LAKE WASHINGTON INSTITUTE OF TECHNOLOGY
DEPARTMENT OF NURSING

11605 132ND Avenue N.E.
Kirkland, Washington 98034-8506

PROGRAM PROPOSAL
November 3, 2016

BACHELOR OF SCIENCE
NURSING RN to BSN

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COVER SHEET
NEW DEGREE PROGRAM PROPOSAL

Program Information

Institution
Name: **Lake Washington Institute of Technology**

Degree: **Bachelor of Science Nursing RN to BSN**   CIP Code: 51.3801

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

	CIP	Year
Degree: AAS-T Nursing	Code: 51.3801	Began: 2006
	CIP	Year
Degree:	Code:	Began:

Planned Implementation Date (i.e. Fall 2014):   Fall 2017

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria.*
               Page Limit: 30 pages

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_____   _____
Elliot Stern, Vice President for Instruction   Date
Chief Academic Officer

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INTRODUCTION

Established in 2006, Lake Washington Institute of Technology's (LWTech) Nursing Program is aligned with the core values of the college as well as the mission and vision statement. The program prepares students who are highly educated, technically advanced, competent and caring individuals to practice professional nursing in a variety of settings and to participate in lifelong learning. The program graduates nurses ready for today's market and is constantly improving for tomorrow's opportunities. The Northwest Commission on Colleges and Universities (NWCCU) accredits the college. The Nursing program is one of the top five areas of study at the college and the needs of both internal and external communities of interest. Community partners, alumni, and current students provide input to the program via the Nursing Advisory Committee. The Student Quality Council of current student representatives meets with the Director monthly throughout the academic calendar year. The program received ACEN accreditation in 2016 and now is ready to add the RN to BSN program. Our Statement of Need was approved February, 2016 by the SBCTC.

As a distinct program, applicants for the RN to BSN program will be open to qualified student who have earned an Associate's degree in Nursing from an accredited school of nursing and have passed the NCLEX exam. The current LWTech Nursing AAS-T degree meets ACEN standards. Since the RN to BSN program is open to any qualified student with an Associate's degree in Nursing from an accredited school of Nursing, this program will be a separate admission program. LWTech Nursing AAS-T graduates will be able to continue with LWTech through the BSN, provided they meet the baccalaureate standards as established by the American Association of Colleges of Nursing, and State (Washington State Nursing Care Quality Assurance Commission) requirements. Program and course content will include the entire AAS-T curriculum in addition to the added rigor included in the upper division courses. Students will be awarded 45 upper divisions credits for passing the NCLEX-RN exam. We plan to enroll the first RN to BSN class/cohort in the Fall of 2017, or as soon as all approvals have been received by authorizing agencies. LWTech's program will be a hybrid model with courses meeting once a week to accommodate working nurses and recent graduates of the Associate nursing program. With the establishment of a totally unique RN-BSN Program, LWTech will continue to evolve as one of the leading Nursing schools in the Puget Sound area.

After the BSN program is underway, we will consider offering the Associate in Nursing DTA/MRP degree to create a 3+1 pathway to the BSN as similarly utilized by other colleges in our system.

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

1.1 Program Learning Outcomes

The curriculum will be built around the National League for Nursing Core Competencies for a Baccalaureate Program and mapped to their program learning outcomes. We have also drawn from the BSN Essentials published by the American Association of Colleges of Nursing (AACN) and the Washington State Nursing Quality Assurance Commission.

Graduates of LWTech's RN to BSN program will:

1. Synthesize theoretical and empirical nursing knowledge and related knowledge from the arts, sciences, and technology essential for professional practice.
2. Participate in safe quality improvement processes to provide high-quality, safe nursing care in a variety of settings.
3. Engage in a systematic process critical inquiry to make evidence-based practice decisions that improve the nursing care of individuals, families, groups and communities.
4. Use information technology and patient data for safe, ethical clinical decision making.
5. Advocate for clients and support their right to safe, compassionate, ethical, and holistic nursing care.
6. Communicate respectfully and work collaboratively with patients, intra-, and inter-professional teams to deliver safe, patient-centered care that improves health outcomes.
7. Provide professional nursing care to individuals and populations that includes health promotion and maintenance, illness care, end-of-life care, and rehabilitation.
8. Employ current theories and principles of leadership to create a caring health care environment, deliver quality care, and improve health care outcomes.
9. Demonstrate a commitment to professionalism that embraces the core values of safety excellence, caring, ethical practice, civility, accountability, and life-long learning.
10. Employ creativity, innovation and risk taking to deal with the complexity and uncertainty of the human condition to provide individualized nursing care that takes these complex factors into consideration.
11. Demonstrate cultural competency for diverse patient populations.

1.2 Program evaluation criteria and process

The mission of the Nursing Program supports the mission of Lake Washington Institute of Technology (LWTech), which is "to prepare students for today's careers and tomorrow's opportunities."

The mission of the LWTech Nursing Program is to prepare students to enter the healthcare workforce as nurses who will competently provide evidence-based and ethically sound nursing care. The program will engage student in didactic, community and online settings developing their cognitive, psychomotor and affective nursing skills. Curriculum will emphasize life-long learning and service to the community.

The LWTech Nursing Program's mission statement embraces key components of a baccalaureate level education:
- Competence in the practice of Nursing
- Life-long learning to stay proficient in practice across all nursing disciplines
- Preparation for continuation of academic and professional success at the graduate level
- Ability to serve the community and the profession in a variety of roles

Evaluation Criteria Specific to the RN-BSN Program

Assessments will be performed quarterly as with the ADN program, The RN-BSN program will eventually admit a new cohort quarterly. Until that time some assessments will be performed annually or every other quarter. Unlike the traditional university model, we will have rolling admission. It is currently envisioned that the program will be a hybrid consisting of one day of onsite instruction combined with online learning.

The program will be designed to accommodate the needs of working nurses who are grappling with the demands of work, family and educational goals and aspirations. LWTECH is uniquely positioned to offer economically and logistically accessible programming that is in high demand. The college has traditionally served a broad demographic base and receives State support for its operations. It therefore offers extensive economic and social support systems that are not available at other colleges. As the first public polytechnic college in Washington State, the college has embraced creative and flexible programming that accommodates students who are reflective of our socioeconomically and culturally diverse community.

ACEN is the accrediting body for the Nursing AAS-T program and we intend to obtain accreditation from them for the RN-BSN Program also. ACEN's criteria for baccalaureate nursing programs are aligned with the tenants of the National League for Nursing (NLN). Subsequently, the program design will be driven by their outcomes and competencies. We have also utilized elements of the AACN BSN Essentials and the Washington State Nursing Quality Commission guidelines.

The LWTech Nursing Advisory Committee is composed of educational leaders from other nursing programs, representatives of our community partners, the director of the nursing program and a member of the nursing faculty. Committee members are encouraged to review and comment on the program throughout its development.

Key Formative Outcomes	Assessment Tool	Timing
Translate the knowledge and skills derived from active practice, didactic courses and clinical experience into means that promote self-determination and progress toward fulfilment of human capacities.	Clinical Research Community based programming	Quarterly
Make judgements in practice that are driven by	Clinical and SIM lab	Quarterly

Key Formative Outcomes	Assessment Tool	Timing
evidence and based on current thinking in medicine, nursing, and all the other relevant sciences in order to provide safe, quality care while promoting the health of patients' families and communities.	practice evaluations	
Perform actions that demonstrate personal integrity, adherence to current evidence driven practice while advocating for quality care of a diverse patient population and address healthcare disparities utilizing knowledge from scholarly research to do so.	Coursework Projects/Clinical Performance/ Instructor and Employer Evaluations	Quarterly
Utilize information management and application of patient care technology to analyze patient data for individualized care and to make data driven leadership and administrative decisions.	Compare clinical evidence and research to enhance care using patient care technology	Quarterly
Explore problems in healthcare, critique research and effect change in a healthcare system	Team projects, clinical and SIM practice and Employer Surveys	Quarterly
Participate in healthcare policy to encourage greater access to quality care for communities throughout the Puget Sound area.	Identify and participate in an area of nursing policy by advocating for a position on an important healthcare issue at the local, state and national level	Annually
Provide quality nursing care irrespective of diverse cultures, values, perspectives and health practices.	Group work, SIM and Employer Surveys	Quarterly
Demonstrate accountability for the delivery of standards-based nursing care consistent with moral, ethical, legal, altruistic, regulatory and social justice principles.	Coursework Performance/Exams Clinical Performance/Evaluations	Quarterly
Utilize policies of stewardship and leadership effectively and efficiently to influence healthcare environments and improve health outcomes.	Leadership coursework, performance throughout program	Quarterly
Key Summative Outcomes	**Assessment Tool**	**Timing**

Key Formative Outcomes	Assessment Tool	Timing
At least 90% of graduates responding to the Exit Survey will report satisfaction with the program.	Exit Survey	Quarterly
At least 80% of students who enroll will successfully complete the RN to BSN. (LWTech will develop a re-admission policy similar to what is used in the ADN program)	Completion rates	Quarterly
At least 90% of graduates responding to the Graduate Satisfaction Survey will indicate employment in the nursing field within one year post-graduation.	Post graduate survey	Quarterly
At least 80% of employers of nursing graduates responding to the Employer Satisfaction Surveys will indicate satisfactory performance with the LWTech BSN graduate.	Employer survey	Quarterly
At least 50% of graduates responding to the Graduate Satisfaction Survey will indicate affiliation with a professional organization(s) one year post-graduation	Post graduate survey	Quarterly

The LWTech Mission, Program Outcomes, and Global Outcomes provide the foundation for prerequisite course work and the Nursing curriculum. The college has adopted the following five Global Outcomes as institution wide student learning outcomes:

Communication
The ability to engage effectively in verbal, non-verbal, written, and/or symbolic expression.

Critical Thinking
The ability to evaluate information, draw inferences, arrive at conclusions, and create solutions based on objective analysis of the evidence.

Information Literacy
The ability to recognize when information is needed, to choose the appropriate tools to locate the required information, and to effectively gather and evaluate the information.

Intercultural Appreciation
The ability to describe and demonstrate the value of cultural differences and commonalities among people and to recognize and respond to those differences and commonalities in the workplace and the learning environment. Differences and commonalities include, but are not limited to, ethnicity, age, gender, ability, life experiences, family situations, race, and sexual orientation.

Teamwork
The ability to participate actively and cooperatively in a group to advance a common goal.

LWTech programs evaluate students so that each graduate is competent in all of the five global outcome areas. The Engagement & Learning department oversees the college wide process for implementing, supporting, and assessing global outcomes. Annual data is provided to departments and is used by faculty to inform program improvement plans.

At LWTech, each program performs summative and formative assessments, quarterly and annually. Together, those assessments roll up into a comprehensive five-year program assessment. The assessment model is in alignment with the college's core themes. In addition, the assessment includes a five-year comprehensive program overview based on the data collected throughout the years.

