

Required attachments for New Programs Requiring State Approval

Rationale Statement

Virginia's population is anticipated to grow by a million in the next two decades—exceedingly faster than the projected growth of registered nurses. Currently, there are 60,590 nurses working in Virginia and 30,100 nurses working in the greater Fredericksburg area. However the long range forecast of supply and demand for RNs in Virginia over the next 20 years shows a shortage beginning to develop around 2015 and rapidly become more severe over time. More specifically, it is estimated that approximately 10,000 more RNs will be needed in 2017, with an additional 30,000 by 2028. The greater Fredericksburg area is not immune to these staggering trends. In fact, by the year 2018 it is estimated that the need for additional nurses in Fredericksburg will increase by 23%.

<http://www.hackcollege.com/schoolfinder/schools/virginia/fredericksburg/bsn/>.

<http://www.dhp.virginia.gov/hwdc/docs/ForecastingNurseSandD2008-2028.pdf>.

Concomitant to these facts is the need to plan for the type of nurse needed in the future. The October 2010, Institute of Medicine released landmark report, *The Future of Nursing*, initiated by the Robert Wood Johnson Foundation, calls for an increase in the number of baccalaureate-prepared nurses in the workforce to 80% by 2020. The committee of experts recommended that in order to respond “to the demands of an evolving health care system and meet the changing needs of patients, nurses must achieve higher levels of education.”

<http://www.aacn.nche.edu/media-relations/EdImpact.pdf>.

Subsequently, in May 2010, the Tri-Council for Nursing [American Association of Colleges of Nursing (AACN), American Nurses Association (ANA), American Organization of Nurse Executives (AONE), and the National League for Nursing (NLN)], issued a consensus statement calling for all RNs to advance their education in the interest of enhancing quality and safety across healthcare settings. In their statement entitled *Education Advancement of Registered Nurses*, the Tri-Council organizations stated that a more highly educated nursing workforce is critical to meeting the nation’s nursing needs and delivering safe, effective patient care. In the policy statement, the Tri-Council finds that “without a more educated nursing workforce, the nation's health will be further at risk.”

<http://www.aacn.nche.edu/media-relations/EdImpact.pdf>

Based on the aforementioned, this proposal seeks to implement a new degree program at the University of Mary Washington, a bachelor's degree in nursing (BSN) *completion program* for registered nurses. This RN-BSN completion program will be a comprehensive educational opportunity for registered nurses who have graduated from an accredited associate's degree or diploma nursing program. It will allow them to meet current standards for the profession of nursing by helping them to understand their work in the context of the multiple perspectives provided by a liberal arts curriculum.

Program Catalogue Description

[The following paragraph describes the new department of Nursing that will be established within the College of Arts and Sciences.]

The Bachelor of Science completion program in Nursing (BSN) will engage registered nurses with interdisciplinary perspectives on issues in the field of public health and in the practice of nursing. By integrating their experience as nurses and their prerequisite nursing education with classes that raise broad questions about the individual and the public sector, nurses will be prepared to be leaders, researchers, and educators within the American health system. The BSN (Bachelor Science degree in Nursing) is a *degree completion program*. All applicants will be required to have attained their RN licensure and have successfully completed either an accredited associate's degree program or diploma program prior to being admitted.

**Proposal for the Establishment of a
Bachelor of Science in Nursing (BSN)
at the University of Mary Washington**

Submitted to:
Curriculum Committee
College of Arts and Sciences
University of Mary Washington

Submitted by:
Dr. Elizabeth Speakman, Consultant
February, 2013

Table of Contents

	Page
I. Program overview	4
II Mission	4
III Curriculum Development	7
IV. Faculty	13
V. Outcomes and Assessment	14
VI Justification	14
VII Duplication	31
VIII Student enrollment projections	35
IX. Program Resource Needs/Program Impact	36

I. Program Overview

The BSN (Bachelor Science degree in Nursing) is designed as a degree completion program. It will be administered by a new Department of Nursing within the College of Arts and Sciences at UMW. All applicants will be required to have attained their RN licensure and have successfully completed either an accredited associate's degree program or diploma program prior to being admitted. Although registered nurses are eligible to sit NCLEX® [RN licensing examination] upon completion of either an associate or diploma program, the current market trend is now requiring RNs to have a bachelor's degree. In December 2009, Dr. Patricia Benner and her team at the Carnegie Foundation for the Advancement of Teaching released a new study titled *Educating Nurses: A Call for Radical Transformation*, which recommended requiring all RNs to earn advanced degrees within 10 years of initial licensure. The authors found that many of today's new nurses are "undereducated" to meet practice demands across settings. Their strong support for high quality baccalaureate degree programs as the appropriate pathway for RNs entering the profession is consistent with the views of many leading nursing organizations.

www.carnegiefoundation.org/elibrary/educating-nurses-highlights

This proposal is designed to be implemented in Fall of 2014, and will be housed in a newly created Department of Nursing within the College of Arts and Sciences at the University of Mary Washington. This program will seek professional accreditation through Commission on Collegiate Nursing Education (CCNE).

II. Mission

The University of Mary Washington (UMW) is one of Virginia's outstanding public liberal arts universities, providing a superior education that inspires and enables students to make positive changes in the world. The University is a place where faculty, students, and staff share in the creation and exploration of knowledge through freedom of inquiry, personal responsibility, and service. UMW regards the provision of high-quality instruction as its most important function. The University offers a wide range of undergraduate and graduate programs focusing on both disciplinary and interdisciplinary studies. These academic programs afford students opportunities to integrate and apply their knowledge within broad educational experiences, to develop their professional interests, and to practice the habits of mind necessary for life-long learning. Through a professionally engaged faculty, the University supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in research.

