Survey	Assesses employer's satisfaction with program effectiveness and graduate readiness. Reviewed by the faculty to assess for needed changes to curriculum and practicum experiences.
	Preceptor Feedback Tool	Allows the preceptor to give feedback about the student's practicum performance and readiness for BSN prepared employment. Faculty consider preceptor feedback in formative and summative evaluation of student performance.
	Student Evaluation of Practicum	Allows for the student to evaluate their precepted practicum experience (schedule, site, and preceptor). Faculty use this data to make decisions about site and/or preceptor assignments.
	Faculty Practicum Site Evaluation	Faculty will evaluate the practicum site and experience for potential changes in flow or placement that could improve student outcomes or enhance learning experiences.
	Student Exit Survey	Assesses student perception of college and nursing program components such as classroom and lab sufficiency, student services, availability of resources, satisfaction with the education they received and readiness for practice.
	Program Completion Rates	Faculty review to assess program completion and attrition, including rates, times, and contributing factors. Data is used to make decisions regarding program workload and course sequence.
Biannually	Advisory Board Meeting	Discuss components of the program that are effective, areas for improvement, areas of potential growth, and how to better serve the community. Seek feedback on graduates working in the field and how the program might enhance the curriculum and clinical experiences to better prepare graduates for practice. Each advisory board meeting provides the opportunity to review our program with key community stakeholders and clinical partners. A student representative is present to provide student feedback to both the school and the clinical partners. Minutes are reviewed by the faculty at the next program meeting for continuous program improvement.
Quarterly	Practicum Evaluations	Allows for the student to evaluate their own performance within the clinical setting and readiness for their role after graduation.

		Allows faculty to evaluate student progress within the clinical setting and ability to transfer didactic content to the clinical realm.
	Course Effectiveness Evaluations	Allows for focused assessment by faculty on areas of potential curriculum improvement including course outcomes, design, flow and presentation of material. Reviewed by the Dean/Director and faculty during the following quarter. Allows faculty the opportunity to adjust curriculum or presentation as needed in subsequent quarters.
	ADN/BSN Student-Faculty Meetings	During each student-faculty meeting a student representative from the BSN cohort is invited to participate. Faculty and program administration solicit student feedback regarding program specifics such as curriculum flow and design, how the cohort is managing the workload assigned, clinical experiences, etc. Data related to achievement of program goals and student learning out is shared with students as a community of interest Program changes and/or policy changes are discussed
Monthly	Nursing Program Meetings	Assess workload/staffing, courses and room scheduling to ensure program cohesion Participate in program assessment activities Review and respond to incident reports Receive information regarding organizational changes Discuss student progression and potential resources to facilitate student success.

APPENDIX B
RN to BSN COURSE DESCRIPTIONS AND OUTCOMES

New Courses

NURS 400 Quality, Safety, and Equity in Nursing Practice (5 credits)
Course Description
Examines cultural humility and culturally sensitive nursing care. Explores the ways that implicit bias, structural racism, and social and ecological determinants impact health and healthcare in vulnerable and disadvantaged populations. Analyzes personal cultural experiences and how those experiences shape identity and healthcare core values.

NURS 405 Research and Evidence-Based Nursing Practice (5 credits)
Course Description
Explores the nature of inquiry, basic research concepts, language and processes. Focuses on research contributions for developing knowledge, improving quality of care, reducing risk, and enhancing professional development and accountability. Accessing, critiquing, and utilizing quantitative, qualitative, and mixed methods to make informed clinical decisions are introduced. Explores ethical and legal rights of human subjects.

NURS 410 Community and Public Health Nursing (5 credits)
Course Description
Investigates the principles, theories, and concepts of community and public health utilized to provide culturally sensitive and population-centered nursing care. Includes levels of disease prevention, principles of epidemiology, community assessment, environmental health, and disaster preparedness. Emphasizes health promotion, risk reduction, and disease management across the lifespan within the context of individuals, families, aggregate populations, and community systems on a local to global scale.

NURS 415 Nursing Leadership for Organizational Change (5 credits)
Course Description
Investigates the changing role of the professional nurse as leader in complex and diverse healthcare settings. Applies leadership theories and methods, skills, and decision-making to implement high quality nursing care, healthcare team coordination, and oversight and accountability for care in a variety of settings. Emphasizes critical thinking, team building, interprofessional communication, priority setting, collaborative decision making, and advocacy in facilitating system change.

NURS 420 Health Information Technology in Nursing (5 credits)
Course Description
Explores the structure and relationship between healthcare delivery systems, organizational compliance, and promoting interoperability in various nursing practice settings. Emphasizes use of information management and patient care technologies used to deliver safe and effective care to diverse patient populations in a variety of settings. Investigates effects of emerging technologies on equity and accessibility of healthcare services.

NURS 430 RN to BSN Field Experience (5 credits, 1.5 cr. lecture & 3.5 cr. clinical, or 100-110 contact hours)

Course Description
Facilitates transition from student role to scholar-BSN. Applies concepts of scholarly inquiry, health promotion, leadership, and change management in a community practicum experience culminating in a population-centered quality improvement or systems change project. *Note: 3:1 contact hours*

NURS 435 Historical and Theoretical Influences on Nursing Practice (5 credits)
Course Description
Introduces milestones and major health theories that have historically influenced nursing practice. Examines foundational concepts and principles of selected theories to develop a personal philosophy of nursing. Explores theoretical and philosophical influences on current nursing practice.

NURS 440 Current Trends in Healthcare Policy (5 credits)
Course Description
Investigates current trends in health care policy at the local, state and federal level as well as their impacts on the delivery of care and patient outcomes. Examines legislative and regulatory processes pertaining to the nursing profession. Explores nursing role in legislative and policy-forming processes.

ECON 345 Health Care Economics (5 credits)
Course Description
Introduces macro and microeconomics in the context of US health care markets. Examines healthcare supply and demand, as well as cost versus benefit related to market and government approaches to healthcare issues. Considers the impact of the current US healthcare payer model on access, equity, quality, and affordability in comparison to other types of payer models.

Existing Courses

CMST 330 Professional/Organizational Communications (5 credits)

Description:
Foundation course in communication principles in an organizational setting including the consideration, analysis, and criticism of the role of communication in organizational contexts. Explore various communication topics including public relations and marketing, leadership functions, dispute resolution, coaching and mentoring, global perspectives, and the role of e-communication. Students will learn the steps of a communication audit and techniques for improving organizational communication.

Course Outcomes:
1. Verify the ways in which communication skills help solve problems, learn new things, and build careers
2. Create an effective business presentation applying the procedures learned in this course.
3. Analyze key steps for group problem solving in various scenarios
4. Develop a plan on how to prepare for and conduct effective business meetings.
5. Compare and contrast teamwork, leadership, and methods for overcoming group challenges
6. Evaluate key considerations in facilitating intercultural communication
7. Compose effective emails for both internal and external communication
8. Write professional memos and business letters
9. Utilize effective strategies to use in a business proposal
10. Construct a reverse chronological resume and identify the different types of resumes

11. Analyze the steps of a communication audit and the role it plays in improving organizational communication
12. Assess the importance of public relations and marketing in communication strategy
13. Evaluate the role of social media in business communications

OLTM 440 Ethics & Leadership: Leading and Managing in a Diverse Society (5 credits)
Course Description:
Advances knowledge of diverse cultures, cross-cultural communication, the dynamics of privilege and oppression, and the uses of power between groups. To develop cultural competency, leaders need to know themselves, others, the relevant issues, and have an appreciation and curiosity for working with others. Students will connect global leadership concepts to practice and engage in several activities, discussions, and self-assessment instruments to increase their self-awareness of leadership styles, abilities, strengths, and limitations. Students will evaluate the differences between possessing authority and exercising leadership along with differentiating between ethical actions in relation to the greatest good, individual rights, justice, and/or the common good or identifying how virtue may influence decision making.

Course Outcomes:
1. Examine how diverse cultures influence ethical behavior
2. Construct an understanding of how leadership styles influence ethical decision making
3. Evaluate ways to foster ethical behavior in themselves while recognizing the power and influence of culture
4. Justify how individual perspectives influence responses to others
5. Investigate how each of our backgrounds affects our responses to others
6. Debate how global leaders share power amongst those of different cultural backgrounds
7. Predict the moral implications of ethical dilemmas and apply ethical reasoning
8. Examine the intrapersonal and interpersonal skills necessary to lead with personal and relational competence
9. Compare and contrast the leadership theories and skills needed to bring a group together for a common goal

PSYC 320 Leadership and Organizational Psychology (5 credits)
Course Description:
Foundation course in the actions of individuals, groups, and organizations. Relate theory and research to organizational problems by reviewing advanced concepts in motivation and perception, leadership, decision-making, communication and influence, group behavior, diversity, conflict and cooperation, politics, corporate culture, organizational structure, and environmental influences.

Course Outcomes:
1. Analyze the benefits of diversity, managing diversity, challenging diversity, and understanding the concepts of diversity and ethics
2. Investigate terminology concepts, theories, data, and principles centered on organizational behavior
3. Expand critical thinking skills through formulating questions, analyzing data, and distinguishing between objective facts and subjective interpretation
4. Analyze theories of motivation
5. Formulate plans for organizational improvement utilizing the components of organizational behavior
6. Compare and contrast the tools required for developing an effective cooperative corporate culture

7. Debate environmental influences which promote team effectiveness and hinder organizational growth

APPENDIX C
SAMPLE RN TO BSN COURSE SCHEDULES

Sample Full-Time Schedule

Course #	Course Title	Course #	Course Title
AN-DTA/MRP Graduates		Non- AN-DTA/MRP Graduates	
Summer Quarter (Non-AN-DTA MRP graduates only)			
N/A		PSYC 320	Leadership and Organizational Psychology
First Quarter (fall)			
NURS 400	Quality, Safety, and Equity in Nursing Practice	NURS 400	Quality, Safety, and Equity in Nursing Practice
NURS 405	Research and Evidence-Based Nursing Practice	NURS 405	Research and Evidence-Based Nursing Practice
NURS 410	Community and Public Health Nursing	NURS 410	Community and Public Health Nursing
Second Quarter (winter)			
NURS 440	Current Trends in Healthcare Policy	NURS 440	Current Trends in Healthcare Policy
NURS 415	Nursing Leadership for Organizational Change	NURS 415	Nursing Leadership for Organizational Change
ECON 345	Health Care Economics	ECON 345	Health Care Economics
Third Quarter (spring)			
NURS 420	Health Information Technology in Nursing	NURS 420	Health Information Technology in Nursing
NURS 430	Nursing Leadership and Community Care Field Experience	NURS 430	Nursing Leadership and Community Care Field Experience
NURS 435	Historical and Theoretical Influences on Nursing Practice	NURS 435	Historical and Theoretical Influences on Nursing Practice
Summer Quarter (Non-AN-DTA MRP graduates only)			
N/A		OLTM 440	Ethics and Leadership
N/A		CMST 330	Professional and Organizational Communication

Sample Part-Time Schedule

Course #	Course Title	Course #	Course Title
AN-DTA/MRP Graduates		Non- AN-DTA/MRP Graduates	
First Quarter (summer)			
NURS 400	Quality, Safety, and Equity in Nursing Practice	NURS 400	Quality, Safety, and Equity in Nursing Practice
N/A		PSYC 320	Leadership and Organizational Psychology
Second Quarter (fall)			
NURS 405	Research and Evidence-Based Nursing Practice	NURS 405	Research and Evidence-Based Nursing Practice
NURS 410	Community and Public Health Nursing	NURS 410	Community and Public Health Nursing
Third Quarter (winter)			
NURS 440	Current Trends in Healthcare Policy	NURS 440	Current Trends in Healthcare Policy
NURS 415	Nursing Leadership for Organizational Change	NURS 415	Nursing Leadership for Organizational Change
Fourth Quarter (Spring)			
ECON 345	Health Care Economics	ECON 345	Health Care Economics
NURS 420	Health Information Technology in Nursing	NURS 420	Health Information Technology in Nursing
Fifth Quarter (summer)			
NURS 430	Nursing Leadership and Community Care Field Experience	NURS 430	Nursing Leadership and Community Care Field Experience
NURS 435	Historical and Theoretical Influences on Nursing Practice	NURS 435	Historical and Theoretical Influences on Nursing Practice
6th Quarter (Fall Non-AN-DTA/MRP graduates only)			
N/A		OLTM 440	Ethics and Leadership
N/A		CMST 330	Professional and Organizational Communication

APPENDIX D
CLINICAL SITE LETTERS OF COMMITMENT

Date: September 28, 2022

RE: Lower Columbia College Letter of Commitment for RN to BSN Clinical Placements

Dear President Bailey,

On behalf of Kelso School District, I am writing this letter to express our full support for Lower Columbia College in offering a Bachelor of Science Nursing degree.

Kelso School District commits to offering two (2) clinical placements annually.

Regards,

Holly Budge
Human Resources Director
Kelso School District

Cc: Mary Beth Tack, Kelso School District
        Don Iverson, Kelso School District

The mission of Kelso Public Schools is to prepare every student for living, learning, and achieving success as a citizen of our changing world.

PeaceHealth

Date: 9-13-2022

RE: Lower Columbia College Letter of Commitment for RN to BSN Clinical Placements

Dear President Bailey,

On behalf of PeaceHealth St. John, we are writing this letter to express our full support for Lower Columbia College in offering a Bachelor of Science Nursing degree.

PeaceHealth St. John commits to offering up to 28 clinical placements annually.

Regards,

Wendy Dennis, MSN, RN, NE-BC

Wendy Dennis, MSN, RN, NE-BC
Chief Nursing Officer, PeaceHealth St. John Medical Center
1615 Delaware St. | Longview, WA 98632
Office 360-414-7591 | Cell 651-724-2444
Email wdennis@peacehealth.org

and

Karen B. Godbole MSN, RN, CNRN, NPD-BC

Karen Godbole, MSN, RN, CNRN, NPD-BC
Director - Columbia Network Clinical Education
Pronouns: she/her/hers
PeaceHealth | 400 NE Mother Joseph Place | Vancouver, WA 98683
Office 360-514-6105 Southwest or 360-414-2179 St. John | Cell 360-852-372
Email kgodbole@peacehealth.org

Date: 7.29.2022

RE: Lower Columbia College Letter of Commitment for RN to BSN Clinical Placements

Dear President Bailey,

On behalf of Pope's Place, I am writing this letter to express our full support for Lower Columbia College in offering a Bachelor of Science Nursing degree.

Pope's Place commits to offering 1-2 clinical placements annually.

Thank you,

Angela Dickson
Executive Director
Pope's Place
230 Washington Way
Centralia, WA 98531

Pope's Place
230 Washington Way
Centralia, WA 98531
360.736.9178

This Place Changes Everything

popesplace.org
info@popeskidsplace.org

Cowlitz County Health & Human Services

1952 9th Avenue
Longview, WA 98632
TEL (360) 414-5599
FAX (360) 425-7531
www.co.cowlitz.wa.us/hhs

Board of County Commissioners

Arne Mortensen	District 1
Dennis Weber	District 2
John Jabusch	District 3

August 1, 2022

RE: Lower Columbia College Letter of Commitment for RN to BSN Clinical Placements

Dear President Bailey,

On behalf of Cowlitz County Health and Human Services, I am writing this letter to express our full support for Lower Columbia College in offering a Bachelor of Science Nursing degree. This is an exciting opportunity for LCC and for our community!

Cowlitz County Health and Human Services commits to offering one clinical placement annually.

Regards,

Carole Harrison, MBA
Director

WOODLAND
Public Schools

September 28, 2022

RE: Lower Columbia College Letter of Commitment for RN to BSN Clinical Placements

Dear President Bailey,

On behalf of Woodland Public Schools I am writing this letter to express our full support for Lower Columbia College in offering a Bachelor of Science Nursing degree.

Woodland Public Schools commits to offering 4 clinical placements annually.

Regards,

Asha Riley

Assistant Superintendent

Woodland Public Schools

September 22, 2022

President Chris Bailey
1600 Maple Street
Longview, WA 98632

RE: Lower Columbia College Letter of Commitment for RN to BSN Clinical Placements

Dear President Bailey,

On behalf of Longview School District, I am writing this letter to express our full support for Lower Columbia College in offering a Bachelor of Science Nursing degree.

Longview School District commits to offering up to three (3) clinical placements annually.

Each candidate will need to complete the CHAMPS volunteer paperwork prior to starting work in the district. This packet authorizes a Washington State Patrol Criminal History check. We also require all volunteers to complete a SafeSchools training and be COVID-19 vaccinated or complete a medical/religious exemption form.

Placement candidates will need to send the completed CHAMPS paperwork along with a copy of vaccination card or medical/religious exemption form to rbyman@longview.k12.wa.us, and request the SafeSchools training link. The link will be sent once this information is received.

Once the placement candidate has completed the training, they will need to send an email to rbyman@longview.k12.wa.us noting that they are finished and that they are a LCC RN to BSN candidate. I or one of the District RN's will contact them to advise the candidate which school(s) they will be placed.

I have attached the CHAMPS packet but it is also on the Longview School District website at:
https://www.longviewschools.com/family-resources/volunteerget-involved

Sincerely,

Dr. Karen Joy
Director of Special Services
Longview School District

Ready to learn.
Ready for life.
Together we aspire and achieve.

Special Services
2715 Lilac Street
Longview, WA 98632
P (360) 575-7052
F (360) 575-7108
longviewschools.com

8/2/2022

RE: Lower Columbia College Letter of Commitment for RN to BSN Clinical Placements

Dear President Bailey,

On behalf of Community Home Health and Hospice, I am writing this letter to express our full support for Lower Columbia College in offering a Bachelor of Science Nursing degree.

Community Home Health and Hospice commits to offering 1-2 clinical placements annually.