Five-Year Comprehensive Program Overview:
- Is the mission statement accurate and current?
- Is the program description accurate and current?

SWOT Analysis:
- Strengths and achievements
- Challenges
- Opportunities

Plan of action
- Short-term goals
- Mid-term goals
- Long-term goals

Table 1: LWTech Program Assessment

Core Theme	Assessment Topic	Specific Assessment	Timing
Pathways	Pathways	Admission, progression and graduation rates	Annually
		Demographics	Year 1
		Student services utilized during course of studies.	Year 1
		Post-graduation	Year 1
	Enrollment Data	FTE	Quarterly
		Headcount	Quarterly
		Student-Faculty Ratio	Annually
	Curriculum Review	Up-to-date course outlines	Annually
		Delivery methods	Annually
	Academic Advising	Entering student support	Year 2
		Continuing student support	Year 2
		Completing student support	Year 2
	Employment	Employment projections	Annually

		Opportunities	
		Projected wage data	Annually
		Industry changes/response to changes	Annually
		Pending industry changes	Annually
	Transfer	Articulation agreements	Year 3
		Other transfer options	Year 3
	Resources	Student/Faculty ratio	Annually
		Staffing levels	Annually
		Adequate facilities	Annually
		Adequate equipment	Annually
		Adequate technology	Annually
		Adequate budget	Annually
Student Achievement	Data	Average or higher completion	Annually
		Average or higher retention	Annually
		Licensing/industry exam pass rates	Annually
		Internship/externship/clinical pass rates	Annually
		Employment rates	Annually
		Course Evaluations	Annually
	Global Outcomes	Communication: • Audience/Purpose • Content Development • Clarity/Organization Within Genre and Disciplinary Conventions • Technology/Visual Elements • Grammar/Language • Sources/Evidence Critical Thinking: • Identify the problem • Gather Information • Develop hypothesis • Assess/Analyze • Evaluate Information Literacy • Identify Information Need • Formulate Research Plan • Select/Use Tools • Gather Information • Evaluate/Synthesize Information	Rotates Annually

		• Use Information Responsibly • Apply Technology to Enhance Learning Intercultural Appreciation • Cultural Awareness/Self Knowledge • Acknowledgement of Stereotypes/prejudice • Verbal/Non-Verbal Communication • Respect, Engagement, Inquiry • Teamwork/Openness Teamwork: • Working with Team Members • Time Management • Contributions • Attitude • Leadership/Participation (Reference Global Outcome Guide)	
College Community	Student Support Services	Relationship with library	Year 4
		Relationship with Learning Lab, Math Tutoring Center, Writing Tutoring Center	Year 4
		Relationship with eLearning	Year 4
		Relationship with Counseling	Year 4
		Relationship with Disability Support Services	Year 4
		Relationship with specific population programs (TRiO, BFET, etc.)	Year 4
	Associated Student Government	Relationship with ASG	Year 4
	Instructional Programs	Partnerships with other programs	Year 4
	Faculty Development	Activity engagement	Annually
		Future training opportunities	Annually
	Faculty Engagement	Committees engagement	Annually
		Initiatives involvement	Annually
		Events involvement	Annually
	Safety	Safe classrooms	Annually

		Safe labs	Annually
		Safe offices/workspaces	Annually
External Engagement	Recruiting/outreach	Involvement levels	Annually
		Notable successes	Annually
	Marketing	Supply of materials	Annually
		Adequacy of materials	Annually
	Advisory Committee	Diversity of representation	Quarterly
		Curriculum review feedback	Quarterly
		Contributions/recommendations	Annually
	Foundation	Partnership engagement	Annually

Program assessments roll up into institutional assessment and are reviewed by the Institutional Effectiveness Committee and inform the work of the Accreditation Committee.

1.3 Course Preparation Needed by Students Transferring into the RN to BSN Program

All applicants must have:
- Graduated from an ADN program at a regionally accredited institution
- Completed all general education requirements
- Earned minimum overall 2.5 GPA
- Passed the NCLEX-RN exam (45 credits awarded similar to UW-B & BC)
- Possess a current, unencumbered WA State nursing license

1.4 General Education Component

LWTech is dedicated to graduating well rounded students who have a basic liberal arts education to complement their nursing education. The following is the proposed General Education component for the RN to BSN degree which will be completed as part the Associate's degree or in a bridge quarter before starting the RN to BSN program. Bridge coursework is generally not covered by financial aid. Course descriptions are in Appendix 2.

- ENGL& 101 English Composition I 5 credits
- ENGL& 102 English Composition II 5 credits
- CMST& 210 or 220 Oral Communication 5 credits
- HUM 215 Diversity and Social Justice in America 5 credits
- PSYC& 200 Lifespan Psychology 5 credits
- SOC & 101 Introduction to Sociology 5 credits
- BIOL& 241 Anatomy and Physiology 1 6 credits
- BIOL& 242 Anatomy and Physiology 2 6 credits
- BIOL& 260 Microbiology 5 credits
- CHEM& 121 Intro to Chemistry 5 credits
- NUTR& 101 Nutrition 5 credits
- MATH& 146 Introduction to Statistics 5 credits

- Total general education credits = 62

1.5 Course Work Needed at Junior and Senior Levels for the RN to BSN degree

The program is designed to be completed in three quarters. The upper division coursework is presented in the table below. The NCLEX-RN credit by exam will be coded as upper division coursework. The course descriptions are in Appendix 3.

			Lecture Hrs	Clinical Hrs	Credits
		NCLEX-RN exam credit			45
NURS	310	Bridge to Baccalaureate Education	50		5
NURS	315	Critical Analysis and Writing	50		5
NURS	325	Research and Evidence Based Practice	50		5
NURS	410	Intro to Genetics and Genomics	50		5
NURS	415	Nursing in Our Communities	10	120	5
NURS	425	Ethical Issues in Health Care	50		5
NURS	430	Psychosocial Issues in Health Care	50		5
NURS	435	Interpersonal Communication and Systems Thinking	50		5
NURS	440	Leadership in Complex Systems	50		5
		Total			**90**

2. Qualified faculty.	Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program.
	Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.

Faculty will:

- regularly review curriculum and use evidence-based research as a basis for curricular changes and updates.
- commit to continual professional development to enhance academic quality and provide the best and technologically sound educational environment for successful student learning.

Name	FT/PT	Degree	RN to BSN Courses
Dalgarn, Suzanne	FT	MSN, ARNP	NURS 325, 440
Gokee, Lori	PT	MSN,ARNP	NURS 415
Haldorson, Teresa	FT	MN, RN	NURS 425
Trust-Bolak, Kabar	PT	MHA, RN	NURS 410
McRae, Michele	~~FT~~, PT	MN, ARNP	NURS 430
Melendez, Zoe	FT	MSN, DNPc	NURS 315
Reents, Lizabeth	PT	MSN, RN	NURS 310
Wade, Rosa	FT	MN, RN	NURS410
Ulloa, Jennifer	PT	MSN, ARNP	NURS 440
Washburn, Kerry	PT	MSN	NURS 435

General Education Full-Time Faculty Profiles

Faculty Name	Degree	Courses
Jason Sobottka	M.F.A	Art
Laura Toussaint	Ph.D.	Social Science
Phil Snider	M.A.	English
Wes Mantooth	Ph.D.	
Sue Kuestner	M.Ed.	Math
Sherry McLean	M.S.	
Narayani Choudhury	Ph.D.	
Willian Bricken	Ed.D.	
George Dalich	Ph.D.	Science
Barry Robinson	PhD	
Priyanka Pant	MS	
Jo Nelson	MS	

Aparna Sen	PhD	

LWTech has an interim Director of Nursing Programs and is currently recruiting nationally for doctorate-prepared candidates for the position.

3. Selective admissions process, if used for the program, consistent with an open door institution.	Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.

Responsibility for the admission process rests with LWTech's Student Services Division. Recruitment is a shared responsibility between Student Services and Instruction. Both divisions have support staff and faculty involved in recruiting prospective students to the program. The recruiting effort involves the collaboration of faculty, staff, industry, advisory committees, and feeder programs. A new Program Assistant II was added to the admissions office in 2013 to accommodate the additional processing workload needed for more baccalaureate admission cycles.

Students who apply for the program will be evaluated using the admission requirements shown below.

The admission process for the RN to BSN program will replicate the patterns previously established for LWTech's other Applied Baccalaureate degrees the first of which began in 2009. Admission criteria reflect an approach that includes the student's academic record, personal characteristics, and potential to work in the industry.

General
LWTech currently uses selective admissions processes for six programs of study at both the Associate and Baccalaureate level. Our processes meet standards for both community/technical colleges and baccalaureate institutions established by the American Association of Collegiate Registrars and Admissions Officers. The admissions staff members also have extensive experience in community/technical colleges, regional baccalaureates, upper-division, and Masters' level institutions.

Admissions procedures that serve all selective admission programs include:
1. Admissions office as the central locus of application

2. Comprehensive paper application with detailed, step-by-step instructions and clearly communicated timelines for admission

3. Regular day, evening, and online information sessions

4. In-house transfer credit evaluations conducted at the time of application so students know their exact status regarding admissions

5. Use of spreadsheets for easy candidate selection by faculty

Information Sessions
Information sessions will occur regularly with day and evenings events. These will be designed to provide prospective students with an overview of the RN to BSN program and explain the admission process. An online option will also be available through the Admissions office for prospective students who are unable to attend in-person sessions.

Program Admission Requirements
1. An earned associate degree or equivalent in Nursing from a regionally accredited institution.
2. An academic transcript from an accredited Nursing program.
3. Passing score on the NCLEX-RN exam.
4. A current, unencumbered WA State nursing license.
5. 5 credits of college-level math (with intermediate algebra as a pre-requisite) with a minimum 2.5 GPA
6. 5 credits of college-level English (ENG 101 or equivalent) with a minimum 2.5 GPA
7. 5 credits of college-level Social Sciences with a minimum 2.5 GPA
8. 5 credits of college-level Humanities with a minimum 2.5 GPA
9. Complete of General Education coursework (45 credits to apply, 60 by quarter start)
10. Minimum cumulative GPA across all college coursework of 2.5.
11. A current resume.
12. A one-page cover letter describing their interest as a nurse
13. Personal Statement
14. $50 non-refundable application fee.

Selection Criteria
Applicants will be selected based on the criteria listed above. Completed applications will be reviewed by an admission selection team will include, but not limited to, the dean, director and faculty of the nursing program and a representative from Admissions. The GPA will be the most heavily-weighted criteria followed by the cover letter, and resume.

Prior to reviewing applicants, the admissions selection team will utilize comprehensive rubric to evaluate the admission criteria. Evaluation rubrics will ensure a consistent and rigorous method is applied to each prospective student equitably.
Evaluation rubrics:
1. Transcripts will be reviewed for completion of the appropriate pre-requisites.

