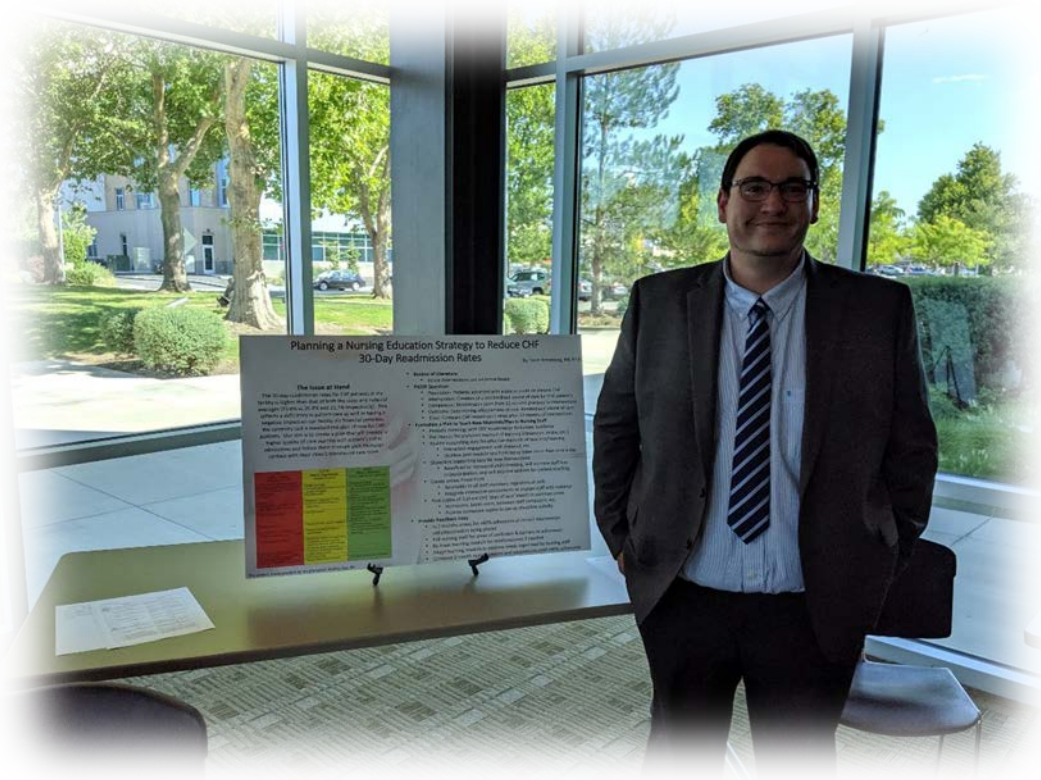


Columbia Basin College

Bachelor of Science in Nursing Program

(LPN-BSN) Pathway



**Phase II Application submitted to the:
Nursing Care Quality Assurance Commission
April 2022**



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Columbia Basin College (CBC) is proposing a new Licensed Practical Nurse (LPN) to Bachelor of Science in Nursing (BSN) program. CBC is proposing the LPN to BSN program in addition to its current Associate Degree in Nursing and RN-BSN programs. The purpose of the LPN to BSN Program at CBC is to provide a progression opportunity for practicing LPNs to complete their BSN degree, while also serving the workforce needs of South-Central and Eastern Washington. The nursing shortage continues to be a concern, nationally, state-wide, and in CBC's service area. The Phase I application described the documented need for the LPN to BSN track, impact on surrounding nursing programs and timeline for implementation.

Thank you for the opportunity to submit this Phase II application for review.

1. / 2. Qualified Nurse Administrator and Faculty

Administrator

The nurse administrator (referred to as the Director for Nursing Programs) is educationally and experientially qualified for the role and administratively entrusted with the responsibility and authority to provide leadership to support and achieve the program's expected outcomes. The Director for Nursing programs is Dr. Kim Tucker. Dr. Tucker has been the Director since 2014 and meets the education and experience required for the nurse administrator as outlined in WAC 246-840-517. The Director for Nursing Programs position is a non-faculty, exempt 12-month position.

Dr. Tucker holds a PhD in Nursing Education from the University of Northern Colorado and has 25 years of teaching experience and seven years of nursing education leadership experience. Dr. Tucker oversees curriculum development, revision and implementation; participates in college governance; coordinates ongoing program assessments; initiates and maintains program accreditation; manages the budget with faculty input; facilitates day-to-day program management; supervises nursing faculty; participates in student recruitment and retention activities; and responds to student issues. She works collaboratively with leaders at CBC on topics including pathway construction, institutional research, curriculum development; student access, support and achievement; faculty recruitment and retention; and professional development. She coordinates and helps lead bi-annual Program Advisory Board meetings. Please see Dr. Tucker's CV in Appendix A.

Faculty

The nursing department's faculty are educationally and experientially qualified to meet the proposed program's goals and expected outcomes as outlined in WAC 246-840-526. All current nursing faculty hold an active and unencumbered license as a Registered Nurse in Washington State and are experienced in the areas that they teach. All FT and PT faculty in the Associate Degree program hold a master's degree in nursing with the exception of the newly hired lab / simulation faculty member who will finish her Master's in Nursing (education) in May, 2022. The FT member of the RN to BSN team holds a PhD in Nursing Education and the PT faculty members both have master's degrees. The open FT faculty positions are benefited positions and may be filled by either masters or doctorally prepared Registered Nurses.

Will hire PT faculty as needed to facilitate lab, clinical experiences, and specialty content for the LPN to BSN didactic courses.

Table 1 shows the breakdown of FT and PT faculty for the CBC nursing department.

Table 1: Nursing Department Faculty Breakdown

Program	FT Faculty	PT Faculty	Notes
Associate Degree	7	3	1 FT faculty member teaches one course in the RN-BSN program. 1 FT opening for fall 2022
RN to BSN	1	2	The FT faculty member receives a stipend to serve as the Outreach and Retention Specialist for the RN-BSN program.
LPN to BSN	0	0	2 FT openings for fall 2022 Will hire PT faculty as needed to facilitate lab, clinical experiences, and specialty content for the LPN to BSN didactic courses. (starting first round interviews May 2022)

Didactic courses will have a faculty to student ratio of 1:16 for LPN to BSN specific courses and no more than 1:30 for RN-BSN courses where LPN students are integrated with RN-BSN students. Lab courses will have a faculty to student ratio of 2:16 and clinical courses will have a faculty to student ratio of 1:8.

3. Purpose and Outcomes of Proposed Program

The purpose of the LPN to BSN is to provide an articulation pathway for practicing LPNs into a baccalaureate nursing program. The LPN to BSN track will specifically address the barriers to education and upward mobility faced by LPNs who have historically lacked access to education progression opportunities.