Regards,

Julie Sheldon MSN, RN, CHPN

Community Home Health and Hospice

Hospice Education Manager

1035 11th Avenue, PO Box 2067, Longview, WA 98632 • tel: 360.425.8510 • fax: 360.425.4667
3102 NE 134th Street, Vancouver, WA 98686 • tel: 360.597.0711 • fax: 360.253.4859
www.chhh.org

COWLITZ INDIAN TRIBE

HEALTH & HUMAN SERVICES
Tribal Clinic

Date: 9/28/2022

RE: Lower Columbia College Letter of Commitment for RN to BSN Clinical Placements

Dear President Bailey,

On behalf of the Cowlitz Tribal Health Clinic, Health & Human Services, I am writing this letter to express our full support for Lower Columbia College in offering a Bachelor of Science Nursing degree.
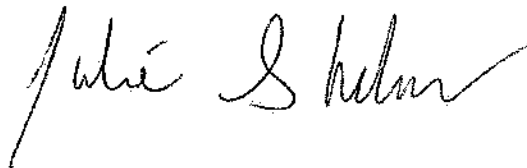
Cowlitz Tribal Health Clinic commits to offering 1 clinical placement annually.

Regards,

Michael Watkins,
Health & Human Services Executive Director

APPENDIX E
CLINICAL FACILITIES FOR RN-BSN

Agency Name Address	Type of Service	Care Provided A-Acute SA-Sub-Acute C-Chronic R-Rehab	# Of Students per location per year
Community Home Health & Hospice 1035 11th Avenue Longview, WA 98632	Home health, hospice, case management	C	1-2
Cowlitz Health & Human Services 1952 9th Avenue Longview, WA 98632	Population health	C	1
Cowlitz Indian Tribe Health & Human Services 1055 9th Avenue Longview, WA 98632	Ambulatory care, case management, population health	C	1
Kelso School District 601 Crawford Street Kelso, WA 98626	School nursing, special services, community health	C	2
Longview School District 2715 Lilac Street Longview, WA 98632	School nursing, special services, community health	C	3
PeaceHealth St. John Medical Center 1615 Delaware Street Longview, WA 98632	Hospital, ambulatory care, case management, leadership, nurse education	A C	28
Pope's Place 230 Washington Way Centralia, WA 98531	Pediatric residential and long-term care, care management, respite care	C	1-2
Woodland Public Schools 800 2nd Street Woodland, WA 98674	School nursing, special services, community health	C	4
		Total Potential Placements	**41-43**

MERRY E. BOND, MSN ED, RN, CNE

35 Westpointe Drive · Longview, WA 98632 · (360) 270-4299

mbond@lowercolumbia.edu · merry.e.bond@icloud.com

EDUCATION

EdD – Nurse Educator / Nurse Educator (expected completion 2024)

- College of Health Sciences, Post-Professional Programs
- University of St. Augustine for Health Sciences, St. Augustine, FL

MSN – Nurse Educator (2013)

- School of Nursing
- Capella University, Minneapolis, MN
- *Graduated with distinction (4.0)*

AAS – Nursing (2007)

- Lower Columbia College, Longview, WA
- *President's List; Excellence in Nursing Award (3.89)*

BA – Architecture (1998); BS – Architectural Studies (1997)

- College of Engineering & Architecture
- Washington State University, Pullman, WA

LICENSURE & CERTIFICATIONS

Registered Nurse

- Washington #RN00170674 (2007-Present)
- Oregon #201142450RN (2011-2020)

Certified Nurse Educator (CNE)

- National League for Nursing (2022-Present; 2015-2020)

Vocational-Technical Education Certificate

- Washington State Board for Community and Technical Colleges (2013-Present)

Basic Life Support Provider

- American Heart Association (2003-Present)

Certified Medical-Surgical Nurse (RN-BC)

- American Nurses Credential Center (2009-2014)

Licensed Practical Nurse

- Washington #LP00057287 (2006-2007)

Certified Nursing Assistant

- Washington #NC10077512 (2003-2006)

PROFESSIONAL EXPERIENCE

Lower Columbia College; Longview, WA

- Dean of Health Science & Wellness Programs /Nursing Program Director (2022-Present)
- Associate Dean of Nursing & Allied Health / Nursing Program Director (2021-2022)
- Adjunct Nursing Instructor (2019-2020; 2010-2011)
- Nursing Instructor (2011-2019) – Tenured 2017
- Nursing Education Preceptorship (2007)
- Student Tutor and Supplemental Instruction for anatomy and physiology series (2005-2007)

PeaceHealth St. John Medical Center; Longview, WA

- Preceptor/Staff Nurse – Surgical Specialties Unit (2019-2021)
- Relief Charge Nurse/Preceptor/Staff Nurse – General Medical Unit (2007-2014)

Ensign Beacon Hill Rehabilitation Center; Longview, WA

- Charge Nurse – Skilled Rehabilitation Unit (2019-2021; 2006-2007)
- Nursing Assistant – Skilled Rehabilitation Unit (2004-2006)

TEACHING EXPERIENCE

Courses Developed and Taught

- Introductory nursing pharmacology; Lower Columbia College (2016-2020)
- Nursing Concepts in Health & Illness II; Lower Columbia College (2016-2020)
- Nursing Practicum II; Lower Columbia College (2016-2020)

Courses Taught

- Comprehensive Medical Surgical Nursing I (distance education course); Lower Columbia College (2018-2019)
- LPN2RN Skills Lab; Lower Columbia College (2014-2019)
- LPN2RN Clinical Practicum; Lower Columbia College (2011-2019)
- LPN2RN Nursing Success; Lower Columbia College (2011-2016)
- Basic Nursing Clinical II; Lower Columbia College (2012-2016)
- Comprehensive Nursing Clinical I; Lower Columbia College (2010-2015)
- Basic Nursing Clinical I; Lower Columbia College (2011)

PROFESSIONAL ACTIVITIES

- Chief Professional-Technical Administrator, Lower Columbia College (2022-Present)
- Instructional Administration Representative, Safety Committee, Lower Columbia College (2022-Present)
- Member, Behavioral Intervention Team, Lower Columbia College (2022-Present)
- Liaison to Northwest Organization of Nurse Leaders, Council on Nursing Education in Washington State (2022-Present)
- Nominating Committee, Council on Nursing Education in Washington State (2022-Present)

- Co-chair, Curriculum Committee, Lower Columbia College (2022-Present); Member (2021-2022)
- Chair, Sabbatical Committee, Lower Columbia College (2022-Present); Member (2021-2022)
- Chair, Exceptional Faculty Committee, Lower Columbia College (2022-Present); Member (2021-2022)
- Co-chair, Professional/Technical & Customized Education Monitoring Report Review Team for institutional-level strategic planning; Lower Columbia College (2021-Present)
- Member, Instructional Council, Lower Columbia College (2021-Present)
- Ongoing activities to maintain specialized nursing program accreditation through the Accreditation Commission for Education in Nursing (ACEN); Lower Columbia College (2021, 2013-2019)
  - Maintenance of systematic evaluation plan (2021-Present)
  - Faculty lead for ACEN Standard 3 and associated criteria (2016-2019)
  - Co-wrote sections of self-study for ACEN Standard 6 and associated criteria (2014)
- Member, Guided Pathways Executive Council; Lower Columbia College (2021-Present, 2019)
- Member, Guided Pathways Steering Committee; Lower Columbia College (2021-Present, 2019)
- Member, Instructional Assessment Committee; Lower Columbia College (2021-Present, 2011-2019)
- Lead faculty and coordinator for all second quarter nursing courses; Lower Columbia College (2016-2020)
- Developed and taught introductory nursing pharmacology, second of three first year nursing theory, and nursing practicum courses as part of the development of the AN-DTA/MRP degree; Lower Columbia College (2015-2020)
- Led faculty-driven redesign of evaluation tool for both first- and second-year nursing practicum courses; Lower Columbia College (2019)
- Chair, pro tem, Instructional Assessment Committee; Lower Columbia College (2019)
- Assisted Nursing Program Director with program level projects as delegated (2018-2019)
- Led discussions for revisions/updates to nursing program and curriculum review required for college accreditation process; Lower Columbia College (2018-2019)
- Faculty Lead for Health Sciences & Wellness Pathway (Guided Pathways); Lower Columbia College (2018-2019)
- Member, Transfer-Monitoring Team for institutional-level strategic planning; Lower Columbia College (2016-2019)
- Professional Partner for new adjunct nursing faculty; Lower Columbia College (2013-2019)
- Managed program-wide communication to nursing students via learning management system (2014-2019)
- Special projects for curriculum redesign to AN-DTA/MRP degree included coordination of course plans and course outcomes with program and student learning outcomes for both the traditional and LPN2RN programs; Lower Columbia College (2015)
- Member, Learning Communities Committee; Lower Columbia College (2011-2013)
- Agency Coordinator for University of Washington Continuing Nursing Education's medical-surgical nursing review course; PeaceHealth St. John Medical Center (2010-2012)
- Co-chair with CNO for Safe Nurse Staffing Committee; PeaceHealth St. John Medical Center (2008-2011)

SELECTED PROFESSIONAL DEVELOPMENT

A complete list of professional development is available upon request.

- Northwest Organization of Nurse Leaders Annual Conference (2022)
- Mentee, Leader Mentorship Program; Northwest Organization of Nurse Leaders (2022)
- CNE Preparation Course; D. Billings via NurseTim, Inc. (2021, 2015)
- Nuts & Bolts for Nurse Educators Conference; NurseTim, Inc. (2021)
- Nurse Educator Institute; DB Productions of NW AR, Inc. (2021)
- Avoiding the Legal Pitfalls in Nursing Practice and Education; DB Productions of NW AR, Inc. (2021)
- RN Preceptor Workshop; PeaceHealth St. John Medical Center (2020; 2008)
- Concept-Based Nursing Curriculum Bootcamp; DI Associates, Inc. Nurse Educator Conferences (2018)
- NCLEX-PN Item-Writing Workshops; National Council of State Boards of Nursing / Pearson Vue (2018; 2015; 2014)
- Medical-Surgical Review Course; University of Washington Continuing Nursing Education (2012; 2011; 2010; 2009)

SERVICE ACTIVITIES

- Member, Equity First Collaboration Project; NW Equity Works and Lower Columbia College (2021)
- Selection Panel Member, "Nurses: The Heart of Health Care" recognition for National Nurses' Week; The Daily News; Longview, WA (2021)
- Member, Nursing Program Advisory Committee; Washington State University – Vancouver (2021)
- Volunteer, Region 4 Medical Reserve Corps COVID-19 mass vaccination efforts in Cowlitz County (2021)
- Professional nurse mentor; American Nurses Association Mentorship Program (2020-2022)
- Member, Nursing Program Advisory Committee; Lower Columbia College (2020)
- NCLEX-PN item writer; participated on three panels (2018, 2015); National Council of State Boards of Nursing / Pearson Vue (Eligible 2014-2019)
- Member, multiple faculty hiring and tenure track committees (2017-2018)
- Member, Vice President of Instruction search committee; Lower Columbia College (2018)
- Nurse pinning coordinator; Lower Columbia College (2012-2018)
- Medical mission trips to Haiti; Haiti's Children, Inc. (2018, 2017)
    - Provided care in rapid/urgent care clinic environment
    - Planned curriculum for and delivered seminar for community health workers
    - Provided education on female hygiene and safety following Days for Girls program
    - Planning and fundraising
- Secretary-Treasurer, Grievance Officer; Washington State Nurses Association, Local Unit (2009-2011)

HONORS & AWARDS

Capella University Nursing Honor Society

- Inducted 2013
- Co-vice president (2013)

Excellence in Nursing Award

- District 10, Washington State Nurses Association; Lower Columbia College (2007)

Scholarships

- J&S Foundation Nursing Scholarship; Lower Columbia College Foundation (2005-2007)
- Carol & Clayton Greer Nursing Scholarship; Lower Columbia College Foundation (2006-2007)

MEMBERSHIPS

- Society for Public Health Education (2022-Present)
- Council on Nursing Education in Washington State (2021-Present)
- Northwest Organization of Nurse Leaders (2021-Present)
- National League for Nursing (2013-Present)
- Washington State Nurses Association in affiliation with the American Nurses Association (2019-Present, 2007-2014)
- Faculty Association of Higher Education; Lower Columbia College (2011-2020)

Julie Ann Thompson DNP, FNP-C, PMHNP-BC
Longview, Washington
760 272 7361
jathompson7k@gmail.com

PROFESSIONAL GOALS

My goal is to obtain a position as a nurse faculty member, teaching online and/or face to face in the ADN, DNP, MSN, or BSN program.

EDUCATION

- Doctor of Nursing Practice, August 2019

  Vanderbilt University, Nashville, TN.
    Member of Sigma Theta Tau International Honor Society of Nursing.
  Education courses completed;
    1. Online Methodologies for Nursing Education.
    2. Educational Evaluation for Learning in the Health Professions.
    3. Curriculum Strategies for Health Professions Education.

- Post Masters Certificate PMHNP, July 2016

  Major: Psychiatric Mental Health Nurse Practitioner

  Vanderbilt University, Nashville, TN.

- Master of Science in Nursing May 2012.

  Major: Nursing Family Nurse Practitioner.

  California State University, Dominguez Hills Carson, CA.

  Awarded High Honors Magna cum laude.

- Bachelor of Science in Nursing, May 2008.

   Major: Nursing RN to BSN.

  California State University, San Bernardino Palm Desert Campus, CA.

  Awarded CSUSB Outstanding BSN Student Spring 2009.

Member of Sigma Theta Tau International Honor Society of Nursing.

Dean's List for two years.

- Associate Degree in Nursing, December 2005.

   Major: Registered Nursing.

   College of the Desert, Palm Desert, CA.

- Associate degree in Dental Hygiene, May 1991.

   Mount Hood Community College, Gresham Oregon.

   Major: Dental Hygiene.

PROFESSIONAL EXPERIENCE

Teaching; currently: 2020 to present

Gonzaga University clinical faculty member PMHNP graduate program.

California State University, Stanislaus Family Nurse Practitioner Program clinical faculty member and lecturer Pharmacology and Issues in Advanced Practice. Integration of mental health content into the FNP program.

Lower Columbia Community College pre licensure RN program

Clinical Experience

Current Position;

VA Healthcare System, Portland, OR.

Psychiatric Mental Health Nurse Practitioner

Currently working in the Substance Abuse Treatment Program.

Suboxone waivered nurse practitioner.

Practicing in the VA Portland Health Care Center's Mental Health and Neurosciences Division in the Mental Health Outpatient Clinics (MHC). Providing primary care to a caseload of Veterans with psychiatric illness and/or substance abuse, including assessment, diagnosis, and treatment of

mental health problems as well as medical problems. Active prescriber of suboxone within the opioid treatment program at the Portland VA Health Care System.   Participates in individual, family and/or group therapy, and case management services for the identified group of clients in the clinic. Other activities include those of interdisciplinary team leader or member, triage, supervision of graduate nursing interns, clinic administration and participation on Medical Center committees and task groups. Lead Psychiatric Mental Health Nurse Practitioner at the Portland VA Healthcare System.

Project Developer: Utilization of the Montreal Cognitive Assessment tool to Measure the Cognitive Functioning, at Baseline and after 30-Days of Substance Abuse Treatment.

Past positions:

VA Healthcare System, Roseburg, OR.

Psychiatric Mental Health Nurse Practitioner

Working with the Veteran's as a prescriber and utilizing psychotherapy.

Immediate/Urgent Care Clinic 5/1/2015 to 9/27/2016

Order and interpret diagnostic tests and imaging. Prescribe medication and therapy to

patients with urgent conditions treating ear and throat infections, coughs, fever,

flu/colds, nausea, vomiting, dehydration and skin disorders. Laceration repairs in

addition to treating and managing workman's comp work injuries and forms.

Primary Care Nurse Practitioner 4/2013 to 4/2015

Manage acute and chronic illnesses. Conduct physical exams and order diagnostic tests

and procedures. Diagnose and treat patients from childhood to adulthood. Medical

management of chronic and acute illness and diseases.

Teaching Experience

Current Positions:

Clinical Supervisor Preceptor- OHSU DNP program 10/2019-present

Supervise the clinical experience that allows the DNP student to apply knowledge gained in the didactic portion of the program, to clinical practice.

California State University, Stanislaus 9/2020 to present

Nurs2860 Pharmacology prelicensure BSN nursing program

Focus on pharmacokinetics, pharmacodynamics, therapeutic implications and medication delivery. Pharmacology content is closely aligned with common acute and chronic illness.

Nurse5110-002 Faculty preceptor site evaluator MSN FNP program

Faculty supervision of the student application of advanced practice theoretical knowledge and skills related to nursing practice in a select clinical focus area.

Nurse5110-005 Faculty preceptor site evaluator MSN FNP program

Faculty supervision of the student application of advanced practice theoretical knowledge and skills related to nursing practice in a select clinical focus area.

Nurs5320 Issues in Advanced Practice MSN Lecturer

Didactic focus on the role of the advanced nursing practice nurse. The course also integrates nursing and other discipline theories and issues relevant to clinical practice, administration, education, and research issues. The course includes theoretical analysis, application, and synthesis in the development of an individual model of advanced nursing practice for the student.

Content Expert Consultant for the development of the post masters Psychiatric Mental Health Nurse Practitioner Program: recommendations for the new post masters and curriculum development of the program.

Past Positions:

Arizona State University School of Nursing Lecturer 3/2020 to 8/2020

Nurs317 Nursing Theory for Psych BSN

Theoretical concepts related to select and/or prevalent psychiatric/neurobiological disorders as they affect nursing practice, with focus on individuals, families and groups.