UMW's size, dedicated faculty, and historical commitment to fine teaching create an institutional culture where both undergraduate and graduate students benefit from strong connections with their faculty and multiple opportunities for active learning. Located in Fredericksburg, between the nation's capital and the capital of the Commonwealth of Virginia, the University of Mary Washington is a nexus for engagement among diverse communities and is dedicated to supporting professional advancement and economic development and to improving the regional quality of life. It fulfills its mission by fostering students' intellectual and creative independence, facilitating their immersion in local, regional, national, and international communities, and by inculcating the values of honor and integrity. UMW graduates are models of adaptive learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society. <http://www.umw.edu/about/mission/>

The College of Arts and Sciences (CAS), within which the Department of Nursing BSN Completion Program will be housed, prepares graduates for leadership roles in local, national, and global communities. Distinctive about the University of Mary Washington is its emphasis on meeting the learning needs of undergraduates through innovative teaching, personalized advisement, and strong support for undergraduate research and active learning. UMW is proud of the historic Honor Code, which represents the university's long-term commitment to building a strong community. The relatively small size insures that every student gains significant attention and mentoring from award winning faculty. Few Arts and Sciences colleges the size of the one found at UMW offer as wide a range of courses as it does, from English to Arabic, computer science to environmental science, and from women's and gender studies to historic preservation. The College of Arts and Sciences is particularly proud of the investment its faculty has made in undergraduate research. At Mary Washington, collaborative learning, individual intellectual development, and respect for diverse points of view are stressed because UMW believes that these activities enable graduates to be effective in a rapidly changing, interconnected world. An undergraduate major in the liberal arts develops each student's critical thinking, clarity of expression, and a breadth of knowledge that provides the firmest foundation for personal fulfillment, professional success, and productive participation in society. Students engage with many learning communities while in the College of Arts and Sciences: they join with their entering class in courses that build their skills and their sense of opportunity; they develop close ties through their major or majors; and they connect to local and national communities through internships, service learning, and community service. Their broad curricular choices encourage students to explore personal interests, meet diverse groups across campus, or prepare for specific graduate and professional programs, such as law, medicine, business, or social service. At Mary Washington, activities within and beyond the classroom promote the

lifelong learning that makes our graduates successful in a wide variety of careers and universally respected by employers. <http://cas.umw.edu/about-the-college/>

The Department of Nursing, as part of the College of Arts and Sciences will share the mission and vision of both the College and the University. The Department of Nursing will be committed to delivering a comprehensive education that will prepare registered nurses to lead and provide the competent quality care that is needed in today's health delivery system. Their strength will derive from their nuanced understanding of that system, derived from questions raised by a liberal arts education. The mission of the Department of Nursing will be to educate individuals at the baccalaureate level to assume professional leadership and roles that will have an impact on the delivery of nursing at local, state, and national levels. In congruence with the University, the faculty in The Department of Nursing will be qualified individuals who will prepare registered nurses in an environment rich in teaching excellence, scholarship and current in nursing knowledge.

III Curriculum description

Proposed Educational Program

The RN-BSN is designed as a completion program for RNs who have either an associate's degree or a diploma in nursing from an accredited program. Graduates of this program will earn a BSN at the completion of coursework. Each course will be a hybrid course delivered in 8 weeks.

Because this is a post-licensure, BSN completion program, courses will not require UMW to create new labs or purchase nursing-related equipment. As a completion program, this degree primarily engages students in courses that connect them to liberal arts perspectives on issues related to health care delivery.

Admissions Requirements for the BSN program

- Hold an unencumbered RN license in the state in which the student intends to complete clinical placement.
- Have an associate's or diploma degree from a nationally accredited school
- Have a minimum cumulative grade point average of 2.5 on a 4.0 scale in undergraduate study
- Provide two satisfactory academic and/or professional recommendations
- Provide a resume or C.V.

- Interview, if requested.
- Completed application
- Clear Child abuse and Criminal Background Check
- Current American Heart Association CPR Adult, Child, Infant and AED Certification

Proposed RN-BSN Credit Allocation

Professional Nursing (RN) Associates/Diploma Credits	30 credits	Previous Nursing Program (transfer credits)
BSN Coursework at UMW	30 credits	3 credits of the undergraduate program are graduate credits*
BLS General Education Requirements, Pre-requisite and/or Elective Courses—either previously completed at an accredited institution or at UMW	60 credits	
Total	120 credits	(BSN)

RN-BSN Foundation Coursework (to be satisfied either during Associate’s Degree Coursework, at UMW, or at another accredited 4-year institution; includes BLS Gen Ed requirements)

Anatomy and Physiology I (to be taken during Community College preparation)	4 credits
Anatomy and Physiology II (to be taken during Community College preparation)	4 credits

UMW Chemistry 111 or 212 (General Chemistry) or equivalent	8 credits
UMW Biology 371 (Microbiology) or equivalent	4 credits
UMW English 101 (Writing Workshop) or equivalent	3 credits
UMW English 202 (Writing Seminar) or equivalent	3 credit
Social Science Elective	6 credits
UMW BUAD 152 (Management Information Systems) or equivalent	3 credits
UMW Math 200 (Intro to Statistics) or equivalent	3 credits
Humanities Elective	3 credits
Open Electives, including remaining BLS general education requirements. Foreign language study is recommended.	19 credits
Total	60 credits

