

**Substantive Change Prospectus (Updated)
to Expand the**

Northwest Florida State College
Baccalaureate Programs
to include

BACHELOR OF SCIENCE IN NURSING



**Dr. Ty Handy, President
Dr. Melinda Stein, Accreditation Liaison**

Telephone Number: (850) 729-5366

FAX Number: (850) 729-5278

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**To the
COMMISSION ON COLLEGES
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
1866 Southern Lane
Decatur, Georgia 30033-4097
(404) 679-4500**

NORTHWEST FLORIDA STATE COLLEGE
SUBSTANTIVE CHANGE PROSPECTUS
PROPOSAL TO OFFER BACHELOR OF SCIENCE IN NURSING

This Prospectus is an updated version of the Substantive Change Prospectus Proposal to Offer a Baccalaureate Degree in Nursing that was submitted to the Commission on Colleges by Northwest Florida State College, then Okaloosa-Walton College, in June 2008. Updated material is denoted by blue type. The original Prospectus is attached (Appendix A).

1. Abstract

With the December 2008 approval of the Commission on Colleges, Northwest Florida State College (NWFSC) developed a Bachelor of Science in Nursing (BSN) program that accepted students beginning Fall 2008. The program was built on the success of the former upper division nursing curricula it has been offering through a cooperative BSN program with the University of West Florida since August 2004. The college built on the success of the cooperative program to offer its own “stand-alone” BSN degree. The NWFSC BSN program had an initial Fall 2008 enrollment of 20 full and part-time students. By Fall 2010, enrollment increased to 53 full and part-time students. As of Summer 2010, 26 students have graduated from the program. The program, designed as a career-ladder degree for students who already possess the associate degree in nursing and hold a valid registered nursing license, has been developed to meet Florida’s established AS-to-BS articulation agreement in the field of nursing.

In an effort to meet the local and regional need for baccalaureate level nurses, to provide the bachelor’s level step for future nursing program instructors seeking the master’s degree, and to meet the preferences of place-bound students, the student population will be drawn primarily from the college’s existing service area of Okaloosa and Walton Counties. In particular, recruitment efforts will target current registered nurses who complete the appropriate lower division nursing prerequisites at NWFSC or neighboring community colleges and who may not otherwise pursue the BSN because of travel time, family commitments, cost, or other factors which limit the student’s ability to continue at one of the regional universities.

Students will enter this upper division program after successfully completing the associate of science degree, which includes a general education component that meets requirements and guidelines of the Florida Department of Education (FLDOE), Florida Statutes, and the Commission on Colleges. Prior to graduation, the students must demonstrate completion of the full thirty-six (36) credit general

education requirement, as well as the specialized upper division nursing courses. The instructional methods for the two programs will encompass a variety of formats. [The instructional methods for the program include both online and blended courses.](#) Theory courses are primarily taught online with [optional face-to-face workshops.](#) [Face-to-face clinical activities](#) are infused throughout the program and will enable the students to encounter patient-related health care experiences at a variety of health care settings.

2. Background Information

The Bachelor of Science in Nursing is a natural continuation of the college's longstanding success with lower division nursing. The program responds to specific portions of the NWFSC mission: "...to provide quality educational programs and services which enable students to achieve their goals..." and "...[t]o provide courses leading to approved associate and baccalaureate degrees." Additionally, four external factors prompted college interest in the BSN program: 1) the statewide call for increased access to baccalaureate level nursing education as a strategy for meeting the critical need for highly qualified nurses, 2) local difficulty in recruiting baccalaureate level nurses, 3) the University of West Florida's desire to refocus scarce program resources on development of graduate nursing studies and 4) recurring requests for a stand-alone BSN program from students, educators and community leaders. Accordingly, the NWFSC Board of Trustees approved a resolution on November 27, 2007, charging the college president to pursue a BSN proposal at the state level (Appendix B). The program proposal was approved by the Florida State Board of Education on February 19, 2008 (Appendix C).

3. Assessment of Need and Program Planning/Approval

Program Need and Inclusion in Existing Planning and Evaluation Processes

Using the college's established system of program planning and review, NWFSC completed a three-phase approach with respect to needs assessment and planning. All three phases involved multiple internal and external constituencies; however, given the established success of the cooperative program with UWF, this process was somewhat compressed in comparison to the process implemented for the original cooperative degree proposal and for the previous NWFSC baccalaureate offerings.

Phase I: Assessing Institutional Commitment and Resource Potential

Employing the successful development process associated with the college's earlier baccalaureate offerings, NWFSC began BSN discussions with internal constituencies. This occurred

simultaneously on four intersecting fronts. First, discussions regarding the relationship of the program to the college mission and curricular mix were held with the College-wide Council, a policy review body comprising elected and appointed representatives from the faculty, administration, career service, and student constituencies. Second, academic and student services departments considered the potential impact on services, staffing, class scheduling and facilities. Third, Learning Resource Center staff conducted a preliminary assessment of the college's capacity to supply the various library resources necessary to support a stand-alone BSN program. And fourth, the President's Executive Council discussed fiscal, organizational, and external/community-related factors associated with the move to a stand-alone program, including consideration of indicators that NWFSC would be successful in an independent endeavor.

In addition, the following factors emerged in support of initiating a BSN program.

- Passing rate of 100% on the N-CLEX (RN licensure examination) for the most recent six (6) associate degree graduating classes
- Placement rates for associate degree graduates exceed 97%-98% for the three most recent state accountability reporting years
- The three-year placement rate for graduates of the cooperative BSN program is 95.6%
- Student satisfaction rates regarding the quality of NWFSC instruction in the cooperative BSN program averaged 90.4% over the last three years

The following more recent indicators support the college's ability to offer a quality BSN program.

- NWFSC's innovative instruction strategy, **Strategy to Enrich Student Experiences by Utilizing Free Clinics for Clinical Sites**, earned the 2009 Best Practice Award for Workforce Education, awarded by the Florida Department of Education
- BSN Program Director and professor, Dr. Beth Norton presented her evidence-based practice project, *A Healthcare Referral Process for the Homeless*, at the Theta Tau International Nursing Congress in July 2010
- NWFSC BSN assistant professor, Dr. Teresa Ryan provided a presentation entitled *Researchers on the Battlefield* at the Epsilon Nu Sigma Theta Tau Conference at Louisiana State University in April 2010 and presented her work on Attachment Disorder at the Sigma Theta Tau International Nursing Congress in Singapore during the summer of 2008
- BSN professor, Marty Walker, co-authored a book, *Certified Nursing Assistant Exam Cram*, published by Pearson, Inc. in 2009

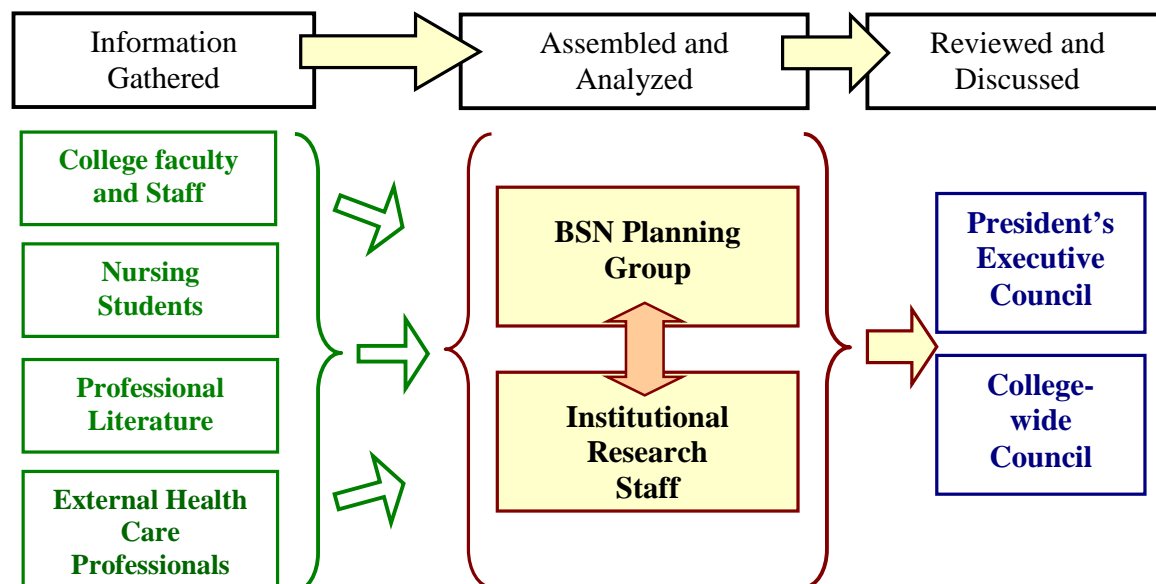
Phase II: Assessing Readiness and Resources

Upon validation of the internal college commitment, planning progressed to Phase II. This stage involved two simultaneous groups sharing direction, information, and work product. The BSN

Planning Group, which included current NWFSC nursing faculty members, selected instructional administrators, and representatives from enrollment services, considered academic resources, delivery methods, and program philosophy. At the same time, institutional research staff began activities that included employment projections, needs assessment, analyses of state and local data, and a preliminary review of the professional literature. Key college administrators also began consultation with local health care professions and industry leaders, as well as with the senior administration of the University of West Florida, as a stand-alone program would mean phasing out the cooperative program. To ensure coordination between the two planning bodies, key individuals served on both groups and information was shared with both the College-wide Council and the President’s Executive Council.

The two planning groups followed a process much like that of a mini accreditation self-study, using the existing NWFSC program development and review system, Florida statutes, and the FLDOE baccalaureate approval process. Chief among the items addressed were the provisions of F.S. §1007.33(3)(a), which require any community college baccalaureate proposal to include evidence regarding program need and the institution’s ability to provide the a) academic resources and b) facilities sufficient to support the BSN program in its entirety. The two planning groups concluded that offering the BSN was not only feasible, but also necessary and desirable. Figure 1.0 presents Phase II in graphic form.

Figure 1.0
NWFSC Phase II BSN Planning Process



Assessment of Program Need

Although Florida's critical need for qualified nurses has been widely reported and accepted, an assessment of the extent of that need at the local level, as well as an assessment of NWFSC's role in meeting that need, was an essential part of Phase II in the planning process.

From April 1, 2000, to April 1, 2009, Okaloosa and Walton Counties experienced population growth of 4.7% and 35.7% respectively¹. In 2005, Walton County was listed among the 100 fastest growing counties in the United States². Although the relative placement of Okaloosa County is substantially lower, the projected impact of the latest Base Realignment and Closing (BRAC) decisions on Eglin Air Force Base is an estimated population increase by 2020 of 10,690, of which the majority will be military dependents and families³. While these numbers may not appear profound in a statewide comparison, in proportion to the population of Northwest Florida, these are compelling shifts that must be addressed across all societal and economic sectors, including health care.

The specific need for the Bachelor of Science in Nursing Program arises from well-documented national, state and local supply and demand problems in the nursing profession. Demand is not only for general registered nurses, but also for the baccalaureate level nurse with higher-order skills, for nurses with advanced training, and for nursing faculty. The baccalaureate degree is desirable, if not preferred, for the first demand category (RN's), but the baccalaureate is essential for the latter two categories.

As part of its periodic assessment of the US occupations experiencing the largest growth, the November 2007 *Monthly Labor Review*, focuses on professional nursing, stating on page 96:

Registered nurses are projected to experience the largest numeric increase... those with advanced degrees, such as nurse practitioners, will be needed in greater numbers as they increasingly serve as lower cost primary care providers in rural areas and inner cities.

The national problem is compounded in Florida, where the critical undersupply of nurses in Florida is compounded by the state's rapid growth, which by 2015 will increase the need for nurses to more than 40,000. In fact, the undersupply of nurses in Florida has caused healthcare providers to begin *importing* nurses from as far away as the Philippines, Australia, South Africa, and Canada. The statewide need for nurses is exacerbated by a critical shortage of nursing instructors. Florida averages

¹ <http://quickfacts.census.gov/qfd/states/12/12131.html>, Census Bureau 2009, retrieved June 13, 2010.

² http://www.census.gov/newsroom/releases/pdf/cb06-39_countypop05-table1.pdf, Census Bureau 2009, retrieved June 13, 2010.

³ <http://www.florida-edc.org/DSI/Economic%20Impact%20Realignments%20Okaloosa%202007%20Update%20Final.pdf>, Florida Development Council, July 2007, retrieved June 13, 2010.