Nurs515 Nursing Concepts in Psychiatric Mental Health MSN

Theoretical concepts related to select psychiatric/neurobiological disorders as they affect nursing practice, with focus on individuals, families and groups. Applies knowledge and skills essential to maintaining health and wellness in Psychiatric Mental Health clients.

Nurs516 Nurse Practice Psychiatric Mental Health Lab   MSN

Applies nursing process and critical thinking/clinical decision-making with individuals, families and groups experiencing acute/chronic alterations in mental health and/or psychiatric disorders.

California State University San Bernardino, Palm Desert Campus Nursing BSN Lecturer and Clinical Instructor 2/2008 to 1/2015

Nurs. 415   Community and Public Health Nursing: Lecturer and Lab Instructor

Clinical application of principles of health promotion and health equity; care of individuals, families, and communities; review of systems leadership and communities of diverse psychosocial and cultural backgrounds. Performing academically related tasks in such agencies as governmental, social service and educational institutions.

Nurs. 404   Leadership and Management in Nursing: Lecturer and Lab Instructor

Synthesis of knowledge and skills in critical thinking, communication and therapeutic nursing interventions as a leader and change agent on the interdisciplinary health team.

Junior Nursing Courses

NURS 323. Advanced Nursing Process, Roles and Skills: Clinical Instructor

Application of knowledge and skills. Care of clients in subacute and acute care settings, emphasizing the path to leadership and proficiency in nursing science, with Pathophysiology as the basis of nursing assessment and care.

NURS 316. Health Assessment; Lecturer and Lab Instructor

Determining and measuring variables relevant to assessment of psychosocial and physical health. Two hours lecture and six hours laboratory

Sophomore Nursing Courses

NURS 221. Intermediate Nursing Process, Roles and Skills: Clinical Instructor

Application of knowledge and skills from NURS 220. Care of clients in sub-acute and acute care settings emphasizing collaboration, and cultural inclusivity/competence and critical decision-making in physical, emotional, and psychosocial care of the middlescent and older adults needing moderate to acutely ill nursing care.

NURS 220. Intermediate Nursing Process, Roles and Skills: Clinical Instructor

Principles of assessment and care of moderately to acutely ill individuals, incorporating pathophysiology, intermediate nursing process and roles, including: collaboration, cultural competence, and inclusivity, intermediate cognitive, psychomotor, psychosocial, interpersonal, assessment skills, and critical decision-making.

NURS 201. Foundations of Nursing Process, Roles and Skills: Clinical Instructor

Introduction to nursing process and nursing role, including basic cognitive, psychomotor, interpersonal, and assessment skills. Application of knowledge and skills from NURS 200. Clinical experience in various settings emphasizing dynamic followership in physical and emotional care of the middlescent and older adults needing basic to moderate nursing care.

NURS 200. Foundations of Nursing Process, Roles and Skills: Clinical Instructor

Introduction to nursing process and nursing role, including: dynamic followership, basic cognitive, psychomotor, interpersonal, and assessment skills.

Urgent Care Nurse Practitioner 11/2012 to 4/2014

Diagnosing and treating acute injuries and illnesses that arise in the workplace and

during everyday life. Performing physical examinations ranging from routine to sports

and school physical exams. Order and interpret radiographs apply slings and splints,

Triage of patients including life threatening disorders of chest pain, shortness of breath

and urgent conditions treating ear and throat infections, coughs, fever, flu/colds, nausea,

vomiting, dehydration and pain.

Coachella Valley Volunteer's in Medicine 6/2014 to 8/2014.

Summer temporary position Nurse Practitioner

Providing nursing and medical care to underserved populations of the Coachella Valley.

Coachella Valley VIM provides women's services and general medical services to

residents without access to health insurance.

Travel assignment as an Emergency Room Registered Nurse-One Staff Medical

3/2013 to 6/2013

Provided care to patients who have suffered serious and sometimes life threatening physical injuries e.g. Car accidents, work related injuries and suicide attempts. Many injuries that can potentially result in secondary complications such as respiratory failure, shock and death. Triaged patients to assess the order of care from emergent, urgent to non-urgent.

Clinical Manager Telemetry Services, Desert Regional Medical Center

5/2012 to 3/2013

Responsible for the day to day operations of 31 bed telemetry floor

Provide leadership of the telemetry staff related to care of the telemetry patients and associated interventional cardiology protocols and medication.

Demonstrate the ability to respond and provide direction in crisis and emergent situations. 36 hours a week/full time.

Emergency Department Registered Nurse, Desert Regional Medical Center

1/2006 to 5/2012

Provided care to patients who have suffered serious and sometimes life threatening physical injuries e.g. Car accidents, work related injuries and suicide attempts. Many injuries that can potentially result in secondary complications such as respiratory failure, shock and death. Triaged patients to assess the order of care from emergent, urgent to non urgent. 36 hours a week/full time.

Clinical Experience in Pediatrics   1/2011 to 5/2011.

Gina McElfish NP, Yucca Valley. Complete pediatric health assessments and comprehensive family assessments. Analyzed subjective information, laboratory data

and physical objective findings to determine differential diagnoses. Developed a plan to

treat primary care health problems of the pediatric patient. 16 hours a week

Clinical Experience in Internal Medicine   9/2011 to 5/2012

Michelle Weaver NP Yucca Valley Family Care and Roger Green NP Volunteers in

Medicine. Prevention and treatment of chronic illnesses. Education of the client on

lifestyle changes, health promotion and disease prevention. Treatment plans for

diabetes, hypertension, obesity, renal disease, congestive heart failure, skin lesions,

rashes, and GI disturbances. 16 hrs. a week.

VOLUNTEER

Coachella Valley Volunteer's in Medicine- VIM 6/2011 to 8/2013.

Providing nursing and medical care to underserved populations of the Coachella Valley.

Coachella Valley VIM provides women's services and general medical services to

residents without access to health insurance. In addition to providing medical care as

an FNP, I also provided dental care for this population as a dental hygienist. 8 hours a week.

Committee member

--2014 Medical Education Summit Planning for Eisenhower Medical Associates Primary Care Providers.

--Board member of the California Association of Nurse Practitioners (CANP);

        Coachella Valley Chapter. Past Secretary and 2014 Vice President of the region.

--Preceptor and Program Consultant at Desert Regional Medical Center Emergency/ Trauma Department for the Versant 6-month Residency Program at Desert Regional Medical Spring 2008.

--OHSU Preceptor for the Doctor of Nursing Practice program at Oregon Health Sciences University.

Presentations

Suboxone and the Opioid Crisis: mechanism of action and clinical utilization: California State University March 2020

Measuring Cognitive Functioning in Substance Abuse Treatment: Vanderbilt University August 2019 and California State University March 2020

Opioid Use Disorder: What every nurse practitioner should know, Portland VA Healthcare System June 2021

CERTIFICATIONS/LICENSES

AANP Certified as a Family Nurse Practitioner May 2012

ANCC Certified as a Psychiatric Mental Health Nurse Practitioner Oct 2016

American Academy of Nurse Practitioners AANPFNP Certification number F0512103

American Nurses Credentialing Center ANCC PMHNP Certification number2016020949

Trauma Focused Cognitive Behavioral Therapy Training 2016 Vanderbilt University

NPI Number1013265073

DEA Number MB2920329

DEA X number as a Suboxone provider

BLS Certified in Basic Cardiac Life Support

Registered Dental Hygienist license number16969 (expired/retired)

Calif. Registered Nurse license number 673440

Calif. Public Health Nurse license number 73961

Calif. Family Nurse Practitioner license number 22150

Calif. Furnishing Number with Prescriptive Authority Schedule II 22150

Oregon Registered Nurse License number-201408800RN

Oregon. Family Nurse Practitioner License number-201408801NPPP

Oregon Psychiatric Mental Health Nurse Practitioner License Number 201608742NPPP

Oregon Commercial Drivers' License Medical Examiner CDL- DOT

Washington State Registered Nurse license number RN60992218

Washington State Advanced Practice Registered Nurse license number AP61092437

Member of the American Academy of Nurse Practitioners

Member of Sigma Theta Tau International Honor Society of Nursing, Vanderbilt University.

Charles Daniel Edwards, MN|Ed, RN-BC

I.   Academic and Professional Preparation

    A.   Master's of Nursing Education, Western Governors University – Salt Lake City, UT; 9/15/2016

        Bachelor's in Nursing Science, Western Governors University – Salt Lake City, UT; 10/1/2015

        Associate Degree of Nursing/Transferable, North Seattle College – Seattle, WA; 7/1/2006

        Associate Degree of Nursing/Transferable, Renton Technical College – Renton, WA; 5/1/2002

    B.   CPEN – Certified Pediatric Emergency Nurse

        BCEN – Board Certification Emergency Nursing

        BLS Instructor – Basic Life Support Instructor (American Health Association)

        ACLS – Advanced Cardiac Life Support

        TNCC – Trauma Nursing Core Course

        ENPC – Emergency Nursing Pediatric Course

        PALS – Pediatric Advanced Life Support

        CARD – Certified Advanced Rescue Diver

    C.   Professional Experience (most recent first)

        1.   GRA – Graduate Research Assistant, Washington State University, Spokane WA

        2.   Skagit Valley College, Nurse Faculty and Clinical Faculty, Oak Harbor WA; Responsible for development and implementation of curriculum for the NAC, LPN and RN programs in partnership with other faculty and SVC. 9/2014 – 6/1/2019

        3.   Lower Columbia College, Longview WA; Nurse Faculty and Clinical Faculty, Responsible for development and implementation of curriculum for the LPN to RN Bridge Program in partnership with other faculty at Lower Columbia College Responsible for development and implementation of curriculum for the NAC, LPN and RN programs in partnership with other faculty and SVC. 10/2014 - current.

Clinical Practice (most recent first; institution, location, role, and encompassing dates)

        Whidbey General Hospital, Emergency Department; Coupeville WA; Responsible and accountable for the treatment of my assigned patients; 6/2013 – 12/2013

International Medical/Surgical Response Teams, United States Department of State, United States Department of Homeland Security. Responsible and accountable for the treatment of my assigned patients, as required for the duration of deployment or training. 1/2012 – 4/2014

Group Health, Department of Emergency Medicine; Bellevue WA; Responsible for the daily operations of my assigned shift.
1/2003 – 8/2013

II.   Scholarly Activities

III.

    A.   Research, Grants and Contracts

        1.   Grants Submitted, Funded, and Status of Project (None at this time)

        2.   Grants Submitted and Under Peer Review (None at this time)

        3.   Grants Submitted and Not Funded (None at this time)

        4.   Grants Under Development – Several related to Fatigue and stress

    B.   Scholarly Communications/Electronic Publications (None at this time)

        1.   Invited/Solicited Refereed Data-based

            a)   Articles –

Lois James, PhD
Stephen M. James, PhD
Marian Wilson, PhD, MPH, RN
Nathaniel Brown, PhD
Elizabeth J. Dotson, MA, MS
Charles Dan Edwards, RN, MSN
Patricia Butterfield, PhD, RN, FAAN

"Sleep Health of 12-Hour Shift Working Nurses: Using Wrist Actigraphy to Predict Cognitive Effectiveness"
International Journal of Nursing Studies

Lois James, PhD
Nathanial Brown, PhD
Marian Wilson, PhD, MPH, RN
Stephen M. James, PhD
Elizabeth J. Dotson, MA, MS
Charles Dan Edwards, RN, MSN
Laura Wintersteen-Arleth, MSN, RN
Kevin Stevens, RN MSN
Patricia Butterfield, PhD, RN, FAAN

"The effects of three consecutive 12-hour shifts on cognition, sleepiness, and domains of nursing performance in day and night shift nurses: A quasi-experimental study". International Journal of Nursing Studies

       b)   Book chapters

       c)   Proceedings

   2.   Faculty Initiated (Non-invited) Refereed Data-based

       a)   Articles

   3.   Refereed Non-data based (None at this time)

       a)   Articles

       b)   Whole Books (author or editor)

       c)   Book Chapters

       d)   Proceedings

   4.   Non-refereed (None at this time)

       a)   Published Abstracts

       b)   Proceedings

       c)   Commentaries

       d)   Newsletters

       e)   Radio/TV Interviews

 C.   Podium / Poster Presentations (None at this time)

   1.   International and National

   2.   Regional, State, Local

IV.   Sigma Theta Tau International Honor Society of Nursing, 2019

V.   Professional and Community Service

E-learning and Student Access committee, Skagit Valley College.
9/2017 - 6/2019

Student Safety and Disaster Response Committee, Skagit Valley College
9/2016 – 6/2019

Nurse Faculty Search / Hiring committee, Skagit Valley College
9/2018 – 6/2019

Regional Director of Latin American Missions for Highlands Community Church, Renton, Washington, where I was team leader for medical relief teams to Latin America.
6/2005 – 1/20010.

Washington Department of Services for the Blind (DSB) – teaching general Karate classes for students enrolled in the DSB program, as well as leading regular Self Defense seminars for students at the DSB program in Seattle, WA. An active self-defense and de-escalation instructor having earned a 5th Degree Black Belt in Combat Kenpo Karate. 3/2001 – 9/2013.

Camp Fire USA – serving as a 'camp nurse' for Camp Fire's regular Summer Day Camp at Blyth Park in Bothell, WA while providing Self-Defense training for the (roughly) 100 children attending camp. 6/2001 – 7/2005.

American Red Cross – Certified instructor for the Health and Safety department. Volunteered to teach CPR on a regular basis. 1/2003 – 12/2013

VI.
    A.   Editorial Review Boards and Manuscript Review

    B.   Outside Peer Reviewer for Faculty Promotions and Tenure

          (Identify University, Department, Year)

    C.   Consultations and Advisements

    D.   Professional Activities:
          1.   International
          2.   National
          3.   Regional
          4.   State
          5.   Local
              a)   Lead development team for Skagit Valley College Whidbey Island Campus Simulation Lab 12/2017 – 1/2019
              b)   Wrote Skagit Valley College Simulation Department Policy and Procedure Manual 12/2016 – 12/2017

    E.   Health-related Community Activities

    F.   College of Nursing Activities

    G.   University/Consortium Activities

    H.   Continuing Education Seminars Developed and/or Presented

VII.   Education and Teaching
    A.   Postdoctorate Fellow Sponsorships

    B.   Dissertation Committees

    C.   Thesis Committees

    D.   Clinical Project Committees

    E.   Teaching Assignments (last 5 years, by semester with most recent first)
          1.   Clinical Simulations – Washington State University. 9/2020 – Current.
          2.   Critical Care and Emergency Nursing – N271, N281 Skagit Valley College, 9/2014 – 6/1/2019

3. Neurological Issues in Nursing Care – N 291. Skagit Valley College 9/2016 – 6/1/2019.

4. General Medical Surgical Nursing; LPN to RN Bridge. N 141, N 151, N 161. Skagit Valley College, 9/2014 – 6/2016.

5. Clinical Practicum Nursing; LPN to RN Bridge. Lower Columbia College, Longview WA 10/2014 to current.

6. Skagit Valley College – Assigned to 10 undergraduate advising students per quarter from 9/2014 – 6/1/2019.

F. College of Nursing Activities

1. Upon starting at WSU I've been teaching in the Simulation Department, about 40 or 50 hours a semester. Since WSU does some sim work with the military (Air Guard medics, Air Force SAR) I recently began to facilitate a meeting with the Navy SAR group at NAS Whidbey to expand services for the simulation group (with the permission and approval of the Sim director). The expanded services and outreach to the Navy may increase revenue for the department, and increase exposure to our services, hopefully eventually allowing me to reach out to JBLM, as well as local paramedic / rescue groups in eastern Washington.

2. Lead Development team for novel simulation modality for use in Skagit Valley College Park Ranger Law Enforcement Academy 9/2015 – 9/2016

G. Attendance at CE Programs (last 5 years)
(Include title of conference or session, sponsoring organization, location, date, & number of CE or contact hours)

Revised 3/09, Approved by APT Committee 4/1/09, Approved by Faculty Organization (date to be added) .

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Dana Marie Cummings
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Work: dcummings@lcc.ctc.edu
Personal: Dana_Marie01@msn.com

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EDUCATION

- **Master of Business Administration**
  Eastern Washington University
- **Master of Science, Accounting**
  Strayer University

- **Bachelor of Arts in Humanities**
- **Bachelor of Arts in Cultural Anthropology**
  Washington State University, Pullman

PRIMARY AREAS OF EDUCATIONAL & PROFESSIONAL INTEREST

- Accounting & Business Education
  - Accounting and Fraud Prevention
  - Non-profit Accounting
  - Budgeting & Personal Finance
  - Business Ethics & Servant Leadership
  - Payroll Accounting
  - Taxation

EMPLOYMENT EXPERIENCE

Lower Columbia College
Tenure Track Faculty   *September 2018 - Present*
Full Time Temporary Faculty   **September 2014 – June 2018**
Adjunct Faculty   **April 1, 2008 – September 2014**

Course Instruction:
ACCT 150 – Payroll Accounting
ACCT 241 - Computerized Accounting Concepts
     QuickBooks Pro 2007 – 2010, QuickBooks Premier 2009-2020
ACCT 244 - Individual Income Tax
ACCT 275 - Accounting Capstone
BUS& 101 Introduction to Business (Traditional and Distance Education)
BUS 100 College Success
BUS 104 Business Math
BUS 119 Business Communications
BUS 144 Human Relations
BUS 240 Principles of Supervision (DE)
BUS 244 Human Resource Management (DE)
BUS 245 Principles of Management (DE)

Program & Course Development

      Personal Finance – Course Development
      Entrepreneurship Course – Course Development
      Certificate of Proficiency – Entrepreneurship

General Faculty Requirements: Facilitate quality instruction while utilizing methods that are innovative and/or the most effective for the given discipline.

