

**UNDERGRADUATE NEW PROGRAM
MAJOR OR MINOR OR CONCENTRATION
*Within an Existing Degree Program****

**For a new degree program or new CIP code designation, in addition to EPC program and course forms you must complete all procedures and forms found in the "SCHEV Guidelines."*

Proposal for a New Program

Department	Nursing	Submission Date	February 21, 2013
Degree	BSN	Program Name	RN to BSN Degree Completion Program
Major	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>
		Concentration	<input type="checkbox"/>
Semester of Implementation	Spring, 2014		

- I. Outline of the proposed major, minor or concentration including catalog copy.
Attach extra sheets. SEE ATTACHED
- II. New courses which will be proposed as part of this program. Be sure to submit a separate proposal for each course using the appropriate forms. *Attach extra sheets.* SEE ATTACHED
- III. Rationale for the program: SEE ATTACHED
- IV. Resource Assessment
 - A. Estimate additional staff requirements for this program.

One additional administrative assistant will be needed (PT). Existing faculty will teach across the traditional BSN program and the RN to BSN degree completion program. The added staff position will assist with the increased volume of student data, program management, and credentialing responsibility that will result from adding the new concentration.

- B. Estimate the amount and cost of equipment, library resources, computer hardware and software, and other resources that will be required to carry out this program.

No further physical resources will be needed. All faculty teaching within the RN to BSN program will be required to take part in the LOTI training to ensure competency with hybrid/online teaching and the technology systems utilized by Longwood University.

V. Anticipated enrollment in program after five (5) years.

The department of nursing projects enrollments of 25 students per cohort/year as this is a hybrid model for course delivery. Realistic numbers five years out would be in the range of 50-75 maximum depending upon additional faculty resources as they are made available. Because this program is not resource intensive within the community as is our traditional undergraduate program, we are not concerned with impact outside of Longwood resources.

VI. Affected Departments or Programs. If the proposed program could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes. Where teaching licensure may be affected, the licensure officer should also be notified.

Licensure Officer _____ Date Notified _____

List other departments/programs that might be affected:

Individuals contacted and date contacted:

VII. Library notification: The library liaison for the proposing department must be notified:

Liaison Mark Lenker Date notified September 25, 2013

**SIGNATURE PAGE
UNDERGRADUATE NEW PROGRAM
MAJOR OR MINOR OR CONCENTRATION**

Department _____ Program Name _____

VII. Approvals

	Date Received	Date Approved	Signature
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____
6. Faculty Senate	_____	_____	_____
7. *VPAA	_____	_____	_____
8. OAIR notified	_____	_____	_____
9. *BOV/SCHEV - VPAA will submit materials for approval			
10. Date received by Registrar	_____		

*New degree programs, Spin-off or new CIP codes must be submitted to BOV & SCHEV)

All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:

February 1st to the College Curriculum Committee
March 1st to the Educational Policy Committee (EPC)

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog. For new degree programs that must go to SCHEV for approval, entry into the catalog may not occur for at least another year.

- I. Outline of the proposed major, minor or concentration including catalog copy (**proposed changes are in bold**)

Department of Nursing

Melody K. Eaton, *Chair*

Rená Reynolds, *Administrative Assistant*

NURSING PROGRAM

The Department of Nursing offers a four-year program leading to the Bachelor of Science in Nursing (BSN) degree. Built on a strong science foundation, the program includes coursework in the liberal arts and humanities and extensive clinical experiences in both healthcare settings and in the clinical simulation laboratory. Nursing courses include a summer clinical externship and a final semester intensive practicum. The department contributes to the university's mission by developing Citizen Leaders who can meet the health care needs of our region, our state and beyond. Longwood has a chapter of the Student Nurses Association, linking our students to other nursing students nationwide. **In addition, the Department of Nursing offers an RN to BSN Degree Completion Program for nurses who have graduated from accredited associate degree programs and are licensed as a Registered Nurse.**

The department and program are approved by the Virginia State Board of Nursing and the Virginia State Council on Higher Education.