78 unfilled nursing instructor vacancies annually. This makes the demand for the proposed program even more critical since the BSN degree is an essential step toward qualification for a nursing instructor. On page one of its January 2005 report, “Nurse Staffing in Florida: The Challenge Continues,” the Florida Hospital Association states:

Florida, with the highest percentage of elderly residents will face a [health] care crisis unlike any other when the demand for RNs significantly outstrips the supply. The National Center for Healthcare Workforce Analysis projects that by 2020, Florida will need 61,000 more nurses than are currently projected to be available.

Specific concerns focus on two areas: shortages of faculty positions and training of specialized RNs. First, although enrollments in nursing schools have increased, thousands of prospective students are turned away due to a critical shortage of qualified nurse faculty. Second, current survey findings clearly indicate that hospitals continue to experience difficulty filling the more specialized nursing positions.

The magnitude of the situation is further highlighted on page eighteen of the report:

Even though enrollments in entry-level baccalaureate programs are up, 26,840 qualified students were denied admittance to nursing programs due to a shortage of nursing school faculty...[n]ursing educational programs are unable to sufficiently increase student capacity due, primarily, to a shortage of qualified nurse educators.

Local labor statistics, job vacancy rates, turnover rates and employer surveys (Table 1.0) attest to the fact that nursing is a critical concern in the college district as well. As stated by Mr. Wayne Campbell, [former](#) CEO of the district’s largest health care facility, this need is not only for associate degree nurses, but also for baccalaureate level nurses. (See [Appendix D](#))

...This BSN program will help address the continuing need in this region for baccalaureate-level nurses, who bring more advanced critical thinking and administrative skills to the patient care setting. Furthermore, this career-ladder opportunity will help recruit and retain nurses in this area.

The special interests of this service area are aptly summarized by Dr. Karen A. Chapman, Director, Okaloosa County Health Department in her letter of support for the program ([Appendix D](#)), “Our public health agency faces daily challenges attracting nurses to the world of public health nursing. A major challenge is the insufficient supply of nurses with the BSN.”

Table 1.0, which follows, summarizes the key data elements which support the need for the BSN program.

Table 1.0
Summary of Bachelor of Science in Nursing Demand Factors

Student Demand	
Source	Demand/Need Indicated
<ul style="list-style-type: none"> ▪ Survey of 2007 and 2008 NWFSC associate degree nursing graduates ▪ Survey of 2009 and 2010 NWFSC associate degree nursing graduates 	<ul style="list-style-type: none"> ▪ 40% of the students surveyed (approximately 43 students) indicated a strong desire to continue their nursing education through an NWFSC BSN program ▪ 75% of the students surveyed indicated a strong desire to continue their nursing education through the NWFSC BSN program
<ul style="list-style-type: none"> ▪ Florida Hospital Association 2005 Study 	<ul style="list-style-type: none"> ▪ Only 17% of associate degree nurses proceed to the BSN degree, in part due to lack of access to baccalaureate level programs
Workforce Demand	
<ul style="list-style-type: none"> ▪ “Florida Hospital Association Study on Nurse Staffing Issues in Florida”, Florida Hospital Association, 2006 	<ul style="list-style-type: none"> ▪ Most recent survey data shows a decrease in turnover rates in all areas of the state except in the college service district, where the nursing position turnover rate in college service district is nearly 5% higher than the state rate
<ul style="list-style-type: none"> ▪ Florida Hospital Association Workforce Staffing Survey Findings, 2006 	<ul style="list-style-type: none"> ▪ Most recent survey data shows the vacancy rate for nursing positions in the college service district has remained relatively constant over the last three years, equaling the statewide average of 9%.
<ul style="list-style-type: none"> ▪ Nursing position announcements in the local service district (newspaper ads, internet listings, June 2008) ▪ Nursing position announcements in the local service district (newspaper ads, internet listings, June 2010) 	<ul style="list-style-type: none"> ▪ Vacant positions ranged from 35-41 at local hospitals and health care sites ▪ Vacant positions number 56 at local hospitals
<ul style="list-style-type: none"> ▪ Florida Office of Workforce Information, 2007 	<ul style="list-style-type: none"> ▪ 95 average annual openings in the college service district, including both existing and growth positions ▪ 8,096 average annual openings in the state of Florida, including both existing and growth positions

<ul style="list-style-type: none"> Florida Center for Nursing - Northwest Florida Status Report on Nursing Supply, Demand, and Education August 2009⁴ 	<ul style="list-style-type: none"> An estimated 764 RN vacancies in Okaloosa County
<ul style="list-style-type: none"> Florida Center for Nursing - Licensed Nurses in Florida: 2007-2009 Trends and Longitudinal Analysis⁵ 	<ul style="list-style-type: none"> Of the six regions in Florida, only the Panhandle had consistently lower growth – across all nursing types – than did other regions
<ul style="list-style-type: none"> The Growth Rate Inclusive of Military Realignment Impacts (2009-2015)⁶ 	<ul style="list-style-type: none"> A projected growth rate of 11.61% in Health Care and Social Assistance is expected due to military base realignment activities

Phase III: Program Development and Implementation

As the more detailed feasibility and readiness assessments in Phase II served to strengthen the institutional commitment established through Phase I, the college moved to Phase III of the planning process: Program Development and Implementation. At this point, the BSN Planning Task Force was subdivided into a curriculum team and an operational team, each with specific missions, but working in concert. Selected members served on both groups. The curriculum team focused on reviewing the content, scope and sequence of the cooperative program, as well as the AS-to-BS nursing programs at other colleges and universities, researching best practices in nursing education, and reviewing professional accreditation and approval processes. The operations team focused its efforts on implementation details (including an implementation timeline), an updated assessment of current and anticipated resources, and enrollment, performance and budget projections.

Involvement of Faculty and External Constituencies

As cited in the previous section, faculty members have been involved at all levels of program planning and development – a practice required by existing college policy and procedure. By virtue of their participation in the all of the *ad hoc* development groups, as well as through their traditional roles on the College-wide Council and the Curriculum and Institutional

⁴ http://www.flcenterfornursing.org/files/Northwest_Status.pdf, retrieved June 13, 2010

⁵ http://www.flcenterfornursing.org/files/Licensure_Trends_2007-2009.pdf, retrieved June 13, 2010

⁶ <http://webgis.co.okaloosa.fl.us/jlus/docs/final2/5.0%20Final%20Atlas%20%20Economy%20and%20Jobs%209.1.08%20>,
retrieved June 13, 2010

Research Committees, the influence of the college faculty has been a key factor throughout the planning and development process.

In addition, the college has maintained formal and informal contact regarding the proposed programs with a wide range of external constituencies including the following:

- Okaloosa and Walton County Hospital CEO's
- Graduates of the NWFSC-UWF Cooperative BSN Program
- Okaloosa County Social Workers
- Okaloosa County School Nursing Program Representatives
- Current NWFSC-UWF Cooperative BSN Program Students
- Okaloosa and Walton County Hospital Chief Nursing Officers
- Administrators from the Okaloosa County Health Department
- Okaloosa and Walton County Hospital Education Directors
- NWFSC Associate Degree Nursing Program Graduates
- Okaloosa and Walton County Retired Nurses

Early in the planning process, the existing nursing advisory committee, formed as part of the quality control efforts in the cooperative program, was consulted regarding a local stand-alone program. As the prospect of such a program grew in likelihood, additional committee members were added and their advice sought concerning program content and direction (Appendix E). In addition, ongoing informal input has been collected from the various clinical site nurse preceptors currently assisting in the associate degree and cooperative programs. The results of both the informal and formal information activities have been used to develop curriculum, solicit clinical sites and identify adjunct faculty members.

4. Description of the Change

The **change enables** NWFSC to expand its current upper division nursing curriculum into a full, stand-alone baccalaureate program. This new BSN degree **replaces** the NWFSC-UWF Cooperative BSN program begun in 2004 and originally reviewed by the COC Visiting Team in February 2005 as part of the college's successful application for Level II status. This career-ladder degree, based on Florida's successful AS-to-BS articulation agreement, will offer individuals who possess an associate degree in nursing and registered nursing certification the opportunity to continue their education at the upper division level at NWFSC.

Learning Outcomes, First Year Scheduling, and Syllabi

Lower division learning outcomes for the **BSN** program conform to those defined college-wide for the associate of arts program, approximately eighteen – twenty-one (18-21) credits of which are met through completion of the Associate of Science in Nursing general education requirements. Additional general education courses to equal the required thirty-six credits across the specific subject areas are completed through satisfaction of prerequisite courses or as additional lower division credits while pursuing nursing coursework. The upper division academic content and learning outcomes for the stand-alone BSN program conform to the provisions of the Florida statewide articulation agreement for the AS-to-BS in Nursing and focus on critical thinking, serving the complex client, leadership and other advanced nursing competencies.

At the upper division program level, competencies, goals, and outcomes are derived from the applicable industry or professional standards. In the case of baccalaureate level nursing, these goals and outcomes are derived directly from the American Association of Colleges of Nursing Essentials of Baccalaureate Education, the American Nurses Association Standards of Practice and input from the NWFSC Nursing Advisory Committee. This effort produced the following list of student learning outcomes (SLOs) for the BSN program.

Bachelor of Science in Nursing Student Learning Outcomes

Upon completion of the BSN program, the student will be able to:

- 1) Demonstrate accountability, responsibility, authority, ethical practice, and professionalism as defined by the American Nurses Association Code of Ethics;
- 2) Apply the combined knowledge derived from the natural sciences, behavioral sciences the humanities and nursing theory to the promotion of health, reduction of health risks and prevention of disease;
- 3) Serve as a change agent and client advocate in the practice of professional nursing with individuals, families, groups, and communities;
- 4) Develop a plan for lifelong learning and professional development;
- 5) Employ current theories and principles of leadership and management in the provision of quality nursing care;
- 6) Describe and use appropriate teaching and learning theories to design, implement, and evaluate educational experiences for a diverse population of clients;
- 7) Use higher-order critical thinking skills (e.g. assessment, analysis, synthesis) effectively throughout the nursing process;

- 8) Apply appropriate theory, practice, and research in the provision of direct nursing care to the complex client;
- 9) Incorporate socio-cultural, ethnic, religious, and other unique individual considerations into client care;
- 10) Evaluate and use the concepts of nursing theory and appropriate research findings for evidence-based nursing practice;
- 11) Apply effective communication techniques to professional relationships and teambuilding, and client care; and
- 12) Use media resources and information technologies to enhance professional practices.

The full program requirements also parallel those of the original cooperative BSN degree, but have been revised and improved based on three years of program review, student feedback, and research of best practices in other AS-to-BS nursing programs. Appendix F presents the full program of study, [Appendix G displays four Plan of Study options for upper-level BSN courses](#), and [Appendix H includes sample first and second year BSN upper-level course syllabi](#).

Admissions and Student Services Policies/Practices

The BSN program will incorporate the admission requirements mandated by Florida Statute and the Florida AS-to-BS in nursing articulation agreement. The enrollment services policies and procedures regarding orientation, admission, transcript evaluation, registration, financial aid/scholarship access, records, grading, transfer policies, and other related enrollment services functions will be the same for the BSN program as they are for other NWFSC baccalaureate programs. Specific admission requirements, developed and reviewed by current NWFSC nursing faculty, conform to requirements of applicable state statutes and parallel those of other Florida Bachelor of Science in Nursing programs. The requirements parallel those of the original cooperative program with the University of West Florida, but have been modified slightly to reflect recent Florida articulation guidelines. Students entering the program must satisfy the following:

BSN Admission Requirements

- Completion of an associate degree nursing program or nursing diploma prior to enrollment