Responsibilities: Develop course content commensurate with the established course outcomes and course plan. Establish syllabi, course outline, administer quizzes, exams and maintain the course grading system through traditional classroom and computer laboratory setting as well as online supplementation through CANVAS and illuminate distance education mediums.

Kaplan University
Adjunct Faculty (September 2008 – May 2015)
Payroll Accounting Course Lead (January 2011 – February 2013)
Adjunct Faculty Tutor~ Accounting (Summer 2013)

Distance Education Course Instructions:
AC114 Introduction to Accounting I,
AC116 Introduction to Accounting II,
AC122 Payroll Accounting,
AC298 Associates Capstone in Accounting,
AC330 Managerial Accounting for the Business Professional,
AC420 Cost Accounting,
AC499 Bachelors Capstone in Accounting

General Adjunct Faculty Responsibilities: Instruct students in the rudiments and fundamentals of accounting in an online environment. Establish and maintain course room or seminar control, through audio technology, facilitate weekly discussion threads, administer quizzes, homework assignments and overall grading. Commonly teaching at least one class, and generally two classes, every ten-week term was a normal practice.

Course lead Responsibilities: Content: Keep the course current and relevant, in collaboration with faculty, revise and update course, master development guide, and instructor notes to respond to course issues, new requirements, etc. Review new text editions for course impact and revise course as needed, Work on revisions and updates with Curriculum Manager and submit revisions at least four weeks prior to term migration Create and update Course Level Assessment assignments and rubrics as needed Respond to all course questions.
Accuracy: Ensure there are no mistakes in the course, verify that correct syllabus is posted in the online classroom prior to term migration, prior to term start, review migrated course for links, grade book and any other areas that may be problematic, review revisions to ensure quality, including grammar and tone and report non-technical issues and errors such as spelling, instructions, web links, etc. to the Curriculum Issues reporting site. **Community:** Build faculty community around course and/or discipline, welcome all faculty to each term, reviewing any changes that have been made to the course, review course in detail with new faculty, schedule and facilitate quarterly faculty meetings to review survey results and recurring problem areas and to determine improvement actions, attend quarterly Course Lead meetings to discuss issues and opportunities related to curriculum and processes.

Dana M. Cummings, Consulting, Accounting and Bookkeeping   **August 2010 - Present**

Responsibilities- Maintain all functions of the business including but not limited to addressing client needs in terms of performing bookkeeping functions to develop appropriate financial statements, running payroll, completing annual & quarterly taxes, developing policies & procedures, as well as evaluating internal controls to prevent fraud. Other responsibilities as needed including, but not limited to, advising and training business owners of new business start-ups and troubleshooting computerized accounting functions through QuickBooks.

CERTIFICATIONS

- **Association of Certified Fraud Examiners (CFE) Current license   Sept 2014- Present**
- **Diversity & Inclusion Certificate – eCornell   Spring 2020**
- **Microsoft Office Specialist: WORD 2013 & 2016, Excel Expert 2013, PowerPoint 2013**
- **USASBE – Social Entrepreneurship Certificate (2017)**

VOLUNTEER EXPERIENCE

Accountant and Bookkeeper   **August 2009 – Present**
Shiloh Christian Fellowship
Responsibilities- Disburse checks and run bi-monthly payroll. Maintain accounts payables and receivables. Prepare financial reports, quarterly and yearly tax records and year end contribution receipts and letters. Maintain financial accountability and direction with board of directors, establish and maintain yearly budget.

Accountant and Bookkeeper - Board of Directors   **January 2019 – Present**
Evergreen4kids – School in Habanero, Dominican Republic
Responsibilities- Maintain computerized accounting system. Prepare financial reports, annual tax records and year end contribution receipts and letters. Maintain financial accountability and direction with board of directors, establish and maintain yearly budget.

Accountant and Bookkeeper   **Spring 2020 – Present**
Love, INC
Responsibilities- Implement and train in the usage of a computerized accounting system, develop financial policies and procedures for efficiencies and effective internal controls.

Art Instruction   **September 2017 – Present**
Master School of the Arts, Longview, WA
Responsibilities: Instruct student in the art of charcoal and pastel painting

PUBLICATIONS & CONFERENCES

Publications

Brown, S., Cummings, D., Self, S & Healy, D (2016) An Accounting Capstone Workbook and Case Study. Liberty University Press

Cummings, D., James, K. (2012). Coincidence of loss: Fraud and the economy. *Journal of Business Leadership, (19)*1, 16-27.

James, K., Hulsart, R., & Cummings, D. (2011). Economic instability and Fraud loss: A Decade of Uncertainty. *International Journal of Accounting Information Science and Leadership/Intellectbase International Consortium, 4(11)*

Hulsart, R., K. James, & Cummings, D. (2011). Fraud in the Lost Decade: The Impact of the Economic Downturn on the Prevalence of Fraud. *Business Studies Journal/Allied Academies.*

Peer Reviewed Conference Presentations

Hulsart, R.W., James, K.M., and Cummings, D.M., "Fraud in the Lost Decade: The impact of the economic downturn on the prevalence of fraud," Proceedings of Allied Academies International Internet Conference, Jul. 25-29, 2011, BSJ-Hulsart-James-Cumming-08062011, pp. 118-123.

James, K.M., Hulsart, R.W., and Cummings, D.M., "Economic Instability and Fraud Loss: A Decade of Uncertainty," Proceedings of Intellectbase International Consortium Academic Conference, Atlanta, Georgia, Oct. 13-15, 2011, IIC11E29 – K. James R. Hulsart. D. Cummings, pp. 81-91.

Conference Proceedings

James, K., Hulsart, R., Cummings, D. (2011). Economic Instability and Fraud Loss: A Decade of Uncertainty (vol. 18). Nashville, TN: International Handbook of Academic Research and Teaching / Intellectbase International Consortium. www.intellectbase.org

Hulsart, R., James, K., Cummings, D. (2011). Fraud in the Lost Decade: The Impact of the Economic Downturn on the Prevalence of Fraud (vol. 13). Arden, NC: Allied Academies / International Internet Conference Proceedings.

CURRICULUM VITAE

KATHRYN ACORDA HARLAN

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www.kathrynharlan.com

EDUCATION

MA **Gonzaga University,** Masters of Arts   December 2021
Communication Leadership/College Teaching
Thesis: Critical Communication Pedagogy & Servant Leadership

MBA **Hawaii Pacific University,** Masters of Business Administration   August 1999
Partial

BS **University of Portland**, Bachelor of Science   May 1997
Organizational Communication
Capstone: Power and Perception of Infidelity

HONORS AND AWARDS

Alpha Sigma Nu   2020-2021
Honors Society, Gonzaga University

Lambda Pi Eta   2020-2021
National Honors Society, Communication Studies, Gonzaga University

Pacific Business News   2008
People Who Make Hawaii Work Recognition

PUBLICATIONS

International Journal of Servant Leadership
    Harlan, K. A. (2022). Reaching Servant Leadership Through the Journey of
    Forgiveness. *International Journal of Servant Leadership*. Vol. 16.

RESEARCH EXPERIENCE

Servant-Leadership & Forgiveness, Gonzaga University; Spokane, WA   2021-2022
Advisor: Dr. Shann Ferch
- Research project and journal article: *International Journal of Servant Leadership*

I have experience teaching at the college level with a very diverse and broad group of students. I am an instructor for Lower Columbia College's Bachelor of Applied Science program with students taking upper division undergraduate level courses towards a Bachelor of Applied Science. My experience also includes working with a diverse population of students encompassing various socio-economic and culturally diverse backgrounds with a more untraditional educational path who are adults working towards earning their high school diploma.

Lower Columbia College, Longview, WA   September 2018-Present
Communication Studies Courses
- Organizational Communication (CMST 330)
    - Provides students a foundation in communication principles in an organizational setting, including the consideration, analysis and criticism of the role of communication in organizational contests. Explores various communication topics including public relations and marketing, leadership functions, dispute resolution, coaching and mentoring, global perspectives, and the role of e-communication. Students learn the steps of a communication audit and techniques for improving organizational communication.
- Small Group Communication (CMST 230) *(Summer 2023)*
    - Introduces principles and processes of small groups and development of skills for participation and leadership in small group settings. Practice in problem solving, decision making, information sharing, and the and the relational aspects of small group work. Includes analysis and evaluation of project-based small group work. Students will apply small group communication concepts to analyze their own work in a variety of structured discussions and activities.
- Intercultural Communication (CMST 250)
    - Examines the intercultural aspects of human communication. Emphasizes the significance of communicating across cultural lines of cultural differences in today's world. Focuses on cultural identity, differing behaviors and values, historical context, language and nonverbal expression, intercultural transitions, and conflict. Emphasizes application of theory and skills designed to increase competence in intercultural communication. Meets the diversity requirement.

College Readiness/College Success Courses
- College Success (COLL 101)
    - Emphasizes development of necessary skills for successful completion of college courses. Provides techniques and strategies to improve time management, memory, lecture note taking, textbook reading, outlining, learning styles, use of library, test preparation, and test taking. Focuses on how individuals become independent learners and critical thinkers. Empowers students to apply learning strategies in all other content classes.

Adult Basic Education
- Adult Basic Education (ABE) classes are designed to help adult students, 16 years or older, acquire the skills needed to keep up with a demanding, technology driven job market, affordably and conveniently. Students are able to: earn credits required to complete a Washington State High School Diploma, prepare for the General Education Development (GED) exam, develop or refresh the knowledge and skills required for college-level classes, and prepare for college entrance exams. Students study English and math in the context of science, history, government, occupational education, health, fine arts, and digital literacy.
  - Courses taught include English (091) conceptualized with Science, Lab, Contemporary World History, US History, Government/Civics, Fine Arts, Health/PE, and Occupational.

I-BEST Support
- I-BEST helps students with a fast track to a career and student success. This unique program assists students in specific workforce-orientated programs. This successful program provides students with: additional instruction and support, a team teaching environment, and credits toward a professional-technical degree in a high-demand career field.
  - Courses taught include Technical Writing (ENGL 110)
  - Anatomy/Physiology (MEDA 120)
  - Medical Ethics (MEDA 122)

Longview Washington School District, Longview, WA   October 2022-Present
        K-12 Substitute Teacher

TEACHING PHILOSOPHY

See Appendix

EQUITY AND INCLUSION STATEMENT

See Appendix

CORPORATE COMMUNICATIONS, LEADERSHIP, MARKETING AND PROJECT MANAGEMENT EXPERIENCE

Director of Business Development & Public Information
Kiewit Corporation, Omaha, Nebraska   January 2008-June 2010

- Responsible for all public affairs and corporate communications for the Honolulu Transit project, Honolulu's largest construction project in the state's history; a $5.5B 20-mile light rail system. Responsibilities included public relations, communication

affairs and collaborating between contractor, community entities, various stakeholders, the media and the City and State entities
- Responsible for all business writing and proposals for prospective projects.
- Responsible for all business development and marketing efforts
- Collaboratively worked with engineers and estimating team on all bids and proposals
- Directly responsible for revenue generated for the Hawaii area for vertical high-rise construction
- Responsible for all media relations efforts
- Responsible for all philanthropy and community relations efforts

Regional Marketing Director & Project Manager
Crescent Heights of America; Miami, Florida   October 2004-May 2007

- Responsible for overseeing all marketing efforts for the Hawaii and Japan regions for Crescent Heights, one of the largest condominium real estate developers in the United States; major projects included Ala Moana Hotel Condominium ($450m revenue with a $6m marketing budget), one of the largest hotel-condominium conversions in the nation (at the time of construction) and Ko'olani ($350m revenue with a $4m marketing budget), a luxury high rise development in the urban core of Honolulu.
- Responsible for hiring and working collaboratively with ad agencies to implement all creative campaigns including advertising, collateral, signage, displays, web development, direct response marketing and other marketing initiatives.
- Responsible for all public relations efforts, crisis management and internal and external communications. Created, edited and distributed all media releases.
- Worked with interior design team, legal, construction, operations, accounting and sales to ensure sound effective communication processes, and business development practices.
- Oversaw the creation and implementation of the largest rental program in the state of Hawaii. Responsible for creating legal rental agreement/contract with legal team, hiring and overseeing all staff, overseeing all marketing collateral, communications and marketing programs. The hotel succeeded with a 91% rate of return into the rental program. The renovated hotel, re-branding strategies and rental program was quickly sold to Outrigger Enterprises for $20m.
- Board of Director for the Ala Moana Hotel Condominium Association. Responsible for developer representation and eventually transitioning the property to the homeowner's association and Outrigger Hotels.
- Responsible for multiple marketing budgets in excess of $6 million + each. Responsible for all return on investments where both Oahu projects exceeded projections with sales exceeding $300 million +.
- Involved and oversaw the marketing implementation and early stages, including the due diligence for a new real estate project in Ko'olina on the west shore of Oahu.
- Involved with the initial market research and product development for Crescent Heights' first real estate transaction in Asia. Created marketing budget and oversaw initial research and due diligence for a multi-million dollar project in Tokyo, Japan.

Director of Marketing
Castle Resorts & Hotels; Honolulu, Hawaii   May 2002-October 2004

- Responsible for overseeing all marketing efforts for 20 resorts throughout the Hawaiian Islands, Micronesia and New Zealand. Efforts included all advertising, public relations and communications, events and promotions, consumer programs and website development and e-commerce.
- Successfully transitioned several properties into Castle Resorts' corporate structure (acquisitions and mergers).
- Responsible for all consumer programs such as seniors, repeat guests, and loyalty/incentive programs. Generated $400,000 per year in the first two years with travel agent bookings incentive program and increased membership program revenue to over $1.2 million.

PROFESSIONAL TRAINING

Mental Health First Aid Certified/Training
Lower Columbia College, Longview, WA; December 2022

Institutional Effectiveness & Monitoring: College Level Studies Monitoring Team
Lower Columbia College, Longview, WA; October 2022

PROFESSIONAL COMMITTEES & AFFILIATIONS

Current:
Robert K. Greenleaf Center for Servant Leadership
International Leadership Association
Center for Media Literacy
National Communication Association

Past:
National Ass. of Industrial & Office Properties   Hawaii Advertising Federation
US Green Builders Association   American Marketing Association
West Oahu Economic Development Association   Building Industry Association
General Contractors Association   Public Relations Society of America

COMMUNITY SERVICE

Cascade Middle School PTO
Board Member/Secretary, Longview, WA; September 2022-Present

Cowlitz County CASA (Court Appointed Special Advocate)
Board Member/Active Volunteer, Longview, WA; December 2010-January 2015

Child and Family Services
Board Member, Honolulu, HI; June 2008-May 2010

Domestic Violence Action Center
Board Member, Honolulu, HI; January 2008-May 2010

Special Olympics Hawaii
Fundraising Committee Member, Honolulu, HI; March 2007-June 2009

LANGUAGES

English: Native Language

COMPUTER SKILLS & DIGITAL MEDIA

Canvas & Blackboard: Extensive expertise in course management systems

ctcLink and Navigate: Expertise in digital platform for community colleges in the State of Washington and Navigate, a student success digital platform.

Microsoft Office: Expertise in MS Office including Word, Excel, PowerPoint, Outlook, Teams and OneNote.

Google: Expertise in Google Drive, Sheets, Docs, Forms, Slides and Calendar.

Various other learning and digital apps and programs: Familiar with Kahoot, Padlet, Pear Deck.

Digital Media/Content Creation: Expertise in media literacy, digital citizenship, content creation, podcasts and digital storytelling.

COURSEWORK COMPLETED

Graduate Level Coursework:

Communication Theory	Master's Level Writing
Intl. & Intercultural Communication	Communication Ethics
Strategic & Crisis Management	Leadership, Justice & Forgiveness
Media Literacy & Digital Citizenship	Content Creation & Strategy
Communication Teaching & Pedagogy	Communication Teaching Internship
Communication Leadership Capstone	Business Law
Integrated Marketing	Human Resource Management
Marketing Strategies	

Undergraduate Level Coursework:

Communication Literacy	Biology, Biology Lab
Leadership	US History
College Writing	Pre-Calculus
Applied Computers	Political Science/Politics
Effective Writing	Western Civilization
Rhetorical Theory	Statistics
Interpersonal Communication (2)	Philosophy, Ethics, Metaphysics
Professional Writing	Psychology
Marketing	Literature, Fine Arts
Public Speaking	Theology, Judeo-Christian Culture
Public Relations	Death and Bereavement
Small Group	Economics (Macro 2 and Micro)
Media & Society	Environmental Science
Advertising	Finance (2)

REFERENCES

Stefanie Gilberti, Lower Columbia College
Dean of Instruction and Learning Resources
1 year
sgilberti@lcc.ctc.edu

Theresa Stalick, Lower Columbia College
Dean of Instruction
Director of Transitional Studies
4 years
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360-442-2580

Michal Ann Watts, Lower Columbia College
Faculty
Transitional Studies
4 years
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Carolyn Cunningham, Ph.D., Gonzaga University
Associate Professor
Advisor/Graduate School Professor
2 years
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Roger Plothow, Gonzaga University
Graduate School Professor/Mentor
2 years
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208-317-7791

Lance Wilhelm, The Wilhelm Group
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Former Superior, Friend
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Matt Delaney, HiHR Hawaii
CEO/Principal
Former Superior, Friend
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Alan Mattson, Castle Resorts & Hotels
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Former Superior, Friend
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808-524-0900

Jenna Shankel
Childhood friend
40 years
shankel321@gmail.com
208-880-0620

Teaching Philosophy Statement

They often say that teaching is "heart-work". I never fully understood that term until I actually entered the world of academics and became a teacher myself. Teaching is a very passionate, all-encompassing career. I see great correlations between my life as a parent and my life as a college instructor. I want to raise my children to be kind, responsible and independent individuals who are ultimately able to contribute to the societies they exist within. As an educator, my objective is very similar. I want my students to leave the classroom with a greater sense of personal awareness, critical thinking and emotional intelligence than when they first walked through my classroom door. Should my aspirations transpire, my students will become more critically aware of their environment and have a strong sense of personal responsibility for themselves.

