

Longwood University: RN to BSN Degree Completion Program

1. ABSTRACT

Description of the Proposed Change. Longwood University plans to establish a two-year RN to BSN degree completion program in addition to the existing traditional baccalaureate nursing program (BSN) on the main campus in Farmville, Virginia. This will be a natural extension of the vision of the University and the Department of Nursing to “transform capable men and women into citizen leaders, fully engaged in the world around them” (Longwood, 2007). As the mandate looms to increase the number of baccalaureate prepared nurses to 80% by 2020, Longwood University is well positioned to provide a unique venue for BSN completion regionally (Institute of Medicine, 2010). As licensed Registered Nurses (RN’s), students will be educated in a vast array of competencies in areas that include leadership, health policy, system improvement, research, evidence-based practice, information management systems as well as community, public health and geriatrics to provide the foundation for improved care management and decision-making skills in a variety of clinical care settings. Longwood University believes that contributing to the health and well-being of the Southside Virginia region is part of its mission, and the RN to BSN degree completion program offers the potential to enrich the pool of baccalaureate prepared nurses available to meet the complex health care needs of the region.

The tentative date of implementation for the RN to BSN degree completion program is expected to be Spring, 2014. We project 25 students in the first year of this on-going program. The primary target audience will be licensed RN’s who have graduated from state and/or nationally accredited associate degree programs in nursing. Instructional delivery methods will include face-to-face interactions, lectures, collaborative and experiential learning options, health care simulations, clinical laboratories, educational software, and the on-line learning environment provided by the CANVAS System.

2. BACKGROUND INFORMATION

Longwood established a Bachelor of Science in Nursing Program (BSN) in 2009, with a goal to supply more bachelor prepared professional nurses in the Southside region of Virginia. In May 2013, the inaugural class of the Longwood University BSN program graduated.

The BSN Program is approved or accredited by the following legal authorities as evidences in four letters as *Appendix A*: 1) Virginia Board of Nursing dated January 29, 2009 from Jessica C. Ressler, RNC, MSN, Nursing Education Consultant; 2) State Council of Higher Education for Virginia dated January 6, 2009 from Daniel J. LaVista Executive Director; and 3) Southern Association of Colleges and Schools Commission on Colleges dated on June 9, 2009 from Belle S. Wheelan, PhD, Commission on Colleges President; and 4) Commission on Collegiate Nursing Education effective November 5, 2012 from Linda M. Caldwell, DNSc, ANP-BC, Board of Commissioners Chair.

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The RN to BSN degree completion program will become an integral part of Longwood University's mission to develop citizen leaders who are prepared to make positive contributions to the state and beyond. It will also be a central part of Longwood's response to meet the critical needs both in Southside Virginia and across the state. The vast majority of our graduates will continue as providers of medical services throughout the Commonwealth. We would expect, however, that they will be more concentrated within the Southside region.

The institution is committed to the initiation and success of this program. For the past year, Longwood has been preparing for the inauguration of this program. Longwood is committed to providing resources for the program from the generation of additional tuition and fees. Longwood has allocated additional full time faculty lines for program expansion at the traditional BSN level and/or at the RN to BSN level. A part time administrative assistant for the 2014-2015 academic year has been allocated in anticipation of the beginning date of the RN to BSN degree completion concentration.

All courses will be offered on the main campus in Farmville, Virginia; there are no other off-campus sites at this time. We are in beginning conversation with administrators from Southside Regional Medical Center (SRMC) in Emporia, Virginia to become the primary provider of RN to BSN education for their staff. Longwood maintains an educational facility near SRMC which would allow for the program to be made available to staff without the inconvenience of travel. The partnership between Longwood University and Southside Regional Medical Center will provide access to higher education within another regionally isolated and rural community. Longwood University Nursing Department has also developed a strong relationship with Southside Virginia Community College and has met intermittently with them to discuss partnership potential regarding the proposed RN to BSN degree completion concentration. Each of these community partners are eagerly supportive and engaged in the development of the concentration.

3. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

The current nursing shortage, which began in 1998, still exists in most of the country despite many efforts to impact the diminishing supply of nurses. The shortage ranks near the top of the most important problems affecting hospitals and other healthcare organizations. It is interfering with the healthcare system's capacity to provide patient care, and is associated with an increased risk of adverse patient outcomes including the creation of medical errors and increased patient mortality (Buerhaus, 2006). According to the Bureau of Labor Statistics' (BLS) Employment Projections 2010-2020 released in February 2012, the Registered Nursing workforce is the top occupation in terms of job growth through 2020. It is expected that the number of employed nurses will grow from 2.74 million in 2010 to 3.45 million in 2020, an increase of 712,000 or 26%. The projections further explain the need for 495,500 replacements in the nursing workforce

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bringing the total number of job openings for nurses due to growth and replacements to 1.2 million by 2020. The report also indicate that the most significant source of postsecondary education or training these replacement nurses will be at the associate degree in nursing level. (BLS, 2012)

Virginia is also experiencing a shortage of professional nurses in both clinical and educational roles. In 2001, the Advisory Council on the Future of Nursing in Virginia was enacted by the General Assembly to develop recommendations to resolve issues pertaining to nurse education, recruitment, and retention. The Council reported to and cooperates with the State Council of Higher Education for Virginia (SCHEV) and the Virginia Board of Nursing in the development of a strategic statewide plan to ensure an adequate supply of nurses.

A report released by SCHEV in 2004 estimated that Virginia needed to double its current average number of new licenses per year (1,900) to meet the demand for new RN positions and replace retiring nurses. The report concluded that the need for full-time equivalent (FTE) RN's was projected to increase by 42 percent between 2000 and 2020, a rate slightly lower than the national demand. The supply of nurses per capita in Virginia is estimated to be 40th among the 50 states. The Central region of Virginia (as described by SCHEV in the 2004 report on the nursing shortage) is one of several state areas that had actually experienced a decline in FTE RN's (10 percent) during the initial study period while simultaneously being identified as one of the areas of fastest growing projected need. A Key report recommendation included increasing the number of graduates from basic and advanced degree nursing programs by 15 percent in five years and an additional 35 percent within 15 years (SCHEV, 2004). Virginia nursing leaders have continued to address the nursing workforce shortage predictions. In 2009, the Virginia Board of Nursing reported an increase (2783) in newly licensed RNs (Virginia Board of Nursing, 2012).

In October 2010, the Institute of Medicine (IOM) released its landmark report on *The Future of Nursing*, initiated by the Robert Wood Johnson Foundation, calling for an increase in the number of baccalaureate-prepared nurses in the workforce to 80% and doubling the population of nurses with doctoral degrees by 2020. Currently, however, the nursing workforce falls short of this benchmark with only 50% of registered nurses prepared at the baccalaureate or graduate degree level (IOM, 2010).

In response to the IOM report a Virginia Action Coalition linked with the Virginia Nurses Association (VNA) and the Richmond Memorial Foundation, applied for and received a "partners investing in nursing's future (PIN)" grant through the Robert Wood Johnson Foundation to support nursing workforce initiatives (VNA, 2012). All nursing programs that offer an RN to BSN completion option were reviewed for instructional design and curriculum. Numerous nursing education programs exist in the Commonwealth and they are well distributed throughout the state. The number of baccalaureate programs with RN completion options, however, is more limited

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and even more so is the number of RN to BSN completion options that offer an in-class component (PIN, 2012). There are only two state baccalaureate programs in the entire south/central region, one located in urban Richmond and one at Longwood University. Because of the rural, economically depressed nature of the south/ central region, accessibility to higher education afforded by expensive, privately funded and often online completion programs can be limiting. The proposed RN to BSN degree completion program at Longwood University is centrally located within the south/ central region, will offer tuition that is significantly lower than competitors 'rates and will offer a blended approach (face to face with online learning) to the curriculum.