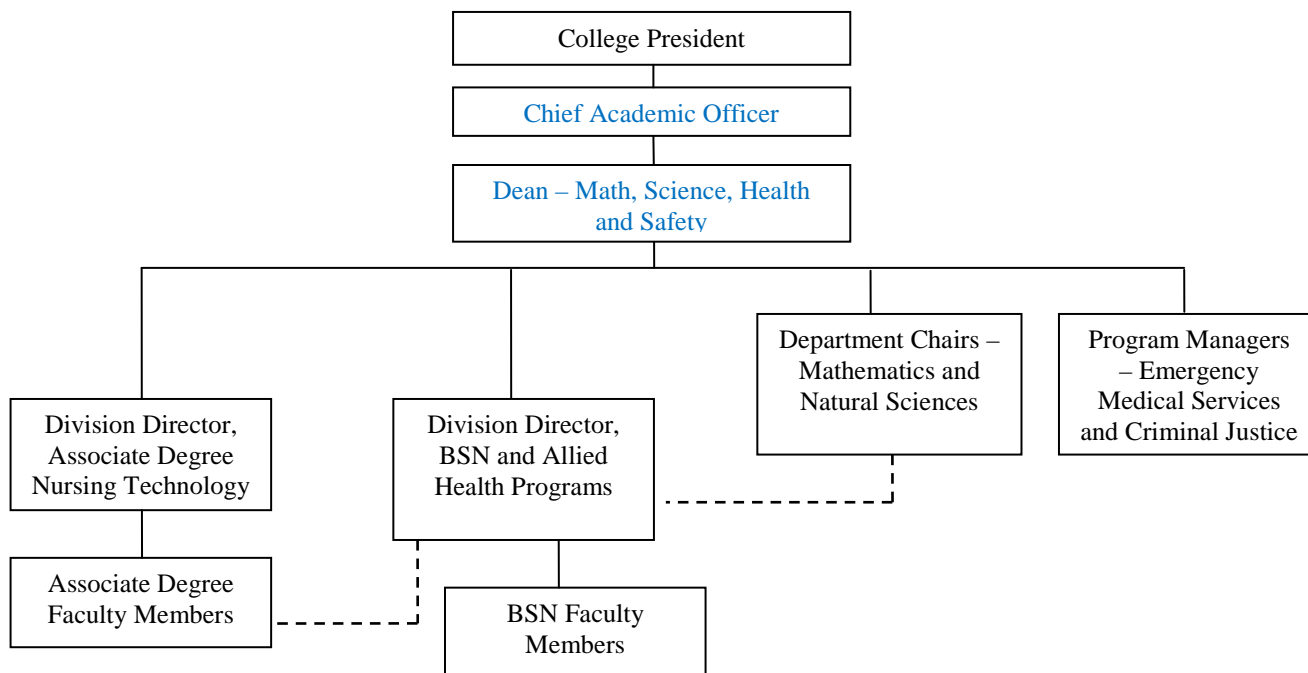
- Documentation of Current Florida RN Licensure
 - Recent graduates of associate degree nursing programs or Registered Nurses who have recently moved to Florida and have not yet obtained a Florida RN License may apply and may be accepted on a provisional basis. Provisional status may be removed once the student obtains a current Florida RN License.
- Completion of all admission forms for NWFSC by the established deadline
- Submission of all official transcripts by the established deadline
- Documentation of a Grade Point Average (GPA) of 2.75 or higher in all college credit course work and a grade of “C” or higher in all Florida Common Course Prerequisites applicable to the RN to BSN degree program
 - Depending on program capacity, students with less than a 2.75 may be admitted on a provisional basis. However, in all cases, the student must have earned a “C” or higher grade in all common course prerequisites. Provisional status may be removed if the student earns a GPA of 3.0 or higher for his/her first eight upper division nursing credits at NWFSC.
 - Ideally, prerequisite and general education courses should be completed prior to enrolling in upper division nursing courses; however, all prerequisite and general education courses must be completed by the beginning of the senior year.
- Completion of the standard Florida foreign language upper division admission requirement
 - If, at the time of admission, the student has not completed two consecutive years of the same foreign language in high school or eight credits in college, the student must complete eight credits of foreign language before completing the program.
- Completion of Florida CLAS requirements
 - If, at the time of admission, the student has not completed CLAS requirements, the student will need to meet this criterion by the completion of 36 upper division credit hours at NWFSC, or enrollment in future credits may be restricted.

As is common to most health care programs in which students will have direct patient contact or participate in clinical settings with an active client population, additional pre-enrollment conditions, which include proof of immunizations, CPR verification, drug screen, and background check, must also be satisfied prior to initial registration in upper division nursing courses.

Administrative Oversight

Per established job descriptions, all baccalaureate programs at the college operate under the direct auspices of the **Chief Academic Officer**. Selected day-to-day operations are coordinated through the related lower division departments. The Division Director, BSN and Allied Health Programs, is responsible for selected lower division health curricula and all upper division nursing coursework. The Director works closely with her counterpart, the Division Director, Associate Degree Nursing, and the **Dean, Math, Science, Health and Safety**. Together, they are responsible for any prerequisite, general education and non-nursing support courses students in the program will encounter. In addition, a full-time, doctoral level, life sciences faculty member is given release time from his/her normal teaching load to serve as a liaison/subject area expert for the health programs. The directors, along with the dean, are permanent members of the College-wide Curriculum Committee, which reviews and approves all admissions, graduation, course and program requirements. This arrangement helps to ensure consistency of policies and development processes, as well as simplifies coordination of class schedules, faculty assignments, curriculum scope and sequence, program review, and related academic activities.

Figure 2.0
Organizational Structure for Program Oversight



5. Faculty

Program Faculty

Faculty expertise is an essential academic resource and NWFSC is proud to count this crucial element as an institutional strength. With 42% of its full-time faculty members possessing doctorates (40 of 95 instructors), NWFSC has the highest percentage of terminally degreed faculty in the Florida College System⁷. A qualified, accomplished, and enthusiastic faculty is crucial to program success. Accordingly, the college hired an additional BSN faculty member in April 2008, who possesses a doctorate in health science. The new faculty member, who begins employment in August of this year, has been hired on a part-time basis this summer to assist with preparations for the stand-alone degree, and has past experience as a part-time instructor with the NWFSC nursing programs. In addition, the college has committed staff and program development funding to support the course work of another nursing faculty member who is pursuing a doctoral program in nursing and is projected to complete the program in December 2009. Table 2.0 summarizes the educational credentials of the current BSN faculty members.

Table 2.0
Summary of Academic Credentials of NWFSC Current BSN Instructors

	Full-time	Part-time	Total
Doctorate in Nursing Science		1	1
Doctorate in Nursing Practice	1		1
Master's Degree in Nursing and Nurse Practitioner			
Master's degree in Nursing		2	2
Totals	2	3	5

The nursing faculty profile, as well as the college-wide faculty profile, illustrates not only the strong instructional base from which NWFSC will begin this program, but also verifies the college's commitment to hiring faculty members who exceed the minimum qualifications

⁷ Florida Department of Education report: "The Fact Book: Report for the Florida College System 2010."
<http://www.fldoehub.org/CCTCMIS/c/Documents/Fact%20Books/fb2010.pdf>

required by both regional accreditation standards and postsecondary professional custom and practice.

Per COC/SACS principles and institutional policy, at least 25% of the BSN curriculum is taught by faculty members with doctorates in the field; 100% of the nursing curriculum will be taught by faculty members with a minimum of the master's degree in field or other master's degree and at least eighteen graduate credits in education. In addition, all full-time teachers complete a sixteen-hour orientation program which includes topics ranging from the use of instructional technology, grading policies and test construction to student retention and success strategies. All part-time faculty members attend a one-half day faculty workshop with similar topics at least once per year.

Faculty Workload and Impact of the New Program Initiative on Faculty

When the cooperative program began in 2004, the college hired one full-time faculty member and added a second full-timer in 2005. In anticipation of the stand-alone program, the college hired an additional doctoral level faculty member in the spring of 2008. These three full-time instructors will be assisted, as needed by selected full-time nursing faculty currently teaching in the associate degree program, as well as by highly qualified adjunct professors. This cadre of professionals will allow the college to meet the needs of the new program with minimal impact on the existing college faculty (Appendix I).

All full-time faculty members, except the division director, who has a reduced teaching obligation to accommodate administrative duties, observe the same teaching load and work under the same job description as other full-time faculty members at the college. This load is established by Florida statute and detailed in policy by the NWFSC Board of Trustees. If needed to meet enrollment demand, full-time faculty members may also teach a supplemental (overload) assignment on a voluntary basis. Given the number of qualified adjuncts available to support this program, such overloads will be truly optional for the nursing faculty.

The college has also developed clinical site agreements with **thirteen (13)** local health care providers (Appendix J). As part of those agreements, the various facilities provide preceptors from their own staff to assist students with clinical experiences on site. As a quality control measure, all preceptors are selected through a joint consultation process involving the NWFSC Division Director and the appropriate clinical site personnel. Preceptors are invited to attend college staff development activities and faculty orientation sessions, as well. With three

full-time nursing instructors, assistance from qualified on-site preceptors, and a healthy pool of adjuncts, there will no discernable impact to the workload or schedules of the existing NWFSC faculty members.

Quality Control for Distance Learning and Non-traditional Instruction

The college used three information sources to determine the primary delivery systems for the curricula. First, the planning group considered the practices of other professionally accredited baccalaureate nursing programs and second the group reviewed results of a student scheduling survey conducted in March 2006, which indicated an overwhelming student preference for some level of face-to-face instruction, either through traditional or blended classes (classes offered partly in the classroom/lab setting and partly through independent and group study). The results of the 2006 survey were reinforced by a March 2008 student survey including questions on student experiences in distance learning and blended classes. Thirdly, feedback was gathered from current and past students in the NWFSC-UWF Cooperative BSN program, the vast majority of whom are also employed full-time and for whom convenience is a crucial factor in program completion. This information supported a BSN program which offers a variety of instructional delivery methods and a creative **clinical** schedule which allows **students to schedule their experiences on a variety of dates and times that work around their nursing practice schedule**. Accordingly, NWFSC will employ a variety of delivery options per the parameters listed below.

- 100% of the upper division distance learning classes contain active learning components such as threaded discussions and group projects.
- At least **50%** of all teacher-oriented learning support materials will be interactive and/or multi-sensory in format (e.g. delivered through *Elluminate*, *Camtasia*, *Tegrity*, or similar software).
- 100% of the upper division faculty members offer inter-active websites to supplement course instruction.
- **100% of faculty offer required course orientation programs at the beginning of each semester.**

The NWFSC Department of Learning Technology (LTech) provides training and support services for both students and faculty enrolled in distance learning classes. A faculty development lab, staffed by LTech experts is open every Friday for drop-in assistance, and one-on-one training is available from LTech by appointment. Throughout the year, LTech conducts

targeted workshops on new software and distance learning best practices and, in coordination with the NWFSC Information Technology Department, maintains an online help request/referral system.

All classes offered in distance learning or other non-traditional format must be reviewed and approved in advance by the College Curriculum Committee. This process also ensures that college policies with respect to student feedback, instructor-student interaction, assessment, and related course elements conform to the college's best practices standards. Specifically, classes offered in such formats must adhere to the following requirements; faculty members who teach non-traditional classes formally commit to observing these standards.

- All online distance learning classes must include an orientation with the instructor, which may be accomplished in person or electronically through online interactive *Elluminate* software or podcast through *Tegrity* software.
- Faculty members must hold scheduled office hours for distance learning classes where they are available for face-to-face meetings on campus and for “immediate” e-mail or discussion board response to student inquiries.
- Faculty members [complete](#) a periodic course review process, which includes a peer assessment of course materials, as well as a three-five year analysis of student performance data.
- Per best practices research, both online and text-based distance learning classes must offer students feedback on course progress multiple times before the midterm examination, as well as multiple times during the period between the midterm and the final examination.

The student evaluation of instruction process includes gathering input regarding instructor availability, thus providing a strong checkpoint to ensure an appropriate level of faculty accessibility. Further, as part of the ongoing program review process, the college will periodically survey the BSN students concerning their preferences for class scheduling (i.e. weekends, fast-track, Friday College, etc.) and delivery format (traditional, blended, distance learning), as well as monitor the effectiveness of each delivery system employed in the programs, making adjustments as needed. For additional information on quality assurance for non-traditional offerings, see Section Nine of this document, “Evaluation and Assessment”.

6. Library and Learning Resources

NWFSC has a deep-rooted institutional commitment to quality information resources for students and faculty. Resources range from reference and reserve services, library instruction, and interlibrary loan, to quiet study areas, computer work stations and audio-visual services.

Materials, Staff, and Other Services

The Learning Resource Center (LRC) is open to students on weekdays and Saturdays for an average of 68.5 hours per week, during which time patrons may consult approximately 100,000 books, 450 subscriptions to journals and periodicals, 10,000 audiovisual materials, and over 100 online databases. Both library faculty and career staff members are available to assist students and faculty at two service desks (reference and circulation) whenever the library is open. Additionally, librarians at NWFSC participate with librarians around the state to provide online reference service via chat on the Internet at askalibrarian.org. The NWFSC librarians provide general and course specific library instruction both in person and using various technologies and conferencing software. Therefore both reference help and library instruction are available in class settings, at all NWFSC sites and for individual students from the LRC website. The librarians also teach college credit courses on basic library skills, internet research and business research.