Before embarking on my path of teaching, I spent 15 years living in Hawaii where I had a successful career in public relations, government affairs and communications. I am very grateful for so many opportunities others provided for me. I do believe my personal and professional attributes are a result of the sacrifice others made for me and the vested interest my mentors provided. Living in the Hawaiian Islands, I embraced a sense of place and identity. I learned how to work collaboratively within a strong collective culture. I spent time working in Tokyo, Japan working on a real estate development project and facing first hand cultural differences between Japan and the United States. After a career in communications and public relations, I shifted into the world of education. I now teach various courses at Lower Columbia College. Current courses include English, US history, government, science, career education and technical writing.

Every day, I am faced with new opportunities to meet and exceed the expectations of my students. My students are cultural and socio-economically diverse, many of them have faced arduous journeys through life. My teaching philosophy is to provide a platform within the physical classroom to promote engagement and critical thinking. It is important that my students see, hear and feel different social dilemmas and perspectives. Similar to John Locke, an English philosopher and political theorist, who believed that humans are born with blank slates and are later filled with knowledge and information through experience, I believe that all students have their own unique experiences and perspectives. I believe that students have the ability to make significant contributions to my classroom discussions and ultimately within our society. Like Locke, I believe that education plays a crucial role in social and moral development.

In my classroom, I encourage authenticity, I value differences, and I foster curiosity. I engage my students through personal stories of triumph and loss, humor and technology. I foster participation and engagement through: a) creating a free and liberating environment where students can be individualist, b) creating mutual respect and c) through praise and affirmation. I have had amazing mentors who have guided me and influenced me along my academic and professional journey. People who I believed had a vested interest in my growth and development. I see myself working towards that goal, to influence and guide others on their own paths. To teach individuals to think and become aware of their social environments, and to better understand their role and potential capabilities within society. I want to see my students gain social and emotional capital. We all have our strengths, and opportunities. Many wonderful individuals have helped me find my strengths and to capitalize on those positive attributes and characteristics. My goal is to do the same with my

students. The positive outcomes I hope to see within my students are increased motivation and learning, a higher level of critical thinking, strong moral and ethical parameters and functionality with our society. I believe that success can be measured many ways and that success is a reflection of opportunities. I want to provide as many opportunities to my students as possible.

Research shows that students learn better when they engage in active learning (Meyers & Jones, 1993, as cited in Fernback, 2015). Students engage through talking, listening, reading, writing and reflecting (Meyers, et al). As an instructor, my primary goal is to engage communication, build a mutual understanding and respectful environment, and listen. My goal is to guide my students through reflection exercises and to create an environment of collaboration, creativity and connection.

There is a quote on the wall in my office by Nelson Mandela, "Education is the most powerful weapon which you can change the world". I believe this quote is as powerful as the individual who spoke it. What I find so monumental within this quote is the personal responsibly one can possess within instituting change and opportunity.   Change within ourselves and change within our society.

When I hear the phrase, "Teaching is heart-work", I clearly understand.   I want to make a difference in my students' lives like other professors have made in mine. I want my students through mutual respect to reach, grow and expand themselves in the same way that I want to personally reach and grow through them. I've realized that the ideologies and practices of business and public relations are far different from the academic world. Teaching is intellectual. Teaching is interpersonal. Teaching is analytical. Teaching is emotional. And most importantly, teaching is all encompassing.

References

Dannels, D. (2015). *8 Essential Questions Teachers Ask: A Guidebook for Communicating with Students.* Oxford University Press.

Fernback, J. (2015). *Teaching Communication and Media Studies: Pedagogy and Practice.* Routledge: Taylor and Francis Group.

Androme, M. (9 July 2014). Procedia-Social and Behavioral Sciences. Notes on John Locke's Views on Education. Science Direct. Volume 137, Pages 74-79. https://www.sciencedirect.com/science/article/pii/S1877042814036878

Equity and Inclusion Statement

Someone once said to me, "expect to be uncomfortable" when teaching intercultural communication. Intercultural communication and the theories behind ethnocentrism, socialization, assimilation, cultural dissonance, intersectionality, white privilege and critical race theory will shift and shape societies. Through cultural awareness and inclusion, we can honor and work towards being personally aware of our own bias. I don't believe differences should define us individuals, but as Brenda Allen writes, "Difference Matters" (Allen, 2011). I believe in honoring differences. Differences build strength and bring different perspectives into a classroom. I believe that oftentimes students can learn as much from their peers as they can from me. Students bring a tremendous value into our classrooms and we need to recognize this. I believe that classrooms should be a place of equality where class, socio-economic backgrounds and status are equal. I believe that we should make a conscious effort to minimize power and hegemony. bell hooks has been instrumental and a driving force in her research on class and how racial divide runs prevalent in our societies (hooks, 2000). hooks reiterates Allen's premise:

> Class matters. Race and gender can be used as screens to deflect attention away from the harsh realities class politics exposes. Clearly, just when we should all be paying

attention to class, using race and gender to understand and explain its new

dimensions, society, even our government, says let's talk about race and racial

injustice. It is impossible to talk meaningfully about ending racism without talking

about class (hooks, p. 7).

hooks continues, "This class conflict is already racialized and gendered. It is already creating

division and separation. If the citizens of this nation want to live in a society that is class-

free, then we must first work to create an economic system that is just. To work for change,

we need to know where we stand," (hooks, p. 9). Creating a class-less society may be up for

discussion, but I believe we can and should create a class-less classroom setting. A classroom

setting free of racial and socio-economic barriers should be the ultimate goal. A classroom

where all individuals are equal and able to contribute within their own perspective and

strengths with honor and dignity. We honor each other through listening and creating mutual

respect. We do not need to always agree. We do not need to always persuade and convince

others. We can honorably disagree and respect all perspectives, journeys and personal

experiences. The road I have traveled is very different from the paths of others. We need to

honor all roads and paths.

Allen expands on hooks' premise in relation to communicating effectively with parents from

varying class backgrounds stating:

These issues also matter in higher education, where some students enter with a great

deal of class privilege, and others have virtually none. Will Barratt refers to this as

academic capital, which some students attain at home and apply unconsciously to

succeed at college. Elements of academic capital include, 'can afford supplemental

school material; has expansive life experiences; has good social skills to develop and

maintain relationships with faculty, staff, and students; has good study, critical

thinking, reading and writing skills.' Basically, 'whether young people go on to

college and the type of post-secondary education they pursue is a class-based process'

(Allen, pp.107-108).

Allen points out that as a consequence, "a strong need exists to identify and develop

strategies for reducing blatant and subtle forms of classism and its effects" (Allen, p. 111).

Understanding and honoring cultural differences creates a cohesive group where mutual

respect is prevalent. Theories, concepts and personal experiences and stories should be

shared, acknowledged and celebrated from all perspectives.

References

Allen, B. (2011). Difference Matters. Communicating Social Identity. Second Edition.

      Waveland Press, Inc.

hooks, b. (2000). Where We Stand: Class Matters. Routledge. Great Britain.

Connie Ann Ramos

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503-998-9172

PROFILE

- **Experienced Registered Nurse since 1989**

- **Specialization in pediatrics and low-risk neonatal nursing**

- **Part-time clinical and/or theory instructor for the OB/Pediatric quarter since 2005-2011**

- **Full-time theory and clinic instructor for OB/Pediatric quarter since 2012**

- **Able to function independently as required for neonatal resuscitation without a physician present within scope of practice (2001-2014)**

- **Team Player, leader, excellent communication skills**

- **Ability to conduct assessment skills of both patient and nurses**

- **Ability to enhance student knowledge and experience through clinical, simulation, and theory experience**

EXPERIENCE

Lower Columbia Community College, Longview Washington, April 2005-Present
- Taught the clinical for the Family quarter of the LPN program from April 2005 to June 2021
- Taught the clinical for the first quarter of the LPN program from September of 2007 to 2013
- Development of the fourth quarter of the Rural Outreach Nursing Program, (RONE). RONE won 2009 Workforce and Economic Development Best Practice award winners.
- Additional classes that have been taught:
  Nursing 213, spring of 2009
  Allied Health (101, 102, 131, 132,) which are currently known as 104 and 114; 230
  Nursing 241 fall of 2010
  Nursing 104/114/124 summer of 2006 and 2008, nursing 104/124 summer 2010
  Nursing 246 co-taught summer 2011
  Nursing 247, co-taught summer of 2009 and 2011;
  Allied Health 114 winter 2020
  Humanities 250 spring 2019-current

St. John Medical Center, Longview Washington, 1993 - 2014
Staff Nurse Maternity Unit, 2001 to present
- Includes responding to deliveries with complications including precipitous, deliveries on the floor or in the emergency room.
- Attend Caesarian sections as both a circulator and a neonatal nurse.
- Required to assist physician with newborns after birth.
- Stabilizes newborns for either continued care in Special Care Nursery or in preparation for transporting to a Tertiary Hospital.
- Responsible for providing care for up to 4 mother – baby couplets per shift.
- Critical thinking and assessment skills extremely important as may be only nursery nurse on the floor.
- Mentor nurses wanting to learn about Special Care Nursery.
- Work with ADN students in clinical situations and mentoring situations.
- Teach infant CPR to parents.
- Taught monthly infant CPR classes to the community from 2004-2006.
- Taught 2-3 HealthCare providers CPR classes per year until 2007.
- Teach 2-3 Neonatal Resuscitation Provider classes a year.
- Implementation of OB/ Peds cluster floating unit.
- Member of the maternal Child PI/QI committee, July 2005-August 2007.
- WSNA representative since from 2006-August 2010.

Staff Nurse in Pediatrics, 1993-2001
- Responsible for care for up to 8 patients in a shift.
- May be only pediatric nurse on floor; this required critical thinking and assessment skills
- Able to function independently.
- Supervised LPN's, CNA's and nursing students on the floor.
- Provided care for a variety of patients ranging from medical/ surgical adults to chemotherapy level one from 1993-1997.
- Able to establish rapport with physicians, families and patients.

San Juan Regional Medical Center Farmington New Mexico, 1990 - 1993
Staff Nurse Pediatrics
- Provided direct patient care for up to 5 patients.
- Floated to floors throughout the hospital as needed to provide patient care.
- Staff Nurse on Neuro/Surgical Unit
- Provided direct patient care for up to 8 patients ranging in surgeries from simple appendectomies to patients transferred from ICU after brain surgery.

EDUCATION
Master of Science in Nursing Leadership, Education focus, December 2007
Regis University, Denver Colorado

Bachelor of Science in Nursing, 2005
Regis University, Denver, Colorado

Associate Degree in Nursing, 1989
Portland Community College, Portland Oregon

Tentative, (winter 2022) Doctorate in Education,
City University of Seattle, Seattle Washington

LICENSES AND CERTIFICATIONS

Registered Nurse, Oregon State Board of Nursing
Registered Nurse, Washington State Board of Nursing
Registered Nurse, expired, New Mexico State Board of Nursing

Certifications
Pediatric Advanced Life Support since 1992-2014
Pediatric Nursing Certification since 1997-current
Basic HealthCare Provider Instructor from 2001-2009
Neonatal Resuscitation Instructor Provider since 2001-2022
S.T.A.B.L.E. certified 2009-2016
Washington State Community and Technical Colleges Vocational Technical Educations
Certificate for nursing educator through June 30th 2025

Professional Memberships

Washington States Nurses Association
American Nurses Association
Washington State Education Association
National Education Association

Current community volunteer activities

Cantor- Rainier Or, 2010-current
Lower Columbia Jazz Band 2010-current
Pastoral Council Chair- Rainier Or, 2016-current
Hope Food Bank 2021-current

College committees/projects

General education outcome fall 2010-current
Health Care Advisory Committee for Head Start ECEAP since 2007-2018
STARS scholarship reviewer 2009, 2011
Student Nurse Organization advisor spring 2011-current
Standard four committee member fall 2019
Standard six NLNAC committee member fall 2010-2017
Advisor for Student Nurse Organization Fall 2010-current
Advisor for Lower Columbia College pep band fall 2011-2014
Lower Columbia College nursing coordinator for St. Rose Hispanic Health fair since winter 2012
Advisory Committee fall-2021-current
STARS scholarship awarder summer- 2021-current
Safety Committee fall-2021-current

Jim Franz

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2340 E. 8th Way
La Center, WA
98629
    559-681-8681

EDUCATION

1983-84	Economics	PhD Study, University of Washington, Seattle
1980 MA	Economics	California State University, San Diego
1975 BA	Economics	State University of New York, Plattsburgh

TEACHING EXPERIENCE AND CURRICULA

2008-Present	Lower Columbia College	Principles of Microeconomics
		Principles of Macroeconomics
		Introduction to Economics
1990-2008	Fresno City College	Principles of Microeconomics
	Fresno, CA	Principles of Macroeconomics
1996-2004	California State University	Principles of Microeconomics
	Fresno, CA	Principles of Macroeconomics
		History of Market
Society		
1986-1990	Greenville Technical College	Principles of Microeconomics

	Greenville, SC	Principles of Macroeconomics Survey of Economics
1985-1986	Glendale Community College Cerritos Community College Harbor Community College Los Angeles, CA	Principles of Microeconomics Principles of Macroeconomics
1985	Bellevue Community College Tacoma Community College Pierce Community College Seattle-Tacoma, WA	Principles of Microeconomics Principles of Macroeconomics

PROFESSIONAL EXPERIENCE

1981-83	Assistant Staff Manager	Wire Forecasting Center Pacific Telephone San Diego, CA
1976-77	Claims Investigator	Underwriters Adjusting Syracuse, NY

COMMITTEE WORK

Lower Columbia College

2010-Present   Scholarship Committee

2012-2013   Academic Standards Committee

2014-Present   Assessment Committee

2018-Present   Guided Pathways Steering Committee

2019-Present   Guided Pathways Executive Committee

Fresno City College

2002-2008	Social Sciences Representative	Curriculum Committee
2000-2006	Social Sciences Representative	Faculty Senate
2004-2005	Accreditation Committee	

Greenville Technical College

1986-90	Economics Department	Textbook Selection Committee
1988-90	Economics Representative	Dean's Advisory Committee
1986-90	Economics Advisor	Student Advisory

AWARDS AND PRESENTATIONS

"Abenomics and the Japanese Economy." Atomi University International Students, Lower Columbia College, Winter 2015-Present.

"Baseball's Reserve Clause and the NCAA; Monopsony and Monopoly." Community Conversations, Lower Columbia College, Winter 2017.

"What Economic Models Predict for the 2016 Election." Community Conversations, Lower Columbia College, Fall 2016.

"The Art of Social Science; Why You Can't Prove a Theory to be True." Community Conversations, Lower Columbia College, Fall 2013.

"The Local Economy and the 2007-2009 Recession." Cowlitz County Economic Development Council, Spring 2012.

"The Economy, the Election, a Prediction." Community Conversations, Lower Columbia College, Fall 2012.

"How Keynes Came to America." Community Conversations, Lower Columbia College, Spring 2011.

"The Stimulus Package: Too Much or Not Enough." Community Conversations, Lower Columbia College, Winter 2010.

"The Role of the Economy in the 2008 Presidential Election." Community Conversations, Lower Columbia College, Fall 2008.

Distinguished Faculty Award, Student Council Presentation, Fresno City College, Spring 2006 and 2008.

"The Economics of Oil." Seminar on the Persian Gulf War, Fresno City College, April 1991.

"The Economic Development of Black Americans." Conference on the Black Experience in America, Greenville Technical College, Greenville, SC, February 1988.

Teaching Assistantship, University of Washington, Seattle, 1983.

Award for Academic Achievement, Center for Public Economics, San Diego State University 1980.

Teaching Assistantship, San Diego State University, 1980

Bart J. Finnel, MBA

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Operations, Strategy & Corporate Development Executive

Accomplished Executive Strategist and Technologist with proven strengths in developing, transforming and executing complex corporate development strategies for large-scale mergers, acquisitions and divestitures projects. Diverse global experience across a spectrum of industries with increasing responsibility, including medical device technology, industrial control systems, product engineering, operations, engineering services and government markets. Recognized for challenging the status quo, drive innovative thinking and provide leadership in order to successfully implement strategies. Adept at cultivating key business relationships.

AREAS OF EXPERTISE

• Corporate Strategic Planning • Mergers • Acquisitions • Divestiture • Strategic Alliances • Licensing • Investments • Strategic Partnerships • Market Analysis • Integration
• Multi-functional Leadership • Project/Program Management • Transformation • Statistical Analysis • Quality Assurance • Motivational Leader/Mentor • Global Product Marketing • Global Resources •Innovation • Engineering Technology • Manufacturing Operations • Clinical R&D • Continuous Improvement • Relationship Building • Critical Thinking

PROFESSIONAL EXPERIENCE

QuEST Global Services 2017-2019

Vice President, Strategy and Corporate Development
• Led inorganic strategic planning process with QuEST leadership to determine strategic direction and key priorities within each business segment
• Lead all aspects of the M&A process from developing strategic direction, deal sourcing, target identification, assessment, confirmatory due diligence, negotiations, and closing
• Closed multiple deals ranging from $10M to $75M resulting in $100M+ in top line revenues and $25M in accretive EBITDA (3 Pts) within the Hi-Tech, Aerospace and Industrial markets
• Conduct qualitative and quantitative market research to determine new business/growth opportunities and potential business risks from an inorganic perspective
• Led deal negotiations by collaborating with and developing a trusted relationship with internal cross functional teams and external deal partners, including CXO's, legal, operations, marketing, quality, tax and finance teams
• Partner with industry and vertical leaders and finance teams to prepare and analyze deal models, valuation and financial statements for potential acquisitions and growth opportunities • Continuous assessment and improvement of deal process, including deal selection, M&A execution, on going post deal monitoring to ensure the deals are integrated smoothly and fully optimized • Prepare and present periodic M&A reports and stage gate reviews to the board of directors, CXO's and other senior leadership based on research, analysis of opportunities and risks for key target and new strategic business opportunities

GE Healthcare Milwaukee, WI 1994-2017 Director, Strategy and Business Development

(M&A) 2014-2017

Led the development and execution of both short and long-term key growth strategies for the Clinical Care Solutions (5B) business. Identified and evaluated new business areas and opportunities including mergers and acquisitions, divestitures, strategic alliances and equity investments. Led the process of advising the CEO and Executive Staff regarding the strategic fit, valuation, legalities and structuring of key opportunities.