Faculty

Melody K. Eaton, PhD, RN, CNE, *Associate Professor, Nursing Program Director, and Department Chair*

Cynthia Snow Crews, MSN, RN, CNE, *Lecturer, Clinical Simulation Learning Center Director*

Jo Ann Davis, MSN, RN, *Clinical Educator*

Gwen Eddleman, EdD, MSN, FACHE, RN, *Clinical Educator*

Vicki C. Martin, PhD, RN, *Associate Professor*

Lisa Minor, PhD, RN, *Assistant Professor*

Jennifer Nunn, BSN, RN, CHHP, ND, *Clinical Simulation Lab Instructor*

Natalie A. Pelland, MSN, RN, *Clinical Educator*

Julie Ross, MSN, RN, *Clinical Educator*

April Shular, MSN, RN, *Clinical Educator*

Jean Sorrells-Jones, PhD, RN, FAAN, *Grants and Special Projects Director*

Hadley Baldwin Sporbert, MSN, RN, *Lecturer*

Nursing Department Mission

- To promote excellence in nursing education and clinical competency.
- To promote the development of citizen leaders in the nursing profession.
- To promote partnerships to enhance health care and health care education in the region.
- To be one component of the solution to the nursing shortage.
- To improve the health of the communities that we serve.

Traditional BSN Admission Requirements

Admission to the Nursing Program is competitive. Students will be admitted to the BSN program as freshmen or as second year internal or external transfer students. Freshmen admission will follow the same process and requirements as general Longwood University admission. Students may be considered for transfer admission into the BSN program for Fall of the sophomore year on a competitive basis as space permits, as long as all required first year courses have been successfully completed. Transfer applicants are expected to have completed at least 30 credits with a minimum cumulative GPA of at least 2.5. The program proceeds in a clearly defined pattern which cannot be easily modified. Therefore, all students will be expected to attend full time. The application deadline for all external applicants is December 1st annually. The application deadline for all internal transfer students is December 1st annually. Freshmen and Transfer applications are found on the LU Admissions webpage at www.longwood.edu/admissions. Internal Transfer applications are found on the LU Nursing webpage at www.longwood.edu/nursing.

Academic Progression

A minimum grade of C must be earned in every pre/co-requisite to nursing courses, and all courses listed under nursing major requirements. A cumulative G.P.A. of 2.5 must be achieved by the beginning of each fall semester of the 2nd, 3rd, and 4th nursing program levels or students will forfeit their seat in the nursing program.

NURSING MAJOR, BSN DEGREE

A. General Education Core Requirements/38credits

See General Education Requirements

PHIL 315 is required for General Education Goal 12

MATH 171 is recommended for General Education Goal 5

SOCL 101 or 102 or PSYC 101 is recommended for General Education Goal 8

B. Additional Degree Requirements/ 7credits

BIOL 121 The Unity of Life/4 credits

SOCL 331 Social Gerontology/3 credits

C. Major Requirements/74credits

BIOL 206 Anatomy and Physiology I/4 credits

BIOL 207 Anatomy and Physiology II/4 credits

BIOL 304 Microbiology/ 5credits

EDUC 245 Growth and Development/3 credits

NURS 100 Intro to Nursing and the Health Care System/3 credits

NURS 210 Health Assessment Across the Lifespan/3 credits

NURS 220 Clinical Skills for Nursing Practice/3 credits

NURS 230 Foundations of Nursing Practice/4 credits

NURS 310 Principles of Pathophysiology/4 credits

NURS 320 Principles of Pharmacology/3 credits

NURS 330 Nursing Care of Children and Their Families/4 credits

NURS 340 Nursing Care of Adults and Families/4 credits

NURS 350 Maternal and Newborn Nursing/4 credits

NURS 360 Intro to Research and Evidence Based Practice/3 credits

NURS 370 Nursing Care of the Older Adult/1 credit

NURS 392 Nursing Care of Patients with Complex Health Problems/3 credits

NURS 410 Nursing Care of Patients with Psychiatric/Mental Health Problems/4 credits