All library resources are available to all students, regardless of their home campus or center. Through agreements with the University of West Florida, students and faculty have access to the UWF library located at the NWFSC-UWF Joint Campus in Fort Walton Beach, with the [Walton DeFuniak Public Library and the Robert L.F. Sikes Library](#) students and faculty access to those libraries in [Defuniak Springs, South Walton County, and Crestview](#). Through special partnership agreements, students and faculty using the college's education centers at Eglin Air Force Base and Hurlburt Field may also use the libraries on those military installations. And, Faculty, staff, and students may also access all NWFSC resources via the Internet remotely and at all college locations.

A 52,000 square foot LRC on the Niceville campus offers instructional technology options, excellent study facilities, access to print, and electronic resources. Numerous subscriptions to individual databases and database aggregators provide full text electronic articles from newspapers, periodicals and journals. Back files of a wide range of scholarly

journals can also be accessed electronically. In addition to specific resources purchased for local access by NWFSC students and staff most electronic materials are shared through the statewide cooperative purchase of resources for all colleges in Florida. These databases provide access to a multitude of resources and approximately 30,000 electronic books. The Florida Electronic Library also provides seamless access to additional electronic resources that are considered a core collection for all libraries in the state of Florida (public and academic). To enhance shared access to library resources the LRC pays to participate in a state courier system for ground delivery of materials that provides five days a week service at all campuses and centers. Table 3.0 summarizes the current holdings of the NWFSC Learning Resource Center.

Table 3.0

CURRENT LIBRARY HOLDINGS AT (AS OF JUNE 30, 2007 AND JUNE 30, 2010)

Print Volumes	97,531 108,439	Microform units	151,122 153,251
Subscription titles	445 446	Audiovisual units	7,734 8,234
Video and film units	1,919 2,138	Electronic Resources	84 115

Program-Specific Learning Resources/Services

In anticipation of the expanded nursing curricula, the LRC has implemented several strategies in support of the upper division program. The collection development policy has been adjusted to reflect the needs of the BSN program and increases are being made in the materials in nursing research, family and community health, nursing leadership and supervision, critical care, health assessment and serving the complex client. The service hours of the NWFSC Niceville LRC are being studied during this planning year to see what times will complement the BSN class schedule; regardless, the Niceville Campus LRC is already committed to access for Friday and weekend students. LRC Outreach Sessions have been developed for BSN faculty and students on how to better use reference and learning resource services. These sessions are based on the college’s success in working with the lower division nursing students and the upper division BSN students enrolled in the cooperative program. The sessions will be delivered both in person and by various technologies to maximize access to the resources and services. [Based on information developed through the BSN program review process, and “embedded librarian”](#)

was added to a research based BSN course. This allowed the librarian to offer direct help and support to students at the point of need, especially with research-related questions. The practice was so successful; it has been modified for inclusion in a variety of the BSN courses. The embedded librarian concept has been further improved by utilization of a librarian with a science subject background.

Throughout the duration of the cooperative BSN program, NWFSC made impressive progress toward acquiring the library resources required to fully support a stand-alone BSN program. To assess the status of this key program element, the college selected two benchmark libraries at local postsecondary institutions approved by the Florida Department of Education to offer baccalaureate nursing education: The University of West Florida and the library at Indian River College, both of which support baccalaureate level nursing curricula. The comparisons were completed using the advanced search feature of the *Ex Libris* system (all three institutions use this same basic system). Table 4.0 presents the results of this analysis, which clearly indicates the holdings of the NWFSC Learning Resource Center are comparable to the benchmark libraries in all categories related to the proposed programs.

**Table 4.0
Comparison of Current Library Holdings -- Nursing**

	NWFSC		Indian River College		UWF	
	2008	2010	2008	2010	2008	2010
All	1241	2552	1232	2840	2997	3405
Books	1048	1228	1035	1734	2762	3182
Serials	70	135	23	53	139	150
AV	169	190	163	175	44	20
Ebooks	465	988	430	827	336	508

Materials in the UWF Pace Library in Pensacola are accessible to both UWF and NWFSC local students who request them via courier to the FWB Campus Library. Indeed, all materials at Florida university and college libraries are accessible through statewide reciprocal borrowing and standard interlibrary loan practices. However, maximizing immediate and local access to academic services and materials is a key element to the NWFSC philosophy of student service. Accordingly, Table 5.0 presents details regarding current nursing-related library holdings, including database subscriptions, as well as the plan for new purchases to support the program. A budget of \$11,900 was established to support both the existing and new acquisitions

in the nursing area for 2008-09. A similar amount will be allocated on a recurring basis in subsequent years.

**Table 5.0
Resource Holdings and Funding In Support of the Nursing Program**

	Nursing Resources in 2007-08	Nursing Resources in 2009-10	Resource Acquisitions		
			2007-08 Planned Acquisitions	Acquisitions From 2007-2010	Amounts Spent 2007 - 2010
Print and eBook Volumes	1,048	2,216	85	1,168	\$11,857
Periodicals	62	71	6	9	\$13,570
Electronic Resources	22	24	2	2	\$6,065
Audiovisual Resources	169	190	20	21	\$2,846
Totals	1,301	2,501	113	1,200	\$34,338

The new strategies in collection development, the embedded librarian position, and using recommendations from program faculty will continue to determine the nature of additional acquisitions. Although NWFSC library holdings provide what is necessary to support the program, it is anticipated that upper division nursing curricula will continually require strengthening materials especially in the areas of nursing research and current trends. The college is committed to providing quality academic resources to students and faculty.

7. Physical Resources

The early assessment of institutional commitment and capability resulted in a resounding affirmative response and a working commitment by the faculty and staff to assume full responsibility for the former cooperative program. To maximize access to faculty and support resources, as well as to provide a relatively central location for the program, planning efforts confirmed an earlier commitment that faculty offices, classes, and primary program support services will be located on the main campus of NWFSC in Niceville.

Facilities

Creative scheduling such as afternoon, weekend, blended and online classes, along with some minor repurposing of existing space allowed the college to serve the BSN students within current facilities. In addition to innovative scheduling in existing classrooms, BSN students will enjoy the benefits of a recently remodeled general classroom facility, a refurbished mathematics building, and a newly constructed, 53,400 square foot state-of-the-art science technology center, built to university standards. In 2003, NWFSC completed construction of a 52,000 square foot Learning Resources Center (LRC) on the Niceville Campus. This impressive, expansive facility serves an average of 400 patrons each day. Current library facilities are sufficient to accommodate any new services and holdings necessary to support the BSN program, as well as give student access to group study rooms, quiet study areas, a reading room, conference rooms, bibliographic instruction room, and combined computer/lecture classroom.

As part of NWFSC's visionary master planning, accommodation for new programs and services has been purposely incorporated into construction and renovation/remodeling efforts for the past eighteen years. All facilities-related activities for the last five years have been specifically tailored not only to accommodate immediate needs, but also to anticipate future upper and lower division programming. This foresight is characterized by several factors, including: a) constructing new facilities to university standards (e.g. the Niceville LRC and Science Technology Buildings), b) designing specialized program facilities to meet shared, multi-purpose uses (e.g. the collegiate high school houses high school students by day and college students by night), c) proactive coordination with city, state, and county offices to ensure infrastructure issues such as power, water management, and traffic control anticipate future concerns, and d) partnering with other public and private entities to leverage and maximize construction funding (e.g. the Mattie Kelly Fine and Performing Arts Center and the Community Services Complex).

With respect to the specific needs of the upper division nursing student, the stand-alone BSN program will reap the benefits from four years of conducting all instruction of the cooperative BSN program on the NWFSC Niceville Campus, where upper division students have full access to 6,400 square-feet of dedicated nursing instructional space which includes didactic/lecture classrooms, a dedicated computer classroom with open lab hours, a "mock hospital" skills lab, and a client simulation skills lab. Faculty members have office space

adjacent to the classrooms and labs, and the nearby administrative office suite houses a faculty conference room which easily accommodates fourteen-sixteen people.

Equipment

In addition to the traditional equipment used in support of baccalaureate curricula college-wide (Table 6.0), the BSN students and faculty enjoy access to an impressive array of specialized equipment. First, an on-site skills lab/mock hospital offers the students access to the typical set of hospital equipment, as well as advanced computerized teaching systems. Second, NWFSC provides BSN students with access to several high-tech patient simulators, including both adult and pediatric human patient simulators, a maternal-neonatal simulation system, and numerous anatomical models (Table 7.0).

**Table 6.0
Major Basic Equipment and Software Resources for the Nursing Curriculum**

Item(s)	Comment
Twenty-eight Station Computer Lab	Used for testing and web supplemented/enhanced instruction
Twelve station Individual Computer-Assisted-Instruction and Review Lab	Open access for students seeking academic review and practice
<i>Tegrity Software</i>	Provides the capability for podcasting
<i>Eluminate Software</i>	Provides the capability for video conferencing
<i>Desire to Learn (D2L)</i>	Distance Learning online platform also used for web-supplemented courses
<i>Smarthinking</i>	Web-based, real-time tutorial system which supports various science, math, communications and selected general education subject areas

**Table 7.0
Major Specialized Equipment and Software Resources for the Nursing Curriculum**

Item	Comment
Mock Hospital/Skills Lab	Eighteen beds with headwalls and monitoring equipment
Mock Operating Room Suite	Operating Room suite complete with surgical lighting, operating table, instrument trays, scrub room, sterile central supply facility, and anesthesia machine; used in support of

	perioperative and critical care instruction
Simulated Critical Care Corner	Includes four (4) critical care mannequins with typical critical care bed and headwall
Geriatric Care Mannequins	Three (3) mannequins used for simulations and demonstrations
Adult Patient Simulator	\$135,000 computerized adult simulation mannequin with programmable software used especially for health assessment and therapeutic communication scenarios
Pediatric Patient Simulator	\$135,000 computerized child simulation mannequin with programmable software used especially to augment limited pediatric clinical site experiences
Maternal Neonatal Simulator (“Noelle”)	\$35,000 computerized birthing simulation mannequin with programmable software
Multiple Models and Training Stations	Six (6) adult IV training arms, four (4) IV pumps, central line care teaching models, and an Immersion computerized IV training system

8. Financial Support

The financial plan for the BSN program was developed after consideration of experiences gleaned from four sources: a) eight years of experience with lower division nursing and health education curricula b) four years of experience with the NWFSC-UWF Cooperative BSN Program, c) research of four-year baccalaureate nursing program budgets at other institutions in the Florida system, and d) baccalaureate budget development guidelines promulgated through the FLDOE.

Program Budgets (Business Plan)

Thanks to an early program development grant received through the Florida Department of Education and support from the NWFSC Foundation’s Health Technology Endowment, the college has enjoyed sufficient financial support to cover program start-up costs and maintain a technology refresh program for all the health-related programs. During the four years in which the college participated in the cooperative program, these funding sources were used to satisfy all significant facilities accommodations and major equipment needs for the BSN curriculum.

NWFSC will sustain recurring program costs through a combination of student fees/tuition revenues, state [funds received from the College Program Fund as appropriated](#)

annually by the Florida Legislature, and earnings from the NWFSC Foundation Health Technology Endowment. Table 8.0 summarizes the budget for the 2008-09 and 2009-2010 budget years. Subsequent years should follow a similar pattern of revenues and expenses. Using the traditional Florida funding mechanisms, when enrollment grows, revenues should increase proportionate to any increase in student numbers; fixed expenses would remain relatively constant, with variable expenses increasing proportionately.

Table 8.0
Bachelor of Science in Nursing
2008-09 (Initial Year of Stand Alone Program) and 2009-2010

	2008-2009	2009-2010
Revenues		
Student Fees (resident and non-resident tuition and lab fees)	\$29,968	\$63,746
State College Baccalaureate Funding	49,125	37,432
Other State Funded Operating Revenues, Foundation Health Endowment Earnings and Other Student Fees (e.g. capital outlay fee)	<u>87,900</u>	<u>2,961</u>
Total Revenues	\$166,993	\$104,139
Expenditures		
Personnel* (includes two full-time faculty members, a portion of the third faculty member/division director, and approximately 1.0 FTE part-time/adjunct faculty)	\$125,816	\$98,210
Materials and Supplies (including some software and minor equipment)	6,310	4,467
Travel (in-district and out-of-district)	1,850	2,791
Communication/ Technology	325	5,285
Support Services* (includes partial support of enrollment services educational advisor and part-time librarian)	20,792	36,879
Library and Learning Resources	<u>11,900</u>	<u>0**</u>
Total Expenditures	\$166,993	\$147,632
*Between 2008-2009 to 2009-2010, a portion of expenditures was reclassified from Personnel to Support Services.		
**For 2009-2010, approximately \$11,900 was expended on Library and Learning Resources from the Learning Resources Center budget.		