2. NCELX-RN score

3. Status of WA State Nursing license

4. Resumes will be evaluated for the range of educational and work experiences.

5. Cover letters will be evaluated for commitment to the field and alignment with the educational program.

6. Personal statement will be reviewed for how the BSN degree will enable the candidate to reach a higher career goal

Currently the college uses a weighted method for selection criteria for all selective admissions programs, and anticipates the RN to BSN program will follow a similar pattern. The final decision on admission to the RN to BSN program will be made by the admissions selection team with available spots going to the applicants with the most points based on the table below.

Table – Weighted Criteria for Selective Program Admission

Application Requirements	Max. Pts	Notes
Cumulative College-Level Associate Degree GPA	40	Multiply cumulative GPA by 10 to determine total points
Resume	20	Based on evaluation rubric
Cover Letter	20	Based on evaluation rubric
Personal Statement	20	Based on evaluation rubric
TOTAL	100	

Encouraging Diversity
LWTech values and celebrates student diversity as evident by the following:
1. College support for an active Equity, Diversity, and Inclusion Committee.
2. The use of Intercultural Appreciation as one of the college's five global outcomes (Critical Thinking, Intercultural Appreciation, Information and Technical Literacy, Teamwork, and Communication).
3. College focus on diversity work within its Strategic Plan and implementing its first 5-year Equity, Diversity, and Inclusion Plan.

LWTech consistently enrolls greater percentages of students of color than surrounding school districts. LWTech's 2015-16 enrollment was 34% students of color compared to the surrounding school district average of 29%. Over 7% of enrolled students report having a disability and the average age of students is 32. This strong enrollment from diverse populations students in existing programs at LWTech will benefit the recruiting opportunities for a new baccalaureate program.

When recruiting, the college consistently reaches out to historically disadvantaged populations by participating in Veterans job and resource fairs, WorkSource resource fairs, LGBTQ education events, and students of color career conferences. Outreach for a new applied baccalaureate degree would occur at all of these events as well as new events specifically related to relevant industries.

Because the RN to BSN program will use selective admission, LWTech will carefully monitor diversity in the program to determine the extent to which it represents the local community and to determine if action needs to be taken to change the recruitment processes.

4. Appropriate student services plan.	Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program.

These LWTech services for students are available to all baccalaureate program applicants and regularly-enrolled students. We believe existing services will be sufficient.

Advising
Academic Advising is available for all LWTech students on both a drop-in and appointment basis. Academic Advising has created dedicated Student Success Navigators (SSN) who provide comprehensive, case-managed advising to prospective and enrolled students in all programs of study. The SSN for baccalaureate programs also advises feeder programs. This will ensure future RN-BSN students receive consistent and accurate information about courses and enable timely and a seamless entry in the program. It also creates a strong relationship between students and a single point of contact in Student Services for the full associate and baccalaureate experience. The SSNs report to the Director of Student Development who reports to the Vice President of Student Services. Hours of work vary among the navigators depending upon program needs.

For prospective baccalaureate students, the responsibilities of the SSN will be to:
- Answers general inquiry questions
- Participates in information sessions with lead faculty from the programs
- Provides one-on-one coaching for completing a competitive application
- Follows up on students who have inquired but not applied.

For enrolled baccalaureate students, the SSN:
- Participates in program-specific orientation prior to quarter start
- Ensures all students are registered quarterly and advises them on course selection
- Provides appropriate referrals for financial aid and support services
- Checks in with all students a minimum of once per quarter to promote success

For faculty, the SSN:
- Attends department and/or division meetings to learn about new curriculum developments and student concerns

- Serves as a single point of contact for faculty questions about student services processes

One FTE was added to the Academic Advising staff two years ago to assist with successful onboarding of baccalaureate students. According to the Council for Academic Standards (2009, p. 5)

- "Academic advising caseloads must be consistent with the time required for the effective performance of this activity,"
- "academic advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs,"
- "the academic status of the student being advised should be taken into consideration when determining caseloads,"
- "when determining workloads it should be recognized that advisors may work with students not officially assigned to them and that contacts regarding advising may extend beyond direct contact with the student."

Given LWTech's size and dual advising model (lead faculty also advise students within their program), the college strives to keep the SSN to student ratio at or below 1 to 500 FTE (for a full time SSN). Students served by group advising and/or not case managed may exceed this ratio. Caseloads for SSNs and other related staff are detailed below (please note this does not include specialty populations such as WRT, Wk1st, BFET, OG, International, High School Programs, or Veterans; all of whom have separate staff that serve as the equivalent of an SSN). While the College is close to capacity in Academic Advising, especially with the addition of newly developed programs, there is limited room for growth before another staff member will be needed. Last year, the College's budget process prioritized Academic Advising staff as the most important need if/when new funding becomes available.

Position	Programs Covered	Approximate FTE served
Director of Student Development (25% case managed Academic Advising to students)	Business • Accounting • Business Technology • Human Resources	100
Coordinator of Disability Support Services (40% direct case managed Academic Advising to students)	Services • Horticulture • Culinary/Baking • Early Childhood Ed • Social and Human Services	150
Student Success Navigator (100% case managed Academic	Health Care • Dental Hygiene (may become a BAS) • Dental Assisting	250 (case managed) 300 (not case

Advising to students and group advising for pre-selective admission students)	• Nursing • Medical Assisting • Fitness • Funeral Services • Occupational Therapist Assistant • Physical Therapist Assistant Baccalaureate Programs • Public Health *All pre-selective admission Health Care (not case managed, not the admissions side of the work, only advising for classes, largely by group advising)*	managed)
Student Success Navigator (100% case managed Academic Advising to students)	Applied Design • Multimedia Design and Production • Game Design • Engineering Graphics (Mechanical/Architectural/Civil) Information Technology • Computer Security and Network Technology • Information Technology Application Development Baccalaureate Programs • Applied Design • *BAS-DGIM – Proposed* • *BAS-SD – Proposed*	500 (with both proposed programs)
Student Success Navigator (100% case managed Academic Advising to students)	Transportation • Automotive • Auto Collision • Diesel • Power Equipment Transfer • Biology DTA/MRP • Business DTA/MRP • Computer Science DTA/MRP • Construction Mgt. DTA/MRP • Math Education DTA/MRP • Technology DTA/MRP • Computer and Electrical Pre-Engineering (AS-T/MRP) • Mechanical, Civil, Aeronautical, Industrial, Materials Science Pre-Engineering (AS-T/MRP) Baccalaureate Programs • Transportation/Logistics Management	450 (once new programs are fully enrolled)
Career and Recruitment	Manufacturing	200

Coordinator (50% case managed advising to students)	• Electronics • Machining • Welding	

To ensure strong communication within the department, the Vice President of Student Services:
- Leads quarterly division meetings to discuss division and college updates
- Meets weekly with the student services leadership team who in turn share information with their teams
- Emails college and division updates to the full division weekly

The Director of Student Development coordinates a weekly meeting for all employees who provide Academic Advising services to students (SSNs, TRiO, WRT, OG, Wk1st, BFET, International, High School Programs, etc) where curriculum changes, services updates, and other information are shared. As a small college, Admissions, Registration, Academic Advising, Workforce Programs, and Financial Aid are all on the same floor and interact continuously to support students. Other student support services (TRiO, the Learning Lab, and Student Programs) are located in different campus locations.

Assessment
The Assessment Center provides placement testing, all College Level Examination Program exams, industry certification exams, accommodated testing for students with disabilities, and Washington Online proctoring. The Assessment Center can also proctor tests and quizzes for online classes.

Counseling
Counseling is available to support all students with short-term issues that might impact retention and academic success. One-on-one, crisis-response, and group counseling services are all available and used appropriately to support student needs. The College's Counselor has established relationships with community mental health and service-providing agencies that are utilized for both referrals and on-campus assistance

Student Development Services - Disability Support Services
Disability Support Services (DSS) offers academic adjustments to all students with documented disabilities. Adjustments provide equal access for students in a classroom setting. Academic adjustments are specific to the student, their disability, and class requirements. Students registered with this office are also eligible to join TRiO (see below).

Workforce Programs - Employment Resource Center
The Employment Resource Center (ERC) provides a comprehensive suite of services focused on individuals' career and professional development at all academic and career levels. The ERC provides career exploration, career and personality assessments, and labor market information and research. Through individual work and a workshop series, the Center assists students in clarifying their career aspirations, developing job readiness skills, and learning job search and job success skills; like resume and cover letter writing, and interviewing techniques.

On-campus employment recruiting is coordinated through the ERC. An online e-career center allows employers to post job notices, and students to search and apply for those jobs or post their resumes.

Financial Aid
The Financial Aid office has successfully processed grant, loan, and scholarship awards for all enrolled students in other LWTech baccalaureate programs since inception in 2008. Services provided by Financial Aid, including FAFSA orientations, Veteran's services, in-person assistance, and scholarship referrals will be made available to students in the RN to BSN program.

Workforce Development
The Worker Retraining program provides individualized support and funding to BAS students that meet eligibility guidelines. Students that are receiving unemployment or have exhausted in the last 4 years, Veterans discharged in the last 4 years, persons that need additional training to prevent being laid off of their job, and displaced homemakers that have lost their primary source of income may be eligible for Worker Retraining support.

Intervention Services – General Student Population
Students experiencing difficulties making adequate academic progress are assisted through several intervention programs under the direction of the Director for Student Development. Faculty can initiate assistance to students having difficulties with attendance, assignment completions, exams, and class preparation. Faculty inform the Director of Student Development about students' difficulties. Interventions by staff via email, phone and/or in-person meetings are second and third steps used in this process.

TRiO Student Support Services
TRiO Student Support Services is a federally-funded project established at LWTech for the purpose of assisting students in achieving their post-secondary ambitions.
The Student Support Services project is focused on increasing the retention and graduation rates of students with disabilities as well as low-income and first generation students. This is accomplished by providing supportive services such as academic action plans, individualized and group tutoring, and academic counseling supported by workshops in study skills, motivation, financial aid, stress reduction, test anxiety life skills, and campus resources as well as mentoring and monitoring of student progress.
The TRiO program also supports the Learning Lab, where any LWTech student can ask questions about any course, discover and utilize learning resources, and receive assistance in understanding important course concepts. The Learning Lab also helps LWTech students develop stronger study skills (e.g., test taking, textbook reading, time management, organization, stress management).
In addition, the program offers specialized services such as career guidance, resume and cover letter writing, and interview sessions; and cultural events to promote personal and educational development.

Student Programs

LWTech offers all enrolled students a variety of ways to get involved in campus life. RN to BSN students will enjoy the same access to these opportunities including: ability to hold student government office, participation in existing clubs, opportunities to form new student clubs, campus committee representation, volunteering, and the ability to participate in frequent, educational and community oriented campus life.