NURS 420 Community Health Nursing/4 credits

NURS 430 Health Care Policy and Regulation/3 credits

NURS 440 Managing for Safety and Quality Outcomes/3 credits

NURS 492 Transition to Professional Practice Practicum/6 credits

(1 credit satisfies General Education Goal 14)

D. General Electives/1 credit

1 elective credit

E. Total credits required for BSN in Nursing/120

RN to BSN Degree Completion Program

The RN to BSN program provides a unique, flexible, cohort approach to learning for non-traditional students who have graduated from accredited associate degree programs and are licensed as Registered Nurses. This innovative hybrid classroom/online nursing curriculum is offered as 7-week blocked courses whereby students can choose a part-time track of 1 course each block or a full-time track of 2 courses per block. The program provides a foundation for professional nursing practice and will equip students for further learning opportunities in graduate study and advance practice.

Upon admission to the program, all appropriate community college courses with a C or better will be accepted for transfer into Longwood University. Additional general education courses will be required in order to complete the Bachelor of Science degree in Nursing. These courses can be taken either at Longwood University or any regionally accredited institution. The RN to BSN courses will account for 26 credit hours. In addition, Longwood University will award 15 credit hours as experiential learning credits for licensure and full time nursing practice. In order to receive these credits, applicants must have at least 6 months full time work experience with plans to continue in concurrent practice during the program and provide documented evidence of work history and professional competency. Credit will be awarded upon the successful completion of the required portfolio. Credit for experiential learning is not transferable to a traditional degree program. Complete guidelines for seeking approval for experiential learning credits are found on the nursing department website (<http://www.longwood.edu/nursing/index.html>)

Additional criteria for admission to the Longwood University RN to BSN Degree Completion Program are:

- A minimum GPA requirement of 2.5 is required for admission. For students who have not attended college within the past 5 years, conditional admission may be granted if GPA is <2.5. Full admission will be considered upon satisfactory completion of 6 credit hours of nursing coursework with C or better.
- Unencumbered licensure as a Registered Nurse.
- Graduates of foreign nursing schools, who are licensed outside of the United States, are required to pass the Qualifying Exam of the Commission on Graduates of Foreign Nursing Schools (CGFNS) prior to application and include the exam report with their application materials.
- Interested applicants are strongly encouraged to meet with the RN to BSN director to review transcripts and provide academic advising prior to applying.

The deadline for applications is **November 1** for spring admission. Applications are processed on a rolling admission basis until the class fills. Applicants who apply **prior to November 1** will be given first consideration.

Academic Progression

A minimum grade of C- must be earned in every pre/co-requisite to nursing courses, and all courses listed under the nursing major requirements. Students must maintain an overall G.P.A of at least 2.0 or C to remain in good academic standing.

NURSING MAJOR, BSN Degree, RN to BSN Degree Completion Program

- A. General Education Requirements will be met by the Associate in Applied Science Degree in Nursing with additional general education requirements outlined below to meet the Longwood University RN to BSN Articulation Agreement/38 credits

Math at College Algebra or Finite Math level or higher, Statistics preferred (3 credits)

Humanities (6 credits) (first semester of Freshman English will not count toward this requirement)

History (3 credits)

Non-Western Culture (3 credits)

Ethics (3 credits) (preferably Biomedical Ethics)

GNED 400 Exploring Public Issues Through Writing: Public Policy and the Healthcare Environment (3 credits) (is required for General Education Goal 13)

NURS 465 Population Focused Community Health Clinical Practicum (1 credit) (is required for General Education Goal 14)

- B. Additional Degree Requirements/7 credits

Biology 207 Anatomy and Physiology II/4 credits

Psychology 330 Life-Span Developmental Psychology/3 credits

- C. Major Requirements/26 credits

NURS 460 Health Assessment (3 credits)

NURS 461 Contemporary Issues in Nursing (3 credits)

NURS 462 Concepts in Aging and Longevity (3 credits)

NURS 463 Illness and Disease Management (4 credits)