The program is designed with the working LPN in mind, with a course, lab, and clinical schedule that will allow the LPN to continue to work during the program which has been cited as a barrier to returning to school for many LPNs. The courses were developed to align with the statewide LPN to BSN workgroup recommendations of what courses the LPN student requires to attain RN knowledge, skills, and attitudes.

Program Description

Individuals who have completed an LPN program and obtained a Washington State LPN license are eligible to apply to the CBC's LPN-BSN program to earn a Bachelor of Science degree. This program allows working nurses to continue their education online with face-to-face meetings for lab and clinical. Furthering their skills in the nursing industry will allow them to broaden the scope of their practice and practice as Registered Nurses.

Mission

The LPN-BSN program inspires, educates, and supports LPN students in an environment of academic excellence leading to the completion of a Bachelor of Science Degree in Nursing (BSN) while fostering meaningful employment and engagement in the nursing profession. The LPN-BSN program also prepares students for graduate level education and encourages a joy of and commitment to life-long learning.

Vision

Columbia Basin College LPN-BSN program will be a trusted member of the healthcare community, transforming lives by providing excellence in patient care, leadership, and community health. The program will be responsible to the needs of the communities it serves. Students will receive education and experiences which will enhance their career and professional mobility.

Values

Student Learning

Faculty work collaboratively with community health and acute care partners to promote student success in the transition to baccalaureate level, professional nursing practice. We strive to create a sense of community through regular and substantive interactions during online classes, clinical experiences and advising. Teaching methods will promote open inquiry, respect, critical thinking and creativity in an on-line format.

Culture of Excellence

Faculty create a data informed, culture of excellence while providing instruction, mentorship, exploration and integration of baccalaureate content into the role of the professional nurse. The faculty actively promotes community partnerships and collaboration.

Diversity, Equity and Inclusion

We uphold and model a commitment to providing care and working within systems to support the dignity, respect and sensitivity for all people. We celebrate diversity in all its forms and we believe that our many unique perspectives make us stronger.

Sustainability

We practice stewardship of resources in the provision of excellent nursing care and instruction. We mentor students in the application of sustainable policies and practices in the healthcare system.

Wellbeing

We promote wellbeing in nurses as they grow in their profession. We create opportunities to explore the value of wellbeing for the individual, family and community.

Philosophy of Nursing and Nursing Practice

Nursing is interpreted as a dynamic, caring profession that provides an essential service to society. This includes health education, prevention and treatment of disease; rehabilitation of

the recovering individual, and support of the dying. The individual is viewed as a member of a family, a local community, and a larger global population, all of whom are concerned with promotion, maintenance and/or restoration of health or achieving a peaceful death. We believe that the individual exists in a dynamic equilibrium with the environment. We believe that individuals influence and are influenced by the internal and external forces that surround them. We believe that each individual regardless of age, gender, race, creed, or ethnic background, has an inherent right to comfort, dignity, and autonomy in health care decisions. To achieve these rights, nursing care should be directed towards assisting the patient to make informed choices.

Nursing is interpersonal and is characterized by the implementation of the nursing process, management of a rapidly changing environment, need for clinical competency, effective use of communication and documentation, use of nursing informatics to promote quality improvement, acceptance of personal accountability and responsibility, and a commitment to the value of caring. Nursing utilizes a unique body of knowledge based upon theory, practice and research incorporating facts and concepts from the biological, social, physical, and behavioral sciences. From this body of knowledge, nurses provide care through four primary roles:

1. **Member of the Profession** – exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; commits to the thoughtful utilization of available resources; and values self-assessment and the need for lifelong learning.
2. **Provider of Patient-Centered Care** – accepts responsibility for the quality of nursing care; provides safe, compassionate nursing care using the nursing process; communicates effectively with individuals, families, groups, populations, and members of the health care team; manages information using technology and informatics to support decision-making; utilizes evidence-based research in practice; respects the diversity of people across the lifespan; and incorporates professional standards and legal/ethical principles into nursing practice.
3. **Patient Safety Advocate** – minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
4. **Member of the Health Care Team** – communicates and collaborates within an interdisciplinary health care team. Utilizes advanced principles of management and leadership in the provision of care to individuals, families, groups, and populations across the lifespan. Initiates and participates in research and quality improvement activities.

Philosophy of Teaching

Faculty members believe that learning is an active process characterized by a change in behavior, insights, and perceptions. Curriculum and instructional processes in the CBC BSN Program are grounded in the theories of adult education and experiential learning. Adult learning theory assumes that learners are self-directed, that prior experiences serve as a resource for learning, that learning is problem-centered, and that internal motivation for learning arises from curiosity. The faculty guide learners by providing experiences that assist in

meeting the outcomes of the BSN program. The student is responsible for acquiring the knowledge, skills, and attitudes necessary to meet these outcomes. The nursing faculty act as facilitators and role models by recognizing and supporting each student's unique qualities, varying backgrounds, skills, and learning styles.

End of Program Student Learning Outcomes

The LPN to BSN program will have the same end-of-program student learning outcomes as the RN-BSN program per accreditation requirements.

Member of the Profession

The LPN-BSN graduate will:

- (1) Formulate nursing practice decisions using research and evidence derived from nursing science
- (2) Integrate critical thinking, clinical reasoning, assessment data, and clinical skills to promote the health of communities and vulnerable populations across the lifespan and continuum of healthcare environments

Provider of Patient-Centered Care

The LPN-BSN graduate will:

- (3) incorporate knowledge from the arts, humanities, and sciences in the planning and provision of holistic nursing care
- (4) integrate and demonstrate the nursing core values of altruism, autonomy, human dignity, integrity, advocacy and social justice in the care of individuals, families and communities throughout the lifespan and across the continuum of health care environments
- (5) apply principles of leadership and knowledge of quality improvement and organizational systems in designing, managing and coordinating safe, quality and cost-effective patient-centered care

Patient Safety Advocate

The LPN-BSN graduate will:

- (6) Utilize evolving information systems and technological advances to assess, monitor and maximize patient safety and outcomes
- (7) Advocate for responsible, humane health care policies that address care for the global community in which we live

Member of the Health Care Team

The LPN-BSN graduate will:

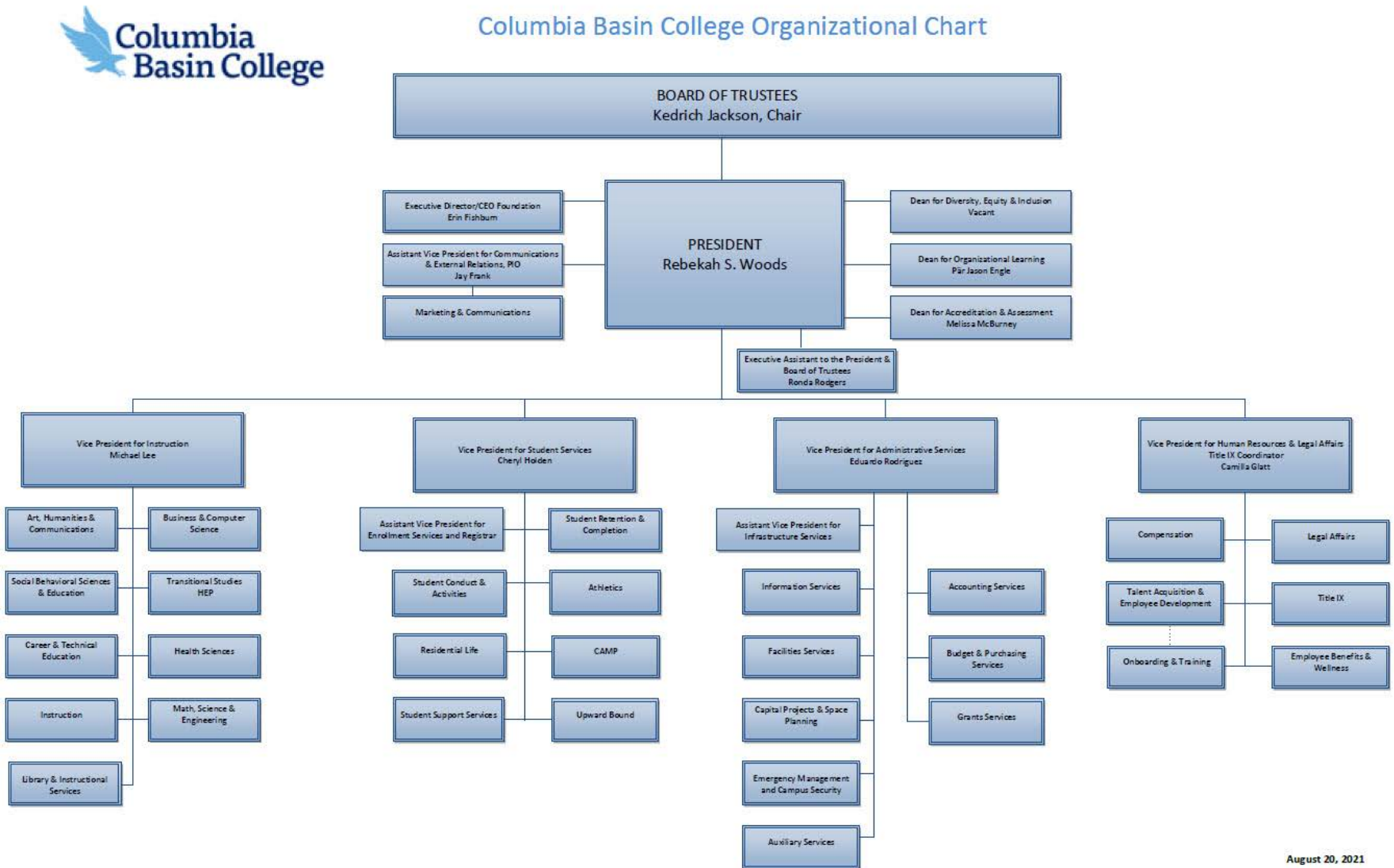
- (8) Demonstrate coordination in the delivery of healthcare services through effective communication and collaboration with individuals, families, communities and interdisciplinary healthcare teams

4. Organizational Charts

Figure 1 depicts the organizational chart for the College. The chart has been updated since it was published in August, 2021. The College has hired a Dean for Diversity, Equity, and Inclusion: Bennie Moses. We have also filled the Marketing and Communications position. CBC updates the organizational chart each summer.

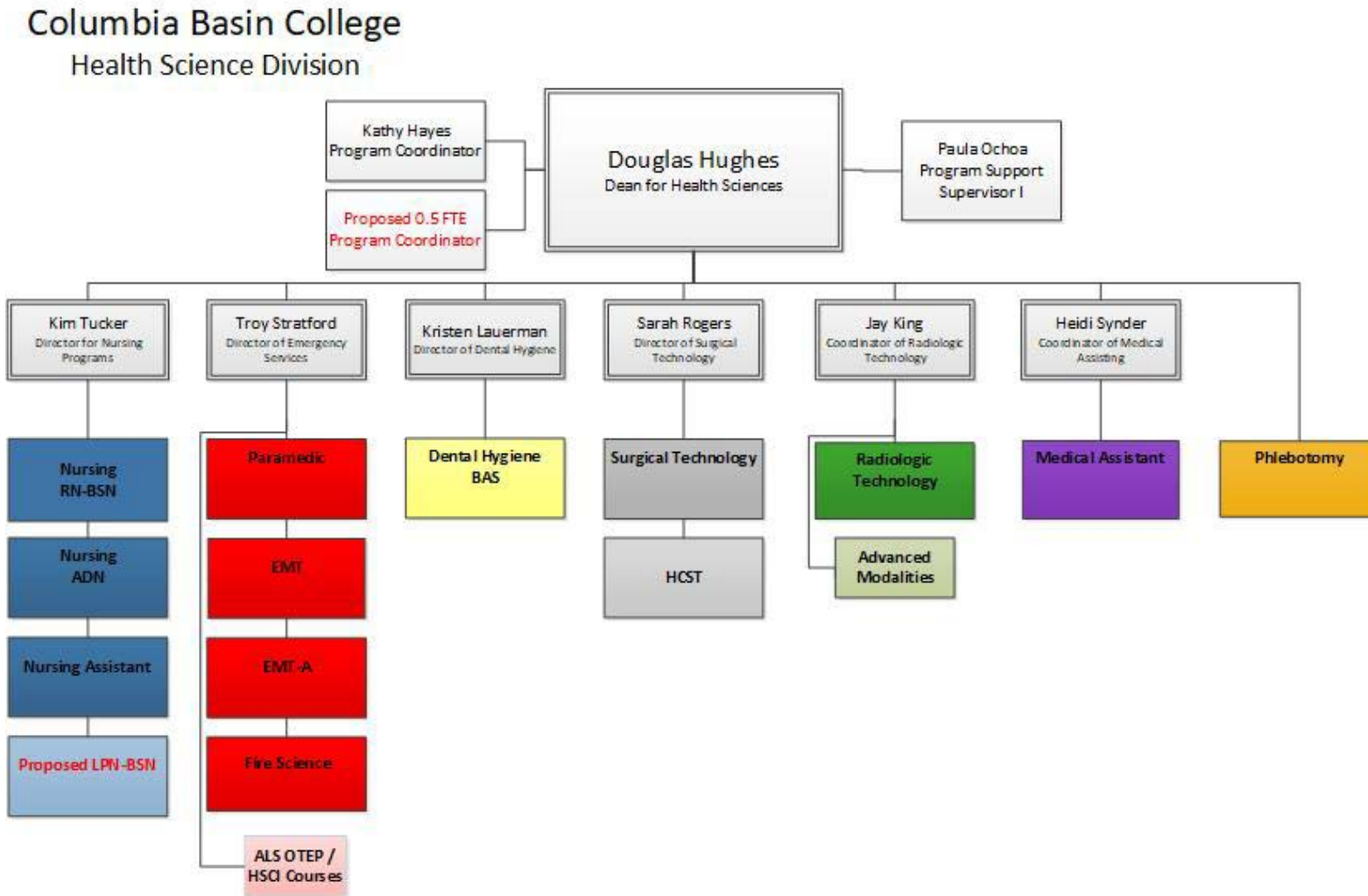
Figure 2 depicts the organizational chart for the Health Science Division headed by Dean Doug Hughes. The Director for Nursing Programs reports to the Dean for Health Sciences. Nursing faculty report to the Director for Nursing Programs.