Library
LWTech added a full time Librarian focused on upper division education when it started its first baccalaureate degree in 2009. Library materials will be added with the addition of the BSN program mostly in the form of on-line databases to support the coursework requiring the use of research literature. One-third funding of a new full-time Health Sciences librarian is part of this proposal. Additionally funding will come from approved baccalaureate degrees in Public Health and Dental Hygiene, and later Behavioral Healthcare and Funeral Service Education.

Tutoring
LWTech provides centralized tutoring services to all students, including those enrolled in its current four active baccalaureate programs. Managers for that service allocate tutoring support dollars based on student demand. Some of the need for tutoring for baccalaureate students is for required lower division coursework (e.g, lab science or ENGL& 102) that is often included in BAS programs, yet open to all students. LWTech will closely monitor the need for tutoring students enrolled in upper division courses.

5. Commitment to build and sustain a high quality program.	Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be (4) equipment, technology, and instructional resources needed for the program; and (4) anticipated revenue.
	Document the college's ability to sustain the program over time.

Types of funds to be used to support the program

The RN to BSN program will be funded by a combination of tuition, fees, and at startup, Foundation funds. FTEs generated by the program are eligible for state reporting, but the program itself is not dependent on state-funding. The table below projects 5 years of expenses and revenue. The figures include admission of one cohort in year 1, two in year 3 and three in year 5.

RN to BSN	2017-18	2018-19	2019-20	2020-21	2021-22
Projected Revenue					
Tuition & Fees[1]	$167,533	$170,884	$348,603	$355,575	$544,029
Foundation[2]	$300,000	$100,000	$0	$0	$0

Total Revenue	$467,533	$270,884	$348,603	$355,575	$544,029
Projected Expenses					
Program Director[3]	$44,500	$45,390[6]	$46,298	$47,224	$48,168
Benefits	$13,350	$13,617	$13,889	$14,167	$14,450
F/T Faculty Salaries[4]	$20,460	$20,869	$43,218	$44,083	$67,111
F/T Benefits	$5,524	$5,635	$11,669	$11,902	$18,120
P/T Faculty[4]	$22,314	$22,760	$46,431	$47,359	$72,460
P/T Benefits	$6,025	$6,145	$12,536	$12,787	$19,564
Librarian[5]	$20,460	$20,869	$21,287	$21,713	$22,147
Librarian Benefits	$5,524	$5,635	$5,747	$5,863	$5,980
Professional services[7]	$7,000	$0	$0	$0	$0
Curriculum Dev	$9,450	$2,100	$2,100	$2,100	$2,100
Faculty Prof Dev[8]	$95,000	$20,000	$20,000	$20,000	$20,000
Equipment & Supplies[9]	$70,000	$10,000	$10,000	$10,000	$10,000
Travel & Conf	$10,000	$10,000	$10,000	$10,000	$10,000
Library materials	$10,000	$8,000	$8,000	$8,000	$8,000
Total Expenditures	$339,607	$191,020	$251,175	$255,198	$318,100
Balance	$127,926	$79,864	$97,428	$100,377	$225,929

Notes:
[1]2% Tuition increase years 2-5
[2]Foundation contribution is for initial startup expenses
[3]Director is 50% BSN/50% ADN + 30% Benefits
[4]Faculty ratio is 1/3 FTF and 2/3 PTF + 27% Benefits
[5]Librarian is for Health Sciences, 33% BSN + 27% Benefits
[6]2% salary increase/yr. for all employees
[7]Professional services is for Curriculum consultant
[8]Professional development in year 1 is for Nursing faculty training on BSN Essentials
[9]On-going equipment & supply expenses are shared across Nursing programs, and in some cases the Health Sciences Division. The baccalaureate program will pay for their portion.

Appropriate facilities, Equipment, technology, and instructional resources needed for the program

LWTech provides support and funding for the resource needs of the Nursing Program, enabling the Director and Faculty to meet program requirements and as well as introduce enhancements. The college opened the new Allied Health Building in 2011. It was designed based on state of the art hospitals and clinics. The nursing program has three large laboratories and three simulation-testing rooms. Equipment and supplies were purchased to be used and maintain the labs. Classrooms, laboratories, offices, and conference rooms are either available or assigned to the Nursing Programs. They are adequate in size, number, and type according to purpose and

use. Classrooms support individual and group computer usage, bedside workstation experiences, and 20 hi-fidelity simulation learning as well as traditional instructional materials. The new hi fidelity simulators are state-of-the-art and support safe student learning.

Additionally, the college has extensive support programs such as the Library Media Center and Information Technology Services that are available to Nursing. These services consult with the Director and Faculty to procure materials or provide services specific to Nursing. The Director routinely seeks input from Faculty and staff regarding budget development, resource identification and evaluation of effectiveness of all resources, facilities, and services. Budget proposals are submitted annually to the Division Dean for approval and administered on a daily basis by the Program Director. Our Foundation is in the process of raising funds to augment not only our faculty, but to hire a full-time lab coordinator who will manage and maintain our state of the art lab.

Document the college's ability to sustain the program over time.

LWTech has built a wide-reaching and admirable reputation for turning out competent and well-prepared students since its founding. We continue to enjoy positive relationships with our healthcare community partners and many of our students are hired right out of Nursing school into those same facilities.

As the standards for entry level positions have moved from the ADN to BSN, we are adapting along with that same community so that some of our former partners who now will not hire ADNs, will once again hire our graduates. Clinical instructors are repeatedly told how pleased our clinical partners are with our students' performance. Some of them are promised positions upon passing the NCLEX-RN.

LWTech has a successful integrated system for recruiting students to its baccalaureate and Health Sciences programs. Marketing, Recruiting, and Admissions teams will work to together to incorporate recruiting baccalaureate seeking Nursing students along with Nurse Assistant, RN, and students for other Health Sciences and baccalaureate programs.

6. Program specific accreditation.	Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accreditation body. Include a statement of college's plan to seek accreditation through NWCCU and/or current status of college's standing to offer applied baccalaureate degrees.

LWTech received accreditation from the Northwest Commission on Colleges and Universities (NWCCU) as a four-year degree granting institution effective September 2010. Two subsequent BAS degrees were also approved by the commission.

Upon receiving SBCTC approval, the LWTech Accreditation Liaison Officer will apply for NWCCU review of the RN to BSN program via the substantive change process.

Program Specific Accreditation

In 2016, Lake Washington Institute of Technology (LWTech) received national accreditation from the Accreditation Commission for Education in Nursing (ACEN). ACEN has been informed of LWTech's decision to move forward with a proposal for a Bachelor of Applied Science in Nursing (BSN) degree. ACEN indicated that grandfathering of accreditation from RN to BSN is not allowed. Within four (4) months of implantation of the RN to BSN degree, ACEN requires that LWTech submit a substantive change to add the new program type. ACEN also indicated that some nursing master's programs will not accept newly accredited RN to BSN or generic licensing programs.

The RN program at LWTech is also accredited by the state of Washington through the Washington State Nursing Care Quality Assurance Commission (WSNCQAC). Washington Administrative Code (WAC) 256-840-510 governs how new nursing education programs must submit a commission approved application for approval to operate a new undergraduate, post-licensure, or graduate nursing education program in Washington State. The commission shall consider the need, size, type, and geographic location when approving a program.

Phase I: Submission of application and feasibility study

A postsecondary educational institution wishing to establish a nursing education program or additional program in nursing shall submit an application and feasibility study as follows:

(a) Submit to the commission a statement of intent to establish a nursing education program or additional program on a form provided by the commission and a completed feasibility study that includes the following information:

(i) Studies documenting the current and future supply and demand needs for nurses in the area of the proposed nursing education program;

(ii) Purposes and classification of the proposed nursing education program;

(iii) Availability of qualified candidates for the nurse administrator and faculty positions;

(iv) Budgeted nurse administrator and faculty positions over the course of five years;

(v) Source and description of adequate and acceptable clinical or practice facilities for the nursing education program;

(vi) Description of adequate and acceptable academic facilities for the nursing education program;

(vii) Potential effect on other nursing programs within a sixty mile radius of the proposed nursing education program location;

(viii) Evidence of financial resources adequate and acceptable for the planning, implementation, and continuation of the nursing education

Phase II: Nursing education program development

Only after receiving commission approval for nursing education program development, the educational institution shall:

(a) Appoint a qualified nurse administrator;

(b) Provide appropriate resources, consultants, and faculty to develop the proposed nursing education program; and

(c) At least three months prior to advertising and admitting students, submit the proposed program plan including the following:

(i) Program purpose and outcomes;

(ii) Organization and administration within the educational institution and within the nursing unit or department including the nurse administrator, faculty, and nursing support staff;

(iii) Resources, facilities, and services for students and faculty;

(iv) Policies and procedures as identified in WAC 246-840-519 (3)(a) through (e);

(v) A plan for hiring and retaining faculty, including qualifications, responsibilities, organizational structure, and faculty/student ratio in classroom, clinical, and practice experiences;

(vi) Curriculum, including course descriptions, course outcomes, and course topical outlines;

(vii) Initial year and five-year sustaining budget;

(viii) Projected plans for the orderly expansion and ongoing evaluation of the program.

(d) If required by the commission, arrange a site visit to the campus to clarify and augment materials included in the written proposed program plan. The visit may be conducted by a representative of the commission before a decision regarding approval is made.

Phase III: Initial approval

6) The nursing education program may only admit students if it has received initial approval by the commission.

(a) The nursing education program shall submit progress reports as requested by the commission.

(b) Site visits shall be scheduled as deemed necessary by the commission during the period of initial approval. A site survey, conducted by the commission, will determine whether graduates may test for the national council licensing examination (NCLEX) as identified in WAC 246-840-050 or graduate certification exams as identified in WAC 246-840-302 (3)(a), (b), (c) and (d) for advanced registered nurse practice

Phase IV: Full approval

(7) A self-evaluation report of compliance with the standards for nursing education as identified in WAC 246-840-511 through 246-840-556, shall be submitted to the nursing commission within six months following graduation of the first class.

(a) The commission may conduct a site visit to determine full approval of the nursing education program.IN

(b) The commission will review the self-evaluation report, survey reports and program outcome data in order to grant or deny full approval of the nursing education program under WAC 246-840-558(1).

LWTech is in the process of addressing the requirements established by WSNCQAC to begin a new BSN program.

7. Pathway options beyond baccalaureate degree.	Describe opportunities and articulation agreements for the place bound BAS graduate to continue their education onto a graduate (Master's) degree program. Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post-baccalaureate pathways for graduates.

LWTech has approached University of Washington - Bothell to create an articulation agreement from its proposed BSN program to the M.N. Nursing program. David Allen, Professor and Dean of the School of Nursing and Health Studies UWB, serves on the LWTech Nursing Advisory Committee. Dr. Allen is ready to discuss articulation once our baccalaureate program has been approved by the SBCTC and WA State Nursing Commission.