NURS 464 Population Focused Community Health (4 credits)

NURS 467 Introduction to Evidence Guided Practice (3 credits)

NURS 468 Information Systems and Quality Management (3 credits)

NURS 469 Transformational Leadership (3 credits)

- D. Experiential Learning Credit (15 credit hours)

- E. Elective Credit (34 credit hours)

- F. Total credits required for BSN in Nursing/120

NURSING COURSE DESCRIPTIONS

General Education Courses*

Writing Intensive Course WR

Speaking Intensive Course SP

NOTE: Admission to the Bachelor of Nursing Program is a prerequisite for all nursing courses. **Admission to the RN to BSN degree completion program is a prerequisite for all RN to BSN nursing courses**

NURS 100. Introduction to Nursing and the Health Care System. This course traces the origins and major milestones in the history of professional nursing and the US health care system. It explores the contributions of major historical figures in nursing and the social context that influenced their work. The course also provides an overview of how health care in the US is organized and financed, and the impact of legislative and regulatory processes on issues of affordability, equity and access to health care. Prerequisite: Permission of

instructor if not admitted to the BSN program. 3 credits. SP

NURS 210. *Health Assessment Across the Lifespan.* This course introduces the student to the theoretical knowledge and skills necessary to perform a comprehensive health assessment on children, adults and the elderly. The nursing process is introduced as a tool to guide data collection through a comprehensive culturally sensitive history, physical examination, and documentation of findings. Prerequisites: BIOL 206 and 207. Two lecture and one two hour lab period. 3 credits.

NURS 220. *Clinical Skills for Nursing Practice.* This course focuses on the acquisition of foundational clinical and communication skills needed to provide safe quality patient care. Emphasis is placed on the theoretical underpinnings of individual skills and the clinical reasoning necessary to properly select and use psychomotor skills and patient care technology. Principles of effective communication with patients of varying ages and cultures are also introduced. Students are encouraged to explore the research evidence available to support the use of various skills in patient care. Prerequisites: BIOL 206 and 207. One lecture and four laboratory hours. 3 credits.

NURS 230. *Foundations of Nursing Practice.* This course examines selected nursing principles, concepts and skills that are central to patient care delivery. The nursing process is used as a framework for exploring the role of the professional nurse in patient care management. The emphasis is on the nurse's role as direct and indirect provider of safe patient centered care that incorporates health promotion, clinical prevention, and basic illness care with adult and elderly patients. Clinical and simulation experiences provide students with opportunities to apply theory, communication strategies, assessment and psychomotor skills in the care of patients in various settings. Prerequisites: NURS 210 and 220. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

NURS 310. *Principles of Pathophysiology.* This course examines the pathophysiologic factors that contribute to common disease processes affecting individuals across the lifespan. The influences of environment, genetics, and lifestyle choices that lead to increased disease susceptibility, morbidity and mortality are discussed along with the cultural differences that influence an individual's understanding of disease and response to it. Prerequisites: NURS 210, 220 and 230. Four lecture periods. 4 credits.

NURS 320. *Principles of Pharmacology.* This course establishes a foundation about pharmacology and the use of drugs to manage common diseases and conditions. It focuses on the pharmacokinetics and pharmacodynamics of common drugs and how they are used to modify body systems. Lifespan variations are discussed as well as the implications for patient teaching and monitoring. Economic, political and ethical issues related to drug development and marketing are explored. Prerequisites: NURS 210, 220 and 230. Three lecture periods. 3 credits.