RN-BSN Required Plan of Study

Nursing 310	The Role of the Professional Nurse	3 credits
Nursing 320	Health Assessment for the Registered Nurse	3 Credits
Nursing 410	Evidence Based Nursing Research	3 credits

Nursing 420	Community and Public Health Nursing	3 credits
Nursing 430	Current Nursing Issues & Trends	3 credits
Nursing 490	Advanced Practice Nursing Practicum	3 credits
Nursing 510 *	Nursing Informatics	3 credits
PSYCH 301, SOCG 334 or SOCG 335	Social Psychology, Medical Sociology or Global Issues in Health and Illness	3 credits
ENG 307	The Writing Process	3 credits
PHIL 226	Medical Ethics	3 credits
	Total	30 credits

Note that the above curriculum includes 7 new courses, as follows (see course proposals, beginning p.39):

NURS 310	The Role of the Professional Nurse	3 credits
NURS 320	Health Assessment for the Registered Nurse	3 credits
NURS 410	Evidence Based Nursing Research	3 credits
NURS 420	Community-Public Health Nursing	3 credits
NURS 430	Current Nursing Issues & Trends	3 credits
NURS 490	Advanced Practice Nursing Fieldwork	3 credits
NURS 510	Nursing Informatics (Graduate Course)	3 credit

Note that the above curriculum includes 3 existing UMW courses, as follows (see supporting e-mails from Department Chairs):

PHIL 226	Medical Ethics	3 credits
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PSYCH 301 Social Psychology or SOCG 334 (Medical Sociology) or SOCG 335 (Global Issues in Health and Illness)

3 credits

ENG 307 The Writing Process

3 credits

Total Credits 30 Credits

Portfolio option for Community-Public Health Nursing (Nurs 420)

Students who have been admitted to the RN-BSN option may be awarded 3 credits for previous study or experiences that can be validated through portfolio assessment. Students may prepare portfolio assessments for Community-Public Health Nursing (NURS 420).

Portfolio Guidelines

1. Portfolio submission is done in lieu of taking the course
2. It is designed for the registered nurse student who has either:
 - a) had a previous baccalaureate community-public health course at another accredited institution, or
 - b) been a registered nurse who has been employed in a community-public health center for greater than one year
3. The portfolio option is for :
 - ✦ Nursing 420 Community-Public Health Nursing
4. In order for a student to initiate the portfolio submission she or he must first make an appointment to meet with the faculty member teaching NURS 420, Community and Public Health Nursing.
5. The student meets with the faculty member and reviews his or her experience as a Registered Nurse. This experience must include hands-on clinical work, or course(s) taken in an accredited certificate or CEU program.
6. If the faculty member determines that the student may have appropriate qualifications, then the student will be given the portfolio student guidelines

Student Name _____

<u>Assessment (Narrative)</u>	<u>Yes</u>	<u>No</u>
<ul style="list-style-type: none"> • Has the student addressed each course objective? Comment		
<ul style="list-style-type: none"> • Has the student addressed course content area? Comment		
<u>Evidence</u> <ul style="list-style-type: none"> • Does the evidence support acquisition of learning? Comment		
<u>Presentation of document</u> <ul style="list-style-type: none"> • Is presentation of the document clear? Comment		
<ul style="list-style-type: none"> • Does the student demonstrate college level writing skills? Comment		
<ul style="list-style-type: none"> • Was the documentation presented in an organized and logical manner? Comment		

Overall Comments

_____ Credits Awarded

_____ Credits Denied

Faculty Signature

Date

IV. Faculty

This program will be seeking accreditation from the Commission on Collegiate Nursing Education. The CCNE requires that the Director of the Program, along with all nursing faculty assigned to nursing courses, must be minimally prepared at the Masters level and must hold an unencumbered nursing license from the State of Virginia. It is suggested that the Director be doctorally prepared with either a Ph.D. or Ed.D. This program will initially need a full time director with secretarial support, one full-time faculty member, and adjunct faculty. Since this is a post-licensure program, the RN-BSN program can follow the established University guidelines for student/faculty ratios.

New Faculty to be hired *with revenues from the BSN completion program*:

Department Head—Ph.D. or Ed.D. prepared Nurse	12 month position
1 full-time Master’s prepared Nurse Faculty	9 month position
minimum ½ time Administrative Assistant/Receptionist	12 month position
Adjunct Instructors (will vary with enrollment)	

V. Assessment

Expected Student Outcomes of students in the RN-BSN program are congruent with students enrolled in course work at the University of Mary Washington, particularly those in the BLS program.

RN-BSN Program Completion Benchmark

- 70% of full-time students will complete BSN course work within 2 years

The RN-BSN Program is designed as a completion program for registered nurses who wish to earn a Bachelor of Science in Nursing degree. The program promotes professional inquiry and builds on prior learning and practice experiences of the registered nurse student. The RN-BSN program offers the RN student an opportunity to examine the role of the professional nurse and the ability to build a career trajectory suitable for emerging roles in the health care delivery system. It helps nurses gain a leadership perspective by integrating the discipline of Nursing with a liberal arts curriculum. The courses are developed to assist registered nurse students actualize their intellectual, personal, and professional growth.

There are 6 program outcomes which will be measured with the assessment tools that follow.

Outcome 1: Graduates will use critical thinking imparted by disciplinary methodologies beyond those of nursing.