• Led key aspects of prioritizing global market segment requirements; performed gap analysis for business unit portfolio; defined strategic and tactical steps to position segment for accelerated growth ○ Led team and process seeking external funding effort for key projects
    ○ Led the acquisition of a technology platform – transaction valued at $175M
 • Managed multiple business transactions and strategic initiatives, incorporating internal and external financial, business and functional advisors with particular attention to key business assumptions, facilitating critical decisions, enabling interactions with targets at all deal process and decision points ○ Managed aspects of large key acquisition projects valued between $1.6-$2B
    ○ Managed multi-million dollar joint venture project bringing assets into GE Healthcare, adding 2-3 corporate partners as subsidiaries
• Organized, managed and served as a leader of transaction teams including: direct reports in transactional support and due diligence process, functional leaders and subject matter experts from corporate and business groups, and external advisors
• Led negotiations with external parties, ensuring all business, technical, legal and regulatory requirements are met in support of deal approval
    ○ Negotiated first-of-its-type contract with partner corporation for revenue/risk sharing; five different complex agreements; multiple generational project culminating over 10 year-period; valued at $650M
• Partnered with CCS leadership to manage communication and alignment with key internal stakeholders to support effective decision making and transaction approval processes
• Ensured comprehensive deal integration/separation preparation and planning; facilitated transitions to broader GEHC integration teams

Strategic Partnership Manager (M&A) 2010-2014

Provided strategic direction for the Life Care Solutions business to drive inorganic growth for its 5 segments. Developed/executed strategic plan for a $2.6B business; formed strategic alliances and partnerships, negotiated mergers and acquisitions, divestitures and equity investments. • Provided leadership in largest divestiture for GEHC Vital Signs Devices business in less than 6 months for $500M resulting in $180M gain for 2013
• Led due diligence, managed the data room, the perimeter scoping, deal separation planning/execution and the negotiation of 3 supply agreements
• Provided strategic input and deal guidance for the acquisition of a Brazilian healthcare company. ○ Acquisition provided the Monitoring Solutions Business with a low cost/high feature patient monitor and distribution access for Latin America
• Structured and negotiated development agreement, professional services agreement, equity investment

and strategic sourcing agreement for vital signs patient monitoring product replacement to maintain $60M business revenue while having no impact on base costs
• Identified and analyzed potential acquisitions and strategic partnerships to fill LCS portfolio gaps. • Led contract negotiations for complex three-party co-development to establish new market segment in surveillance monitoring

Engineering Program Manager 2006-2010

Managed new acute care patient monitoring product line with first year sales of $185M.Delivered annual program budget, staffing, strategic planning and program execution for team of 80+ software, electrical and mechanical engineers. Managed cross-functional leadership teams consisting of manufacturing, service, sourcing, sales, marketing, quality, regulatory, product verification, validation and technical publications. Conducted intellectual property review and submissions. Established 510(k) filing application.
• Developed product/platform (3-5 year) strategic plan; program selected as GE Healthcare's most strategic New Product Introduction for 2009
• Managed $6.5MM program budget; presented program status to executive management and customers • Negotiated business agreements with external vendors for contracted services, resources and OEM technology integration
• Developed and implemented product improvement resulting in $1.45M in annual savings (17% reduction in cost)
 • Established and instituted remote software development/test team in Bangalore, India providing 24/7 product development, verification, validation, software test automation and FDA compliance testing • Led international technical interchange with design facilities in Wuxi, China and Helsinki, Finland developing cohesive product strategies; forum instrumental in seamless integration of GE acquisition • Managed a multi-national cross-functional team to meet business initiatives, needs and expectations

Engineering Project Manager 2000-2006

Lead cross-functional and engineering teams in the development of the next generation transport patient monitor. Project spanned from concept through product design, development and test into full production release.
• Implemented 26% product cost reduction yielding revenue increase from $1.7M to $3.5M • Drove the systematic approach to product quality and reliability resulting in reduced mean time between failures and warranty costs by 78%
   o Project received GE Healthcare Technology Award for "Design For Reliability-Robustness" • Contributed to assembly manufacturing team; drove lean assembly techniques into product design, resulting in 50% reduction of assembly time from predicate product

Lead Systems Design Engineer 1996-2000

Developed system architecture, performance specifications, electrical design of patient monitoring equipment based on customer needs, workflow, cost targets with a high emphasis on manufacturability, manufacturing costs and product reliability
• Patent granted from USPTO (Docket No. 31-PM-5404) for unique docking station for patient monitor • Led product design team and design control process from requirements development and design planning to design transfer and validation, prototyping, evaluation and engineering verification testing • Developed detailed work breakdown structure, development budget, product and system requirement specifications, FMEA/FEA system analysis, risk/hazard analysis, technical/design reviews and product system verification and validation test plans

Previous positions include MFR Process Engineer with GE Healthcare-Milwaukee, WI; Quality Assurance Supervisor with Thor Technology Corp, Milwaukee, WI; Project Engineer II with EG&G Washington Analytical Service Center, Inc., Virginia Beach, VA

MILITARY

Electronic Technician U.S. Navy Norfolk, VA 1984-1992 Served aboard a Naval USS Harlan County as an electronic technician on surface radar, satellite and cryptographic communication systems with increasing responsibilities. In my second assignment, instructed Navy courses for Naval Fleet Training Center as a fiber optics and micro miniature soldering instructor.

- Developed curriculum for a new training program in fiber optics
- Maintained Secret Clearance
- Received 2 Navy Achievement Metals
- Honorable Discharge – Rank E6, 1st Class Petty Officer

EDUCATION

Masters - Business Administration University of Wisconsin-Milwaukee 2013 Masters - Engineering in Engineering Management University of Wisconsin – Madison 2004 Bachelor of Science - Electronic Engineering Milwaukee School of Engineering 1998 A.A.S - Industrial Electronic Technology Norfolk State University, Norfolk VA 1991

OTHER TRAINING

Strategy: Building and Sustaining Competitive Advantage (Harvard Business School) 2015 GE Healthcare Management Development (GE Crotonville) 2013 Program on Negotiation (Harvard Business School) 2011 Certificate in Advanced Project Management (UW-Milwaukee) 2010 Advanced Manager Course (GE Crotonville) 2008 Professional Development Program (GE Crotonville) 2007 Project Management Professional Certification (Project Management Institute) 2005 Six Sigma Training - DMAIC/DFSS/DFR/Lean (GE - Green Belt Certified) 2001

AFFILIATIONS/COMMUNITY

Industrial and Electrical Engineering Program Advisory Board 2010 – 2019 - Milwaukee School of Engineering (MSOE)

GE Team Leader – Community Service Day 2012 - 2017 GE Team Captain for iCare Team – United Way

Fundraising 2011 - 2016 Facilitator for analytical, quality projects – Moraine Park Technical College

2008 - 2019

Kali Brandt

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kbrandt@lcc.ctc.edu

Professional Background

Diligent Nursing professional with proven teaching expertise and devotion to building up new nurses with the skills necessary to excel in today's healthcare setting. 13 years of RN experience in primary care at PeaceHealth and 8 years' experience in education at Lower Columbia College. Team-oriented and reliable with expert healthcare knowledge, clear verbal and written communication skills and sound clinical judgment.

Area(s) of expertise and experience:

- Medical-Surgical-Telemetry Nursing
- Clinical Instruction

Clinical practice and/or teaching experience:

- Clinical Instructor for 8 years
- Theory Instructor for 4 years

Peacehealth/St. John Hospital

- Telemetry floor staff nurse for 13 years

Professional development:

- Chair of Safety Committee
- BSN Focus Group

Professional Experience

Nursing Instructor March 2014
to Current
Lower Columbia College - Longview
Responsible for providing instruction to students based on a course syllabus. Ensure students are connecting the classroom material and its real-life application. Accommodating the varied learning styles and paces of clinical students. Teaching students varying from first quarter to sixth quarter.

RN, MSN
July 2009 to Current
PeaceHealth - Longview, WA
Delivered high quality patient care on the Telemetry unit while also floating to medical, surgical, and ortho/renal units. Monitored telemetry, provided patient care and teaching, administered oral and IV medication, performed assessments and documented appropriately, charted and reported changes in patients' conditions, complex wound care, monitored various drainage devices, etc. Established strong working relations with physicians built on trust and knowledge of patient care. Dedicated to the multidisciplinary team including mentoring and education of new hire nurses and nursing students.

Certified Nursing Assistant
September 2005 to July 2009
PeaceHealth - Longview, WA

Assisted RN in providing direct patient care. Performed basic skills that included, CPR, taking and recording vital signs, measuring intake/output, recognizing and reporting signs and symptoms of common diseases/conditions. Assisted patients with personal care. Documenting relevant patient care data.

Patient Access Representative
September 2004 to September 2005
PeaceHealth - Longview
Administrative staff for an outpatient psychiatric clinic. Secretarial, reception, and assistance with medication management.

Education and Training

Masters of Science- Nursing Education, 2017
Western Governors University- Millcreek, Utah, USA

Bachelor of Science: **Nursing**, 2010
Grand Canyon University - Phoenix, Arizona, USA

Associate of Applied Science: **Nursing**, 2009
Lower Columbia College - Longview, WA, USA

Certifications

Registered Nurse License RN60094795

CPR Certified through American Heart Association

References

Becky Goodell, Pacific Surgical Institute
RN, BSN
360-270-3011
(former co-worker)

Jacqui Gross, PeaceHealth
Charge RN
503-369-0758
(designated charge)

Brandon Caselman, PeaceHealth
RN, BSN
360-749-3248
(co-worker)

Kailie Drumm BSN, RN, PhD Student

**42 Westpointe Dr
Longview, WA
98632**

8053408082

Kailie.drumm@wsu.com

EXPERIENCE

Staff Nurse, PeaceHealth St. John Medical Center
Longview, WA
August 6th 2018 to present

Conducted care for surgical, telemetry and medical patients in the acute care setting. Provided exemplary care to patients and families of multiple demographic, cultural and socioeconomic backgrounds. Coordinated care between multi-disciplinary teams.

Nurse Manager RN-Staff Development Coordinator & Infection Control Nurse, Frontier Rehabilitation
Longview, WA
June 1st 2017 to April 12th 2018

As Staff Development Coordinator, charged with all nurse and CNA training. Held all monthly in services, daily education and as needed plans of correction. Member of continuous quality improvement team. Facilitated communication between doctors and resident care managers. As continuous quality improvement Chair held monthly meetings to identify deviations from best practices and implement policies and procedures to regain practice that aligns with standard models.

As facility Infection Control Nurse, held the position of chair of infection control committee. Worked closely with facility medical director on as-needed issues regarding infection control. Held random audits of all infection control programs. As facility antibiotic steward, worked closely with pharmacist to check every antibiotic in house for validity. Monitored all in-house infections and ran monthly infection control report.

Charge Nurse, RN, Frontier Rehabilitation Post-acute
Longview, WA
Feb 14th 2017 to October 1st 2018

As Charge Nurse at a post-acute rehab facility, delivered acute caregiving for post-op and post acutely-ill patients. Provided skilled nursing for patients requiring medication administration, tracheostomy care, colostomy care, PICC line care. Charge nurse of a unit with 24 patients at all times. Responsible for communications between doctors, pharmacy, PT, OT and social workers.

Pharmacy Wellness Ambassador, Rite Aid Pharmacy
Ventura, CA 98632
2012-2014

As a Wellness Ambassador, provided exemplary customer service experiences to existing, new and prospective patients of Rite Aid Pharmacy. Utilized years of customer servicing experience to identify the needs of each patient and deliver quick, efficient, empathetic services. Worked with Insurance companies regarding patient issues and coverages. Conducted one-on-one communication with Directors of Assisted Living homes and doctor offices to establish mutually beneficial and lasting partnerships with the pharmacy.

EDUCATION

Washington State University
PhD in Nursing
August 2019-Present

Washington State University
Bachelor of Science in Nursing, Magna Cum Laude
January 2018 to December 2018

Lower Columbia College

Registered Nurse, December 2017.
President's Honor Roll
AAS (Associates of Applied Sciences Degree), December 6th, 2017, with honors.
Licensed Practical Nurse Feb 2017
Certified Nursing Assistant Nov 2014
AADTA (Associates of Arts Direct Transfer Agreement for WSU BSN Program)
June 2015, with honors.

Ventura College
Business Management -- 2013-2014

Central Oregon Community College
Business Management -- 2006-2007

CERTIFICATIONS
- BLS/CPR
- Infection Control

SKILLS RELATED TO WORK EXPERIENCE
- Surgical specialties clinical skills including central line maintenance, chest tube maintenance, telemetry monitoring, epidural and pca maintenance, wound care, ostomy care, chest-tube maintenance, port maintenance, etc.
- Effective at communication with co-workers, patients, and their family.
- Excellent nurse manager with ability to effectively delegate.
- Very well organized and proficient in time management.
- Comfortable with conducting different duties simultaneously and being challenged.

REFERENCES
Simon Levine, Relief Charge Nurse, St. John Medical Center
3607495307

Amber Maclaren, RN, LCC Nursing Faculty
3607513934

Jeanne Hamer, RN, MN, LCC Nursing Faculty
3604422863

Curriculum Vitae
Tammy E. Tomtan

16512 Littlerock rd., Rochester, WA

(360) 350-2072 ▪ tamitomtan@hotmail.com

Dedicated clinician with an enthusiasm for learning. Excellent communication and time management skills. Motivated to help others and improve the local community. Creative thinker that enjoys working through obstacles to find alternate solutions.

EDUCATION

Saint Martin's University   2020
Master of Art in Counseling

Washington State University-Vancouver   2017
Bachelors of Science in Psychology

Centralia College   2015
Associates Degree

AWARDS/HONORS

Magna Cum Laude
John Robert Brown Scholar WSUV
Presidents list all semesters a WSUV
Presidents list all quarters at Centralia college

EXPERIENCE

Child and Family Services Therapist Behavioral Health Services   2019-Current

- Provide therapeutic services for individuals, families, and groups in a managed care environment
- Facilitate psycho-educational groups for parents
- Create collaborative treatment plans

Teaching Assistant for Statistics Professor Dr. Kimber Saville-Baldwin   2017

- Assisted professor with classroom management
- Organized learning materials and resources
- Maintained office hours for students to assist with homework and increase conceptual and computational understanding of statistical concepts
- Supported students in labs, using SPSS to increase understanding of statistics through application
- Proctored Exams

Practicum Rochester Elementary School Councilor   2017

- Instructed as a substitute for social skills and anti-bullying curriculum
- Operate small groups for friendship, social skills, and anxiety
- Behavioral intervention with students
- Created lesson plans for small groups

Teaching Assistant Statistics Professor Dr. Tahira Probst   2016
- Assisted Professor with classroom management
- Organized learning materials and resources
- Supported students in labs, using SPSS to increase understanding of statistics through application
- Proctored Exams

Independently Researched Project for Centralia College Writing Center   2015
- Observed interactions at Centralia College Writing Center
- Reviewed current training methods
- Interviewing Writing Center directors at other colleges
- Created Chain of priorities feedback sheet for students
- Synthesized a report of research to include recommendations for future training
- Resulted in a stipend for an English faculty member to create and facilitate an online training for student staff

Substitute Education Assistant Rochester School District   2007-2009
- Special Education Classroom
- Library

VOLUNTEER

Special Olympics Thurston County Track   2017
- Encouraged athletes to improve personal goals
- Instructed proper technique
- Mentored good social skills

Cheerleading Coach WSE Boys and Girls Club   2006-2012
- Assisted athletes with meeting their full potential
- Motivated new skill growth
- Instructed new skills

PTA President   2006-2008
- Arranged monthly meetings
- Introduced Accelerated Reading Reward Program
- Raised funds for new library books, science, and art enrichment programs
- Provided community and family activities

PTA Member   2004-2006
- Orchestrated Family Fun Night
- Supported all fundraising, community outreach and educational enrichment events

Vice President Crohn's and Colitis Abbotsford Chapter   2000
- Facilitate monthly meeting
- Provided educational speaker
- Organize fundraising events

APPENDIX G
SAMPLE APPLICATION POOL DEVELOPMENT STRATEGIES

Focus Area	Strategies
Guided Pathways and Institutional capacity	**Exploratory and introductory courses.** All students will take a college success/exploratory course where they learn about pathway options (AA-DTA/MRP, AAS, AAS-T, and certifications) which will be expanded to include the BSN. **Advising.** Entry advisors and faculty advisors (including the Director of Nursing, will work collaboratively to identify AN-DTA/MRP and AAS-T students for possible RN to BSN transfer and regularly meet with students to facilitate timely completion. **Subject-matter support.** Student support services such as tutoring, and library services are linked directly to classroom activities to help ensure that students struggling with quantitative and writing courses develop college-level skills and pass their courses with at least a 2.0 grade minimum. **Equity, Diversity, and Inclusion (EDI).** Collaborate with the College's EDI committee and Institutional Research to identify sources of equity gaps and develop strategies to close them. **Student clubs, student support programs, and specialized programs.** Work with student clubs, student support programs (Veterans Alliance, Sexualities and Genders Alliance, Multicultural Club, and Xochipilli Club (Spanish/English learning through immersion), and other institutional initiatives serving historically underserved groups to bring awareness to the BSN pathway.