Figure 1: CBC Organizational Chart



August 20, 2021

Figure 2: Health Science Division Organizational Chart



5. Resources, Facilities, and Services for Students and Faculty

Facilities

The CBC nursing department is part of the Health Sciences Division. The Nursing Department resides in the Health Science Center (HSC) on the Richland Campus. The HSC building contains a reception area, faculty lounge, faculty offices, office of the Dean for Health Sciences, office of the Director for Nursing Programs, workrooms, support staff offices, conferences rooms, 11 state-of-the-art classrooms, the Health Sciences Library, a 30-station computer lab, nursing skills labs and simulation suites for the Associate Degree, RN-BSN, and LPN to BSN Nursing Programs, the Radiologic Technology Program, and Surgical Technology Program. The fourth floor is leased to Kadlec Regional Medical Center.

The nursing department currently has three nursing labs at the HSC: one six bed lab that is shared with the nursing assistant program, one six bed lab for the first year ADN program, and one six bed lab for the second year of the ADN program. The program also has three separate simulation suites with three Laerdal Nursing Anne high fidelity manikins, one Laerdal Nursing Kid, and one Laerdal baby. The department has a wide range of task trainers, three automated drug dispensing carts, two or more IV pumps for each acute care facility, and six laptops on ergonomic carts to practice documentation. The nursing department does not currently utilize the lab spaces on the weekend which will allow the LPN to BSN access to all facilities. A full-time lab / simulation faculty member was hired in 2021-2022 to teach exclusively in the lab and begin to develop a simulation program for the department. This faculty member will assist in the development of simulation resources for the LPN to BSN program and train faculty.

Columbia Basin College completed a second building, the Medical Science Center (MSC) in late summer 2017. There is a shared 44 station computer lab, one conference room, and three classrooms that are available for the nursing programs to use if the need arises.

Each full-time nursing faculty member has a private office in the HSC with a desk, chair, filing cabinets, bookshelves, telephone, computer work station, and at least one visitor's chair. Adjunct faculty have access to a private adjunct faculty office when they are on campus with the same amenities.

The college has an established plan for replacing aging and outdated computers every five years. All nursing faculty have a computer that is less than five years old. Scheduled faculty meeting, counseling with individual students or a meeting with a small group of students may be held in one of the three conference rooms in the building. Adequate office supplies and equipment for printing, copying, and faxing are available for all staff and faculty with sufficient funding to replace disposable supplies. Faculty mailboxes are in a mail room close to the reception office.

Program support personnel occupy office space equipped with up to date computers, telephones, and locked file storage for student records. The Program Coordinator safeguards nursing student files. Student files are stored in locked file cabinets in her office. The Program Support Supervisor has a private office with an adjacent locked file room. Support staff and faculty members have access to a second-floor workroom that houses a copy/scan/printer, fax

machine, and office supplies. Adjunct faculty have access to a private adjunct faculty office when they are on campus.

Student Services

Extensive student support services are located on the main Pasco campus with some services available online and by phone. Most student services are located in one central location, “Hawk Central,” located in the Hawk Union Building (HUB) on the Pasco campus. Services include: advising, counseling, tutoring, financial aid, Workforce Education Center, Resource Center, counseling, veteran’s services, career center, and the bookstore. Many student services at the Pasco campus began to provide remote services in 2020 due to the COVID-19 pandemic. With the end of the pandemic in sight, the College has been moving most services back to face-to-face with a significant online presence as well.

Academic Advising	<p>The Counseling and Advising Center is dedicated to promoting student success by helping students develop their potential as fully as possible – intellectually, socially, ethically, emotionally, and physically. The counselors and completion coaches strive to provide an environment of encouragement and support in which people can develop success-oriented beliefs, feelings, and behaviors that promote a positive experience at CBC and beyond. Services include transition to college, career planning, personal concerns, academic advising, referrals, college success classes, and workshops.</p> <p>Columbia Basin College created the Completion Coach Program positions in an effort to help our students be successful. It is also an effort to be proactive and catch students prior to being discouraged due to poor performance or being academically dismissed. Completion Coaches assist students with creating a plan to successfully complete their degree. Another focus is on at-risk students. These students have received a GPA below a 2.5 the past two quarters, so Completion Coaches reach out to them to see how they can assist the student in getting back on track.</p>
Personal Counseling	<p>Counseling, Advising, Reaching Everyone (C.A.R.E) Program</p> <p>CBC offers short-term counseling for current CBC students on campus through the C.A.R.E Program. There are no fees for these services and strict confidentiality is maintained. Personal counseling services may be requested by going to the Counseling Center on the Pasco campus during working hours.</p>
Academic Tutoring	<p>The Academic Success Center is comprised of the Math Center, the Writing Center, and Tutoring Services. The ASC is located in room TD 434 (the Lee R. Thornton Center) on the Pasco campus. The phone number is (509)542-4676.</p> <p>The Writing Center assists students in writing, including writing related to coursework, college and scholarship applications, and job</p>