Assessment Method:

To assess this learning outcome, faculty will rate either an embedded exam question or paper assignment using the attached rubric.

UMW courses in which this outcome will primarily be met:

Nurs 420, Nurs 430, Phil 226, Psych 301 or Socg 334 or 335

Benchmark for Success: 75% will gain a score of 3 or higher.

Assessment Methods: Outcome 1—Graduates will use critical thinking imparted by disciplinary methodologies beyond those of nursing.

Use the table to record the data you collect.

	Excellent--4	Good--3	Fair--2	Unacceptable --1
Application of methodology from at least 1 discipline beyond the nursing field	Consistently examines facts and issues using methods from more than 1 discipline	Generally examines facts and issues using methods from more than 1 discipline	Sometimes examines facts and issues using methods from more than 1 discipline	Does not examine facts and issues using methods from more than 1 discipline
Ability to <i>integrate</i> at least 2 disciplinary methodologies when building conclusions	Builds conclusions by integrating at least 2 disciplinary methods	Conclusions are somewhat based on evidence integrating at least 2 disciplinary methods	Conclusions are weakly based on evidence integrating at least 2 disciplinary methods	Does not build conclusions integrating at least 2 disciplinary methods
Use of critical thinking	Consistently makes legitimate inferences and logical arguments while evaluating issues and facts	There are some legitimate inferences and logical arguments while evaluating issues and facts	There is little evidence of inferences and logical arguments while evaluating issues and facts	Inferences and logic do not support evaluations of ideas and facts

Outcome 2: Graduates will be able to conduct research that relates evidence to nursing practice.

Assessment Method:

To assess this learning outcome, faculty will rate a research paper using the attached rubric.

UMW course in which this outcome will primarily be met:

Nurs 410

Benchmark for Success: 70% will gain a score of 3 or higher.

Assessment Methods: Outcome 2—Graduates will be able to conduct research that relates evidence to nursing practice

Use the table to record the data you collect.

	Excellent--4	Good--3	Fair--2	Unacceptable --1
<i>Makes use of relevant research</i>	Research relevant to identified problem	Research somewhat relevant to identified problem	Research has little relevance to identified problem	Research not relevant to identified problem
<i>Evaluates research effectively</i>	Research evaluated carefully for its legitimacy	Research sometimes evaluated carefully for its legitimacy	Research is used without evaluation of its legitimacy	Research sources weak or illegitimate
<i>Integrates research</i>	Draws essential connections or disconnections between cited research	Makes some connections or notes disconnects between cited research	Weakly extracts themes from the cited research	Does not extract themes from the cited research
<i>Applies research to building an argument</i>	Consistently is effective in using research to build an argument	Sometimes uses research effectively in building arguments	Cites research but it is not used effectively in building arguments	No clear relationship between research and the argument
<i>Creates an argument that leads to persuasive conclusions</i>	Conclusion is persuasive and based on clear argument	Conclusion is generally persuasive and argument is usually clear	Conclusion is occasionally persuasive and argument is not always clear	No clear connection between arguments and conclusion

Outcome 3: Graduates will demonstrate an ability to evaluate how healthcare policies, including financial and regulatory, influence the nature of the healthcare system.

UMW courses in which this outcome will primarily be met:

Nurs 420, 430, 490, Socg 334 or 335

Benchmark for Success: 70% will gain a score of 3 or higher.

Assessment Methods: Outcome 3—Graduates will demonstrate an ability to evaluate how healthcare policies, including financial and regulatory, influence the nature of the healthcare system.

Use the table to record the data you collect.

	Excellent--4	Good--3	Fair--2	Unacceptable --1
Shows knowledge of healthcare financial and regulatory policies	Work displays a <i>broad ranging knowledge</i> of healthcare financial and regulatory policies	Work displays <i>some knowledge</i> of healthcare financial and regulatory policies	Work occasionally shows <i>awareness</i> of healthcare financial and regulatory policies	Knowledge of healthcare financial and regulatory policies not evident
Creatively or flexibly applies knowledge of healthcare financial and regulatory policies	Is consistently creative or flexible in positing solutions to problems related to healthcare financial and regulatory policies	Is sometimes creative or flexible in positing solutions to problems related to healthcare financial and regulatory policies	Posits unpersuasive solutions to problems related to healthcare financial and regulatory policies	Does not posit solutions to problems related to healthcare financial and regulatory policies

Outcome 4: Graduates will show themselves effective at communicating in a healthcare setting.

To assess this learning outcome, faculty will rate an essay using the attached rubric.

UMW course in which this outcome will primarily be met:

ENG 307, NURS 430

Benchmark for Success: 75% will gain a score of 3 or higher.

Assessment Methods: Outcome 4—Graduates will show themselves effective at communicating in a healthcare setting.

Use the table to record the data you collect.

	Excellent--4	Good--3	Fair--2	Unacceptable --1
Writes clear prose	Consistently writes clear prose	Usually writes clear prose	Sometimes writes clear prose	Prose are generally not clear
Writing follows the conventions of grammar appropriate to the context	Consistently writes according to the conventions of grammar appropriate to the context	Usually writes according to the conventions of grammar appropriate to the context	Sometimes writes according to the conventions of grammar appropriate to the context	Does not write according to the conventions of grammar appropriate to the context
Makes effective arguments	Consistently develops an effective argument	Usually develops an effective argument	The argument is not consistently developed	There is no clear argument
Uses examples which support arguments	Examples are consistently relevant to the argument	Example usually are relevant to the argument	Examples are sometimes relevant to the argument	Examples are not relevant to the argument
Uses healthcare information accurately	Health care information is used accurately	Health care information usually is used accurately	Health care information is sometimes used accurately	Health care information is not used accurately

Outcome 5: Graduates will evince understanding that an awareness of diversity helps them promote health and prevent disease.