WGU's M.S. in Nursing program will be open to our graduates who are working as an RN.

8. External expert evaluation of program	The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.
	In a separate document, provide copies of external evaluators' report or letters. Summarize the institution's responses and subsequent modification to the proposal based on evaluator's recommendations. Attach a short bio of the evaluators.

The completed rubrics from our external evaluators are included as Appendix 4. Drs. Cooke and Resnick are faculty in the RN to BSN program at UW Bothell. Although working at the same institution, their reviews are independent. UWB has been a partner to the LWTech Nursing program for many years and we sincerely appreciate their participation in the Program approval process. We look forward to a continued relationship based on collaboration rather than competition. Their candid feedback is much appreciated.

The evaluators had many suggesting for improving the program framework, outcomes, and coursework. The evaluators' comments regarding mapping to the BSN Essentials prompted us to contact AACN and clarify the BSN requirements. Based on all feedback, we changed the program outcomes and course descriptions in Criteria 1 of this proposal. The Nursing program will provide the additional level of detail to the curriculum noted as absent by evaluators in time for review by the NCQAC. The same is true in regards to additional detail on faculty qualifications to teach specific courses. This program will be evolving through its phased development and therefore may be modified as a curriculum consultant works closely with our faculty to hone the program further.

We have chosen to leave our formative evaluations on a quarter basis since we currently plan to admit three cohorts per school year.

We have addressed the reviewers' comments regarding our unique position as a State funded polytechnic school. We have included several key points regarding our desire to serve adult learners who are post-licensure and have competing interests and needs including work, family and their academic pursuits. We have also made mention of our unique student population in terms of its diversity.

In Criteria 3, we clarified the Admission criteria regarding general education coursework preparation. Transfer students will be evaluated as we do for all LWTech applicants, applying a generous, documented, and faculty involved approach to course equivalency determination. We added a personal statement to the admission criteria as suggested by Dr. Resnick. Both evaluators suggested raising the minimum entry GPA, partially to better position students for future application to an MSN program. However, we are proposing to keep the GPA requirement at 2.5 precisely to differentiate our program and allow a pathway for students between 2.5 a pathway to the baccalaureate.

In Criteria 5, we addressed all of Dr. Resnick's observations regarding areas of confusion or underfunding. Proposed Library staff was added along with additional funds for Library materials, faculty professional development, and travel and conference. Clarifying notes were added regarding the Foundation contribution and high first year professional development expenses.

Appendix 1 – LWTech RN to BSN Student Learning Outcomes

Liberal Education for Baccalaureate General Nursing Practice
Cultural diversity and working with a broad range of communities will be emphasized through clinical experiences in diverse sites throughout the program at both the transfer degree and RN-BSN levels. This will be achieved by an emphasis on social justice and equity and diversity throughout all classes from the prerequisite phase until the completion of the RN-BSN. A community based clinical will be required to graduate that the study will formulate to study a particular area of community-based nursing and provide a final written report on it. Students will also be encouraged to participate in community health fairs that serve vulnerable populations be

they to certain disease states like kidney failure, or working with the elderly in community centers.

Basic Organizational and Leadership for Patient Safety and Quality Care
The RN-BSN program will afford students the opportunity will choose an organization that they can contribute to safety and quality improvement in clinical practice. They will be given the opportunity to choose an area they are interested in, doing a literature review and then working to implement that solution with the organization. This can be combined with their community based clinical. Their other option will be to shadow a nurse in a leadership position in an organization that they may aspire to work with, or for, in the future. They could do this as part of their Leadership in Complex Systems course.

Scholarship
Throughout their nursing education, emphasis will be placed on evidence-based practice. From the earliest courses in the transfer degree program until they complete their BSN, they will be required to analyze, critique and formulate their own opinions about peer reviewed materials. They will use proper APA citations throughout their coursework. Case studies, clinical questions and original papers will all emphasize this.

Informatics
Informatics will be taught throughout the program to move students from the task of charting to analyzing and synthesizing data for patient care, administration and financial planning. Opportunities to address these skills will be available throughout the program.

Healthcare Policy, Finance and Regulatory Environments
Students will write case studies exploring how potential healthcare and nursing legislation could affect the quality of care in Washington. They will given encouraged to attend hearings and open discussions at the Washington State Nursing Commission and other venues.

Interpersonal Communication and Collaboration for Improving Patient Health Outcomes
Students will have an entire course dedicated to interpersonal and systems communication. They will also have this as a theme that runs throughout their coursework.

Clinical Prevention and Population Health for Optimizing Health
Emphasis on psychosocial issues in healthcare will be stressed in all of their courses. This thread will also be picked up in their community nursing clinical experiences.

Professional Issues and Professional Values
Emphasis on both will begin in the transfer program and be a continuous thread in the RN-BSN program, particular in their Ethical Issues in Healthcare course.

Baccalaureate General Nursing Practice
Again, emphasis will be placed on this throughout each students' education via live clinical practice experiences in multiple settings, as well as SIM lab experiences that allow students to practice more advanced skills in a safe environment.

Appendix 2 – Course Descriptions

<table>
<tr><td colspan="3" align="center">RN to BSN Proposed Curriculum
General Education Courses</td></tr>
<tr><td align="center">Course No.</td><td align="center">Course Description</td><td align="center">Credits</td></tr>
<tr><td colspan="3" align="center">CONTENT AREA: Communications (English 10 credits)</td></tr>
<tr><td>ENGL &101</td><td>English Composition I: Advanced expository writing, reading and evaluating essays, and critical thinking are covered in this course that fulfills the written communication requirement for an AAS degree. Students will write a minimum of 5000 words of finished composition during the quarter.</td><td align="center">5</td></tr>
<tr><td>ENGL &102</td><td>English Composition II: Students learn to write fully documented research papers using critical thinking and reading skills. The class will emphasize logical argumentation from evidence and research skills necessary to collect relevant information. Students will write a minimum of 5000 words of finished composition during the quarter.</td><td align="center">5</td></tr>
<tr><td colspan="3" align="center">CONTENT AREA: Humanities (10 credits)</td></tr>
<tr><td>CMST &210

OR

CMST &220</td><td>Interpersonal Communication: Learn greater self-awareness, more effective communication, and improve one-to-one relationships.

Introduction to Public Speaking: This course sets forth the essentials of effective public speaking including: selecting your topic, library research methods, analysis, oral style, use of visual aids, preparation and delivery of various types of speeches.</td><td align="center">5</td></tr>
<tr><td>HUM 215</td><td>Diversity and Social Justice in America: This course will engage students in an extended analysis of diversity and social justice in the United States with the aim of exploring current realities of race and social class and their relationship to power and privilege. Students will develop and strengthen awareness and understanding of how power, privilege, and inequity are reinforced and challenged at individual, institutional, and systemic levels.</td><td align="center">5</td></tr>
<tr><td colspan="3" align="center">CONTENT AREA: Social Science (Psychology 5 credits)</td></tr>
<tr><td>PSYCH &200</td><td>Lifespan Psychology: Students will learn the stages of human development from infancy throughout the life span. Stages will be discussed in terms of physical, social and psychological. Normal growth and development are discussed for each developmental stage. Addresses deviations from normal as behaviors which interfere with function. Practical applications are made.</td><td align="center">5</td></tr>
<tr><td colspan="3" align="center">CONTENT AREA: Social Science (Sociology 5 credits)</td></tr>
<tr><td>SOC &101</td><td>Introduction to Sociology: This course is an introduction to the set of perspectives on human life that allows us to understand how the events and experiences of our personal lives are affected</td><td align="center">5</td></tr>
</table>

	by social institutions, group dynamics, historic forces, and cultural meanings.	
CONTENT AREA: Natural Sciences (Anatomy & Physiology 12 credits)		
BIOL &241	**Anatomy and Physiology I:** The first quarter of a two-quarter sequence designed to give students a working knowledge and understanding of the basic systems of the human body. Includes a basic introduction to chemistry as well as a detailed study of cytology and histology and examines the integumentary, skeletal, muscular, nervous, and sensory systems.	6
BIOL &242	**Anatomy and Physiology II:** The second quarter of a two-quarter sequence designed to give students a working knowledge and understanding of the basic systems of the human body. The systems covered are Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary, and Reproductive. The themes of homeostasis and system interactions are interwoven into the course and are continually stressed as each system is introduced and discussed.	6
CONTENT AREA: Natural Sciences (Microbiology 5 credits)		
BIOL &260	**Microbiology:** Introduces students to the major concepts of the microbiological science. These concepts include basic anatomy, physiology and the differences between eukaryotic, prokaryotic and viral systems, growth factors and curves, techniques in microbial control, microbial interrelationships and host defenses.	5
CONTENT AREA: Natural Sciences (Chemistry 10 credits)		
CHEM &121	**Intro to Chemistry:** Measurements and scientific notation, molecular and atomic theory, chemical reactions and equations, mass/molar ratios of balanced equations, energy and rate relationships in chemistry, equilibrium, states of matter, solutions, and acid/base chemistry. Includes laboratory.	5
CONTENT AREA: Natural Sciences (Nutrition 5 credits)		
NUTR &101	**Nutrition:** This course studies the concepts of nutrition and biochemistry. It also addresses nutrition of different life cycles and diet planning as significant factors of health and wellness.	5
CONTENT AREA: Mathematics 5 credits		
MATH &146	**Introduction to Statistics:** Covers the organization and graphical representation of data, measures of central tendency and variation, basic probability theory, discrete probability distributions & the binomial formula, normal distribution, hypothesis testing, confidence intervals, correlation, and linear regression.	5
Total General Education Credits Required = 62		

Appendix 3 – RN to BSN Proposed Curriculum

			Lecture Hrs	Clinical Hrs	Credits
		NCLEX-RN exam credit			45
NURS	310	Bridge to Baccalaureate Education	50		5
NURS	315	Critical Analysis and Writing	50		5
NURS	325	Research and Evidence Based Practice	50		5
NURS	410	Intro to Genetics and Genomics	50		5
NURS	415	Nursing in Our Communities	10	100	5
NURS	425	Ethical Issues in Health Care	50		5
NURS	430	Psychosocial issues in Health Care	50		5
NURS	435	Interpersonal Communication and Systems Thinking Communication	50		5
NURS	440	Leadership in Complex Systems	50		5
		Total			**90**