Contingency Planning

Traditionally the State of Florida funds a portion of the cost of approved instructional programs through the College Program Fund, with students assuming the remaining costs through tuition. Once a program has been approved, it will continue to receive state support through the standard legislative appropriation process, as long as enrollments are viable. As the BSN program has been approved by the Florida State Board of Education, it too will receive state funding for future operational years. Nevertheless, the college has developed a conservative budget for the programs that will ensure a healthy contingency balance to augment the vagaries of the national and state economic cycles – a practice which is followed at the macro level for college-wide budgeting. *Although the BSN program experienced a slight shortfall when comparing revenues to expenditures in 2009-2010, this was balanced by excess revenue in other NWFSC baccalaureate programs. Combined, the five NWFSC baccalaureate programs had a carry forward balance of \$57,906 for 2009-2010.*

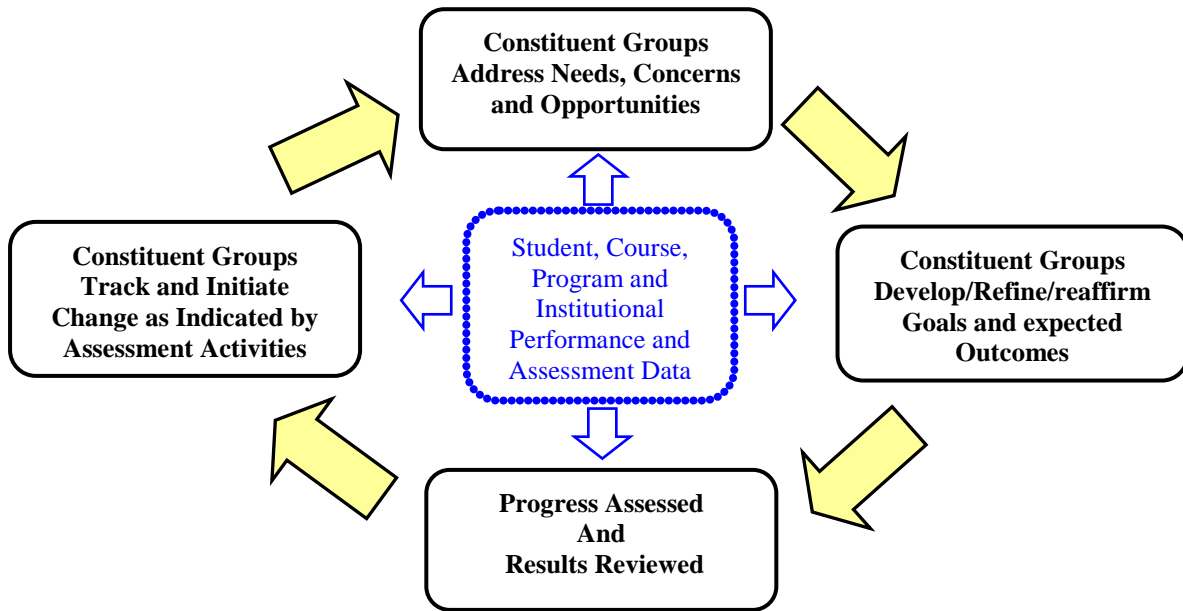
Although it is extremely unlikely, if the contingency funds, state support, and student fees are insufficient to support quality instruction, the college will implement standard cost cutting strategies and will cover nonrecurring costs as appropriate through excess revenues from auxiliary operations and grant overhead funds. In addition, private contributions through the NWFSC Foundation’s Health Technology Endowment will be used to support the program.

9. Evaluation and Assessment

Institutional Evaluation and Assessment

Planning and evaluation at NWFSC are driven by three critical objectives: 1) achieving the college’s strategic vision, 2) accomplishing the college mission and goals, and 3) seeking the continual improvement of instructional quality and institutional effectiveness. Evaluation activities are integrated and dynamic, shaped by numerous assessment strategies, which include 1) measures of institutional effectiveness and the performance data relating to these measures; 2) program and unit evaluations; 3) input and feedback from the college’s internal constituent groups; and 4) input and feedback from the college’s external constituent groups and 5) analysis of student learning outcomes,. The goals, outcomes, and improvement activities are inextricably linked with assessment in a “closed-loop”, cyclical process. Figure 3.0 illustrates that cycle.

Figure 3.0
NWFSC Planning and Assessment Cycle



The college employs numerous formal methods to assess success in achieving goals and objectives at the institutional and program levels. Assessment activities are applied on a continual basis and reported at least annually to the Board of Trustees, the faculty, and other constituent groups. Table 9.0 presents the primary areas of assessment conducted at the institutional and program levels, the mechanism(s) used to conduct the evaluation, and the group(s) responsible for follow-up and tracking improvement strategies. These primary areas correspond to the major components of the college mission and strategic vision as well.

Table 9.0

Summary of NWFSC Institutional Measurements of Effectiveness

Major Outcome Area From Mission & Goals	Primary Measurement Tools	Review and Follow-up
Student Success	<ol style="list-style-type: none"> 1. Measures of Institutional Effectiveness <ol style="list-style-type: none"> a) CLAST Passing Rates b) Distance Learning Success Rates c) Program Completions d) Athletes Retention and Success Rates e) FCAT Passing Rates f) GED Completion Rates 2. FLDOE Accountability Outcomes Measures <ol style="list-style-type: none"> a) Developmental Retention and Success Rates b) Associate Degree Retention and Success Rates c) AA Graduate Performance at Upper Division d) Vocational Placement Rates 3. SREB Retention and Completion Rates 4. Baccalaureate Retention and Success Rates 5. Licensure Passage Rates 	<p>Results of all measures are analyzed and enhancement activities developed and tracked by:</p> <ul style="list-style-type: none"> ○ VPI Staff ○ Curriculum Committee ○ Appropriate Deans Directors, Department Chairs ○ Institutional Research Committee <p>Recommendations, results and follow-up activities are reported to the College-wide Council and NWFSC District Board of Trustees</p>
Instructional Programs and Services	<ol style="list-style-type: none"> 1. Community College Survey of Student Engagement 2. ACT Student Opinion Survey (LRC, Advising, Career Center, Financial Aid, Orientation, Faculty, Instruction, Tutorial Services) 3. NWFSC Graduate Survey 4. Student Evaluation of Instruction/Faculty 5. Student Activity Participation Rates 	<p>Results of all measures are analyzed and enhancement activities developed and tracked by:</p> <ul style="list-style-type: none"> ○ VPI Staff ○ Curriculum Committee ○ Appropriate Deans, Directors, Department Chairs ○ Institutional Research Committee <p>Recommendations, results, and follow-up activities are reported to the College-wide Council and NWFSC District Board of Trustees</p>

Major Outcome Area From Mission & Goals	Primary Measurement Tools	Review and Follow-up
Administrative and Financial Operations	<ol style="list-style-type: none"> 1. ACT Student Opinion Survey (Financial Aid/Scholarships) 2. Financial Aid/Scholarship Participation Rates 3. Budget Process Evaluation Survey 4. Instructional Program Reviews 5. Cost Analysis Report 6. Budget Goals Measures 	<p>Results of items 1, 2, and 4 are analyzed and enhancement activities developed and tracked by:</p> <ul style="list-style-type: none"> ○ VPI Staff ○ Curriculum Committee ○ Appropriate Deans, Directors, Department Chairs ○ Institutional Research Committee <p>Results of Items 3, 5, and 6 are analyzed and enhancement activities developed and tracked by the Office of Administrative Services.</p> <p>Recommendations, results, and follow-up activities are reported to the College-wide Council and NWFSC District Board of Trustees</p>
Instructional Quality	<ol style="list-style-type: none"> 1. Student Evaluation of Instruction/Faculty 2. Student Success Rates 3. Student Performance in Subsequent Courses 4. Student Performance in Upper Division Courses at the State Universities 5. Licensure Passing Rates (Computer Engineering, RN, Dental Assisting, etc.) 6. Instructional and Service Unit Program Reviews 7. Specialized Accreditation Self-Studies 8. Employer Satisfaction Rates 9. Enrollment Patterns 10. FLDOE Accountability Outcomes Measures 11. Community College Survey of Student Engagement 	<p>Results of all measures are analyzed and enhancement activities developed and tracked by:</p> <ul style="list-style-type: none"> ○ VPI Staff ○ Curriculum Committee ○ Appropriate Deans, Directors, Department Chairs ○ Institutional Research Committee <p>Recommendations, results, and follow-up activities are reported to the College-wide Council and NWFSC District Board of Trustees</p>

Major Outcome Area From Mission & Goals	Primary Measurement Tools	Review and Follow-up
Educational Environment	<ol style="list-style-type: none"> 1. ACT Student Opinion Survey 2. Campus Feedback Cards 3. Community College Survey of Student Engagement 4. NWFSC Graduate Survey 	<p>Results of all measures are analyzed and enhancement activities developed and tracked by:</p> <ul style="list-style-type: none"> ○ VPI Staff ○ Curriculum Committee ○ Appropriate Deans, Directors, Department Chairs ○ Campus/Center Directors ○ Institutional Research Committee <p>Recommendations, results, and follow-up activities are reported to the College-wide Council and NWFSC District Board of Trustees</p>
Community Support and Involvement	<ol style="list-style-type: none"> 1. Community participation and patron rates at performing arts and athletic events 2. Community participation rates in professional development seminars and activities 3. “NWFSC Listens” Focus Groups 4. “Prime Time” and “Kids on Campus” participation rates 5. NWFSC Foundation Donation Levels 	<p>Results of all assessment efforts are analyzed and enhancement activities developed and tracked by:</p> <ul style="list-style-type: none"> ○ The Office of Instruction ○ VPI Staff ○ The President’s Executive Council <p>Recommendations, results and follow-up activities are reported to the College-wide Council and NWFSC District Board of Trustees</p>

Monitoring and Ensuring the Quality of the Degree Programs

At NWFSC, quality assurance occurs at both the macro and micro levels; the baccalaureate evaluation activities are structured in that tradition. From the macro perspective, quality control in the baccalaureate curricula is measured through a variety of mechanisms which parallel those already in place for the college’s associate degree programs; they also reflect specific accountability measures outlined by the Florida Department of Education as part of its letter of agreement with NWFSC regarding authorization to offer the baccalaureate curricula. These measures include, but are not limited to the following.

- Student Evaluation of Instruction
- Employer Satisfaction Surveys
- Course Completion/Success Rates
- Student Surveys (e.g. CCSSE and ACT)
- Cost per Student/FTE comparisons
- Overall Graduation Rates
- Graduation Rates by Ethnicity
- Graduation Rates by Gender
- Job Placement Rates
- Graduate Earnings/compensation levels

- Success Rates in Subsequent Courses
- Course and Program Enrollment Patterns

At the micro level, assessment of student learning outcomes provides the fundamental quality control mechanism. For lower division curricula, the focus is placed on general education outcomes, where both content area and course level student outcomes are carefully defined by faculty and reviewed by the College Curriculum Committee, as well as by the NWFSC Board of Trustees and FLDOE as appropriate. At the course level, student progress is assessed using a variety of evaluation and feedback strategies including papers, presentations, portfolios, group and individual projects, research activities, quizzes, demonstrations, simulations, and examinations. Final course grades, reported through the college's traditional "A" through "F" grade system, are tied to specific skills, content and competencies detailed in the course syllabus, initially derived from the content area. Each section of a given course contains a set of common assessment tools and achievement standards that ensure students progressing through the curriculum are prepared to succeed at each subsequent stage, as well as provide indication of overall student achievement on established learning outcomes.

Although grading activities and standards remain essentially the purview of the individual faculty member, program faculty coordinate activities, review student achievement patterns and confer on course standards to ensure appropriate sequencing of program content and to facilitate student progress through the program. Similar to the lower division curricula, each section of a given course contains a set of common assessment tools and achievement standards that ensure students progressing through the curriculum are prepared to succeed at each subsequent stage, including program completion. Certain assignments/activities in each course are deemed "critical assignments" which the student must successfully complete in order to pass the course. These critical assignments/activities are common to all sections of a course and serve as the primary tool for assessing learning outcomes at the student level. Each critical assignment/activity is tied directly to one or more of the twelve BSN student learning outcomes. Appendix K presents the twelve student learning outcomes (SLOs) specific to the BSN program, the course(s) in which a primary focus on the SLO is included, the related course-level objective and the evaluation/assessment mechanism. [Appendix L presents an example of three SLOs used as part of the 2010-2011 BSN program review.](#)

Quality Assurance in Non-Traditional Delivery Options

Quality assurance in non-traditional course offerings is carefully monitored through the Office of the [Dean of Teacher Education, Research, and Learning Support](#), within which oversight of learning technologies and distance education resides. For non-traditional delivery formats, quality control begins with proactive strategies through the College Curriculum Committee. Prior to offering a course in non-traditional format (i.e. blended or online or text-based distance learning), the course design must be reviewed and approved by the Curriculum Committee. The components of that review were developed by the Distance Learning Faculty Committee and require that all non-traditional courses comply with the Seven Principles of Good Practice in Education⁸, as well as meet selected institutional standards related to faculty access, comparability to the traditional version of the course, use of multiple assessment activities, and significant interaction with and feedback to students. In addition, each non-traditional course is reviewed for adherence to these standards as part of the regular program review cycle for the appropriate subject area. The Learning Technologies Department, in conjunction with the Office of Instructional Services, also issues a term-by-term comparative analysis of student outcomes in all distance learning courses and annual success rates are reported as one of the measures of institutional effectiveness. Results of these quality assurance activities are monitored through the Curriculum Committee; improvement activities are implemented, with progress tracked and reported to the College-wide Council, faculty and the Board of Trustees as appropriate.