As pressure mounts to comply with the IOM recommendation, healthcare agencies within the rural, south/central region express difficulty in attracting, hiring and retaining BSN prepared nurses. A local and semi-regional **Needs Assessment** was conducted during the fall semester of 2012. Two hospitals, a local community college and 2 small nursing home facilities were surveyed online to evaluate the needs and interest of nurses locally for a new RN to BSN program at Longwood University. Approximately 78% of the 85 respondents stated that they were ready to begin an RN to BSN program and would seriously consider one at Longwood University. Since that time, a multitude of potential students have phoned the Department of Nursing or approached faculty out in the community regarding the progress on developing this new program. Calls from potential students have come from Danville, Halifax and the greater Richmond areas of the Virginia which are each at least an hour driving distance from Longwood University. Community partners, including CENTRA Southside Community Hospital's (Farmville, VA) VP of Patient Services, the Dean and the Director of Southside Community College (Farmville, VA) and the VP of Patient Services at Southside Regional Medical Center (Emporia, VA), have routinely inquired about the progress of program approval as they will provide the greatest sources of immediate and ongoing potential student applicants. In fact, CENTRA Southside Community Hospital's Chief Nursing Officer commented, "approximately 43% of our RN work force is BSN prepared....more of our seasoned RNs have voiced a desire to return to a BSN program, but are not interested in the on-line alternative. Our organizations' nurse leaders are well aware of the national goal for 80% BSN prepared nurses by 2020. We strongly support this goal" (Meinhard, 2013). There is widespread agreement that a larger, well-educated nursing workforce is needed to address the healthcare needs and demands of Virginia and the nation.

A Letter of substantive change was sent to the Commonwealth of Virginia Board of Nursing and will be sent to the Commission on Collegiate Nursing Education(CCNE) 90 days prior to the initiation of the RN to BSN degree completion concentration. Tentative planned implementation of this program is for Spring, 2014.

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4. DESCRIPTION OF THE CHANGE

Description of the Proposed Change. Longwood University plans to establish a two-year baccalaureate nursing completion program (RN to BSN) in addition to their traditional BSN program on the main campus in Farmville, Virginia. This concentration is a natural extension of the vision of the University to “transform capable men and women into citizen leaders, fully engaged in the world around them” (Longwood, 2007). Longwood University believes that contributing to the health and well-being of the Southside Virginia region is part of its mission, and the program offers the potential to enrich the pool of baccalaureate prepared nurses available to meet the health care needs of the region.

The program is designed to prepare graduates who can provide high quality, compassionate health care; demonstrate leadership for the nursing profession; and enhance the common good for citizens of the Commonwealth of Virginia and the nation. Graduates will have a strong foundation in the liberal arts, sciences and humanities, a well-established framework of professional values, and a commitment to lifelong learning and professional development.

Learning Outcomes. Graduates of the RN to BSN degree completion program will be able to:

- Integrate knowledge from the arts, sciences and humanities into professional nursing practice.
- Deliver high quality, patient-centered, technologically proficient care to individuals, families, groups and communities in varied settings.
- Incorporate professional values and standards into compassionate nursing practice.
- Act as effective advocates for consumers of health care and the profession of nursing, particularly in pursuit of the goals of equity, access and social justice in health care.
- Function as effective members of the health care team demonstrating excellent interprofessional communication.
- Demonstrate skills in point of care leadership, management and care coordination across settings and with varied multicultural populations.
- Participate in point of care quality and safety initiatives using outcome data to expand the evidence base for professional practice.
- Demonstrate commitment to lifelong learning and professional development.