To assess this learning outcome, faculty will rate an oral or written assignment using the attached rubric.

UMW courses in which this outcome will primarily be met:

Phil 226, Nurs 420, Nurs 490, Socg 334, 335

Benchmark for Success: 70% will gain a score of 3 or higher.

Assessment Methods: Outcome 5—Graduates will evince understanding that an awareness of diversity helps them promote health and prevent disease.

Use the table to record the data you collect.

	Excellent--4	Good--3	Fair--2	Unacceptable--1
Recognizes that there are multiple kinds of diversity	Consistently makes use of multiple perspectives on diversity	Usually makes use of multiple perspectives on diversity	Sometimes makes use of multiple perspectives on diversity	Does not use multiple perspectives on diversity
Demonstrates relationship between understanding diversity and effective healthcare practice	Demonstrates this relationship in a clear and creative manner throughout the analysis	Makes this relationship clear throughout the analysis	Sometimes makes this relationship clear throughout the analysis	Does not make this relationship clear throughout the analysis
Understands measures of effective health promotion and disease prevention	Clearly applies measures of effective health promotion and disease prevention	Usually applies measures of effective health promotion and disease prevention	Sometimes applies measures of effective health promotion and disease prevention	Is unable to apply measures of effective health promotion and disease prevention

Outcome 6: Graduates will be able to *define the relationship* between altruism, human dignity, integrity, and social justice, particularly with regard to the nursing profession.

To assess this learning outcome, faculty will rate an oral or written assignment using the attached rubric.

UMW courses in which this outcome will primarily be met:

Nurs 310, Nurs 410, Nurs 420, Phil 226, Socg 334, 335

Benchmark for Success: 75% will gain a score of 3 or higher.

Assessment Methods: Outcome 6—Graduates will be able to *define the relationship* between altruism, human dignity, integrity, and social justice, particularly with regard to the nursing profession.

Use the table to record the data you collect.

	Excellent--4	Good--3	Fair--2	Unacceptable --1
Makes accurate use of the terms altruism, human dignity, integrity, and social justice	Defines these concepts accurately and from multiple perspectives	Defines these concepts accurately	Usually defines these concepts accurately	Does not define these concepts accurately
Demonstrates the relationship between these virtues	Demonstrates this relationship in a clear manner and from multiple perspectives	Demonstrates the relationship between these concepts	Sometimes shows the relationship between these concepts	Does not show the relationship between these concepts
Effectively applies these virtues to analysis of healthcare delivery	Demonstrates clear and creative applications of these concepts to analysis of healthcare delivery	Demonstrates clear applications of these concepts to analysis of healthcare delivery	Sometimes shows clear applications of these concepts to analysis of healthcare delivery	Is unable to apply these concepts to analysis of healthcare delivery

VI Justification

The BSN (Bachelor Science degree in Nursing) is designed as a degree completion program, requiring applicants to have attained their RN licensure and successful completion of either an accredited associate's degree program or diploma program prior to being admitted. This program will seek professional accreditation through the Commission on Collegiate Nursing Education (CCNE). This proposal is designed to be implemented in Fall of 2014.

The calls for facilitating academic progression are growing louder within the profession, as evidenced by the Tri-Council for Nursing policy statement on the *Educational Advancement of Registered Nurses (2010)* and the recently adopted *Joint Statement on Academic Progression for Nursing Students and Graduates (2012)*. These documents were endorsed by national leaders representing both community college- and university-based registered nursing (RN) programs. In addition, employers are showing a preference in their hiring practices, with 39% of hospitals and other healthcare settings requiring new RNs to have a baccalaureate degree in nursing and 77% expressing a strong preference for nurses educated at this level (AACN, 2012) <http://www.aacn.nche.edu/media-relations/EdImpact.pdf>

However, about 55% of RNs in Virginia hold an ADN/Diploma as their highest educational degree. Only 33% have a baccalaureate, and 11% a Master's degree or higher. The number of RNs per 10,000 persons in Virginia is expected to decline over time. This means that the ways in which nursing services are currently organized and delivered will be inadequate to meet the future needs of Virginia's citizens at the same level of service being provided in 2008. The demand for RNs is expected to increase from approximately 70,000 in 2008 to approximately 80,000 in 2017 and by 2032 the demand for RNs is forecast to be 109,000 – an increase of 55% over a 25-year period <http://www.dhp.virginia.gov/hwdc/docs/ForecastingNurseSandD2008-2028.pdf>

1. Current Composition of Nursing Workforce in Virginia

As of July 2012 there are:

- **98,418** registered nurses in the State of Virginia
- **48** Associate Degree Programs
- **31** Baccalaureate Degree Programs
- The majority of nursing programs confer an associate's degree—

54% of all RN graduates in 2010-2011

- Associate programs remained the most popular program type with 8,633 total applications, and they were able to enroll 95 % of all applicants. Baccalaureate programs admitted only 68% of their applicants
- The Virginia Employment Commission projects steady growth in nursing employment through 2018. Healthcare Work-force Data Center projects a growing **RN shortage past 2020**. In the short term, however, Virginia risks losing its nursing graduates to other states unless it can find new ways to employ this valuable healthcare resource

2. Current Research on the Profession of Nursing

- ✓ *Institute of Medicine- The Future of Nursing, initiated by the Robert Wood Johnson Foundation- October 2010*

Calls for increasing the number of baccalaureate-prepared nurses in the workforce to 80% by 2020. The committee of experts charged with preparing the evidence-based recommendations in this report state that to respond “to the demands of an evolving health care system and meet the changing needs of patients, nurses must achieve higher levels of education.”