⁸ <http://www.honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>.

APPENDICES

- A Original Substantive Change Prospectus – Proposal to Offer Bachelor of Science in Nursing
- B Board of Trustees Resolution Regarding Stand-alone BSN Program
- C Minutes of Florida State Board of Education Meeting, February 19, 2008
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- E Roster of BSN Advisory Committee Members and Affiliations
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Appendix A

Original Substantive Change Prospectus Proposal To Offer Bachelor of Science in Nursing

NORTHWEST FLORIDA STATE COLLEGE
SUBSTANTIVE CHANGE PROSPECTUS
PROPOSAL TO OFFER BACHELOR OF SCIENCE IN NURSING

1. Abstract

Northwest Florida State College (NWFSC) proposes to expand upon the upper division nursing curricula it has been offering through a cooperative Bachelor of Science in Nursing (BSN) program with the University of West Florida since August 2004. The college will build on the success of the cooperative program to offer its own “stand-alone” BSN degree. An initial enrollment of approximately twenty-five (25) full and part-time students is anticipated for August, 2008. The program, designed as a career-ladder degree for students who already possess the associate degree in nursing and hold a valid registered nursing license, has been developed to meet Florida’s established AS-to-BS articulation agreement in the field of nursing.

In an effort to meet the local and regional need for baccalaureate level nurses, to provide the bachelor’s level step for future nursing program instructors seeking the master’s degree, and to meet the preferences of place-bound students, the student population will be drawn primarily from the college’s existing service area of Okaloosa and Walton Counties. In particular, recruitment efforts will target current registered nurses who complete the appropriate lower division nursing prerequisites at NWFSC or neighboring community colleges and who may not otherwise pursue the BSN because of travel time, family commitments, cost, or other factors which limit the student’s ability to continue at one of the regional universities.

Students will enter this upper division program after successfully completing the associate of science degree, which includes a general education component that meets requirements and guidelines of the Florida Department of Education (FLDOE), Florida Statutes, and the Commission on Colleges. Prior to graduation, the students must demonstrate completion of the full thirty-six (36) credit general education requirement, as well as the specialized upper division nursing courses. The instructional methods for the two programs will encompass a variety of formats. A minimum of 65% of the coursework will be offered in a traditional classroom/lab style; the remaining 35% may be offered in distance learning format. Clinical activities will be infused throughout the program and will enable the students to encounter patient-related health care experiences at a variety of health care settings.

2. Background Information

The Bachelor of Science in Nursing is a natural continuation of the college's longstanding success with lower division nursing education and its innovative cooperative program with the University of West Florida (UWF). The proposed program responds to specific portions of the NWFSC mission: "...to provide quality educational programs and services which enable students to achieve their goals..." and "...[t]o provide courses leading to approved associate and baccalaureate degrees." Additionally, four external factors prompted college interest in the BSN program: 1) the statewide call for increased access to baccalaureate level nursing education as a strategy for meeting the critical need for highly qualified nurses, 2) local difficulty in recruiting baccalaureate level nurses, 3) the University of West Florida's desire to refocus scarce program resources on development of graduate nursing studies and 4) recurring requests for a stand-alone BSN program from students, educators and community leaders. Accordingly, the NWFSC District Board of Trustees approved a resolution on November 27, 2007, charging the college president to pursue a BSN proposal at the state level (see Appendix A). The program proposal was approved by the Florida State Board of Education on February 19, 2008 (see Appendix B).

To maximize access to faculty members and the specialized instructional resources associated with the nursing curriculum, the proposed programs will be housed on the Niceville Campus, with selected classes offered at the Fort Walton Beach Campus, as appropriate to meet enrollment patterns and student preferences.

3. Assessment of Need and Program Planning/Approval

Program Need and Inclusion in Existing Planning and Evaluation Processes

Using the college's established system of program planning and review, NWFSC completed a three-phase approach with respect to needs assessment and planning. All three phases involved multiple internal and external constituencies; however, given the established success of the cooperative program with UWF, this process was somewhat compressed in comparison to the process implemented for the original cooperative degree proposal and for the previous NWFSC baccalaureate offerings.

Phase I: Assessing Institutional Commitment and Resource Potential

Employing the successful development process associated with the college's earlier baccalaureate offerings, NWFSC began BSN discussions with internal constituencies. This occurred simultaneously on four intersecting fronts. First, discussions regarding the relationship of the program

to the college mission and curricular mix were held with the College-wide Council, a policy review body comprising elected and appointed representatives from the faculty, administration, career service, and student constituencies. Second, academic and student services departments considered the potential impact on services, staffing, class scheduling and facilities. Third, Learning Resource Center staff conducted a preliminary assessment of the college's capacity to supply the various library resources necessary to support a stand-alone BSN program. And fourth, the President's Executive Council discussed fiscal, organizational, and external/community-related factors associated with the move to a stand-alone program, including consideration of indicators that NWFSC would be successful in an independent endeavor.

Under the assumption that the success of the NWFSC associate degree nursing program and the success of the NWFSC-UWF Cooperative BSN Program are prime indicators of the quality of academic/instructional resources and the likelihood that NWFSC would be successful with a stand-alone BSN program, staff prepared a comprehensive set of performance data. The following summarizes key points from that analysis.

Key Indicators of Success

- Passing rate of 100% on the N-CLEX (RN licensure examination) for the most recent associate degree graduating class
- Placement rates for associate degree graduates exceed 96% for the three most recent state accountability reporting years
- The three-year placement rate for graduates of the cooperative BSN program is 95.6%
- Student satisfaction rates regarding the quality of NWFSC instruction in the cooperative BSN program averaged 90.4% over the last three years
- NWFSC's innovative instruction strategy, the Standard Patient Simulation Lab (SPSL), is sighted on the Florida Division of Community Colleges "Best Practices" website
- NWFSC Faculty presented "SPSL: Innovative Teaching Strategy" at the 2006 Florida Nursing Education Summit in Valencia, Florida
- NWFSC BSN assistant professor, Dr. Teresa Ryan is presenting her research on attachment disorder at the Sigma Theta Tau International Nursing Congress in Singapore during the summer of 2008

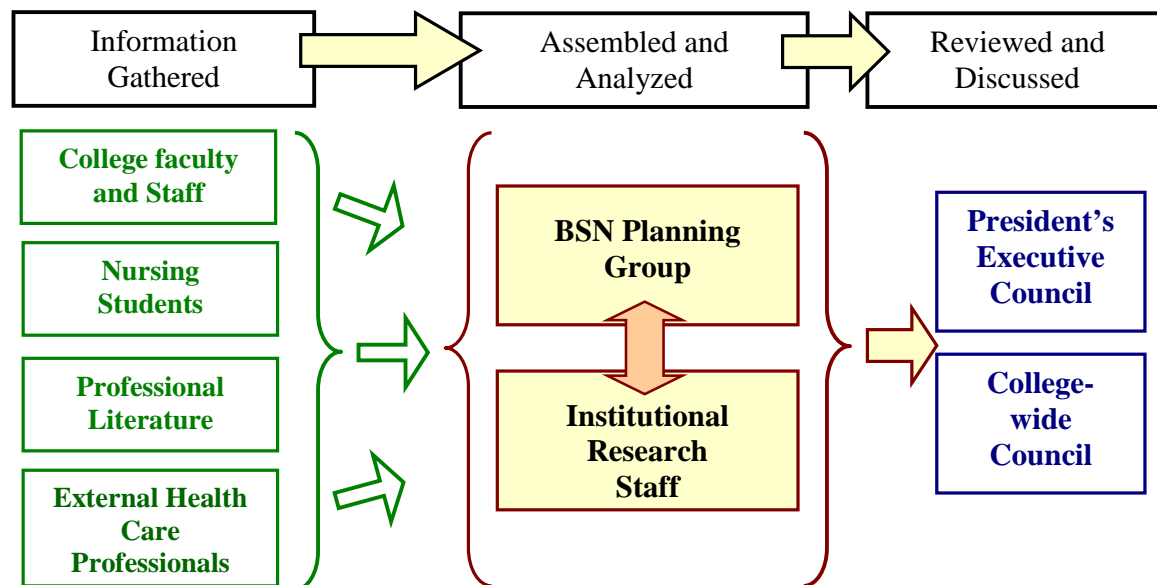
Phase II: Assessing Readiness and Resources

Upon validation of the internal college commitment, planning progressed to Phase II. This stage involved two simultaneous groups sharing direction, information, and work product. The BSN Planning Group, which included current NWFSC nursing faculty members, selected instructional administrators, and representatives from enrollment services, considered academic resources, delivery

methods, and program philosophy. At the same time, institutional research staff began activities that included employment projections, needs assessment, analyses of state and local data, and a preliminary review of the professional literature. Key college administrators also began consultation with local health care professions and industry leaders, as well as with the senior administration of the University of West Florida, as a stand-alone program would mean phasing out the cooperative program. To ensure coordination between the two planning bodies, key individuals served on both groups and information was shared with both the College-wide Council and the President’s Executive Council.

The two planning groups followed a process much like that of a mini accreditation self-study, using the existing NWFSC program development and review system, Florida statutes, and the FLDOE community college baccalaureate approval process as the framework from which to address development issues. Chief among the items addressed were the provisions of F.S. §1007.33(3)(a), which require any community college baccalaureate proposal to include evidence regarding program need and the institution’s ability to provide the a) academic resources and b) facilities sufficient to support the BSN program in its entirety. After assembling and reviewing pertinent data, the two planning groups concluded that offering the BSN was not only feasible, but also necessary and desirable. Figure 1.0 presents Phase II in graphic form.

Figure 1.0
NWFSC Phase II BSN Planning Process



Assessment of Program Need

Although Florida's critical need for qualified nurses has been widely reported and accepted, an assessment of the extent of that need at the local level, as well as an assessment of NWFSC's role in meeting that need, was an essential part of Phase II in the planning process.

From April 1, 2000, to October 2007, Okaloosa and Walton Counties experienced population growth of 5.7% and 28.7% respectively, placing Walton County as the 10th fastest growing county in the state and the 67th fastest growing county in the nation.¹ Although the relative placement of Okaloosa County is substantially lower, the projected impact of the latest Base Realignment and Closing (BRAC) decisions on Eglin Air Force Base is an estimated population increase by 2010 of 12,000, of which 7,000 will be military dependents and families². While these numbers may not appear profound in a statewide comparison, in proportion to the population of Northwest Florida, these are compelling shifts that must be addressed across all societal and economic sectors, including health care.

The specific need for the Bachelor of Science in Nursing Program arises from well-documented national, state and local supply and demand problems in the nursing profession. Demand is not only for general registered nurses, but also for the baccalaureate level nurse with higher-order skills, for nurses with advanced training, and for nursing faculty. The baccalaureate degree is desirable, if not preferred, for the first demand category (RN's), but the baccalaureate is essential for the latter two categories.

As part of its periodic assessment of the US occupations experiencing the largest growth, the November 2007 *Monthly Labor Review*, focuses on professional nursing, stating on page 96:

Registered nurses are projected to experience the largest numeric increase... those with advanced degrees, such as nurse practitioners, will be needed in greater numbers as they increasingly serve as lower cost primary care providers in rural areas and inner cities.

The national problem is compounded in Florida, where the critical undersupply of nurses in Florida is compounded by the state's rapid growth, which by 2015 will increase the need for nurses to more than 40,000. In fact, the undersupply of nurses in Florida has caused healthcare providers to begin *importing* nurses from as far away as the Philippines, Australia, South Africa, and Canada. The statewide need for nurses is exacerbated by a critical shortage of nursing instructors. Florida averages 78 unfilled nursing instructor vacancies annually. This makes the demand for the proposed program

¹ www.florida.com/com/county profiles/ranking, June 21, 2006 and www.fedstats.gov/qf/states, October 12, 2007.