The RN to BSN degree completion program will provide a uniquely flexible, cohort approach to adult learning for students who have graduated from accredited associate degree programs and are licensed as Registered Nurses. The curriculum is designed to provide hybrid, face to face/online courses 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

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professional nursing practice and will equip students for further learning opportunities in graduate study and advance practice.

Upon admission to the program, all 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 Bachelors 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, full time nursing practice, demonstrated competencies and continuing education units. In order to receive these credits, applicants must have completed at least 6 months full time work experience with plans to continue in concurrent practice with coursework. *See Appendix B for complete guidelines for experiential learning credits*

Additional criteria for admission to the Longwood University RN to BSN degree completion program are:

- A minimum GPA 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 granted upon satisfactory completion of 6 credit hours of 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*.

Schedule of Proposed Course Offerings:

Part-Time Plan of Study:

<i>Spring, first block</i>	<i>Spring, second block</i>
NURS 460 Health Assessment (3 credits)	NURS 462 Concepts in Aging & Longevity (3 credits) SP (speaking intensive)
<i>Summer, first block</i>	<i>Summer</i>
NURS 464 Population Focused Community Health (4 credits) WR (writing intensive)	NURS 465 Population Focused Community Health Clinical Practicum (1 credit; 56 clinical hours)
<i>Fall, first block</i>	<i>Fall, second block</i>
NURS 468 Information Systems Management (3 credits)	GEN ED 400: Exploring Public Issues Through Writing: Public Policy and the Healthcare Environment (3 credits)

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<i>Spring, first block</i>	<i>Spring, second block</i>
NURS 461 Contemporary Issues in Nursing (3 credits) SP (speaking intensive)	NURS 463 Illness and Disease Management (4 credits)
<i>Fall, first block</i>	<i>Fall, second block</i>
NURS 467 Introduction to Evidence Guided Practice (3 credits) WR (writing intensive)	NURS 469 Transformational Leadership (3 credits)

Full-Time Plan of Study:

<i>Spring, first block</i>	<i>Spring, second block</i>
NURS 460 Health Assessment (3 credits)	NURS 462 Concepts in Aging & Longevity (3 credits) SP (speaking intensive)
NURS 461 Contemporary Issues in Nursing (3 credits) SP (speaking intensive)	NURS 463 Illness and Disease Management (4 credits)
<i>Summer, first block</i>	<i>Summer</i>
NURS 464 Population Focused Community Health (4 credits) WR (writing intensive)	NURS 465 Population Focused Community Health Clinical Practicum (1 credit; 56 clinical hours)
<i>Fall, first block</i>	<i>Fall, second block</i>
NURS 468 Information Systems Management (3 credits)	GEN ED 400: Exploring Public Issues Through Writing: Public Policy and the Healthcare Environment (3 credits)
NURS 467 Introduction to Evidence Guided Practice (3 credits) WR (writing intensive)	NURS 469 Transformational Leadership (3 credits)

Course Syllabi. See Appendix C

Description of Administrative Oversight.

The new RN to BSN degree completion program will be subject to the same administrative oversight as all other Longwood programs. A designated RN to BSN Program Director will maintain oversight for the program under the direction of the Department of Nursing Chair. A distinct RN to BSN curriculum committee has been formed and will report to the faculty of the whole. The existing traditional BSN program is approved by The Virginia Board of Nursing (VBON) and fully accredited by the Commission on Collegiate Nursing Education (CCNE). A letter of substantive change was to both the VBON and planned to be sent to CCNE to inform them of the proposed RN to BSN degree completion concentration.

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5. FACULTY

Faculty Needs. The original traditional BSN program called for nine FTE faculty lines, (7 full-time and 2 FTE lines for part-time faculty).