NURS 330. *Nursing Care of Children and Their Families.* This course focuses on the nursing care of infants, children, adolescents and their families as they face normal developmental challenges and common diseases and conditions. Emphasis is placed on the use of the nursing process to assess physical and developmental needs; promote health and prevent illness and injury; and assist patients and families to adapt to acute and chronic illness challenges. Actual and simulated clinical experiences take place in various settings and support the continued development of cognitive, psychomotor and interpersonal skills necessary to provide safe, high quality care. Prerequisites: NURS 210, 220 and 230. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

NURS 340. *Nursing Care of Adults and Families.* This course focuses on the knowledge base necessary to provide safe, high quality care to adults experiencing common acute and chronic health problems. The course blends knowledge from pathophysiology, pharmacology and disease management into a comprehensive plan for culturally sensitive care that integrates current evidence for best practices management. The impact of major diseases on patients and families is explored with an emphasis on the nurse's role in health promotion, symptom management and beginning interprofessional collaboration for effective care management. Simulated and actual clinical experiences take place in a variety of settings. Prerequisites: NURS 310 and 320. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

NURS 350. *Maternal and Newborn Nursing.* This course focuses on the nursing management of normal and high risk pregnancies from the period of conception through infancy, with an emphasis on health promotion and risk reduction. The nursing process is used to appropriately assess childbearing women and their families and select appropriate interventions to meet their physical and emotional needs. Particular attention is given to identifying evidence based interventions to support quality care. The actual and simulated clinical experiences assist students to develop increasing skill in providing high quality, compassionate care to patients from a wide range of cultures and traditions about childbearing. Prerequisites: NURS 210, 220 and 230. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

NURS 360. *Introduction to Research and Evidence Based Practice.* This course provides an overview of nursing and health care related research and evidence based practice. It introduces the basic skills and knowledge necessary to critically read research studies and conduct systematic literature reviews using established data bases. Basic principles of study design are presented and ethical issues in the conduct of research with patients and families are emphasized. The challenges of translating research evidence into practice are explored. Prerequisites: Third year status in the nursing program and MATH 171 or 270. Three lecture periods. 3 credits. WR

NURS 370. *Nursing Care of the Older Adult.* This course supplements the content presented in SOCL 331 by adding a nursing care management perspective to the discussion of the issues of aging in American society and culture. The course focuses on assessment and

intervention with older adults experiencing normal aging or common aging related health problems and the role of the nurse in health promotion, risk reduction, and disease management for this population. Co- or Prerequisites: NURS 340 and SOCL 331 or permission of instructor. Two lecture periods every other week. 1 credit.

NURS 392. *Nursing Care of Patients with Complex Health Problems.* This course focuses on the care of patients who are experiencing complex health problems. Case studies are used to integrate prior learning about the pathophysiologic basis of disease and its medical and pharmacologic management, and to discuss care challenges in depth. The course emphasizes the role of direct and indirect care provider but also expands the student's focus to include issues related to coordination of care, interprofessional collaboration, quality and safety. Clinical experiences take place with an assigned preceptor or as part of a precepted summer externship. Prerequisites: NURS 310, 320, 330, 340, 350, 360 and 370. Six lecture periods for five weeks and 56 clinical hours. 3 credits.

NURS 410. *Nursing Care of Patients with Psychiatric/Mental Health Problems.* This course focuses on the nursing care of persons with acute and chronic mental health and psychiatric disorders. The nursing process is used as a tool for assessing, planning, and implementing care and evaluating outcomes. Emphasis is placed on the biopsychosocial origins of mental illness, the available research evidence to support current practice, and the importance of effective interprofessional teams. Clinical experiences will take place in a variety of settings. Prerequisite: NURS 392. Three lecture periods and 56 clinical hours. 4 credits.

NURS 420. *Community Health Nursing.* This course focuses on the application of epidemiologic and public health principles to work with individuals, families, groups and other aggregates in a community setting. The nursing process is used as a framework for assessing community needs and providing interventions and services targeted at disease prevention, health promotion and protection. The influence of political, socioeconomic, cultural and environmental issues on the health of populations is examined. Prerequisite: NURS 392. Three lecture periods and 56 clinical hours. 4 credits. WR

NURS 430. *Health Care Policy and Regulation.* This course presents the broad context of health policy and law and the way policy is formulated. It emphasizes the social, ethical and political issues that affect the delivery of health services, particularly the impact of policy decisions on professional nursing practice. It also provides an overview of the maze of regulatory agencies that influence and control practice, particularly as they relate to issues of quality and safety. Prerequisites: NURS 310, 320, 330, 340, 350, 360 and 370 or permission of the instructor. Three lecture periods. 3 credits. SP