	<p>applications. Online tutoring with CBC tutors is available as is asynchronous writing help through the eTutoring service. Students may bring in an assignment or an in-progress draft, and tutors will offer suggestions. Handouts and English grammar handbooks are available to help students. There are 18 desktop computers available for student use, and students are encouraged to use the NetPrint system to print.</p> <p>Other tutoring services are offered in-person and through eTutoring in many subject areas including biology, statistics, and chemistry. No appointment is needed, and the ASC is open 8am to 4:30pm Monday through Thursday. Drop-in is also available through remote Zoom tutoring Monday through Friday, with some extended early evening hours. A schedule can be found on a Canvas page for students.</p>
Financial Aid	<p>Comprehensive Financial Aid services are available at CBC. Students may contact FA via email: financialaid@columbiabasin.edu Students may utilize walk-in hours. Hours available on HawkCentral webpage.</p>
Online Academic Resources	<p>Students can access Canvas, register for classes, check their transcripts, and check their email through MyCBC, a student services web application.</p>
Health Services	<p>No health services are offered at the College. The College does offer a Lactation Room for breastfeeding mothers. Students also have access to an on-campus fitness center for recreation and wellness.</p>
Career Counseling	<p>Career Services provides students help with essential career readiness skills and professional development.</p>
Students with Disabilities / Health Concerns	<p>Disability Support Services (DSS) is dedicated to ensuring equal access and inclusion for all students with either provisional or permanent physical, health, learning, sensory or psychological disabilities. Accommodations may include adaptive equipment, technology, testing, classroom tools and information.</p>
Safety and Security	<p>CBC Security is committed to providing our campus with a safe and welcoming learning environment for all. We are dedicated to protecting our students 24 hours a day, 7 days a week and 365 days a year. Safety is a primary concern in the classroom, clinical facilities and online course environments. It is the responsibility of the student to act in a safe manner at all times. Students must notify a college administrator or faculty member of online harassment. Faulty equipment should be reported to an instructor immediately.</p> <p>Richland Campus Security: (509) 539-8167 Pasco Campus Security: (509) 542-4819 After Hours Security: (509) 521-4599 Emergency Broadcast Notification</p>

	CBC utilizes a web-based Emergency Notification System (ENS) to notify students and staff of campus emergency notifications. ENS messages will be sent automatically to CBC emails; however, to receive messages on home emails and personal cell phones, students and faculty must subscribe to the service with a SID and PIN number
Veteran's Services	The Veterans Education and Transition Services (V.E.T.S.) is dedicated to supporting student veterans in their transition to CBC through academic advising, education benefits certification, and mental health counseling. The office hosts a variety of services including math and English tutoring, a study table, and access to computers.
Bookstore	The CBC Bookstore is located in the upper level of the Hawk Union Building (HUB) on the Pasco campus. Books and other supplies may be purchased at the store in person or on their website CBC Bookstore Online .
Residence Life Housing	Columbia Basin College has a three-story student housing facility , located just off 20th Avenue across the street from the CBC Pasco campus. CBC provides the property management and residence life programming, and a private developer maintains the facility.

Health Sciences Library

The CBC [Health Sciences Library](#) provides personnel, services, resources, and facilities which encourage individualization of instruction and effective use of resources by students and faculty. These resources are available on campus and from home for currently registered students. Reference librarians can assist with everything from finding a book and/or peer-reviewed journal articles to how to do an extensive research project. Reference services are offered in person in Pasco and Richland. Students and faculty can call for assistance (509)544-8336 or (509)542-4890 or email library@columbiabasin.edu. A health science librarian assists RN-BSN students during the face-to-face orientation at the beginning of the program to utilize HEAL-WA resources available to them through the University of Washington hosted database system, a service provided to all Washington state licensed nurses. The librarian also provides extensive help with American Psychological Association (APA) format during the program. The health science librarian is also on the RN-BSN Canvas information shell and students are able to contact her that way. She is also able to provide information about the library / resources in the modules as another way to increase communication.

Program Outreach and Retention Specialist (ORS)

Sarah Rapoza serves as the ORS in addition to her full-time faculty role and provides leadership in outreach and recruitment efforts in the community to the local/regional nursing workforce. She currently receives a stipend for four hours a week for this work. She is responsible for meeting the educational and service needs of the RN-BSN program and will add the LPN to BSN program. All students admitted to the RN-BSN program are assigned to the ORS for advising and educational planning throughout the duration of the program. She will be assigned the LPN to BSN students as well. The ORS meets with each student at the beginning of the program to fill out the Individual Plan of Study, and communicates at least two times per quarter with all

current students. Revisions to the Individual Plan of Study are made as needed to reflect the student's plan for progression through the program, based on their projected graduation date. This role has proved invaluable to the RN-BSN program and its efforts to recruit and retain students and will be critical to the success of the LPN to BSN program as well. As soon as Sarah achieves tenure as a full-time faculty member, the plan is to have her increase the amount of time to 49% of her full-time role serving as ORS for both BSN programs. Table 3 outlines the activities performed by the ORS.

Table 3: Outreach and Retention Activities of the ORS

Outreach Activities	Retention Activities
<ul style="list-style-type: none"> • Provide information on the RN-BSN program, policies, and procedures to prospective and current students; 	<ul style="list-style-type: none"> • Assist with academic problem solving and crisis management, as needed, maintaining a detailed filing system of individual RN-BSN student files;
<ul style="list-style-type: none"> • Conduct RN-BSN information sessions in collaboration with the CBC advisors. Provide timely information about admission and registration procedures, general education requirements, and major course requirements; 	<ul style="list-style-type: none"> • Assess and identify individual student strengths and needed development areas helping to develop a plan of study (full-time and part-time as needed) and revise plans of study as needed;
<ul style="list-style-type: none"> • Provide outreach and recruitment information to the local/regional nursing workforce and the local/regional health care facilities; 	<ul style="list-style-type: none"> • Provide feedback on assessments and recommend learning resources;
<ul style="list-style-type: none"> • Coordinate and maintain a communication system with specific follow-up communication to prospective students designed to keep students "in the loop" until admitted; 	<ul style="list-style-type: none"> • Provide instructional help (proactively and reactively) and facilitate learning communities;
<ul style="list-style-type: none"> • Participate in community outreach and recruitment events; 	<ul style="list-style-type: none"> • Provide content expertise for students who are struggling with course material;
<ul style="list-style-type: none"> • Assist in the design and implementation of a marketing and student recruitment plan including web site changes and updates; 	<ul style="list-style-type: none"> • Help students to sustain motivation and maintain on-time progress to their degree;
<ul style="list-style-type: none"> • Interface with administration, faculty (both local and off campus), counselors, and campus staff to ensure information regarding the program is disseminated and accurate; 	<ul style="list-style-type: none"> • Recommend appropriate student services;
<ul style="list-style-type: none"> • Explore and develop relationships with external partners not currently utilized to provide students with a well-rounded community experience; 	<ul style="list-style-type: none"> • Perform other related duties as assigned;

<ul style="list-style-type: none"> • Provide outreach to community clinical partners to organize and seek out clinical contracts and opportunities for service-learning projects in the community; 	<ul style="list-style-type: none"> • Provide support for adjunct faculty for online learning, coordination of canvas information, and coordination of curriculum and services; and
<ul style="list-style-type: none"> • Assess and track recruitment efforts and report on outcomes for recruitment, recommending changes when needed. 	<ul style="list-style-type: none"> • Outcome assessment for program and course outcomes.