Marketing	**Multiple touch points.** Establish multiple touch points (LCC website portal, information sessions, social media, community engagements, etc.) to help students learn about the program and facilitate contact with advisors. Strategies include: • Maintain an interested student/agency contact list to send out monthly Zoom information sessions • Perform classroom visits for strategic introductory and second year courses • Visit internal programs where students are making career and educational decisions (including Open Doors, CEO/high school completion, and transitional studies). **Push and pull marketing.** Work with LCC's marketing department and institutional and community partners to promote the BSN in local markets and underserved communities and draw prospective students to apply for the BSN. Strategies include: • Attend Transfer Fairs (virtual and in person where feasible) • Visit high schools and share information to be delivered via local navigators housed either at the high school or serving districts remotely. • Develop ads for radio, YouTube, Facebook, and other social media highlighting the program and targeting underrepresented populations. • Develop and distribute brochures highlighting underrepresented populations at local agencies: Work Source, CAP, Family Promise.
Inter-Institutional Agreements	**Transfer agreements.** Work with other community and technical institutions to develop associate degree transfer guides and agreements including, but not limited to, formal articulations and Memorandum of Understanding (MOU).
Community, industry, and tribal partnerships	**Targeted outreach.** Partner with local community, industry, and tribal stakeholders to promote the BSN to their memberships – with special attention to raising awareness in underserved populations.

APPENDIX H
RN TO BSN ADMISSION CRITERIA SCORING RUBRICS

Application Scoring Rubric

Category	Points			Points awarded	Total Possible
Reflective Essay	See Rubric				45
Resume	See Rubric				45
Verified Work Experience (work or volunteer experience as an LPN and/or RN)	3 points	6 points	10 points		10
	<1000 hours	1000-2999 hours	>3000 hours		
			Subtotal		100
Bonus Points (articulated in essay and resume)					
Student underrepresented in nursing					1
Military/Veteran					1
Multilingual (intermediate or greater on STAMP4S exam)					1
First Generation Student					1
Graduate of LCC's Nursing Program					1
Leadership experience					1
Work with underserved populations					1
AmeriCorps/Peace Corps					1
			Application Total		108

APPENDIX I
REFLECTIVE ESSAY AND RESUME RUBRICS

Reflective Essay Rubric

Criteria	Exceeds Expectation	Meets Expectation	Needs Development	Points awarded
Goal Orientation	12 points	8 points	4 points	/12
	Goal focuses on diverse levels of interest, ability, or readiness of individual learning needs and is challenging yet achievable through personal actions.	Goal focuses on learning needs and is achievable through personal actions.	Goal does not focus on learning or is poorly articulated or is dependent on the actions of others.	
Evaluation and Self-Analysis	12 points	8 points	4 points	/12
	Independently evaluates/analyzes personal strengths, experiences, & aptitudes.

Demonstrates commitment to ongoing improvement. | Evaluates/analyzes personal experiences with minimal prompting, primarily major events/decisions.

Demonstrates a desire to improve. | Prompted evaluations are brief, cursory, and not used to improve performance.

Justifies personal decisions/choices without evaluating them. | |
| **Contribution to diversity, equity and inclusion** | 12 points | 8 points | 4 points | /12 |
| | Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices

Thoroughly analyzes personal contribution to diversity, equity, and inclusion. | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

Clearly analyzes personal contribution to diversity, equity, and inclusion. | Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

Minimally analyzes personal contribution to diversity, equity, and inclusion. | |
| **Formatting, Grammar and Spelling** | 9 points | 6 points | 3 points | /9 |
| | Followed formatting guidelines: 12 size fonts (Arial/TNR), 1-inch margins.

College-level writing (Statements are descriptive, clear, and logical).

Minimal (<3) spelling or grammar errors. | Missing 1 of the formatting criteria.

Some deviation from college-level writing.

Some (4-7) spelling or grammar errors. | Missing both formatting criteria.

Little or no resemblance to college-level writing.

Multiple (>7) spelling or grammar errors. | |
| | | | Reflective Essay Total | /45 |

APPENDIX J
NWCCU BAS DEGREES LIBRARY SERVICES RUBRIC

Standard	Joint Library and BSN Strategies
NWCCU Standard 2.C.6: Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.	BSN faculty work with librarians to identify, integrate, and scaffold appropriate library information resources in project-based learning assignments and other outcomes-based learning activities.
NWCCU Standard 2.E.1: Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.	The library houses approximately 20,000 print volumes and more than 547 periodicals, and offers 34 online research databases that feature eBooks, articles, and streaming media. As well, BSN instructors work with librarians to identify and secure appropriate information resources to support upper division courses that are accessible by our mixed-modality model. See Table 4.2 for a sample of resources.
NWCCU Standard 2.E.2: Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.	Librarians regularly engage in data-driven review of LCC's library materials to provide current, secure, relevant, and accessible information resources that support appropriate levels of rigor across programs. It will integrate the BSN in its processes.
NWCCU Standard 2.E.3: Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.	LCC's librarians will support the BSN program via scheduled-direct instruction and real-time support of effective, efficient, and responsible use of library and information resources. As with LCC's already established BAS programs, librarians work closely with BSN instructors to select key databases to support bachelor-level curriculum as well as develop specialized Library Research Guides that provide relevant industry specific information. Tutors are available for a variety of classes and subjects. Students can meet with tutors face-to-face or online for one-on-one or small group sessions. Table 4.2 provides a sample of resources that are available 24/7. Also, students can chat with a librarian after hours via a web portal.

NWCCU Standard 2.E.4: The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.	Library faculty regularly review costs and use statistics for all subscription services. The library faculty work with subject faculty such as those in the BSN to determine when to retire or add a new subscription. In addition, our systems librarian and library technical services staff work in tandem with IT on the secure delivery of these subscription services. Non-subscription print materials are reviewed in a similar data-driven way to determine their value to the collection based on accuracy, age, and use.

1600 Maple Street

P.O. Box 3010

Longview, WA 98632

(360) 442-2311

lowercolumbia.edu

December 9, 2022

Merry Bond, MSN Ed, RN, CNE
Dean of Instructional Programs, Nursing Program Director
Lower Columbia College
1600 Maple St.
Longview, WA 98632

Dear Merry,

Thank you for the opportunity to share the nursing program advisory committee's response to the potential development of an RN to BSN program at Lower Columbia College. Progress regarding exploration and development of the program has been shared with the advisory committee over the past year. Input has also been sought from the committee through inclusion in data collection via surveys and focus groups, as well as participation in our bi-annual advisory committee meetings. The committee is in full support of the ongoing development of this program which will provide an additional pathway to BSN preparation in LCC's service area.

Best regards,

Beth A. Cumberland, MSN, RN
Nursing Director, Valley View Medical Center
2614 NE Kresky Ave.
Chehalis, WA 98532
ecumberland@vvhc.org

Chair, Nursing Program Advisory Committee
Lower Columbia College

APPENDIX L
BOARD OF TRUSTEES LETER OF SUPPORT
November 16, 2022

LCC's Executive Leadership Team, with the support from the LCC Board of Trustees, is committed to building and sustaining a strong BSN degree. LCC has adequate funding within the current operating budget and reserves to support the development of the BSN program. While not required for program start-up costs, the LCC Foundation is also highly supportive of LCC's development of its third BAS degree and will explore options for a future fundraising campaign to support scholarships and student support funds.

Mike Karnofski
Board of Trustees Chair

Chris Bailey
Lower Columbia College President

APPENDIX M
COLLABORATION TO MSN PROGRAMS

RE: BSN collaboration

Nicole Wetherington <Nicole.Wetherington@gcu.edu>

Tue 11/22/2022 3:48 PM

To:Jackson, Michaela <mjackson@lcc.ctc.edu>;

Hi Michaela,
Your BSN students would be eligible for any of our MSN paths after they complete your BSN program. I can work with my boss Nick on a write up for you, if you would like. Have a wonderful Thanksgiving. Nicole

Grand Canyon University is committed to supporting you on your educational journey and your opinion is important to us. If at any time, you would like to share more about your experience at GCU with my supervisor, Nick Moskop, please feel free to contact him at 602-247-4603 or via email at Nick.Moskop@gcu.edu or send to resolutions@gcu.edu.

Nicole Wetherington, MBA
University Development Counselor
_____
Grand Canyon University
3300 W. Camelback Road Phoenix, AZ 85017
(888) 269-4392 ext.2188794 Toll Free
(602) 247-4707 Office
(877) 610-5505 Toll Free Fax
Nicole.Wetherington@gcu.edu
Refer someone to attend Grand Canyon University at: www.gcu.edu/counselor/nicole.wetherington

-----Original Message-----
From: Jackson, Michaela <mjackson@lcc.ctc.edu>
Sent: Tuesday, November 22, 2022 3:06 PM
To: Ellie Chesko <Ellie.Chesko@gcu.edu>; Nicole Wetherington <Nicole.Wetherington@gcu.edu>
Cc: Drumm, Kailie <kdrumm@lcc.ctc.edu>
Subject: BSN collaboration

Hello,

I hope you are both having a good week! As you know, LCC is developing a BSN program. As part of the approval process through the State Board of Community and Technical Colleges, we need to identify colleges that will accept our BSN grads into masters programs. This is similar to the conversation we had when we developed our BAS-Teaching and BAS-Leadership & Management degrees. GCU accepts LCC students from those degree paths to apply for masters programs. Would the same be true for our new BSN degree? Would our grads be eligible for GCU's MSN? Is there someone specific at GCU that I need to talk to, or could one of you write a statement about GCU's MSN programs, including the online option?

Thanks so much! Have a great Thanksgiving!

Michaela Jackson
Director of BAS Programs
BAS-TE Certification Officer/Data Administrator Lower Columbia College p. 360.442.2623 mjackson@lowercolumbia.edu

_____

This message is private and confidential. If you have received it in error, please notify the sender and remove it from your system.

RE: WGU MSN

Andy Moore <andrew.moore@wgu.edu>

Tue 11/29/2022 3:02 PM

To:Jackson, Michaela <mjackson@lcc.ctc.edu>;

Cc:Drumm, Kailie <kdrumm@lcc.ctc.edu>;

Hi Michaela,

WGU would accept your BSN graduates into our College of Health Professions graduate Nursing programs. I can certainly reach out to the College of Health Professions and have them write a formal letter if that is what's needed, thanks!

-Andy

-----Original Message-----
From: Jackson, Michaela <mjackson@lcc.ctc.edu>
Sent: Tuesday, November 22, 2022 3:09 PM
To: Andy Moore <andrew.moore@wgu.edu>
Cc: Drumm, Kailie <kdrumm@lcc.ctc.edu>
Subject: WGU MSN

[EXTERNAL EMAIL] WARNING: This email originated from outside of Western Governors University.

Hello,

I hope you are having a good week! As you know, LCC is developing a BSN program. As part of the approval process through the State Board of Community and Technical Colleges, we need to identify colleges that will accept our BSN grads into masters programs. This is similar to the conversation we had when we developed our BAS-Teaching and BAS-Leadership & Management degrees. WGU accepts LCC students from our current bachelor degrees to apply for masters programs. Would the same be true for our new BSN degree? Would our grads be eligible for WGU's BSN to MSN? Is there someone specific at WGU that I need to talk to, or could you write a statement about WGU's BSN to MSN program?

Thanks so much! Have a great Thanksgiving!

?Michaela Jackson
Director of BAS Programs
BAS-TE Certification Officer/Data Administrator Lower Columbia College p. 360.442.2623 mjackson@lowercolumbia.edu

RE: BSN to MSN collaboration

Schrock, Jenny Marie <schrock@wsu.edu>

Wed 11/30/2022 9:36 AM

To:Jackson, Michaela <mjackson@lcc.ctc.edu>;

Cc:Drumm, Kailie <kdrumm@lcc.ctc.edu>;

Hi Michaela,
Thanks for your patience, I did hear back on this. We can accept students with applied bachelor's degrees in nursing from community colleges, such as LCC, though we have to request an exception to policy to do so. Those are limited to 10% of our admissions group. Also, the LCC program would need to be accredited at the time of when your graduates apply for MN or DNP entry.
Let me know if I can help further!
Jenny

Jenny Schrock (she/her)
Academic Coordinator
College of Nursing
Washington State University Vancouver
Office: 360-546-9618
Email: schrock@wsu.edu

From: Schrock, Jenny Marie
Sent: Monday, November 28, 2022 10:19 AM
To: Jackson, Michaela <mjackson@lcc.ctc.edu>
Cc: Drumm, Kailie <kdrumm@lcc.ctc.edu>
Subject: RE: BSN to MSN collaboration

Hi Michaela,
I did, and hope you had a great holiday break as well! I am checking with College of Nursing leadership regarding your question, will get back to you soon.
Jenny

Jenny Schrock (she/her)
Academic Coordinator
College of Nursing
Washington State University Vancouver
Office: 360-546-9618
Email: schrock@wsu.edu

From: Jackson, Michaela <mjackson@lcc.ctc.edu>
Sent: Monday, November 28, 2022 9:10 AM
To: Schrock, Jenny Marie <schrock@wsu.edu>

Cc: Drumm, Kailie <kdrumm@lcc.ctc.edu>
Subject: BSN to MSN collaboration

[EXTERNAL EMAIL]

Hello,

I hope you enjoyed the Thanksgiving break! As we have talked about in previous meetings, LCC is developing a BSN program. As part of the approval process through the State Board of Community and Technical Colleges, we need to identify colleges that will accept our BSN grads into their masters programs. Would our BSN grads be eligible to apply for WSU-V's RN to Master of Nursing?

Thanks so much! Have a great week!

Michaela Jackson

Director of BAS Programs
BAS-TE Certification Officer/Data Administrator
Lower Columbia College
p. 360.442.2623
mjackson@lowercolumbia.edu

Applied Baccalaureate External Review Rubric

College Name:	Lower Columbia College (LCC)	BAS Degree Title:	Bachelor of Science in Nursing
Reviewer Name/ Team Name:	Teresa Rangel	Institutional or Professional Affiliation:	Providence Health and Services
Professional License or Qualification, if any:	PhD, MSN, RN, CNL; Current Providence Associate Nurse Scientist	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement? **Yes**		
	Comment **Hospitals remain the largest employer of Registered Nurses in the United States. There is high-level evidence of improved patient safety and quality outcomes when patients are cared for by nursing graduates of a BSN program versus an ADN program. Furthermore, national recognition programs such as Magnet® incentivize healthcare organizations to increase the proportion of BSN-prepared nurses in the workforce which is a goal for many hospitals to attain and maintain. Thus, employers are either preferentially hiring BSN-prepared nurses or requesting new-hire ADN-prepared nurses to pursue a BSN within 2 years of hire through a program such as the one being proposed here. Thus, because the market is demanding nursing preparation at the baccalaureate level, the LCC proposed RN-BSN program will lead to enhanced job placement and align with employer expectations. Successful graduates of this program may also benefit from improved job advancement opportunities for graduates based on the outlined adherence to academic standards set forth by the American Association for Colleges of Nursing (AACN).**		

Applied Baccalaureate External Review Rubric

b)	Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor? Yes
		Comment **Yes, all proposed learning outcomes align with the AACN's BSN essentials. Corresponding classes clearly map onto the proposed learning outcomes and distinguish the graduate of the BSN as a leader in the nursing profession as opposed to the graduate of the ADN program who is viewed as a generalist member of the nursing progression.**
c)	Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document? **Yes**
		Comment **The curriculum development committee received several letters from community partners demonstrating a strong level of commitment for both the need for the program and support for requested clinical placement experiences. Per the program description, "LCC serves a more impoverished and diverse population which is less likely to be educated than the average population in Washington State. Cowlitz County experiences one of the higher rates of poverty in Washington. According to data collected for the 2020-2021 academic year, 44% of students were economically disadvantaged." Therefore, students who may be economically disadvantaged will be more likely to pursue a BSN if able to work and receive compensation as a Registered Nurse at the same time. By providing opportunities for ADN graduates to advance their nursing degree, patients in the impoverished community are more likely to receive better care and have better health outcomes overtime. Given the demand for an increase in the BSN population, the proposed RN-BSN program will fill the identified community needs.**
d)	Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees? **Yes**
		Comment **Prerequisite and core courses demonstrate alignment with employer needs and demands. There is an acute focus on improving health equity and access to care, as well as ensuring all care delivery is aligned with evidence-based practices. These concepts and skills will be well-integrated and covered for the BSN graduate as proposed in the curriculum.**

Applied Baccalaureate External Review Rubric

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<td rowspan="2">e)</td>
<td rowspan="2">General Education Requirements</td>
<td>Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements? Yes</td>
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<td>Comment

All prerequisite and program courses align with other accredited BSN programs throughout Washington State and cover a wide variety of topics critical to successful care delivery. These courses include human and basic science (anatomy and physiology, biology nutrition, chemistry), mathematics-based knowledge (statistics), social sciences (psychology), leadership (communication, leadership for organizational change), clinical innovation (research and evidence-based practice, quality, safety, and equity in nursing) and critical thinking content (philosophy, ethics in leadership, trends in healthcare policy). Such courses provide the academic foundation expected for a graduate of a nursing baccalaureate program.</td>
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<td rowspan="2">f)</td>
<td rowspan="2">Preparation for Graduate Program Acceptance</td>
<td>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs? Yes</td>
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<td>Comment

The courses are aligned with other BSN programs and the program will seek program approval through the Nursing Care Quality Assurance and subsequent accreditation through the Commission Collegiate Nursing Education (CCNE) within 4 years of program operations, lending credibility of the preparation of the graduates to apply for and be successful in graduate nursing degree programs. Furthermore, the proposal mentions several academic affiliations with the program (such as Boise State University and Washington State University) who have already committed to providing opportunities for eligible candidates from the LCC RN-BSN program to apply for and enroll in their MSN, DNP, and PhD in nursing programs.</td>
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<td>g)</td>
<td>Faculty</td>
<td>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum? Yes</td>
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Approved February 18, 2016 (Version 1)

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Merry Bonds, the Dean and Nursing Program Director, holds extensive clinical and academic experience, much in line with the mission, vision, and values of the LCC nursing program such as her focus on diversity, equity, and inclusivity in healthcare. She is currently enrolled in a Doctorate of Education program to further deepen her knowledge and expertise as a leader in an academic setting who is committed to continuous improvement and high-quality student outcomes.