Currently, the traditional BSN program has been developed and implemented, and has received two additional full-time faculty lines for program expansion, totaling eleven FTEs. One of the additional full-time faculty lines will be utilized to implement the RN to BSN concentration. Our faculty possess the appropriate range of clinical expertise to meet all State Board of Nursing requirements and recommendations of the American Association of Colleges of Nursing (AACN) for both the traditional BSN program and the proposed RN-BSN completion program. Faculty are equipped to teach across both programs. All tenure-eligible faculty possess or are in completion of a doctoral degree in the field and/or a master's degree in nursing and relevant experience. Lecturers, Clinical Educators, and part-time/ adjunct faculty all hold at least a master's degree and have relevant clinical experience. *See Appendix D for the faculty roster and qualifications.*

6. LIBRARY AND LEARNING RESOURCES

The Greenwood Library: The Library on the campus of Longwood University is housed in a 66,000 square foot building. Library holdings include approximately 300,000 books, and over 23,000 audiovisual items including 15,000 DVDs/videos and 4,500 CDs. Additionally, the Library provides access to a collection of 110,000 e-books, over 300 on-line databases, and 70,000 journals and newspapers (*Mark Lenker (library liaison), personal communication, July 2012*). The Library offers a variety of spaces for individual study and group discussion, as well as social areas such as JAVA City. The *Learning Commons* located on the first floor has 82 computer workstations, including 10 iMacs. The Multimedia Lab includes 17 additional Macintosh computers, and the Student Computer Center on the second floor has 20 PCs. It holds hard copy texts and provides online nursing research resources, including Medline, CINAHL, Lexis Nexis, and the Cochrane Library. The Library also carries a portfolio of journal titles relevant to BSN education. In addition, the Library's membership in the state consortium the Virtual Library of Virginia (VIVA) makes an additional 5,000+ full text electronic journals available to Longwood University students and faculty. The Library's home page provides links to other libraries' holdings, internet resources and the Library's online catalog and databases to facilitate student utilization of library services from any remote location with internet access (<http://www.longwood.edu/library/>).

7. STUDENT AND FACULTY SUPPORT SERVICES

Longwood University students and faculty have excellent academic support services to ensure quality education to meet program and student needs.

University Bookstore: Longwood University contracts with the local Barnes and Nobel bookstore, located one street from campus, to supply textbooks. The bookstore also arranges the fitting and ordering of our Longwood University nursing

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student uniforms, and basic equipment sets for nursing student usage

(<http://longwood.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=30059&catalogId=10001&langId=-1>).

Information and Instructional Technology Services (IITS): IITS at Longwood has been integral to the RN to BSN degree completion concentration. The IITS provides direction to and active support for technological innovation in instruction. IITS offers various training opportunities for faculty in the use of technology and supports faculty with the development of online, hybrid, and in-class learning environments. The IITS department supports and maintains the CANVAS site for nursing courses and maintains and staffs the Help Desk for all students and faculty (<http://www.longwood.edu/technology/>).

The Longwood Online Training Institute (LOTI): LOTI provides semester long training opportunities for faculty to become experienced in evidence-based online teaching pedagogy. Faculty teaching in the RN to BSN degree completion concentration are required to participate in the LOTI training prior to developing or implementing a course.

Center for Academic Success: Longwood University provides direct academic student assistance and support through the Center for Academic Success. This center has resources to evaluate and assist students with test taking and writing skills. The Center for Academic Success offers focused study groups related to prerequisite science and math courses for the nursing students (<http://www.longwood.edu/academicsuccess/>).

Admissions: Admission plays an integral role in meeting program mission and goals. The RN to BSN degree completion concentration admission procedure is a three-step process. Prospective applicants are encouraged to meet with the RN to BSN Director prior to making application to Longwood University. During the initial meeting, transcript review and the academic plan will be discussed with all prospective applications. Students will then apply for admission to the RN to BSN concentration through the Longwood Admissions Department. Prospective students are selected for the RN to BSN concentration by a committee with representatives from the Admission Department and from the RN to BSN faculty. Prospective students are evaluated on their collegiate GPAs, work history and external recommendation letters.