- ✓ *The National Advisory Council on Nurse Education and Practice*

(NACNEP) calls for at least two-thirds of the nurse workforce to hold baccalaureate or higher degrees in nursing. Currently, only 50% of nurses nationally hold degrees at the baccalaureate level and above.

<http://www.aacn.nche.edu/Media/pdf/NJSNALetter.pdf>
<http://www.aacn.nche.edu/Government/Archives/NYSBONProposal.htm>.

- ✓ *2008 American Nurses Association (ANA) House of Delegates*

(<http://nursingworld.org/MainMenuCategories/ANAPoliticalPower/State/StateLegislative>) resolved that the ANA support initiatives to require that all registered nurses obtain a baccalaureate degree in nursing within ten years after initial licensure.

- ✓ *Magnet © Designation: Professional Development*

The nation’s Magnet© hospitals, which are recognized for nursing excellence and superior patient outcomes, have moved to require all

nurse managers and nurse leaders to hold a baccalaureate or graduate degree in nursing by 2013. Settings applying for Magnet designation must also show what plans are in place to achieve the IOM recommendation of having an 80% baccalaureate prepared RN workforce by 2020.[n.b.: Mary Washington Hospital in Fredericksburg is a Magnet hospital and eager to maintain this designation]

www.nursecredentialing.org

<http://www.nursecredentialing.org/Magnet/ProgramOverview/ForcesofMagnetism.aspx>

<http://www.nursecredentialing.org/FindaMagnetHospital.aspx>

Magnet Hospitals in Virginia

Bon Secours Hospital	Mechanicsville
Bon Secours St. Mary's Hospital	Richmond
Carilion Clinic - Roanoke Community Hospital	Roanoke
Roanoke Memorial Hospital	Roanoke
Centra Health, Incorporated - Lynchburg General Hospital	Lynchburg
Centra Health, Incorporated - Virginia Baptist Hospital	Lynchburg
Inova Fair Oaks Hospital	Fairfax
Inova Fairfax Hospital	Falls Church
Inova Loudoun Hospital	Leesburg
Martha Jefferson Hospital - A Member of Sentara Healthcare	Charlottesville
LewisGale Hospital at Montgomery	Blacksburg
Virginia Commonwealth University Health System	Richmond
Sentara Norfolk General Hospital	Norfolk
Winchester Medical Center	Winchester
Mary Washington Hospital	Fredericksburg

✓ *Joint Statement on Academic Progression for Nursing Students and Graduates*

Nursing is by far the largest healthcare profession in the U.S. with more than 2.6 million registered nurses (RNs) practicing in hospitals and other settings nationwide. Despite their large numbers, many more qualified nurses must be prepared in programs offered by community colleges and four-year institutions to meet the nation's growing demand for health care and to replace a large wave of nurses nearing retirement. By 2020, the Bureau of Labor Statistics projects that more than 1.2 million additional RNs will be needed to work in acute care hospitals, long-term care facilities, community health centers, nursing schools, and other areas. Community college presidents, boards, and program administrators are aligned with the nation's nursing association leaders in the belief that every nursing student and nurse deserves the opportunity to pursue academic career growth and development.

The collaboration and partnering of various organizations will facilitate and inspire the seamless academic progression of nursing students and nurses. The common goal is a well-educated, diverse nursing workforce to advance the nation's health. Advancement opportunities for academic progression will ensure that nurses have the support needed to take the next step in their education. <http://www.aacn.nche.edu/aacn-publications/position/joint-statement-academic-progression>

The Chief Nursing Officer at Mary Washington Hospital, a magnet institution far from its BSN goals, has made one of her chief priorities the development of a framework for nurse advancement at her institution.

✓ *The Veteran's Administration (VA)*

The nation's largest employer of registered nurses has established the baccalaureate degree as the minimum preparation its nurses must have for promotion beyond the entry-level. The federal government, the military, nurse executives, health care foundations, nursing organizations, and practice settings acknowledge the unique value of baccalaureate-prepared nurses. This large employer advocates for an increase in the number of BSN nurses across clinical settings.

<http://www.aacn.nche.edu/media-relations/EdImpact.pdf>

In the interest of providing the best patient care and leadership by its nurse corps officers, the U.S. Army, U.S. Navy and U.S. Air Force all

require the baccalaureate degree for practice as an active duty Registered Nurse. Commissioned officers within the U.S. Public Health Service must also be baccalaureate prepared.

✓ *Virginia State Board of Nursing*

This board be joining other states in requiring that all RNs currently are required to maintain Continuing Education (CEU) in order to renew licensure. Most states have agreed to accept RN-BSN courses as confirmation of CEUs

http://www.dhp.virginia.gov/nursing/nursing_laws_regs.htm#reg

Other Specific notable issues to be considered:

Local Chief Nursing Officers (MWH and Spotsylvania Hospital) support the creation of a BSN program for their employees.

Germana Community College is interested in an articulation agreement with UMW for its RN graduates.

The addition of a BSN completion program at the University of Mary Washington will increase student enrollments not only because of enrollment in the program, but also because students will need to enroll in courses as prerequisites for entrance to the program. We also envision eventual additional enrollment in courses that will provide continuing education credits, required as noted above.