NURS 440. *Managing for Safety and Quality Outcomes.* This course focuses on the knowledge and skills needed by the entry level nurse for the safe and effective management of patient care. The course considers nursing practice from the staff nurse and middle management perspective with an emphasis on creating a culture of quality, safety and ongoing improvement. Theories of change, complexity, organizational design, horizontal leadership, coalition building and conflict management are introduced. The use and analysis of outcome data as evidence for practice change is stressed. Simulated scenarios are used to apply course content. Prerequisites: NURS 310, 320, 330, 340, 350, 360 and 370. Three lecture periods. 3 credits.

NURS 460. *Health Assessment.* This RN to BSN course is designed to review and enhance knowledge and skills necessary to gather, organize, and communicate relevant health data regardless of practice setting. Comprehensive and problem-focused health assessment is emphasized for individuals in the context of their family and community. Assignments are theory based and skill focused. 3 credits. (hybrid course)

NURS 461. *Contemporary Issues In Nursing.* This RN to BSN course examines issues and trends of professional nursing practice today. Historical, political, societal and theoretical influences and future trends in nursing will be explored. Legal, ethical and cultural dimensions of nursing will be discussed in the context of an ever changing, highly complex healthcare system. 3 credits. SP (hybrid course)

NURS 462. *Concepts in Aging and Longevity.* This RN to BSN course provides a perspective on the issues of aging in American society and culture. The course content will focus on assessment and intervention with older adults experiencing normal aging changes and common aging related health problems. Emphasis will be on the role of the nurse in health promotion, risk reduction and disease management of this population. 3 credits. SP (hybrid course)

NURS 463. *Illness and Disease Management.* This RN to BSN course will utilize a systems approach in understanding and applying knowledge of normal physiology, pathophysiology and the application of concepts to specific disorders. Relevant diagnostics and pharmacological management modalities will be explored in the context of a rapidly expanding health care system. 4 credits. (hybrid course)

NURS 464. *Population Focused Community Health.* This RN to BSN course provides a perspective of professional nursing at the community health level of practice. The focus is on the concepts of population health assessment, planning, implementation and evaluation of programs to improve community health. Course content emphasizes the nurse's role in the delivery of culturally competent nursing care in health promotion and interventions for individuals, families, communities and populations. 4 credits. WR (hybrid course)

NURS 465. *Population Focused Community Health Practicum*. This RN to BSN clinical practicum explores the use of advocacy and application of cultural, environmental, political and financial dimensions of community health nursing practice. Health promotion and nursing interventions for individuals, families, communities and populations are addressed. The RN to BSN student will have opportunities to use clinical reasoning based on evidence based practice in the application of the nursing process for promotion of optimal community health. Co-requisite: NURS 464. 1 Credit. 56 Clinical Hours.

NURS 467. *Introduction to Evidence Guided Practice*. This RN to BSN course provides an overview of nursing and health care related research and evidence-guided practice. It introduces basic statistics and knowledge necessary to critically read research studies. Students conduct systematic literature reviews utilizing established data bases. Basic principles of study design and methods are discussed. Research ethics are explored. Students focus on critical analysis of research evidence and its application to nursing practice. 3 credits. WR (hybrid course)

NURS 468. *Information Systems and Quality Management*. This RN to BSN course is designed to promote a fundamental understanding of informatics in nursing. Students will gain better insight into the linkage between nursing information and knowledge with the management of information and communications technologies. Students are prepared to support, promote, and assist in efficient, ethical, and safe use of informatics tools in information and technology-rich health care environments. 3 credits. (hybrid course)

NURS 469. *Transformational Leadership*. This RN to BSN course explores nursing practice emphasizing a culture of quality, safety and ongoing improvement. Theories of change, complexity, organizational design, strategic planning, leadership, coalition building, and conflict management are explored. 3 credits. (hybrid course)