6. Policies and Procedures

LPN to BSN policies are congruent with CBC policies, publicly accessible, nondiscriminatory, and consistently applied. Differences in CBC student policies and those of the nursing program are described and justified. All policies are reviewed on a regular basis. Please see a copy of the LPN to BSN Student Handbook in Appendix B which outlines how the program meets the requirements of WAC 246-840-519.

7. Plan for Hiring and Retaining Faculty

The nursing department has the necessary budgetary resources for the nurse administrator and faculty positions to achieve the mission, goals, and expected program outcomes. Table 4 outlines the projected salaries and benefits for the proposed LPN to BSN program. Year 0 is the planning and approvals year.

Table 4: Projected Staff and Faculty Salaries and Benefits for LPN to BSN Program

Expenses	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Nurse Administrator	0	0	0	0	0	0
Full-Time Faculty + benefits (Premera Grant)	0	\$91,000 1 FTE + partial funding 1 additional FTE)	\$169,000 2 FTE	0	0	0
Full-time Faculty* + benefits (CBC)	0	\$42,331 Remaining balance 1 FTE	0	\$145,401	\$149,763	\$154,255
Adjunct Faculty*	0	0	Will use remaining money from FT line ~\$24,000	\$24,000	\$24,000	\$24,000
Program Coordinator (0.5 FTE) (covered by Premera grant)	0	\$29,250.00	\$29,250.00	0	0	0

Program Coordinator (0.5 FTE) (covered by CBC by COLA increases year 3-5)	0	0	0	\$26,172.18	\$26,957.35	\$27,766.07
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**Faculty salaries and benefits are an estimate based on current faculty contract for three academic quarters per year. Increase from year 2 to 5 reflects 3% COLA. Staff salaries reflect 3% COLA as well.*

Nurse Administrator: Approximately twenty-five percent (25%) of the nurse administrator's load will be dedicated to the LPN to BSN program. 100% of the nurse administrator's salary is paid by the Associate Degree in Nursing budget.

Full-time (FT) Faculty: To fully implement the LPN to BSN with a cohort of 16 students, we plan to hire two (2) FTE of faculty. We plan to combine the LPN to BSN and RN-BSN students in classes where it is appropriate, which will save faculty FTE. Both positions will be funded for the 2022-2023 and 2023-2024 by the Premera grant and be institutionalized into the nursing budget after that.

We plan to hire the two new faculty members by fall 2022 to get onboarded, oriented, and begin to prep for courses to begin winter quarter 2023.

Outreach and Retention Specialist: The FT faculty member of the RN-BSN program receives a stipend for duties performed as Outreach and Retention Specialist. This stipend comes from the RN-BSN budget. We anticipate that this role will enfold the LPN to BSN students in addition to the RN-BSN students.

Adjunct (PT) Faculty: The nursing department anticipates hiring adjunct instructors with a variety of clinical specialties to facilitate lab, clinical experiences, and specialty content for the LPN to BSN didactic courses.

Program Coordinator: The nursing department shares two FT administrative support personnel with the Health Science Division. The nursing department plans to hire a 0.5 FTE Program Coordinator at step G to assist the Director for Nursing Programs. A job description outlining duties for the Program Coordinator are found in Appendix C.

Each nursing program budget (Nursing Assistant, ADN, RN-BSN, and LPN to BSN) is calculated separately in BudgetPak. The Director for Nursing Programs and Dean for Health Sciences worked collaboratively to calculate a budget for the LPN to BSN program.

8. Curriculum Map

LPN to BSN Curriculum Plan

The LPN to BSN curriculum will be created utilizing *Essentials: Core Competencies for Professional Nursing Education (Essentials) (2021)* by the American Association of Colleges of Nursing (AACN). Twelve upper division bridge courses are included in this proposal to fulfill the required competencies outlined in the *Essentials*.

Applicants to the RN-BSN program will need to meet the following minimum entrance requirements:

- Hold a current, unrestricted LPN license in the State of Washington.
- Show evidence of a minimum of one year of recent clinical experience.
- Show evidence of minimum of a 2.0 GPA in all pre-requisites
 - ENGL101
 - CHEM&121 or higher
 - BIOL&160
 - BIOL&241
 - BIOL&242
 - BIOL&260
 - MATH&146
 - PSYC&100
 - PSYC& 200
 - CMST&101 or 210 or 220 or CMST 260

All students will enroll in the core nursing and general education courses. A total of 180 credits will be offered in the program, itemized as follows:

- 35 credits granted for LPN licensure
- 75-78 credits major support
- 70 credits in upper-division nursing courses (the program will meet the minimum of 90 upper division credits for a bachelor's degree with the 20 upper division general education credits)

Table 5 shows the new degree plan for the LPN to BSN program. Courses highlighted in blue are existing RN- BSN courses that have already been approved by the CBC Curriculum Committee and the Nursing Care Quality Assurance Commission. LPN to BSN students will be integrated into these courses with the RN to BSN students as they matriculate through the LPN to BSN program. As the RN-BSN and LPN to BSN students are both post-licensure students, best practices demonstrate that it is more optimal to integrate these cohorts together than with the pre-licensure ADN students.

Table 5: LPN to BSN Degree Plan

Bachelor of Science (BSN) in Nursing (LPN to BSN pathway)			
2022-2023 Degree Requirements			
BAS degrees require a minimum of 60 credits of 300-and 400-level courses			
Major Courses			
Course	No.	Course Title	Credits
NRS	301	Nursing Roles, Dimensions, and Perspectives	3
NRS	305	Pharmacology	4
NRS	310	The RN's Role in Holistic Health Assessment and Care	3
NRS	311	Foundations of Registered Nursing Practice Lab	2
NRS	315	Healthcare Informatics	5
NRS	320	Nursing Research and Evidence-Based Practice	5

NRS	330	Acute Care Nursing I Theory	5
NRS	331	Acute Care Nursing I Clinical	4
NRS	332	Acute Care Nursing I Lab	1
NRS	340	Acute Care Nursing II Theory	5
NRS	341	Acute Care Nursing II Clinical	4
NRS	342	Acute Care Nursing II Lab	1
NRS	350	Pathophysiology, Pharmacology, and Assessment	5
NRS	400	Acute Care Nursing III Theory	5
NRS	401	Acute Care Clinical Preceptorship	5
NRS	410	Nursing Leadership and Management	5
NRS	420	Populations and Global Health Nursing	3
NRS	421	Populations and Global Health Nursing Practicum	2
NRS	460	Leadership Capstone	2
NRS	499	Guided NCLEX Prep	1
		Subtotal	70
Major Support			
PSYC&	100	Introduction to Psychology	5
PSYC&	200	Lifespan Psychology	5
BIOL&	160	General Biology with Lab	5
BIOL&	241	Anatomy and Physiology I with Lab	5-6
BIOL&	242	Anatomy and Physiology II with Lab	5-6
BIOL&	260	Microbiology with Lab	5-6
ENGL&	101	English Composition I	5
CHEM&	121	Intro to Chemistry with Lab	5
CMST option	101, 210, 220, 260	CMST 5 credit option	5
MATH&	146	Statistics	5
NUTR&	101	Nutrition	5
ENGL	315	Writing for Health Professionals	5
PHIL	315	Professional Ethics in Healthcare	5
ICS	310 or 320	American Diversity or Culture and Health	5
ECON	315	Economics of Healthcare	5
		Subtotal	75-78
		LPN Credit by Examination (NCLEX-PN)	35
		Total Credits Required	180-183

**BIOL&241, 242, and 260 are 6 credit courses at CBC. We will accept a 5 or 6 credit course, hence the range in total program credits.*

The CBC LPN to BSN curriculum will allow the graduate to articulate into any graduate nursing program.