Baccalaureate Courses		
NCLEX-RN	Credit by exam	45
NURS 310	**Bridge to Baccalaureate Education and Practice**: The course explores evidenced-based practice and the role of the baccalaureate nurse, preparing the student for success in a baccalaureate program through teaching students to critique and analyze the role professional nursing within the health care delivery system. Moving beyond the basics of the nursing process, students will be encouraged to compare healthcare in the United States with that of other nations. Students will analyze and evaluate the effectiveness of current nursing practices and explore the evidence to demonstrate an understanding of contemporary approaches to care and present their conclusions. To complement this, SIM lab experiences will be used to review and hone nursing skills.	5
NURS 315	**Critical Analysis and Writing:** This course teaches the learner must exhibit competence in self-direction, metacognitive development, and collaborative learning. With these competencies, the student will be successful in application and analysis, moving into the creative level of taxonomy. This will be demonstrated through writing concept papers and working case studies, individually and as a group.	5
NURS 325	**Research and Evidence Based Practice:** This course teaches	5

	that Evidence-based practice (EBP) is based on the integration of critically appraised research results with the clinical expertise, and the client's preferences, beliefs and values. To promote EBP, the student will be given a number of resources to assist patient care development, find and utilize clinically-relevant literature to from respond to both their clients' needs and to external demands for information the scientific literature. The generation of research is critically important to advancing occupational therapy and ensuring the viability of the profession.	
NURS 410	**Introduction to Genetics and Genomics:** This course describes genetic and genomic care and its evolving role in the treatment of disease. As genomic targeting and analysis becomes more integrated into medical care it becomes critical for the baccalaureate level nurse to develop a more sophisticated understanding of these treatments. This course will explore the nurses' role in educating patients about them. By examining them in more depth and evaluating their effectiveness, nurses will learn to be equip to educate their patients about these new options.	5
NURS 415	**Nursing in Our Communities:** This course focuses on care of the community as client. Emphasis is on the role of the nurse in addressing the preventative health needs of populations at risk. Current public health problems, epidemiology, trends in health care delivery, and community resources are examined. Students analyze the sociocultural, political, economic, ethical, and environments influencing community and global health. A community based clinical will be required to graduate that the study will formulate to study a particular area of community-based nursing and provide a final written report on it. Students will also be encouraged to participate in community health fairs that serve vulnerable populations be they to certain disease states like kidney failure, or working with the elderly in community centers.	5
NURS 425	**Ethical Issues in Health Care:** This course explores the legal and ethical issues faced by health care professionals and health advocates that are a natural part of the clinical practice process. It will present the principles that guide ethical practice, the ethical dilemmas that exist in a variety of settings and local and federal guidelines. The student will be given investigative tools for identifying and implementing an approach for ethical professional practice in health care settings. SIM lab experiences will provide students opportunities to tackle ethical issues as a team.	5
NURS 430	**Psychosocial Issues in Health Care:** The course is designed to help students develop advanced social concepts and processes that influence health status and public health interventions. Students will develop insight into populations with whom they	5

	will work in the future, and develop effective writing tools for communicating about psychosocial issues in public health. This will be accomplished through lectures, discussion, readings, work shopping, individual composition, and group discussion of student writings.	
NURS 435	**Interpersonal Communication and Systems Thinking:** This course critically examines systems theory as an interpersonal communications theory. It includes an in-depth analysis of its key concepts and terms. It includes a chronologically organized review of relevant literature, an examination of current research, and provides insight into to the future direction of communication theory studies. The course discusses how systems theory can be applied to health care communication, and how the it provides a perspective that is unique among interpersonal communication theories. Systems thinking, a very key element of nursing leadership will be a core element of this course.	5
NURS 440	**Leadership in Complex Systems:** This advanced leadership course is designed to help overcome belief systems that have prevented forward movement in communication our business. The student will also have the opportunity to address the experiences and circumstances that develop destructive leadership systems. The purpose of this course is for the student to experience: • Freedom from self-imposed limitations: • Eradication of past experiences that have been holding nurses back • How to recognize "competing commitments" can sabotaging success In the course, the student will also explore, analyze and critique, advanced qualities of leadership. Students will create a set of tenets that they will use to critically evaluate their own leadership styles and compare them with their classmates. Students will also shadow a nursing leader who currently works in a leadership role that interests the student for future practice.	5
	Total Credits=90	

Appendix 4: External Expert Evaluations, Bio and Letters

Applied Baccalaureate External Review Rubric

Thank you for agreeing to act as an external reviewer of the proposed Bachelor of Applied Science degree. It is understood that this review should be completed by an independent, third-party person or team with subject/discipline expertise. SBCTC prefers and expects reviews to be written by professionals from regionally accredited university within the state of Washington, research institute or research department of another organizational type. Exceptions will be considered on a case by case basis and should be cleared with SBCTC prior to the evaluation.

It is also understood the evaluator adheres to a professional code of ethics and will disclose any conflicts of interest or relationship to the program being evaluated. Evaluators may be compensated for services, either to the evaluator or their institution depending on that institution's guidelines or contractual requirements.

The goal of the review is to verify credibility, design, relevance, baccalaureate rigor, and effectiveness of BAS proposals, as well as validate congruency and consistency of program and curriculum with current research and academic thinking. This document also provides critical feedback and an opportunity for proposers to address potential concerns/issues/criticisms prior to final submission.

College Name:	Lake Washington Institute of Technology	**BAS Degree Title:**	Bachelor of Science Nursing RN to BSN
Reviewer Name/ Team Name:	Jerelyn Resnick	**Institutional or Professional Affiliation:**	University of Washington Bothell School of Nursing and Health Studies
Professional License or Qualification, if any:	Washington RN licence 258-00 0079404	**Relationship to Program, if any:**	None officially, but several of the faculty graduated from the UWB MN program
Please evaluate the following Specific Elements			
1. Concept and overview	Is the overall concept of the program appropriate? In your opinion will the program lead to job placement within the proposed field? Why or why not?		
	I would say that the overall concept is appropriate in general terms, but I have some concerns that are addressed in the items below. I have included some suggestions for changes in courses and approach. While earning a BSN will help make graduates more successful in the job market than they can be with the ADN, an open question is whether employers will rate graduates of this proposed program as highly as they rate graduates of other BSN programs.		

Curriculum and Learning Outcomes	Are the proposed curriculum and program learning outcomes, particularly at the 300 and 400 course level, fitting for a baccalaureate program? Why or why not?
	I think it is quite appropriate that the college is using the BSN Essentials to guide their work. However, it is surprising that they have adopted the BSN Essentials as their program goals. I would add that they appear to have adopted just the first seven and have left out the last two of the Essentials. It is unusual not to have their own set of program goals that can be mapped onto the BSN Essentials. In terms of the BSN Essentials, I would suggest that the development team go more in depth in how they use the Essentials to plan their curriculum. I do see that they have indicated, in the chart on formative outcomes, the assessment tools and the timing for assessing meeting the various BSN Essentials. This is a great start. I would encourage the team to more fully map all aspects of the Essentials in terms of how they will be met in the different courses. The chart on page 6 and 7 could give the impression that each Essential will be assessed each quarter. What would be clearer is a chart showing which parts of which Essential will be met through each course. Having such a detailed curriculum map can help the team make sure that all aspects of the Essentials are being addressed during the program. Such a map also helps course faculty make decisions about what kinds of assignments and learning activities are a good fit for the aspects of the Essentials to be addressed in their course. I very much appreciate the range of teaching and assessment strategies they are proposing.
Curriculum Alignment	Does the curriculum align with the programs Statement of Need Document? Are there courses you would recommend being added to (or deleted from) the program's proposed curriculum?
	The Statement of Need was not included in this proposal, other than to mention that the BSN is now the entry-level degree expected by local employers and that the college has seen some of its ADN students struggle to be hired in this changed environment. Although the proposal describes their recruiting strategies, what they do not address is how these strategies will help make them competitive in a region that already has several RNB programs. A question I have about the program in general is what the plans are for meeting the state nursing commission's requirement that a BSN program have 100 practice hours. It will be important for the team developing the program to map out how each course relates to the BSN Essentials. Those, along with the Statement of Need, should be the guiding principles. NURS 310 and 315 seem like very useful courses to help students make the transition from study at the ADN level.

These courses also will be very helpful to students who have been out of school for some time and need the kind of focus these courses will have to help them get back into the academic environment. Given the focus in the BSN Essentials on evidence-based practice, I would suggest that these first two courses include such a focus. As the program is structured, they would not be taking their research course until their last quarter. Introducing them to evidence-based practice and how to make sense of what they find in the literature should not wait until the last quarter.

I have some concerns about NURS 325. It's not clear why there is an entire course on psychosocial issues in health care. What I would suggest is that it be replaced by is a course on the social determinants of health and health disparities. Understanding these key areas is an essential part of being able to function at the BSN level. The college offers a diversity and social justice class as part of general education requirements, which is a great foundation, but nurses preparing to work as BSNs also need an upper division course that challenges them to study these issues at the upper division level in terms of how the concepts affect the health care system and the care that nurses provide within that system.

The description of NURS 325 mentions learning how to communicate with various populations. Such a thread could fit into the kind of course I am suggesting take the place of NURS 325. It could also be a thread in the community health class.

NURS 410, the course on genetics and genomics, is confusing. While it would be an interesting topic, it's not clear why there would be an entire course on it. It's also not clear how this topic relates to the BSN Essentials. Any course offered in this program should directly relate to some part of the BSN Essentials. If this course were dropped, it could be replaced with a course on health policy. BSNs in practice use knowledge of health policy in explaining things to patients, families and communities. They also serve on committees working on health policy issues. Some nurses with BSNs work as managers and as such, an understanding of health policy is an essential part of their practice.

NURS 425, the ethics class, looks good. Having the students practice working through ethical dilemmas in the sim lab is a great idea. Classroom discussions on ethics are powerful, but putting it into practice in the midst of a clinical situation will be even more powerful.

Will there be opportunities in other courses to use the sim lab as a site to practice what they are learning in the classroom?

NURS 430, the research class, is a necessary class. There are some typos in the description, including some text that looks like it was taken from a description of an occupational health class.

NURS 435 and 440 need further development. As written, they are more about tasks and very little about concepts.