Advising: All nursing students are assigned a nursing faculty advisor at the beginning of their first semester at Longwood University. Students receive guidance on courses, curriculum, and progression standards from their faculty advisors. Students are expected and encouraged to meet with their faculty advisor on a regular basis.

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Student Health and Wellness Center: The University has a fully staffed and easily accessible student counseling center and health center (<http://www.longwood.edu/health/index.html>).

8. PHYSICAL RESOURCES

The Department of Nursing (DON) is housed on the second and third floors of Stevens Hall, a centrally-located, former science building constructed in 1951.

Classroom and faculty office space are located on the second floor of Stevens Hall. The Clinical Simulation Learning Center (CSLC) is located on the third floor.

Classrooms: The DON has three (3) classrooms located on the second floor of Stevens Hall, two with the capacity for 34 students and the third with capacity for 44 students. Each classroom is fully equipped with a smart teaching station with audiovisuals including a computer, internet and shared network access. Currently, all nursing classes are accommodated in these dedicated classrooms. Classroom space is available to the BSN and RN to BSN programs in other areas of campus, including an auditorium style lecture hall with the capacity of 150 students. If needed, additional space can be requested through university scheduling.

Computer Labs: Students are required to purchase a laptop computer on admission to Longwood, and wireless internet access is available throughout campus. Several computer labs are located on campus. Nursing students currently utilize three computer labs located in Hiner Hall and Ruffner Hall for testing. Stevens Hall also has a docking station computer lab with a 44 student capacity to accommodate student testing and classroom needs.

Faculty Offices/ Departmental Administrative Space: There are sufficient offices to house all full-time faculty and permanent part-time faculty in private offices; adjunct faculty share office space. All offices are equipped with standard furnishings, phone, computer, and printer. Departmental space includes conference spaces, lounge space, and restrooms contiguous to faculty offices. Public space includes a departmental lobby with comfortable seating. Administrative space includes the private offices of the Department Chair/Program Director and administrative assistant, a seating area, a work/kitchen area with refrigerator, copy machine, and storage space. An additional office suite includes space for a second administrative assistant and Director of the proposed RN to BSN completion program. All administrative and faculty office space has been designed and renovated to the specifications of the DON.

Clinical Simulation Learning Center (CSLC): The CSLC totals approximately 10,000 square feet on the third floor of Stevens Hall. The CSLC is equipped with hospital and ambulatory clinic equipment and supplies, and features high-tech equipment including high fidelity patient manikins capable of simulating a remarkable array of physiological functions, and a digital audiovisual system that allows

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simulated experiences to be recorded and played back for faculty and student evaluation. The Clinical Simulation Learning Center includes: two (2) Fundamental Skills Labs with five (5) stations and a teaching station; one (1) Health Assessment Lab with five (5) stations and a teaching station; one (1) control room/center; four (4) Patient Simulation Labs that mimic hospital room environments for medical surgical, intensive care, obstetrics/women's health and pediatrics with Sim-Man high fidelity manikins. Additionally, the CSLC includes a Home Care Center, a standardized patient exam office setting, and a student resource center.

Physical Resources for Clinical Experiences (Current Clinical Contracts)

The following are established, contracted practicum sites that exist within the Southside region whereby students may elect to complete the required practicum hours for the summer community health course. It is understood that students may also elect to complete these experiences outside of the immediate Southside area which will require that a new contract be instituted.

- Southside Centra Community Hospital, Farmville, VA; Claudia Meinhard, RN, MSN, VP, Patient Care Services. We will use Southside primarily for hospice and home health services.
- CentraHealth, Lynchburg, VA. Patti McCue, Sc.D, RN, MSN, CNA, BC, Senior VP, Patient Care Services/CNO. We will use CentraHealth primarily for hospice and home health services .
- Crossroads Community Services Board, Farmville, VA. Will Rogers, Executive Director; Marina Sinyard, RN, MA, Director of Long Term Care. Crossroads CSB offers mental health, mental retardation, and substance abuse services in multiple locations across a multi-county area. Students will get experiences in case management, substance abuse treatment, psychiatric day treatment programs, group homes and services for the persistently mentally ill.
- Piedmont Health District, Farmville, VA. Cindy DeBusk RN, MSN, Nurse Manager. We will use the organization for student experiences in various clinics, immunization efforts, selected home visits and community teaching and outreach projects.