Holistic Admissions

The LPN to BSN program will be utilizing a holistic admissions process for selection of the cohorts. Admissions to nursing programs is often based on competitive metrics, such as grade

point average and test scores. Although these scores may be reliable, they do not necessarily reflect a complete picture of applicants and may also lead to decreased diversity in the nursing workforce. A growing body of evidence suggests that the use of holistic admissions processes increases diversity without affecting student success rates and allows students who have faced lifelong barriers a chance to be admitted into competitive nursing programs. According to the American Association of Colleges of Nursing (AACN), any type of holistic review process should be missions-driven. One of the values of CBC is Diversity, Equity, and Inclusion.

We celebrate diversity in all its forms and we believe that our many unique perspectives make us stronger. Diversity among our team enriches our institution and our students' experience. We are dedicated to eliminating barriers to success through intentional and equitable efforts to provide quality learning opportunities.

Similarly, one of the values of our BSN program also addresses Diversity, Equity, and Inclusion:

We uphold and model a commitment to providing care and working within systems to support the dignity, respect, and sensitivity for all people. We celebrate diversity in all its forms and we believe that our many unique perspectives make us stronger.

The Director for Nursing Programs is working with a holistic admissions taskforce made up of faculty, current BSN students, and advisory committee members to develop the holistic admissions process / procedure and application. Holistic admissions are not a one-size-fits-all model and needs to be personalized for each program. The taskforce is charged with deciding which experiences, attributes, and metrics are most important and will help the program attain its goals.

A draft admission scoring template is developed and will be presented to the task force for review and feedback in April / May 2022. The final process and scoring template and rubric will be made available to prospective students when the program opens up admissions. Pending NCQAC approval, we hope to have the application available by early summer quarter, 2022.

Course Descriptions, Outcomes, and Topical Outlines

Appendix C provides course templates for all LPN to BSN courses including course descriptions, course outcomes, tentative learning activities, and assessment methods. Each template also depicts which Program Outcome(s), Institutional Learning Outcome(s), and *BSN Essential(s)* are met by the course.

Hybrid Teaching Model

Columbia Basin College plans to utilize a hybrid teaching model to include online didactic courses and face-to-face lab and clinical courses on weekends (Friday-Sunday). Based on survey feedback from prospective students, a hybrid program with weekend lab and clinical courses will provide the most flexibility for the student to continue working full- or part-time if desired. The hybrid teaching model equates to approximately 32% of courses in person and the remaining courses and learning will take place online. The CBC nursing program is approved for alignment with WAC 246-840-546 (Distance-learning nursing education course or courses offered by approved nursing programs).

The College utilizes the Canvas Learning Management platform to support teaching and learning. All nursing faculty members are trained in the use of Canvas, and those teaching online in the RN-BSN program have completed additional training in Quality Matters and best practices in online teaching pedagogy. CBC has a *Teaching and Learning Center for Excellence* for faculty and employs a Director for Teaching and Learning and a full-time Instructional Designer. Online access to the Center's vast resources is available through the employee intranet. A sampling of the resources includes: faculty professional development workshops, online course development resources, teaching resources, and eLearning resources (Canvas, Zoom, Panapto, Turnitin and more).

The LPN to BSN program will be completed over 7 quarters, spread over two academic years. Students will have a break between the fourth and fifth quarter for work and family during the summer. The program will be offered in a full-time mode only and students will be eligible to take the NCLEX-RN exam at the end of the seventh quarter.

Table 6 outlines which major nursing courses will be taught online or face-to-face (F2F) in the skills lab or clinical setting. Lower division major support courses may be face-to-face or online and upper division major support courses are all online.

Table 6: Teaching Modality for Major Nursing Courses

Course Prefix	Course Number	Course Name	Credits	Modality
NRS	301	Nursing Roles, Dimensions, and Perspectives	3	Online
NRS	305	Pharmacology	4	Online
NRS	310	The RN's Role in Holistic Health Assessment and Care	3	Online
NRS	311	Foundations of Registered Nursing Practice Lab	2	F2F skills lab
NRS	315	Healthcare Informatics	5	Online
NRS	320	Nursing Research and Evidence-Based Practice	5	Online
NRS	330	Acute Care Nursing I Theory	5	Online
NRS	331	Acute Care Nursing I Clinical	4	F2F clinical site
NRS	332	Acute Care Nursing I Lab	1	F2F skills lab
NRS	340	Acute Care Nursing II Theory	5	Online
NRS	341	Acute Care Nursing II Clinical	4	F2F clinical site
NRS	342	Acute Care Nursing II Lab	1	F2F skills lab
NRS	350	Pathophysiology, Pharmacology, and Assessment	5	Online
NRS	400	Acute Care Nursing III Theory	5	Online
NRS	401	Acute Care Clinical Preceptorship	5	F2F clinical site
NRS	410	Nursing Leadership and Management	5	Online
NRS	420	Populations and Global Health Nursing	3	Online
NRS	421	Populations and Global Health Nursing Practicum	2	F2F clinical site
NRS	460	Leadership Capstone	2	F2F clinical site
NRS	499	Guided NCLEX Prep	1	Online

9. Financial Resources

Commitment to a Sustainable High-Quality Program

Fiscal resources are sufficient to launch and support the proposed LPN to BSN and to achieve its mission, goals, and expected outcomes. The College administration is committed to support the development of an LPN to BSN program at CBC to better serve employer and community needs. In addition, the nursing department has secured funding through two grants to provide substantial funding for year 0 (planning phase) and years 1 and 2 (implementation).