	At the BSN level, there needs to be a blend of enacting concepts through appropriate use of skills and tasks. In addition, the description of NURS 435 is confusing. It's hard to imagine what that course would look like and what the outcomes would be. In NURS 440, it's not clear why there is such a focus on individual barriers to effective leadership. It would be more appropriate to focus instead on the concepts of leadership and the skills that will be required. In our local area, there are a number of managers with BSNs. This course needs to prepare its students to be ready to move towards such positions.
Academic Relevance	Is the curriculum relevant to the dynamic needs and trends within the field? Does the curriculum align with the baccalaureate rigor of general upper division standards?
	My answer is both yes and no. In terms of the kinds of courses that would be offered, then in general, yes, the curriculum is relevant to trends in the field. However, I have some concerns about some of the courses, which are addressed in the previous section. Among my concerns are that overall the courses appear to be more about tasks than about concepts, which is not the best balance for a baccalaureate education. In addition, a large part of receiving a BSN education is about the professional socialization that occurs as part of taking upper division nursing courses and other courses. As I review the materials for this proposed program, I do not clearly see how the professional socialization will occur. As the students move through this program, what will they do and what will they learn that will help them move into understanding and practicing nursing at the BSN level as opposed to at the ADN level?
Graduate Preparation and Graduate Program Acceptance	In your opinion, will the program prepare graduates to enter and undertake suitable graduate degree programs?
	Based on the materials in the proposal, I would have to say that graduates from this program are likely not going to be as competitive for admission to an MN program as graduates from some other programs. The requirements for admission to the LWTC BSN program include earning a 2.0 GPA in courses, with a cumulative GPA of 2.5 in their ADN program. This contrasts greatly with one example I can give. The GPA expected of successful applicants to the BSN program at University of Washington Bothell is much higher than that. While the GPA is not the only indicator of a student's potential for success, lower GPA expectations do raise questions about academic preparation and performance. Unless a student entering LWTC's BSN program with a 2.5 GPA excels in that program and thus earns a very high GPA as a baccalaureate student, they will lose GPA-related points on their application to an MN program. Depending on other factors accounted for in the MN application rubric, this could make a student less competitive. My other concern is addressed in another section, that of the general impression that the proposed program is more task-oriented than conceptually based. Graduate education is very conceptually based. Without a firm undergraduate foundation in this approach to nursing, a student would struggle in a graduate program. Such a

	student also would struggle to write a meaningful goal statement for their MN application.

An additional concern relates to the other admission requirements for the proposed program. On page 15 there is no mention of applicants needing nursing experience. Should a student enter the proposed program without experience and then quickly thereafter apply to an MN program, they likely will lose points on the MN admission rubric related to experience.

Also on page 15, item 10 calls for BSN applicants to submit a one page letter about why they want to be a nurse. Perhaps that is a typo or was pasted in from the admissions criteria to the ADN program, but it concerns me. Nurses wishing to study for their BSN should be writing about why they want a baccalaureate level education as a nurse, just as nurses applying to an MN program need to write about why they are ready for a graduate program and why the program they are applying to is the right fit for them. As the wording on page 15 reads, it appears that the LWTC program is not thinking of their proposed BSN as moving up the nursing educational ladder, but rather as beginning to study nursing. As I said, perhaps this is just a typo that can be corrected, but to help make the graduates of this program competitive for MN admission, they need to have a BSN program that focuses on advancing their careers and academic preparation. |
| General Education Requirements | Are the general educations requirements suitable and fitting for a baccalaureate level program? Do the general education courses meet suitable breadth and depth requirements? Do the general education classes support the goals of the program and promote a well-rounded educational experience. |
| | I have some concerns in this area. As proposed, this degree would have only nursing courses in the upper division portion. There would be no upper division general education courses. The general education courses listed as being taken in the first two years do provide a good lower division foundation, and appear to be similar to what would be expected of students at community and technical colleges earning an ADN. However, what is missing are upper division courses that would greatly contribute to the well-rounded educational experience that is expected of nurses who have earned their BSN. Becoming a BSN is more than taking more nursing courses. It also includes having learning experiences that expand the students' thinking beyond their particular profession. While the general education taken as freshmen and sophomores is a great foundation, it is not enough. Students in this proposed program will be coming in as seniors. The year they spend in the program is their senior year. As such, they need to have the opportunity to take courses--in addition to their specific nursing courses--that challenge their thinking at the senior level. Taking senior level non-nursing courses is also tremendous preparation for the expanded thinking that is at the heart of graduate education.

My other concern in this area is that the proposal is inconsistent in how it describes general education. It lists the general education that LWTC students would take, but this is not in alignment with the college's desire to recruit students who have graduated not only from LWTC but also from other accredited ADN programs. Perhaps the |

	proposal could include language describing their own lower division courses but add language mentioning that recruits from other schools will have taken equivalent courses.
Faculty	In your opinion, do the program faculty appear qualified to teach and continuously improve the curriculum?
	The information provided in this proposal about faculty qualifications is incomplete and thus this reviewer can't give a full answer to this question. Each of the listed faculty does have an MN, but no information is provided about their specific qualifications for teaching courses at the BSN level. Additionally, there is a faculty member listed as the director, but no information is provided about her qualifications for serving in that role. This is not to say that the faculty are not qualified, but the proposal does not contain the necessary information to support the claim.
Resources	Does the college have appropriate resources, including library, student support and facilities, to sustain and advance the program?
	Yes, the proposal describes a number of appropriate resources or services that will be critical to sustaining and advancing the program. However, the financial chart on pages 21 and 22 that describes the types of funds that will be used to support the program does not clarify how these resources will continue to be funded. For instance, the amount listed for library services is extremely small. RNs working on earning their BSN need access not only to a well-stocked library but also to a librarian who is well-versed in the kinds of evidence-based searches appropriate for students at the baccalaureate level. The amount listed in that chart is much too small to support the level of library services that the students in this program will require. It's also not clear if the funds listed in this chart are intended to be used for the purchase of library books or other materials that will be needed to support the educational needs of the BSN students.

There are other areas of that financial chart that are concerning. Large amounts from the Foundation are listed for the first two years, with no contributions from them for the next three years. The proposal does not clarify what those funds would be used for in the first two years, as well as what would not be funded or would receive less funding for the following three years. This is particularly concerning given that the plan is to increase the number of cohorts admitted each year, with three being admitted in year 5.

Although this item does not ask about resources related to faculty, I will include a comment here since it relates to the same financial chart. The proposal does not explain why there is a large amount of funding for faculty development in year one, with a severe drop-off in years 2, 3, 4 and 5. That, along with the extremely limited amount available for faculty travel and attendance at conferences, is quite concerning. Making the transition from teaching at one level, such as the ADN level, to teaching at the BSN level, requires time, training, practice, feedback, experience and reflection. It is greatly benefitted by attending conferences. It is not realistic to expect the majority of this professional growth to occur in year one. It would be more realistic to re-deploy the faculty professional development funds more evenly across the five years. It would be more realistic to have more funds for travel. |

	Conferences, including flights and hotels, are very expensive. The listed amount would be enough each year for only a couple of faculty to attend a conference. Providing more support for this aspect of faculty professional development will greatly enhance faculty development and contributions to the success of this new undertaking.
Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations?
	The proposal mentions an Advisory Committee but does not contain any information about their feedback, so this reviewer is unable to comment about those recommendations.
Overall assessment and recommendations	Please report your overall assessment of the program. Would you recommend the approval of such a degree offering? Why or why not?
	Based on what I've seen in the materials, I would say that they have a really great start but that more development is needed before the program is ready to be approved. They are on the right track and should keep moving forward to make sure this program is able to deliver a strong baccalaureate learning experience for RNs seeking to earn their BSN. Building a new program, and even revising an existing one, is a long process that goes through drafts. The development team should take my comments, as well as those of the other reviewer, as suggestions for improvement and clarity rather than criticisms. I have been involved in curriculum development, evaluation and revision efforts at my own school and know how challenging it can be. I applaud LWTC and its nursing faculty for undertaking this important work.

Reviewer Resume
Jerelyn Resnick, PhD, MN, RN is a Principal Lecturer in the School of Nursing and Health Studies at the University of Washington Bothell. She holds a PhD in Education from the University of Washington College of Education and an MN in Community Health Nursing from the University of Washington School of Nursing in Seattle. At UWB, she teaches in the RNB program and the MN program. She has taught health-oriented freshmen classes. The BSN courses she has taught include ethics, critical thinking, community health and cultural and social issues in health care. The MN courses she has taught include theory, ethics and several courses geared towards the needs of nurse educators, including curriculum development. She is the past chair of the MN curriculum committee. She is the past chair of the campus-wide General Faculty Organization. She is chairing her school's accreditation committee as well as the Campus Council on Assessment and Learning. Her scholarly interests center around best practices for creating and sustaining supportive learning environments.

CV is attached separately in the email.

Applied Baccalaureate External Review Rubric

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The goal of the review is to verify credibility, design, relevance, baccalaureate rigor, and effectiveness of BAS proposals, as well as validate congruency and consistency of program and curriculum with current research and academic thinking. This document also provides critical feedback and an opportunity for proposers to address potential concerns/issues/criticisms prior to final submission.

College Name:	LWTC	BAS Degree Title:	RN-BSN Program
Reviewer Name/ Team Name:	Cheryl L. Cooke	Institutional or Professional Affiliation:	University of Washington Bothell
Professional License or Qualification, if any:	PhD, DNP, ARNP, PMHNP-BC Associate Professor	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
1. Concept and	Is the overall concept of the program appropriate? In your opinion will the program lead to job placement within the proposed field? Why or why not?		

overview	**Comment: I suggest reading my final set of observations prior to reading through the 10 questions you present. It will provide a more global sense of where my concerns lie in this application as a whole.** My overall assessment is that the program as presented above is necessary and has the potential to become another strong and important RN-BSN option for area students. I believe that application needs to be better fleshed out prior to submission for approval. Some observations are presented below.
	Overall, the concept of the program is appropriate; it will allow for more variety in RN-BSN program choices in the greater Puget Sound area for nurses interested in returning to school. As an entity, it allows LWTC to build on an already successful pre-licensure RN program. An RN-BSN program located in Kirkland can offer working nurses another option for completing their Bachelor's degree. It also provider another feeder school for local graduate nursing programs. Finally, traffic in the greater Seattle area is difficult; this program would provide greater access for nurses who are would be traveling from the Eastside and South to complete their Bachelor's degree. Unfortunately, the application does not include a Statement of Need, so it is difficult to see the quantitative linkages from the Statement of Need to the development of this application for the RN-BSN program. There is a strong argument to be made for providing a program that is specifically directed to students who have been previously trained as Certified Nursing Assistants and Medical Assistants by entities in the for-profit communities. Unfortunately, the application does not take advantage of this possibility. Individuals with MA and CNA certifications often come from historically underserved, new immigrant, and economically disenfranchised populations, and often find themselves "stuck" in low-paying, non-career-advancing work sites (e.g., physician's offices, skilled nursing care facilities). LWTC currently serves similar students well who come from similar backgrounds in their current RN program. Adding a strong argument that LWTC is well-suited to provide another RN-BSN degree program in the area that specifically is geared to addressing the needs of these populations in terms of tuition costs, student support, and post-graduation job placement might be an important direction to consider as you finalize this application. In the application process, additional consideration might be given to student personal histories as criteria for acceptance into the program, as this will add to the richness of the overall cohort experience and to students' individual experiences and learning in the program. The ability to place students following completion of their BSN either in industry or into graduate education, particularly in Western Washington and the Greater Seattle Area, is often directed by the rigor of their programs, not just the degree earned. Seattle is home to a number of cutting-edge health care facilities (e.g., Harborview Hospital, Seattle Cancer Care Alliance, Children's Hospital), and these employers have their pick of graduates from a number of RN-BSN programs. LWTC needs for their students to stand out among other graduates. Building a program that presented from a conceptual framework that moves students from entry-level RN roles into leadership and research-focused caregiving roles requires close attention to the synergy of student talents, advanced learning outcomes, and conceptual fidelity with AACN BSN Essentials. The application might be revised with those goals in mind.