² www.florida-edc.org/defense.htm, Okaloosa Board of County Commissioners BRAC Workshop, February 2006.

even more critical since the BSN degree is an essential step toward qualification for a nursing instructor. On page one of its January 2005 report, “Nurse Staffing in Florida: The Challenge Continues,” the Florida Hospital Association states:

Florida, with the highest percentage of elderly residents will face a [health] care crisis unlike any other when the demand for RNs significantly outstrips the supply. The National Center for Healthcare Workforce Analysis projects that by 2020, Florida will need 61,000 more nurses than are currently projected to be available.

Specific concerns focus on two areas: shortages of faculty positions and training of specialized RNs. First, although enrollments in nursing schools have increased, thousands of prospective students are turned away due to a critical shortage of qualified nurse faculty. Second, current survey findings clearly indicate that hospitals continue to experience difficulty filling the more specialized nursing positions.

The magnitude of the situation is further highlighted on page eighteen of the report:

Even though enrollments in entry-level baccalaureate programs are up, 26,840 qualified students were denied admittance to nursing programs due to a shortage of nursing school faculty...[n]ursing educational programs are unable to sufficiently increase student capacity due, primarily, to a shortage of qualified nurse educators.

Local labor statistics, job vacancy rates, turnover rates and employer surveys (see Table 1.0) attest to the fact that nursing is a critical concern in the college district as well. As stated by Mr. Wayne Campbell, CEO of the district’s largest health care facility, this need is not only for associate degree nurses, but also for baccalaureate level nurses. (See Appendix C)

...This BSN program will help address the continuing need in this region for baccalaureate-level nurses, who bring more advanced critical thinking and administrative skills to the patient care setting. Furthermore, this career-ladder opportunity will help recruit and retain nurses in this area.

The special interests of this service area are aptly summarized by Dr. Karen A. Chapman, Director, Okaloosa County Health Department in her letter of support for the program (see Appendix C), Our public health agency faces daily challenges attracting nurses to the world of public health nursing. A major challenge is the insufficient supply of nurses with the BSN.”

Table 1.0, which follows, summarizes the key data elements which support the need for the BSN program.

Table 1.0
Summary of Bachelor of Science in Nursing Demand Factors

Student Demand	
Source	Demand/Need Indicated
<ul style="list-style-type: none"> ▪ Survey of 2007 and 2008 NWFSC associate degree nursing graduates 	<ul style="list-style-type: none"> ▪ 40% of the students surveyed (approximately 43 students) indicated a strong desire to continue their nursing education through an NWFSC BSN program
<ul style="list-style-type: none"> ▪ Florida Hospital Association 2005 Study 	<ul style="list-style-type: none"> ▪ Only 17% of associate degree nurses proceed to the BSN degree, in part due to lack of access to baccalaureate level programs
Workforce Demand	
<ul style="list-style-type: none"> ▪ “Florida Hospital Association Study on Nurse Staffing Issues in Florida”, Florida Hospital Association, 2006 	<ul style="list-style-type: none"> ▪ Most recent survey data shows a decrease in turnover rates in all areas of the state except in the college service district, where the nursing position turnover rate in college service district is nearly 5% higher than the state rate
<ul style="list-style-type: none"> ▪ Florida Hospital Association Workforce Staffing Survey Findings, 2006 	<ul style="list-style-type: none"> ▪ Most recent survey data shows the vacancy rate for nursing positions in the college service district has remained relatively constant over the last three years, equaling the statewide average of 9%.
<ul style="list-style-type: none"> ▪ Nursing position announcements in the local service district (newspaper ads, internet listings, June 2008) 	<ul style="list-style-type: none"> ▪ Vacant positions ranged from 35-41 at local hospitals and health care sites
<ul style="list-style-type: none"> ▪ Florida Office of Workforce Information, 2007 	<ul style="list-style-type: none"> ▪ 95 average annual openings in the college service district, including both existing and growth positions ▪ 8,096 average annual openings in the state of Florida, including both existing and growth positions

Phase III: Program Development and Implementation

As the more detailed feasibility and readiness assessments in Phase II served to strengthen the institutional commitment established through Phase I, the college moved to Phase III of the planning process: Program Development and Implementation. At this point, the BSN Planning Task Force was subdivided into a curriculum team and an operational team, each with specific missions, but working

in concert. Selected members served on both groups. The curriculum team focused on reviewing the content, scope and sequence of the cooperative program, as well as the AS-to-BS nursing programs at other colleges and universities, researching best practices in nursing education, and reviewing professional accreditation and approval processes. The operations team focused its efforts on implementation details (including an implementation timeline), an updated assessment of current and anticipated resources, and enrollment, performance and budget projections.

Involvement of Faculty and External Constituencies

As cited in the previous section, faculty members have been involved at all levels of program planning and development – a practice required by existing college policy and procedure. By virtue of their participation in the all of the *ad hoc* development groups, as well as through their traditional roles on the College-wide Council and the Curriculum and Institutional Research Committees, the influence of the college faculty has been a key factor throughout the planning and development process.

In addition, the college has maintained formal and informal contact regarding the proposed programs with a wide range of external constituencies including the following:

- Okaloosa and Walton County Hospital CEO's
- Graduates of the NWFSC-UWF Cooperative BSN Program
- Okaloosa County Social Workers
- Okaloosa County School Nursing Program Representatives
- Current NWFSC-UWF Cooperative BSN Program Students
- Okaloosa and Walton County Hospital Chief Nursing Officers
- Administrators from the Okaloosa County Health Department
- Okaloosa and Walton County Hospital Education Directors
- NWFSC Associate Degree Nursing Program Graduates
- Okaloosa and Walton County Retired Nurses

Early in the planning process, the existing nursing advisory committee, formed as part of the quality control efforts in the cooperative program, was consulted regarding a local stand-alone program. As the prospect of such a program grew in likelihood, additional committee members were added and their advice sought concerning program content and direction. (See Appendix D.) In addition, ongoing informal input has been collected from the various clinical site nurse preceptors currently assisting in the associate degree and cooperative programs. The results of both the informal and informal information activities have been used to develop curriculum, solicit clinical sites and identify adjunct faculty members.

4. Description of the Change

The proposed change will enable NWFSC to expand its current upper division nursing curriculum into a full, stand-alone baccalaureate program. This new BSN degree will replace the current NWFSC-UWF Cooperative BSN program begun in 2004 and originally reviewed by the COC Visiting Team in February 2005 as part of the college's successful application for Level II status. This career-ladder degree, based on Florida's successful AS-to-BS articulation agreement, will offer individuals who possess an associate degree in nursing and registered nursing certification the opportunity to continue their education at the upper division level at NWFSC.

Learning Outcomes, First Year Scheduling, and Syllabi

Lower division learning outcomes for the new program will conform to those defined college-wide for the associate of arts program, approximately eighteen – twenty-one (18-21) credits of which are met through completion of the Associate of Science in Nursing general education requirements. Additional general education courses to equal the required thirty-six credits across the specific subject areas are completed through satisfaction of prerequisite courses or as additional lower division credits while pursuing nursing coursework. The upper division academic content and learning outcomes for the stand-alone BSN program conform to the provisions of the Florida statewide articulation agreement for the AS-to-BS in Nursing and focus on critical thinking, serving the complex client, leadership and other advanced nursing competencies.

At the upper division program level, competencies, goals, and outcomes are derived from the applicable industry or professional standards. In the case of baccalaureate level nursing, these goals and outcomes are derived directly from the American Association of Colleges of Nursing Essentials of Baccalaureate Education, the American Nurses Association Standards of Practice and input from the NWFSC Nursing Advisory Committee. This effort produced the following list of student learning outcomes (SLOs) for the BSN program.

Bachelor of Science in Nursing Student Learning Outcomes

Upon completion of the BSN program, the student will be able to:

- 1) Demonstrate accountability, responsibility, authority, ethical practice, and professionalism as defined by the American Nurses Association Code of Ethics;
- 2) Apply the combined knowledge derived from the natural sciences, behavioral sciences the humanities and nursing theory to the promotion of health, reduction of health risks and prevention of disease;

- 3) Serve as a change agent and client advocate in the practice of professional nursing with individuals, families, groups, and communities;
- 4) Develop a plan for lifelong learning and professional development;
- 5) Employ current theories and principles of leadership and management in the provision of quality nursing care;
- 6) Describe and use appropriate teaching and learning theories to design, implement, and evaluate educational experiences for a diverse population of clients;
- 7) Use higher-order critical thinking skills (e.g. assessment, analysis, synthesis) effectively throughout the nursing process;
- 8) Apply appropriate theory, practice, and research in the provision of direct nursing care to the complex client;
- 9) Incorporate socio-cultural, ethnic, religious, and other unique individual considerations into client care;
- 10) Evaluate and use the concepts of nursing theory and appropriate research findings for evidence-based nursing practice;
- 11) Apply effective communication techniques to professional relationships and teambuilding, and client care; and
- 12) Use media resources and information technologies to enhance professional practices.

The full program requirements also parallel those of the original cooperative BSN degree, but have been revised and improved based on three years of program review, student feedback, and research of best practices in other AS-to-BS nursing programs. Appendix E presents the full program of study, Appendix F offers the “ideal” first year schedule for a full-time student, and Appendix G includes course syllabi for all first-year upper division nursing courses offered in the program.

Admissions and Student Services Policies/Practices

The BSN program will incorporate the admission requirements mandated by Florida Statute and the Florida AS-to-BS in nursing articulation agreement. The enrollment services policies and procedures regarding orientation, admission, transcript evaluation, registration, financial aid/scholarship access, records, grading, transfer policies, and other related enrollment services functions will be the same for the BSN program as they are for other NWFSC baccalaureate programs. Specific admission requirements, developed and reviewed by current NWFSC nursing faculty, conform to requirements of applicable state statutes and parallel those of other Florida Bachelor of Science in Nursing programs. The requirements parallel those of the original cooperative program

with the University of West Florida, but have been modified slightly to reflect recent Florida articulation guidelines. Students entering the program must satisfy the following:

BSN Admission Requirements

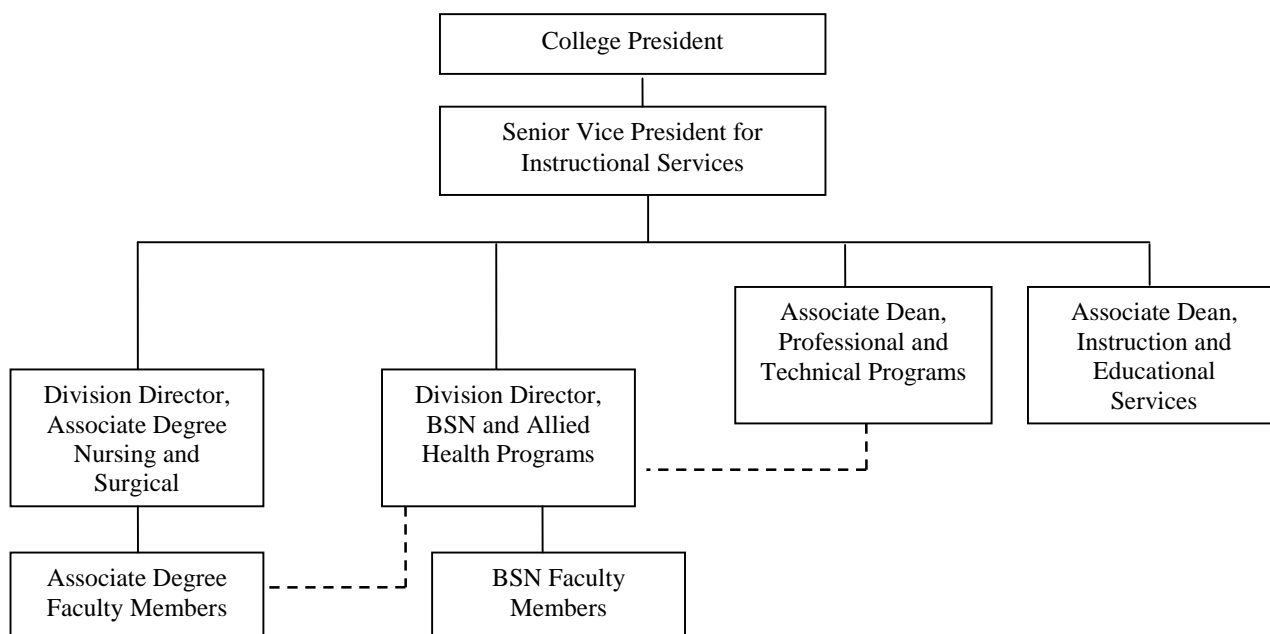
- Completion of an associate degree nursing program or nursing diploma prior to enrollment
- Documentation of Current Florida RN Licensure
 - Recent graduates of associate degree nursing programs or Registered Nurses who have recently moved to Florida and have not yet obtained a Florida RN License may apply and may be accepted on a provisional basis. Provisional status may be removed once the student obtains a current Florida RN License.
- Completion of all admission forms for NWFSC by the established deadline
- Submission of all official transcripts by the established deadline
- Documentation of a Grade Point Average (GPA) of 2.75 or higher in all college credit course work and a grade of “C” or higher in all Florida Common Course Prerequisites applicable to the RN to BSN degree program
 - Depending on program capacity, students with less than a 2.75 may be admitted on a provisional basis. However, in all cases, the student must have earned a “C” or higher grade in all common course prerequisites. Provisional status may be removed if the student earns a GPA of 3.0 or higher for his/her first eight upper division nursing credits at NWFSC.
 - Ideally, prerequisite and general education courses should be completed prior to enrolling in upper division nursing courses; however, all prerequisite and general education courses must be completed by the beginning of the senior year.
- Completion of the standard Florida foreign language upper division admission requirement
 - If, at the time of admission, the student has not completed two consecutive years of the same foreign language in high school or eight credits in college, the student must complete eight credits of foreign language before completing the program.
- Completion of Florida CLAST requirements
 - If, at the time of admission, the student has not completed CLAST requirements, the student will need to meet this criterion by the completion of 36 upper division credit hours at NWFSC, or enrollment in future credits may be restricted.