- Premera Grant—total award \$338,500
 - Year 0 funding
 - \$5,000 for marketing
 - \$15,000 for simulation resources
 - Year 1 funding
 - \$91,000 for 1 FTE faculty member 1 FTE clinical faculty member
 - \$29,250 for 0.5 FTE Program Coordinator
 - \$35,000 for student scholarships / stipends
 - Year 2 funding
 - \$169,000 for 1 FTE faculty member, 1 FTE clinical faculty member
 - \$29,250 for 0.5 FTE Program Coordinator
 - \$35,000 for student scholarships / stipends
- SBCTC High Demand Grant—total award \$102,648
 - Year 0 funding
 - \$29,627 faculty salaries and benefits for curriculum development
 - \$62,683 for birthing simulation manikin to support obstetric simulation experiences
 - \$5,979 to support faculty development for simulation training for birthing manikin
 - Year 1 funding
 - \$4,359 to support simulation faculty salaries and benefits in developing evidence-based simulation scenarios for LPN to BSN students

The College will financially support the program starting year 1 with funds to supplement costs not covered by the two grants and fully institutionalize support the program starting year 3. We anticipate that the program will be revenue generating by year 2. Table 7 outlines the proposed 5-year budget for the LPN to BSN program.

Table 7: LPN-BSN Projected Five-Year Budget

Object Codes	Budgeted Item	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		2021-2022	2022-2023	2023-2024	2024-2025	2028-2026	2026-2027
	Curriculum Development	\$24,897.00					
A	CBC F Funded Faculty Salaries	\$0.00	\$35,874.00	\$0.00	\$145,401.00	\$149,763.03	\$154,255.92
A/B	Grant Funded Faculty Salaries + benefits	\$0.00	\$91,000.00	\$169,000.00	\$0.00	\$0.00	\$0.00
B	Faculty Benefits (18%)	\$4,730.00	\$6,457.32	\$0.00	\$26,172.18	\$26,957.35	\$27,766.07
B	Adjunct Faculty + Benefits				\$24,000.00	\$24,000.00	\$24,000.00
A	Program Coordinator (.5FTE) + benefits	\$0.00	\$29,250.00	\$29,250.00	\$0.00	\$0.00	\$0.00
E	Goods & Services	\$0.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00
E	Simulation	\$15,000.00	\$4,359.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
J	Capital Outlays	\$62,683.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
G	Travel	\$0.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
E	Library Resources	\$0.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
E	Marketing & Outreach	\$5,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
E	Faculty Prof. Develop.	\$5,979.00	\$5,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
	Total Expenses	\$118,289.00	\$187,440.32	\$217,750.00	\$215,073.18	\$220,220.38	\$225,521.99
	CBC Total Expenses - Grant Funding	\$0.00	\$62,831.32	\$19,500.00	\$215,073.18	\$220,220.38	\$225,521.99
Color Key	SBCTC High Demand Grant						
	Premera Grant						
	Student Scholarships / Stipends		\$35,000	\$35,000			
	Tuition & Fees						
	Revenue	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		2021-2022	2022-2023	2023-2024	2024-2025	2028-2026	2026-2027
	Students	0	16	32	32	32	32
	Total Program Credits	0					
	Total Tuition/Fee Revenue	0.00	84,298.88	336,787.20	317,923.84	285,410.24	285,410.24
	Net Revenue		\$21,467.56	\$317,287.20	\$102,850.66	\$65,189.86	\$59,888.25

10. Projected Plan for Expansion

We propose to admit the first cohort of LPN to BSN students winter quarter, 2023. Interest in the program is very high and we will be admitting according to our newly developed holistic admission model. This timeline aligns with the other two community colleges in the statewide pilot group that plan to implement their LPN to BSN programs. After the first cohort is admitted, CBC will admit annually summer quarter.

Table 8 outlines the time for implementation of the LPN to BSN program for the first three years with number of students admitted and graduation date. Table 10 outlines the anticipated roll out of LPN to BSN courses for cohorts 1-4.

Table 8: Implementation Timeline for First Three Years

Quarter	Cohort Admission	Cohort Graduation
Winter 2023	Cohort 1: 16 students	N/A
Summer 2023	Cohort 2: 16 students	N/A
Summer 2024	Cohort 3: 16 students	Cohort 1
Spring 2025		Cohort 2
Summer 2025	Cohort 4: 16 students	
Spring 2026		Cohort 3

Table 9 outlines the anticipated upper division student numbers for the first three years. The first cohort will start winter quarter 2023 pending Nursing Commission approval and then we will admit once a year, summer quarter. The anticipated numbers for the RN-BSN program are fluid as the majority of students are on part-time pathways and may take two or more years to complete. We understand that full approval will not occur until after the first cohort graduates and takes the NCLEX exam.

Table 9: Anticipated Student Numbers

Academic Year	RN to BSN	LPN to BSN	Total Students in BSN Program
2022-2023	15 new (fall) + 14 new (winter) + 38 continuing	16 (winter start)	84
2023-2024	20 new (fall) + 14 new (winter) + 39 continuing	16 new + 16 continuing (summer start)	105
2024-2025	20 new (fall) + 14 new (winter) + 45 continuing	16 new + 16 continuing	111
2025-2026	20 new (fall) + 14 new (winter) + 45 continuing	16 new + 16 continuing	111

Table 10: LPN to BSN Course Rollout Cohorts 1-4

COURSE	Credits	W 2023	Sp 2023	Su 2023	F 2023	W 2024	Sp 2024	Su 2024	F 2024	W 2025	Sp 2025	Su 2025	F 2025	W 2026	Sp 2026
NRS 310	3	X		X				X				X			
NRS 311	2	X		X				X				X			
NRS 305	4	X		X				X				X			
NUTR 101	5			X, X				X				X			
NRS 330	5		X		X				X				X		
NRS 331	4		X		X				X				X		
NRS 332	1		X		X				X				X		
PHIL 315	5	X			X				X				X		
NRS 340	5			X		X				X				X	
NRS 341	4			X		X				X				X	
NRS 342	1			X		X				X				X	
NRS 350	5		X			X				X				X	
ICS 320	5					X	X				X				X
NRS 420	3				X		X				X				X
NRS 421	2				X		X				X				X
NRS 301	3				X		X				X				X
ECON 315	5					X			X				X		
NRS 320	5				X				X				X		
ENGL 315	5					X			X				X		
NRS 410	5						X			X				X	
NRS 400	5						X			X				X	
NRS 401	5						X			X				X	
NRS 315	5							X			X				X
NRS 460	2							X			X				X
NRS 499	1							X			X				X

LPN-BSN Cohort 1

LPN-BSN Cohort 2

LPN-BSN Cohort 3

LPN-BSN Cohort 4

Acute Care Clinical

Precepted/Community Clinica

11. Systematic Evaluation Plan

A copy of the Systematic Evaluation Plan (SEP) for the LPN to BSN program may be found in Appendix D. The existing SEP for the RN-BSN was modified in April, 2022 to include relevant key elements for the proposed pre-licensure LPN to BSN track.