Retention: students who take currently take prerequisite coursework at UMW will not have to transfer to another institution to complete their BSN degree in Nursing.

Student enrolled in the proposed bachelor's degree in nursing will serve as a revenue stream for non-nursing departments since the nursing curriculum includes courses in other disciplines.

*By including one graduate course in the BSN completion program, graduates will be encouraged to stay at UMW should we develop an MSN program, thus further enhancing tuition revenue. It will be more fiscally prudent for the BSN graduate to do an MSN at UMW than it would be to lose credits by transferring to another University.

VII. Questions of Duplication

Background

Even though nearly 97,000 RNs are licensed in Virginia, according to the Virginia Board of Nursing, like so many states Virginia needs even more RNs. In 2010, the Virginia Nurses Association estimated an RN shortage of 22,600 RNs. Over 90 percent of Virginia nurses report they are satisfied with their work.

Over 39 percent of Virginia RNs have a BSN degree, barely above the national average of 37 percent. The U.S. Bureau of Labor Statistics reports that the additional training in *critical thinking, communication, and leadership* that a BSN degree offers is increasingly important as nursing practice becomes more complex. Such education often leads to increased earnings as well. Virginia nurses have a variety of options to choose from. <http://www.bestnursingdegree.com/programs/rn-to-bsn/virginia/>

In August 2006, the Governor issued Executive Order 31 to create a Health Reform Commission charged with recommending ways to improve Virginia's healthcare system. The Commission addressed key issues relating to access to care: quality, transparency and prevention; long-term care; and healthcare workforce. In its September 2007 report, the Commission projected a shortage of approximately 22,600 nurses and 1,500 physicians in Virginia by 2020 and indicated that Virginia would be experiencing a growing need for direct support professionals, physician extenders, and other healthcare providers to address the requirements of the elderly, disabled, and others in long-term settings.

<http://www.dhp.virginia.gov/hwdc/docs/ForecastingNurseSandD2008-2028.pdf>

Competition in the Local and Regional Area

Although there are several institutions of higher education (IHEs) offering degree programs in the field of nursing, UMW is positioned to offer unique options for prospective students in the proposed BSN completion program. The comparisons provided in Table below indicates that the programs proposed for UMW are complementary, rather than duplicative of nursing programs offered in this region.

Market Analysis of Competitive RN-BSN Programs
<http://www.bestnursingdegree.com/wizard-results/>

Fredericksburg has a general population of about 22,000 and an overall student population of 5,710. Approximately 329 of Fredericksburg's students are enrolled in institutions that offer BSN programs. The largest BSN School in Fredericksburg, a for-profit school is Career Training Solutions.

<http://www.hackcollege.com/school-finder/schools/virginia/fredericksburg/bsn/>

The nursing profession has experienced tremendous changes since the mid-19th century. The domain of nursing knowledge has exploded, the scope of practice has increased dramatically, and nursing roles exist today that were unimaginable 50 years ago.

School/ University	Degree	Format
Kaplan University For profit On-line	RN-BSN	On-line program 16 courses or 90 credits. Up to 8 courses may be eligible for transfer
University of Virginia (Charlottesville) (67 miles away)	RN-BSN	In-class courses offered 1 day a week. 30 credits are done at U.Va. and, upon completion of selected courses, RNs receive 41 credits for prior learning. Upon completion of the RN to BSN degree, students have a bank of 10 Master's level credits.
Marymount University (Arlington) (54 miles away)	RN-BSN	This is a hybrid program, offering a mix of online and classroom attendance. Most courses require two meetings at the university in addition to the online component. Some clinical and/or laboratory work is required. The program requires completion of 36-80 credits, depending upon previous college coursework.
George Mason University (Fairfax) (45 miles away)	RN-BSN	Upon completion of all required general education (except ENGH 302) and elective prerequisite courses as well as nursing prerequisite courses, RNs can complete the BSN program in two semesters (27 credit hours).

<p>Old Dominion University (Norfolk)</p> <p>(145 miles away)</p>	<p>RN-BSN</p>	<p>Classes are offered at the campus and via distance learning options, which include online, video streaming of live televised lectures, and Teletechnet, with one way video and two way audio being offered at a variety of sites in Virginia. The BSN program consists of 120-126 semester credits: 66 credits in the nursing major* and 54-60 credits in liberal arts and sciences.</p> <p>*Registered Nurses receive 33 of the 66 nursing credits as experiential learning credits—at no cost</p>
<p>Chamberlain College of Nursing</p> <p>On-line</p>	<p>RN-BSN</p>	<p>RN to BSN Minimum credit hours required for graduation: 129 (62 liberal arts and sciences; 67 nursing).</p>
<p>ECPI University Medical Careers Institute School of Health Science</p> <p>Newport News Virginia Beach</p>	<p>RN-BSN</p>	<p>Advanced standing credits may be awarded for past nursing course work. The program is delivered full-time over 45 weeks in an online format, with one required campus meeting</p>
<p>Norfolk State University</p> <p>(145 miles away)</p>	<p>RN-BSN</p>	<p>RN-BSN Total hours needed for a degree are 121 credits; 67 pre-requisite credits; 54 program credits</p>
<p>Virginia Commonwealth University</p> <p>(57 miles away)</p>	<p>RN-BSN</p>	<p>The RN-BS Completion Program is a blended program that meets predominantly online. Students take one face-to-face course, which is in first semester of study. This class meets on five Friday evenings over the semester in locations across Virginia. The program is flexible and students have a variety of plans to choose from. The program can be completed in as few as 18 months, or up to six years.</p>

There are also several accredited RN programs producing prospective students. Specifically, there are a few community colleges or health science programs in Fredericksburg and in surrounding Virginia counties which are offering the associate's degree or RN program in nursing, all of which are identified as potential feeder institutions for the BSN program. Dual admission or articulation agreements should be coordinated with these institutions in the early implementation stages of the BSN program to assure a more seamless transition to UMW.