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III. Rationale for the program:

- In 2011, the Institute of Medicine of the National Academies released a report entitled *The Future of Nursing: Leading Change, Advancing Health* which set a workforce goal that increases the number of BSN prepared nurses from 50% currently to 80% by 2020. Similarly, hospitals that have launched the *Magnet Journey* for nursing self governance must maintain at least a 70% BSN staff to obtain and sustain *Magnet* recognition. With a rural community such as Farmville, it is often difficult for healthcare agencies to attract, hire and retain BSN prepared nurses therefore they must staff with nurses who are LPNs and diploma or associate degree RNs. There is currently no public or private college/university that has an RN to BSN completion program within an hour commute of Longwood. Online options are available but are not popular in rural areas with a typically older workforce.
- The RN to BSN adult learning model is a well established, valid method of promoting higher education for licensed RNs prepared at the associate degree or diploma level of nursing. Currently, there are existing programs that are recognized by the state of Virginia and accredited by the Commission on Collegiate Nursing Education (CCNE). The proposed curriculum will provide some unique features that will be attractive and will draw students to our University.
- Longwood is well positioned to participate in this call to provide streamlined access to a BSN for nurses within this region. The program will be in line with all accrediting essentials mandated by the Commission on Collegiate Nursing Education (CCNE) for BSN completion programs. It will not be a resource intensive program as these students are already licensed RNs, requiring no practicum experiences that are directly supervised by faculty at a 1:8 ratio. The program as described above will also be easily adaptable to other delivery modalities and can be portable for on-site delivery in more rural locales if warranted and for which those communities contract.
- A Feasibility study was conducted during the months of September and October, 2012. Survey data overwhelmingly supported the need for this type of degree completion program within an hour radius of Longwood University. Data supports the desire for a hybrid approach with unique features designed to attract working RNs in a rural area during tough economic times. Data supports an applicant pool that is ready to proceed to making application to LU once the program is developed.
- Community partners (Centra Health, Piedmont Geriatric Hospital, local Health Departments, Southside community college) are in strong support of the program and have staff ready to begin the program upon approval.
- Centra Health is currently preparing for *Magnet Status* in Farmville to follow suit with the parent facility in Lynchburg. Magnet credentialing requires that at least 70% of staff be educated at the BSN level. Nursing staff at Centra health in Farmville have expressed eagerness for the program to begin. We have been in ongoing conversations with them.
- In November 2012, the CCNE accrediting team for the undergraduate program highly recommended that we broaden our outreach to include an RN to BSN program. During that visit, the BSN program received high accolades and no recommendations from the visiting team were sent forward to the accrediting committee. Accreditation results are pending until April.
- Meetings were held with the Administrative team (President, Provost, Dean of Cook-Cole College) at Longwood University in November and December, 2012 to discuss the feasibility study and the proposed RN to BSN program. The team expressed full support for the need of the program at Longwood University.

From a professional perspective, the Institute of Medicine report from 2011 is mandating a call to action from all university based schools to engage in measures to increase the number of BSN prepared nurses to 80% by 2020. This RN to BSN program will help us to assist RNs in this region to attain that goal. Additionally, the Virginia Nurses Association Partnerships for Progression has met consistently since the IOM report was made public and conducted two critical meetings during fall 2012 to address what Virginia schools can do to increase the number of BSN prepared nurses within our state. Again, Longwood is well positioned to answer that call.

IV. Attachments to the Proposal for Committee Review

- Plan of Study
- RN to BSN Guidelines for Experiential Learning Credit
- RN to BSN Experiential Learning Credit Rubric
- Proposed form for the Registrar that provides validation and Department Head signature for the awarding of credit to student transcripts. As noted on the form, a copy of the RN licensure and the RN to BSN Experiential Learning Credit Rubric will be attached to the form and sent to the registrar upon completion of the portfolio evaluation process. Within the grid, the evaluating faculty will note that the credits will be NURS 000 for 15 credits.
- Experiential Learning Fee form with the appropriate signatures