2. Curriculum and Learning Outcomes	Are the proposed curriculum and program learning outcomes, particularly at the 300 and 400 course level, fitting for a baccalaureate program? Why or why not?
	Comment: One concern I have is the simplicity of the program learning outcomes. They seem appropriate for an RN program, but lack the sophistication of BSN level education. Given this, the proposed curriculum, prima facie, is appropriate to a baccalaureate program. But once the learning outcomes are overall, the application would be strengthened by developing a more thorough conceptual link between the BSN essentials and the program framework and activities. A clear framework needs to be advanced across the application, and it seems important to think about the program as a conceptual process through which RNs will move from more task oriented thinking to conceptual planning, implementation, and evaluation of health outcomes. For example, how does the proposed curriculum help students move from a production model (RN care providers) to inter-professional collaborators (building linkages across health research, graduate nurse education, health policy) across the health care continuum? Because there is no clear conceptual information about what 300-400 level course content is and how the content addresses the learning outcomes, it is difficult to assess if the program does this work. Unfortunately, the application in its current state reads as if it was developed from the framework of the existing RN program, rather than from the concepts presented in the BSN Essentials. For example, the learning outcomes from the RN program are focused on tasks/practices versus programmatic concepts (e.g., outcomes focused on "teamwork" a practice, rather than focused on inter-professional collaboration, a concept). Much of the application suffers from this problem. There are places in the application where a more thorough building out is required in order for the reviewer to have a clearer sense of what the program direction will be and exactly how it will align with the BSN Essentials. Once the program offers a clear framework of how it conceives of BSN level education, the My greatest concern is moving students toward success at the graduate level, and easy entry into local graduate programs. More than ½ of students in RN-BSN program see themselves as moving on to graduate study. Courses in the program need to prepare them sufficiently for this option. While the clinical/practice aspects of this program will be incredibly useful in moving students in that direction, particularly given the use of SIMulation and the beautiful SIM lab that LWTC has access to, coursework will need be more clearly presented in the application.
3. Curriculum Alignment	Does the curriculum align with the programs Statement of Need Document? Are there courses you would recommend being added to (or deleted from) the program's proposed curriculum?
	Comment: As described above, there is no Statement of Need provided in the application. One deficit noted in the curriculum is a stark absence of humanities/liberal studies courses in the RN-BSN program. Students neither take liberal studies courses within the program or from other programs on campus. It seems essential that if the program is stating in its learning outcomes that students will "apply knowledge from liberal

arts...," that there is some focus on coursework that establishes a link to liberal arts curricula. Do students bring this knowledge with them from either previous programs, as transfer students, or from the LWTC RN program? If so, what are the parameters of this requirement? If the students will receive this learning in nursing classes they take in the RN-BSN program, please make this apparent in the application.

The one course I would recommend be offered as an elective (rather than delete) would be the Genetics course. The focus on genetic is a timely trend in health education. However, there are AACN BNS Essentials that need to be met, and the current application does not distinguish how some of this content will be offered (e.g., content on Information Management/EHR). It would not be useful to offer this information in the genetics coursework, and it must be built into the curriculum.

4. Academic Relevance	Is the curriculum relevant to the dynamic needs and trends within the field? Does the curriculum align with the baccalaureate rigor of general upper division standards?
	Comment: Overall, the curriculum is close to what other RN-BSN programs are offering, particularly in Washington State. It was difficult to evaluate how each course built on the AACN BSN Essentials, as the courses are not specifically tied to one Essential or another. Because of this, it is difficult to see where certain important features of the Essentials are being carried out in the course content. This is a relatively easy fix, however.

I am concerned that there is a genetics course in the curriculum but information management and health technology are not specifically addressed in the curricula. The IM course is a cornerstone of the new BSN Essentials from 2015. Genetics is an important aspect to better understanding populations at risk. This information is important for students to have, and providing these types of courses is now a trend in RN-BSN education. However, it is not an essential aspect of the BSN education. I believe that genetics learning can possibly be folded into other courses (the Evidence-base Practice course, the Health Systems course) as an exemplar to interpret health and social functioning in those content areas.

However, providing sufficient content on Information Management and Electronic Health Record use/trends is in the AACN Essentials. One place this content might be offered in the Clinical hours, but these are not fleshed out sufficiently to know if the content will be offered there. |
| 5. Graduate Preparation and Graduate Program Acceptance | In your opinion, will the program prepare graduates to enter and undertake suitable graduate degree programs? |
| | **Comment:** It depends on several factors: 1) moving the program from a practice to a conceptual model; 2) providing clearer information about course content; 3) linking course content to the AACN BSN Essentials in more direct ways; and 4) building and sustaining rigorous coursework and advising for graduate school. |

	Students with a minimum cumulative GPA of 2.5 are doing B-C level work. They may be struggling with assignments that require them to develop higher level writing skills, improve their ability to collaborate with others, address attendance issues, and build expertise in their use of technology in order to complete their program. They will, most likely, improve their GPAs while in the LWTC program. However, the resources needed to help these students complete the program may be extensive. Once the content is better described, the courses provided in the description of the program will provide the education necessarily for most students to advance to graduate degree programs. The school should consider bringing in a wide variety of students with a range of GPAs heavily weighted for the upper range (3.2 and higher) who can raise the competitiveness within the cohort for success.
6. General Education Requirements	Are the general educations requirements suitable and fitting for a baccalaureate level program? Do the general education courses meet suitable breadth and depth requirements? Do the general education classes support the goals of the program and promote a well-rounded educational experience.
	Comment: The general education requirements are suitable for a BSN level program. They are mostly suitable in breadth and depth, and they do seem to support the goals of the program, overall. As discussed above, one serious omission exists, that being a discussion of how the liberal studies requirement will be met in the program. None of the classes described in the prerequisites are liberal studies (e.g, fine and performing arts, humanities) as described in the AACN BSN Essentials. However, there is not a clear plan for how transfer students will be brought into the program, what credits will be acceptable, and if there is a petition process for students that allows them the possibility of petitioning specific classes for acceptance in lieu of LWTC coursework.
7. Faculty	In your opinion, do the program faculty appear qualified to teach and continuously improve the curriculum?
	Comment: While faculty seem to have the requisite degrees needed to teach at the level prescribed by the curriculum, there is no additional information about the faculty educational background and training (including that of the Program Director), clinical training, specific faculty skill set, or specialty certification the areas presented in the curriculum, nor is this information easily accessible on the Nursing Program website at http://www.lwtech.edu/academics/nursing/. I was able to find some information on a few faculty using the College directory, but the information there was rudimentary and difficult to analyze for completeness. There is also no discussion on the qualifications of faculty teaching prerequisite coursework, as well. This information should be readily available on the program website. In

	order to accomplish this aspect of the review, please forward either the website link or faculty CVs/biosketches to this reviewer.
8. Resources	Does the college have appropriate resources, including library, student support and facilities, to sustain and advance the program?
	Comment: LWTC has a number of important programs that are available to nursing students. The information on these programs and departments is useful and well presented. It might be helpful for the purposes of the review of the application to place links within your application for State reviewer to easily access and read about these programs.
9. Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations?
	Comment: I am uncertain about whether the program received approval from an Advisory Committee, nor can I assess whether the program has responded to their recommendations as there is no documentation of this in the application. The application mentions an advisory committee, but no real description of who this committee is, what role(s) they play or guidance they offer to the program on a quarterly or annual basis.
10. Overall assessment and recommendations	Please report your overall assessment of the program. Would you recommend the approval of such a degree offering? Why or why not?
	Comment: Thank you for inviting me to review your application. I would not recommend approval of the application as it is currently written. Below is a outline of my concerns: One important problem in the application is that the Statement of Need document was not included in the application sent to me. What is the driver for the new degree program? Meeting geographical demands for more BSN level providers? Improving patient outcomes? Building a stronger, more professional workforce? To offer previously underserved populations the opportunity to access an RN-BSN program? The application itself needs to be built from a conceptual framework that provides transparency in how this framework guides each process, and a direct link from your process to proposed outcomes. What other statements of need have your reviewed? There is a lack of quantitative support that would help set the stage for the context within which this program will operate. Is there information from the IOM or WCN that you might add to the application that will address these issues? The application currently reads is an outline of a potential RN-BSN program. In the current application, the "bones" of structure are in place, but in order for other reviewers to understand the scope and sustainability of the program,

it will be important to present this plan in depth, particularly in terms of process. The future program is currently presented as one that builds on its current role as an RN program. It lacks the conceptual direction and foundation that is present in other RN-BSN programs. Important goals include reviewing the BSN Essentials as concepts that guide the profession, rather than solely presenting a series of tasks to complete in order to gain the baccalaureate degree. Depth needs to be added in the following areas:

1) A clear discussion on what this program would add to an area where at least 3 other RN-BSN programs currently exist.

2) What the leadership structure is and whether it functions independent of other programs at LWTC, and how it will guide the implementation and future sustainability of the RN-BSN program.

3) A clearer presentation on what distinguishes the current program faculty skill sets, and what qualifications current faculty carry in order to move students from the tasks-oriented practice at the RN level to the conceptual understandings of health care and systems at the BSN level.

4) A clearer, more practical evaluation plan.

5) A more thorough description of how students will flow into the program, with greater focus on how transfer students' pathways may differ from students who are trained by the LWTC RN program and then enter the RN-BSN program.

6) A clearer sense of what actually will be presented in the curriculum (i.e., mock-ups of courses), including linking the courses specifically to AACN BSN Essentials.

7) A clearer plan about how clinical hours will be used, and, 7) linking exemplars in the document to the Nursing Program website for program reviewer's ease of reference.

 In sum, my suggestion is to move the application from the general "outcomes" focus by building a more transparency in the program development "process".

Reviewer Resume
Evaluator, please insert a short professional resume here.

Cheryl L. Cooke, PhD, DNP, MN, ARNP, PMHNP-BC is an Associate Professor in the Nursing and Health Studies Program at the University of Washington Bothell. She holds both research and clinical doctorates, a Masters in Care Systems Management, and teaches in the RN-BSN, Master of Nursing, and Health Studies programs. She also is board certified as a psychiatric nurse practitioner. Her research explores the impact of incarceration on individuals, families, and communities. Additionally, she is part of a research team that explores emotion regulation, perceived discrimination and marriage, parenting and child outcomes in multi-racial families. Dr. Cooke received a PhD from the University of Washington in 2002 and a Doctor of Nursing Practice in Psychiatric Mental Health in 2015 at the UW School of Nursing.