VIII Projected Student Enrollment and Revenues

Year 1 (Based on 20 full-time equivalents)

Undergraduate Full time per semester

Tuition	\$2,343
Comprehensive Fee Education & General	\$ 891
Comprehensive Fee Auxiliary	\$1389
<u>Semester Total@20 students</u>	<u>\$92,460</u>
<u>Annual Total@20 students</u>	<u>\$184,920</u>

Year 2 (Based on 50 full-time equivalents)

Undergraduate Full time per semester

Tuition	\$2,343
Comprehensive Fee Education & General	\$ 891
Comprehensive Fee Auxiliary	\$1389
<u>Semester Total@50 students</u>	<u>\$231,150</u>
<u>Annual Total@50 students</u>	<u>\$462,300</u>

***These anticipated revenues do not include either expected financial support from Mary Washington Healthcare or expected grants from the State of Virginia, which provides grants for advanced training of nurses.**

X. Program Resource Needs/Program Impact

The UMW President, Provost, and Dean of Arts and Sciences are confident that the above revenue projections will provide a significant profit for the University in a manner that will support programs throughout the College of Arts and Sciences and the rest of the institution. **Because this is a post-licensure, BSN completion program, we will not have costs for new laboratory space or start-up equipment other than routine office supplies and accreditation fees. In addition, Mary Washington Healthcare has indicated that it will provide financial support for the program.**

Library Support

Please see the accompanying e-mail from Marianna Bedway, Vice-President at Mary Washington Hospital, describing the journal and database resources at her institution that will be available to our students.

In addition, UMW subscribes to CINAHL (Cumulative Index to Nursing and Allied Health Literature), which is owned and operated by EBSCO Publishing. This will be a critical resource for nursing students. It is also recommended that the library carry copies of the texts required by each of the courses.

The University of Mary Washington Libraries consist of the Simpson Library, located on the Fredericksburg campus, and the Stafford Campus Library. Through services provided by its highly trained staff, the Libraries enhance and support the instructional programs of the University while providing assistance in support of the research needs of students and faculty.

During regular semesters, Simpson Library is open with full-service for 90 hours each week and is open an additional 10 hours each week as a study space. During Reading Days/Exam Week, the Library is open 24/7. Many of its resources are available at all times via the Internet. The Libraries' collections contain more than 380,000 cataloged items including books, serials, audiovisual materials, and an extensive microform collection of newspaper and periodical back issues. The Libraries provide access to more than 45,000 serial publications—many of them online—and some 76,000 electronic books. The Libraries also provide access via the Internet to an

extensive array of electronic databases. The Libraries add 4,000 or more volumes to their collections each year to support the University's wide-ranging curriculum. An official partial depository of both Federal and state government publications, the Libraries also maintain an online digital repository, a rare book collection, and the archives of the University. The University of Mary Washington is an active member of VIVA (The Virtual Library of Virginia) a consortium of colleges and universities in Virginia that provides students and faculty access to a rich array of electronic resources through the campus network. VIVA resources range from online encyclopedias and dictionaries to bibliographic databases and full-text periodical services.

One of the largest buildings on the Fredericksburg campus, Simpson Library offers 400 seats for public use, including 260 individual study desks and several small rooms for group-study. A large classroom, used for the Library's instructional program, has facilities for acquainting students with the Library's information portal and automated systems. Most of the resources made available through the library portal are accessible from any computer on campus, and many are accessible from remote locations. Simpson Library has numerous Internet-accessible stations available for student use. Simpson Library also provides wireless access to the campus network. The online VIRTUA catalog provides access to the Libraries' print and electronic collections. A full range of instructional services is offered to faculty and students to aid in the use and interpretation of the Libraries' resources, research methods and the efficient use of new information technologies. Librarians teach a wide array of course-related instruction in addition to the provision of reference assistance. The Libraries also support an efficient interlibrary loan service.

Technology Support

Please see the accompanying e-mail from the acting UMW CIO, Cheshire Hall, indicating that he has read the proposal and does not see any possibility of the proposed program adding to our technology needs.

All nursing courses will use the Canvas platform available at UMW. In addition to the already established media and computing services, nursing students will need to complete a nursing health assessment course. Elsevier® publishing offers health assessment videos as part of the textbook. Each student then will have full access to this tool. The Dean's and Provost's offices see the expenses as well within budgetary means. See <https://evolve.elsevier.com/cs/Satellite/StudentHome?Audience=Student>

Space

It is anticipated that courses in this program will largely be held at night, on the Fredericksburg campus or on the Stafford campus. Ample classroom space exists in both locations during these times.

Student Services

This nursing program will be part of the College of Arts and Sciences and as with any other major on campus, students will be utilizing student support services, student life services and, as noted above, classroom space.

Historically, nursing students seeking a RN-BSN completion program are either working nurses who work and reside in the community or commuters already launched in careers. It is not anticipated that many if any registered nurses will be seeking student housing.