9. FINANCIAL SUPPORT

No new faculty resources are necessary to offer the RN to BSN degree completion program. New faculty have been hired and the budget has increased each year as the traditional BSN program has been developed. Originally, the program planned for 7 full-time faculty and 2 part-time faculty lines. Based upon the Virginia state six-year plan two additional faculty lines were added over the past two years with plans to expand the nursing program, either adding more traditional students or some combination of traditional students and RN-BSN students. The department does plan to add one additional administrative assistant in order to meet the expanding program needs. The Department of Nursing budget is organized into three (3) sections: Salaries and Benefits for faculty and classified personnel, Non-Labor

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Expenses, and Laboratory Expenses. The Non-Labor Expenses budget includes Operating Expenses (office expenses and supplies, lab equipment maintenance fees, faculty development/travel funding). Laboratory Expenses (supplies, renewable and National Council Licensure preparatory tools) are housed in a separate budget line. The budget is adequate to achieve the BSN program and the RN to BSN degree completion program's mission, goals, and expected student and faculty outcomes. The budget summary for the last four (4) years and salary breakdown for the current year and estimated increase related to adding one administrative assistant is in *Appendix E*.

Supplemental philanthropic funding has been critical for the design, construction, and equipping of the Clinical Simulation Learning Center (CSLC) and for supplemental faculty development support. Philanthropic funding for the traditional BSN program has totaled over two million dollars to date. Listing of the philanthropic gifts is included in *Appendix F*. The Office of Sponsored Programs has begun to identify potential funding sources specific to scholarships and grants for students admitted to the RN to BSN degree completion program. Recruitment costs for the DON and other academic departments are covered through the Office of the Vice-President for Academic Affairs. Furnishings and equipment, including computers, phones, and printers, are funded by the Office of the Vice President for Academic Affairs. University capital funds provided for classroom and faculty office space renovations.

9. EVALUATION AND ASSESSMENT

Longwood University already has extensive detailed policies which address academic requirements, academic regulations, and most aspects of student life. Students in the nursing program will primarily be guided by these university policies. The Department of Nursing is guided by the *Department of Nursing Master Plan for Evaluation* that is updated annually. The same master plan will apply to the students and faculty of the RN to BSN degree completion. See *Appendix G for BSN Program Planning and Evaluation*.

Students leaving the program for any reason, including graduation, will complete a program exit interview. Alumni and employer data will provide valuable feedback on the educational preparation of the graduates.

10. APPENDICES

Appendix A	Letters of Authority
Appendix B	Experiential Learning Guidelines, Rubric
Appendix C	Course Syllabi
Appendix D	Faculty Roster: Vitae of Department Head and RN to BSN Program Director
Appendix E	Current Program Budget
Appendix F	Philanthropic Gifts List

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Appendix G BSN Program Evaluation

References:

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- Virginia Nurses Association (January, 2012). *Campaign for the future of nursing workforce,* Richmond, VA

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Appendix A: Letters of Authority

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Appendix B: Experiential Learning Guidelines and Rubric

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Longwood University
Department of Nursing
RN to BSN Guidelines for Experiential Learning Credit

The Longwood University Department of Nursing recognizes that students of the RN to BSN Degree Completion Program are successful citizen leaders within their work environments dedicated to providing high quality healthcare. We also recognize that as active professional nurses, each of you are engaged in practices that require competency evaluation and mandated professional in-services annually in order to stay current in your jobs and to maintain state licensure as an RN. Therefore, the Department of Nursing has created a mechanism whereby college credit can be awarded based upon learning that has taken place within the context of professional practice for licensed RN's who attend Longwood University. Through the submission of an experiential learning portfolio, RN to BSN students should be able to:

- a) Validate an unencumbered, current licensure required to practice as a Registered Nurse.
- b) Verify full time practice within a healthcare organization for a minimum of 6 months.
- c) Demonstrate successful completion of competencies required for general practice within the health care organization and unit-specific competencies that reflect safe, effective, quality patient care delivery.
- d) Substantiate professional development through documentation of continuing formal or informal professional education.

Upon successful completion of the portfolio, a total of 15 credit hours will be awarded for experiential learning. These credits may be awarded at any point during the RN to BSN program as long as all requirements listed on the evaluation rubric are complete. Experiential learning credits will only apply to the RN to BSN program and will not be transferable outside of Longwood University or to any traditional degree program within the university. Below are the expectations for validating the earned experiential learning credits:

1. Evidence to support the experiential learning credit should be submitted in an appropriate sized 3-ring binder and be professionally presented.
2. Submissions will not be accepted after November 1st of the year of anticipated graduation.
3. Submissions must be thorough and complete. (see attached evaluation rubric)
4. Submissions will not be returned to the student but will become the property of the Department of Nursing.
5. Students will receive a letter from the Director of the RN to BSN program detailing approval or non-approval of the experiential learning credit within 30 days of submission.
6. A fee of \$125.00 will be assessed for the evaluation process for the experiential learning credit award.

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 Department of Nursing
 RN to BSN Experiential Learning Credit Rubric

Student Name: _____

Date of Submission: _____

Requirements	<i>Approve</i>	<i>Not Approved</i>
Professional Appearance: <ul style="list-style-type: none"> • Use appropriate size 3-ring binder (white) • Divided into sections using section dividers and tabs; one tab required for each section • All content presented in reverse chronology (most recent first) • Well organized, sections visible, easy to access 		
Resume <ul style="list-style-type: none"> • Well developed, professionally developed • Include a copy of current RN licensure 		
Evidence of Work Hours Clocked <ul style="list-style-type: none"> • Minimum of 840 hours worked. • Include a hard copy of documented hours worked within the past 2 years. Generally may obtain this from Human Resources. 		
General Annual Clinical Competencies <ul style="list-style-type: none"> • Minimum of 6 required. • Provide a copy of the official documentation of clinical competencies required by employer annually over the past two years. • These will generally include many of the following: <ul style="list-style-type: none"> • BCLS, ACLS, PALS, etc. • Administration of Blood Products • Blood Glucose Monitoring • PCA Management • Use of Restraints • Pain Management 		
Unit-Specific Annual Clinical/Agency Competencies <ul style="list-style-type: none"> • Minimum of 6 required • Provide a copy of the official documentation of unit-specific clinical or agency competencies required by employer annually over the past two years. 		
Continuing Education Credits (CEU's) <ul style="list-style-type: none"> • Minimum of 15 Contact hours annually • Provide evidence of continuing education credits received over the past two years. <ul style="list-style-type: none"> • In-services • Conferences • Seminars 		
<i>Each category listed above must be approved in order to be awarded 15 Experiential Learning Credits</i>		

Evaluating Faculty: _____ Date: _____

Department Chair: _____ Date: _____

Longwood University: RN to BSN Degree Completion Program

Appendix C: Course Syllabi

Longwood University: RN to BSN Degree Completion Program

Appendix D: Faculty Roster: Vitae of Department Head and RN to BSN Program
Director

Longwood University: RN to BSN Degree Completion Program

Appendix E: Current Program Budget

Longwood University: RN to BSN Degree Completion Program

Appendix F: Philanthropic Gifts List

Longwood University: RN to BSN Degree Completion Program

Appendix G: BSN Program Evaluation