Additionally, per the proposal document, "All full- and part-time nursing faculty who will teach in the RN to BSN program minimally hold a master's degree with a major in nursing. Several also hold doctoral degrees or have doctorates in progress (see Table 3.1). Faculty are evaluated by the dean/nursing program director per the LCC Faculty Association Collective Bargaining Agreement and meet the minimum faculty qualifications described in WAC 546-840-523 and WAC 546-840-527. All faculty, both full- and part-time, also maintain continuing education and licensure hours as specified by WAC 546-840-220 (annual minimum of 96 active practice hours and 8 hours of continuing nursing education)."

Faculty are hired to provide ratios of 1:15 for clinical experiences and 1:30 for didactic courses. These ratios should allow for faculty to adequately assess and meet individualized needs of each student for each experience. All full-time faculty will be involved in program assessment and evaluation. Faculty are supported to engage in personal and professional scholarship and nursing continuing education activities to help them grow and be able to adequately engage in systematic evaluation of the new program. Examples of faculty support include: formal onboarding and orientation for new hires, provision of the college and nursing program faculty handbooks, assignment of a professional mentor to help each faculty member meet professional activity expectations, and access to library resources and information technology support services for success delivering learning techniques via virtual/online as well as in-person modalities.

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<td>h) Resources</td>
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Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities? **Yes**

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Comment

Several resources are outlined to both ensure the financial success/sustainability of the program as well as success of the students enrolled in the program. First, for the 2022-2023 fiscal year, LCC was awarded $138,528 in legislative funding to assist with program development and meet the workforce needs. Furthermore, a detailed program budget is provided that is backed by the college's Board of Trustees, giving evidence of the economic viability of the proposed program. The budget demonstrates availability of funding to hire an additional faculty member and a letter of commitment from the Board of Trustees states a willingness to seek

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	fundraising opportunities to provide scholarships for students if needed. In addition, leadership and administrative support are detailed to support functionality and sustainability of program operations. Physical resources for in-person teaching are detailed, such as classroom space, presence of an existing practice lab with simulation dolls and clinical skills practice tools, and partnerships with the community for student placements for required clinical experiences are also detailed. The long-standing, successful ADN program which the RN-BSN program builds upon as a foundation serves as evidence that the proposed program will also be successful. Lastly, the college has already created and sustained two other baccalaureate programs, suggesting experience with creating, implementing, and sustaining the proposed model. To help students succeed, a robust application process is outlined and several resources are provided with the assurance of capacity to support the increased student volume from the new program. The application process is aligned with other similar BSN programs and includes criteria such as a minimum grade point average to provide evidence of academic achievement and ability to advance in the program (2.5 or higher), unencumbered RN license, thoughtful responses to a reflective essay, and other factors such as work or volunteer experience, military service, or being a first-generation student. Learning resources designed to support student success in the program include mandatory new student orientation and onboarding to provide an overview of the program and available student resources, tutoring support (virtual and in-person), library services (access to online databases to support literature reviews, availability of librarians to assist with search strategies), counseling (for emotional wellness), career advising, program-specific academic advising, veterans support program, free wifi on-campus, availability of computers and printers on-campus, disability support, financial aid support counselors, resources on how to be successful in a college program (time management, etc.), access to elearning staff to answer questions (via email, phone call, virtual call) on how to navigate electronic learning platforms required for the program
i) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations? **Yes**
	Comment **Advisory committee reviewed program proposal and supporting data, which included focus groups with community stakeholders and students. The advisory committee chair wrote a letter of support for the program creation and implementation.**

Applied Baccalaureate External Review Rubric

j)	Overall assessment and recommendations	Please summarize your overall assessment of the program.
		Comment **This proposal demonstrates a well-articulated curriculum that will prepare more nurses to operate as leaders in the healthcare space and provide high-quality care. Because the workforce is demanding an increased proportion of BSN-prepared nurses, this program fills a critical gap and appears to align with AACN essentials for preparing nurses at the baccalaureate level.** **My question is whether faculty and student rubrics will be developed or if these already exist and will be hard-wired into the program design to evaluate effectiveness of each class in the new program and of the overall program itself. If so, what will these rubrics measure both subjectively and objectively from the perspectives of faculty and students? In addition, what other metrics will the program consider evaluating to support that the program is meeting the community needs (proportion of graduates who: become certified in their specialty? Graduate from the program? Would recommend the program to a professional nursing colleague? Assume a leadership position in nursing? Enroll in a graduate program? Engage in clinical inquiry outputs, such as publications, implementation of healthcare policies, leading healthcare EBP/QI/research initiatives, involvement in professional nursing organizations, etc.? Will metrics be obtained from community stakeholders, such as reported increase in proportion of nursing workforce who are BSN prepared and helping advance Magnet® designation as intended for PeaceHealth or other partner healthcare employers?)**

Reviewer Bio or Resume
Evaluator, please insert a short bio here:

I am a PhD-prepared nurse who has worked in the acute care setting since 2012. My clinical experience includes work as a floor nurse in the long-term care setting (9 months), inpatient acute adult behavioral health (1.5 years), and telemetry/post-surgical recovery for spinal and cath lab procedures (5.5 years). I also have experience as an adjunct faculty at Pierce Community College (clinical instructor for mental health), Pacific Lutheran University (clinical instructor for mental health and teaching nursing theory), and Washington State University (clinical instructor of long-term care and health assessment practicum). After completing my PhD in 2019, I accepted my current position as nurse scientist in the hospital setting. My role is to mentor and guide nurses at all levels to ask and answer clinical questions using the scientific method. I have assisted dozens of teams to create and implement projects ranging from quality improvement initiatives, evidence-based practice projects, program evaluations, and research studies.

Approved February 18, 2016 (Version 1)

Applied Baccalaureate External Review Rubric

College Name:	Lower Columbia College	BAS Degree Title:	Bachelor of Science-Nursing (BSN)
Reviewer Name/ Team Name:	Kimberly Mau	Institutional or Professional Affiliation:	Western Governors University
Professional License or Qualification, if any:	DNP, MSN, RN Associate Dean- RN-BSN, RN-MSN	Relationship to Program, if any:	None

Please evaluate the following Specific Elements		
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	Comment The overall concept is congruent with the industry need for highly educated BSN-prepared nurses. The state of Washington is projected to have a shortage of over 7000 nurses by 2025, and it ranks 45th in severity with only 5 states ranking lower (https://www.harvardpartners.org/blog/the-nursing-shortage-in-washington-state-why-hiring-the-right-medical-staff-is-more-important-than-ever). This data supports the need for additional opportunities for nurses to be retained and advance in the profession, and the RN-BSN program at Lower Columbia College can provide this opportunity. The RN-BSN program increases the level of expertise of the RN and provides for greater job mobility and advancement opportunities. This further supports the program's ability to lead to job placement for graduates.
	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

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b) Degree Learning Outcomes	**Comment** The learning outcomes demonstrate alignment with industry and accreditation expectations appropriate for the RN-BSN curriculum. The course work integrates necessary general education and core nursing courses to provide a rigorous curriculum that will appropriately prepare the graduate to meet industry competency standards.
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	Comment Proposal reviewed- Statement of Needs not provided.
d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
	Comment The upper-level core courses show consistent alignment with industry and accreditation standards. Threaded concepts such as healthcare policy, health promotion, healthcare leadership, population-centered care, and systems change to improve quality and outcomes are highlighted throughout the coursework. Course descriptions and outcomes are written at the appropriate level for baccalaureate nursing courses, demonstrating appropriate expectations and rigor for learners.
e) General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment **T**he general education requirements meet Washington SBCTC requirements as well as address the expectations of the American Association of Colleges of Nursing (AACN). The courses support the needs of the RN-BSN student to aid in the application of appropriate general education knowledge in the core nursing courses and prepare the students at the level of a baccalaureate graduate.
f) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	Comment Both the general education courses and core nursing courses provide appropriate degree concepts and outcomes that will prepare the graduate to apply to and undertake graduate degrees that may provide additional

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	professional opportunities. The core concepts woven throughout the curriculum support the nursing program philosophy and program mission. As noted by the various support letters from graduate nursing program colleges, this degree will be supported by multiple institutions offering graduate options. The concepts align with the goal to provide students an opportunity to become competent in problem-solving and critical thinking skills, which are necessary to provide safe, quality care to diverse populations. This program curriculum provides a foundation for those seeking further advanced degrees in nursing.
g) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment CVs provided for the program director, nursing faculty, and general education faculty provide examples of a variety of professional and educational experience that will support continuous quality improvement for the curriculum. Nursing faculty CVs demonstrate appropriate content-specific expertise and scholarship necessary for nursing faculty to provide relevant support to students preparing to work in an ever-changing healthcare landscape. Ratios presented in Criteria 2 are appropriate to support student success and address student needs.
h) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment The proposal provides examples and explanations of student support services beginning with the admission/application process and continuing throughout the student journey. Descriptions of facilities are provided which include examples of classrooms, technology, and services to support students. Library services, including support for the development of baccalaureate-level research and academic writing, are explained in the document as seen in Appendix J.
i) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
	Comment An Advisory response letter is provided and has been reviewed, demonstrating Advisory Committee support for the program- Appendix K. The letters in Appendix M outline the support and ability of institutions to accept RN-BSN graduates into graduate programs demonstrating further support for the program development. The reviewer did not see any necessary responses to the letter submissions by the program director.

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j)	Overall assessment and recommendations	Please summarize your overall assessment of the program.
		Comment
		The Lower Columbia College RN-BSN proposal provides details for ensuring quality offerings that will provide an opportunity for a baccalaureate education to the RNs of this community. Details are provided for ensuring quality offerings in the online course environment and strategies are described appropriately, listing a variety of teaching modalities and methods to ensure a quality online learning experience. The curriculum and program aligns with Washington SBCTC requirements and program outcomes align with *The Essentials* (AACN, 2021) domains, which is demonstrated in the document appropriately. The selective admission process is thoroughly discussed and explained. The courses included the curriculum align to provide appropriate preparation at the baccalaureate level.
		Recommended items to address related to the style guide and each criteria are listed in the following:
		Style Guide
		Per the style guide dated Fall 2021-
		For Program Information page:
		• Put related program acronym, if applicable, in parentheses after the full program title (BSN)
		• Provide enrollment (FTE) by year- What is rationale for including year 1 and year 3? Does your year 3 show those that are in first or second year of the program (if part-time or needing 2 summer terms), does this reflect total enrollment or new enrollment in year 3?
		Proposal Program- per Style guide page 8, states stay within **25 pages** – your document lists 30 page maximum.
		Notes
		Page 3: Projected enrollment (FTE) in year three: 30. Does this account for students continuing in the program or only new admits to the program for the year? What will total enrollment be for the program in year three?
		Criteria 1
		• Mission of Nursing department is congruent with university mission.
		• The department mission and philosophy demonstrate congruency. Is there a conceptual framework?
		• Sufficient explanation of curriculum, alignment and credit hours of program sequence. Table 1.1 demonstrates alignment appropriate for RN-BSN with AACN Essentials and depth of competency achievement of curriculum.
		Point to consider- Page 7: Program evaluation process- what is the timeline for the assessment plan? (noted in appendix A)

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	Page 12: in preparing for CCNE accreditation, <mark>how will the clinical opportunities include the 4 spheres of care- chronic, preventative, restorative/regenerative, and palliative care?</mark> May want to consider now as will be needed for accreditation in the future. Description of clinical opportunities list public health and acute care, but course description in appendix B describes <u>community</u> field experience/practicum experience- no inclusion of acute care. Additionally, <mark>where in the document is the process for field experience defined for hours, preceptor selection, and communication between preceptor and faculty (WAC requires a minimum of 3 interactions). How will preceptors be oriented and evaluated?</mark> **Criteria 2** - Detailed description of Dean citing appropriate educational and professional experience - Faculty described as academically prepared, CEU and licensing verification provided. - Page 14-Table 2.1- Jeanne Hamer (does not list Full-time or Part-time) **Criteria 3** - Selective Admission process- commitment to equal opportunity and diverse student body provide a thorough description of the institutional commitment to DE&I. Provided examples demonstrate opportunities for continued recruitment and commitment to diversity and inclusivity. Appendix G demonstrates an adequate list of development strategies to assist in applicant pool. - Page 17- any time limit on the college-level statistics course? Within last 5 years? - Reflective essay provides prompts that challenge students to demonstrate strong writing ability- any resources for ESL students or those that may face challenges with academic writing at this level for the essay portion? **Criteria 4** - Page 18- reference to "100 hours per quarter/10 hours per week"- professional tutors- not clear what this refers to exactly. - Page 18- what is the process for orientation to clinical experiences or is this addressed in RN to BSN orientation? - Page 19- is RN to BSN orientation online? - Thorough description of academic support services from onboarding throughout program. - What are the processes for student concerns, Ombuds? Is there a support team for student conduct concerns?

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Criteria 5
- Page 24- Table 5.1- verify enrollment for year 3- contradicts enrollment for year 3 on page 3 of document.
- Revenue- Tuition listed is based on new enrollment each year, but will the program have any second-year students? (junior and senior year students- Non-AN-DTA/MRP Graduates or part-time schedule students?) Enrollment numbers listed assume the completion of all students in 1 year?
- Facilities description provides adequate detail of appropriate space and equipment to support students and faculty of the program.
- Details are provided for ensuring quality offerings in the online course environment and strategies are described appropriately, listing a variety of teaching modalities and methods to ensure a quality online learning experience. What department supports students in the online learning environment that have technology difficulty? IT or is there a specific Ed Tech support department? Do faculty provide support or refer to student support services?

Criteria 6
- Recommend the following for clarity:
1. Following NCQAC approval of the RN to BSN program, LCC plans to seek national accreditation of the RN to BSN program through the Commission Collegiate Nursing Education (CCNE). Per CCNE's policy, proof of approval from the SBCTC, NCQAC, and NWCCU must be submitted with the letter of intent. ~~LCC will be eligible to apply for CCNE accreditation after receiving approval from the SBCTC, NCQAC, and NWCCU.~~ The college will then have two years to complete the self-evaluation and site visit once the application is accepted. CCNE requires students to be enrolled in the program for two semesters prior to the site visit (CCNE, 2018). LCC must obtain national accreditation within four years of receiving full nursing commission approval (WAC 246-840-511 [3]).

Criteria 7
- Western Governors University- recommend listing as option for various MSN tracks for BSN graduates- nursing education, nursing leadership and nursing informatics.

Criteria 8
- No concerns

Reference page- No concerns. All reference sites link successfully.
Appendices

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	Appendix A- well-organized and thorough explanation of evaluation timeline and assessment plan
	Appendix B- NURS 430- field experience- see note from Criteria 1, page 12- need to align description of field experience sites with content in criteria 1 discussion
	Appendix C- sample schedules- no concerns
	Appendix D- NO APPENDIX D INCLUDED
	Appendix E- Clinical facilities- No concerns. Adequate placements noted with listed sites for enrollment.
	Appendix F- Reviewed CVs- demonstrates skilled and prepared faculty to support the curriculum
	Appendix G- Development strategies for application pool- thorough list of strategies and resources for potential students.
	Appendix H- Scoring rubric- no concerns
	Appendix I- no concerns with rubric
	Appendix J- Sufficient library resources described to meet NWCCU standards and assist students.
	Appendix K- no concerns- Letter of support from Advisory demonstrates committee support
	Appendix L- no concerns- Board support provided
	Appendix M- no concerns- letters of collaboration with MSN programs demonstrates opportunity for graduates to continue education after BSN with several options.

Reviewer Bio or Resume
Evaluator, please insert a short bio here

Dr. Kimberly Mau*, DNP, MSN, RN* joined Western Governors University in 2019 and serves as Academic Program Director/Associate Dean for the RN to BSN and UG Bridge Programs. Dr. Mau has been a nurse for 26 years and has worked in nursing administration and education for over 20 years. Her educational leadership experience includes accreditation, program assessment, and curriculum design at the undergraduate level to ensure alignment with course, program, university, and national performance outcomes. Prior to joining WGU, Dr. Mau served as clinical nurse educator and director of the new nurse residency program for a southern Indiana Magnet medical center. Before moving to Indiana with her family, Dr. Mau served as faculty for the traditional BSN and accelerated BAC/BSN programs for 5 years and as interim co-director of Undergraduate Studies at Lewis University in Romeoville, Illinois. In addition to her work with BSN students, Dr. Mau served as Associate Dean of Health Careers, Director of Nursing Programs and Professor at Kankakee Community College for 12 years. Dr. Mau's professional organization affiliations include involvement with the NLN/Indiana League for Nursing, the NONL/Indiana Organization of Nurse Leaders, SIGMA Psi Upsilon, NEPIN, and *Organization for Associate Degree Research committee member and lead investigator for the 2022 National Faculty Survey.*

Approved February 18, 2016 (Version 1)