As is common to most health care programs in which students will have direct patient contact or participate in clinical settings with an active client population, additional pre-enrollment conditions, which include proof of immunizations, CPR verification, drug screen, and background check, must also be satisfied prior to initial registration in upper division nursing courses.

Administrative Oversight

Per established job descriptions, all baccalaureate programs at the college operate under the direct auspices of the Office of the Senior Vice President for Instructional Services. Selected day-to-day operations are coordinated through the related lower division departments. The Division Director, BSN and Allied Health Programs is responsible for selected lower division health curricula and all upper division nursing coursework. The Director works closely with her counterpart, the Division Director, Associate Degree Nursing and Surgical Technology, well as with the Associate Dean, Professional and Technical Programs and the Associate Dean Instruction and Educational Services. Together, the associate deans are responsible for any prerequisite, general education and non-nursing support courses students in the program will encounter. In addition, a full-time, doctoral level, life sciences faculty member is given release time from his/her normal teaching load to serve as a liaison/subject area expert for the health programs. The directors, along with the associate deans, are permanent members of the College-wide Curriculum Committee, which reviews and approves all admissions, graduation, course and program requirements. This arrangement helps to ensure consistency of policies and development processes, as well as simplifies coordination of class schedules, faculty assignments, curriculum scope and sequence, program review, and related academic activities.

**Figure 2.0
Organizational Structure for Program Oversight**



5. Faculty

Program Faculty

Faculty expertise is an essential academic resource and NWFSC is proud to count this crucial element as an institutional strength. With 34% of its full-time faculty members possessing doctorates (30 of 89 instructors), NWFSC has the highest percentage of terminally degreed faculty in the Florida Community College System.³ A qualified, accomplished, and enthusiastic faculty is crucial to program success. Accordingly, the college hired an additional BSN faculty member in April 2008, who possesses a doctorate in health science. The new faculty member, who begins employment in August of this year, has been hired on a part-time basis this summer to assist with preparations for the stand-alone degree, and has past experience as a part-time instructor with the NWFSC nursing programs. In addition, the college has committed staff and program development funding to support the course work of another nursing faculty member who is pursuing a doctoral program in nursing and is projected to complete the program in December 2009. Table 2.0 summarizes the educational credentials of the current BSN faculty members.

Table 2.0
Summary of Academic Credentials of NWFSC Current BSN Instructors

	Full-time	Part-time	Total
Doctorate in Nursing/Nursing-Health Care Education	1	2	3
Master's Degree in Nursing and current enrollment in a Doctoral Level Nursing Program	1		1
Master's Degree in Nursing and Certified Nurse Educator	2		2
Master's degree in Nursing	2		2
Totals	6	2	8

The nursing faculty profile, as well as the college-wide faculty profile, illustrates not only the strong instructional base from which NWFSC will begin this program, but also verifies the college's commitment to hiring faculty members who exceed the minimum qualifications required by both regional accreditation standards and postsecondary professional custom and practice.

Per COC/SACS principles and institutional policy, at least 25% of the BSN curriculum will be taught by faculty members with doctorates in the field; 100% of the nursing curriculum will be taught

³ Florida Department of Education report: "Ranking by College of the Average Salary of Full-time Instructional Personnel, Total Adjusted FTE Student Ratio and the Percentage of Full-time Instructors with Doctorates", 2006.

by faculty members with a minimum of the master's degree in field or other master's degree and at least eighteen graduate credits in education. In addition, all full-time teachers complete a sixteen-hour orientation program which includes topics ranging from the use of instructional technology, grading policies and test construction to student retention and success strategies. All part-time faculty members attend a one-half day faculty workshop with similar topics at least once per year.

Faculty Workload and Impact of the New Program Initiative on Faculty

When the cooperative program began in 2004, the college hired one full-time faculty member and added a second full-timer in 2005. In anticipation of the stand-alone program, the college hired an additional doctoral level faculty member in the spring of 2008. These three full-time instructors will be assisted, as needed by selected full-time nursing faculty currently teaching in the associate degree program, as well as by highly qualified adjunct professors, two of whom possess earned doctorates in the field, and a group of current practitioners in the role of preceptor. This cadre of professionals will allow the college to meet the needs of the new program with minimal impact on the existing college faculty. (See the faculty roster in Appendix H.)

All full-time faculty members, except the division director, who has a reduced teaching obligation to accommodate administrative duties, observe the same teaching load and work under the same job description as other full-time faculty members at the college. This load is established by Florida statute and detailed in policy by the NWFSC District Board of Trustees. If needed to meet enrollment demand, full-time faculty members may also teach a supplemental (overload) assignment on a voluntary basis. Given the number of qualified adjuncts available to support this program, such overloads will be truly optional for the nursing faculty.

The college has also developed clinical site agreements with thirteen (13) local health care providers (see Appendix I). As part of those agreements, the various facilities provide preceptors from their own staff to assist students with clinical experiences on site. As a quality control measure, all preceptors are selected through a joint consultation process involving the NWFSC Division Director and the appropriate clinical site personnel. Preceptors are invited to attend college staff development activities and faculty orientation sessions, as well. With three full-time nursing instructors, assistance from qualified on-site preceptors, and a healthy pool of adjuncts, there will be no discernable impact to the workload or schedules of the existing NWFSC faculty members.

Quality Control for Distance Learning and Non-traditional Instruction

The college used three information sources to determine the primary delivery systems for the curricula. First, the planning group considered the practices of other professionally accredited baccalaureate nursing programs and second the group reviewed results of a student scheduling survey conducted in March 2006, which indicated an overwhelming student preference for some level of face-to-face instruction, either through traditional or blended classes (classes offered partly in the classroom/lab setting and partly through independent and group study). The results of the 2006 survey were reinforced by a March 2008 student survey including questions on student experiences in distance learning and blended classes. Thirdly, feedback was gathered from current and past students in the NWFSC-UWF Cooperative BSN program, the vast majority of whom are also employed full-time and for whom convenience is a crucial factor in program completion. This information supported a BSN program which offers a variety of instructional delivery methods and a creative class schedule which allows for weekend and “Friday College” classes. Accordingly, NWFSC will employ a variety of delivery options per the parameters listed below.

- The projected mix of the upper division delivery options will approximate 65% traditional and blended classes (approximately 2/3 traditional classroom instruction combined with 1/3 independent and group study) and 35% distance learning classes.
- 100% of the upper division distance learning classes will contain active learning components such as threaded discussions and group projects.
- At least 50% of all teacher-oriented learning support materials will be interactive and/or multi-sensory in format (e.g. delivered through *Elluminate*, *Camtasia*, *Tegrity*, or similar software).
- 100% of the upper division faculty members will offer inter-active websites to supplement course instruction.

The NWFSC Department of Learning Technology (LTech) provides training and support services for both students and faculty enrolled in distance learning classes. A faculty development lab, staffed by LTech experts is open every Friday for drop-in assistance, and one-on-one training is available from LTech by appointment. Throughout the year, LTech conducts targeted workshops on new software and distance learning best practices and, in coordination with the NWFSC Information Technology Department, maintains an online help request/referral system.

All classes offered in distance learning or other non-traditional format must be reviewed and approved in advance by the College Curriculum Committee. This process also ensures that college policies with respect to student feedback, instructor-student interaction, assessment, and related course elements conform to the college’s best practices standards. Specifically, classes offered in such

formats must adhere to the following requirements; faculty members who teach non-traditional classes formally commit to observing these standards.

- All text-based distance learning classes must include an in-person orientation with the faculty member per the college's distance learning orientation schedule.
- All online distance learning classes must include an orientation with the instructor, which may be accomplished in person or electronically through online interactive *Elluminate* software or podcast through *Tegrity* software.
- Faculty members must hold scheduled office hours for distance learning classes where they are available for face-to-face meetings on campus and for "immediate" e-mail or discussion board response to student inquiries.
- Faculty members must agree to a periodic course review process, which includes a peer assessment of course materials, as well as a three-five year analysis of student performance data.
- Course content must directly parallel that of the traditional format for the course and assessment and basic learning activities must be equivalent in all formats; the same textbook must be used for all formats of the course.
- Per best practices research, both online and text-based distance learning classes must offer students feedback on course progress multiple times before the midterm examination, as well as multiple times during the period between the midterm and the final examination.

The student evaluation of instruction process includes gathering input regarding instructor availability, thus providing a strong checkpoint to ensure an appropriate level of faculty accessibility. Further, as part of the ongoing program review process, the college will periodically survey the BSN students concerning their preferences for class scheduling (i.e. weekends, fast-track, Friday College, etc.) and delivery format (traditional, blended, distance learning), as well as monitor the effectiveness of each delivery system employed in the programs, making adjustments as needed. For additional information on quality assurance for non-traditional offerings, see Section Nine of this document, "Evaluation and Assessment".

6. Library and Learning Resources

NWFSC has a deep-rooted institutional commitment to quality information resources for students and faculty. Resources range from reference and reserve services, library instruction, and interlibrary loan, to quiet study areas, computer work stations and audio-visual services.

Materials, Staff, and Other Services

The Learning Resource Center (LRC) is open to students on weekdays and Saturdays for an average of 68.5 hours per week, during which time patrons may consult approximately 97,000 books,

445 subscriptions to journals and periodicals, 9,800 audiovisual materials, and numerous online databases. Both library faculty and career staff members are available to assist students and faculty at two service desks (reference and circulation) whenever the library is open. Additionally, librarians at NWFSC participate with librarians around the state to provide online reference service via chat on the Internet at askalibrarian.org. The NWFSC librarians provide general and course specific library instruction both in person and using various technologies and conferencing software. Therefore both reference help and library instruction are available in class settings, at all NWFSC sites and for individual students from the LRC website. The librarians also teach college credit courses on basic library skills, internet research and business research.

All library resources are available to all students, regardless of their home campus or center. Through agreement with the University of West Florida (see Appendix K), students and faculty have access to the UWF library located at the NWFSC-UWF Joint Campus in Fort Walton Beach. Additionally, agreements with the Walton DeFuniak Public Library and the Robert L.F. Sikes Library permit students and faculty access to these libraries, which is especially advantageous to students attending classes at those locations. Through special partnership agreements, students and faculty using the college's education centers at Eglin Air Force Base and Hurlburt Field may also use the libraries on those military installations. And, Faculty, staff, and students may also access all NWFSC resources via the Internet remotely and at all college

A 52,000 square foot LRC on the Niceville campus offers instructional technology options, excellent study facilities, access to print, and electronic resources. Numerous subscriptions to individual databases and database aggregators provide full text electronic articles from newspapers, periodicals and journals. Back files of a wide range of scholarly journals can also be accessed electronically. In addition to specific resources purchased for local access by NWFSC students and staff most electronic materials are shared through the statewide cooperative purchase of resources for all colleges in Florida. These databases provide access to a multitude of resources and approximately 12,000 electronic books. The Florida Electronic Library also provides seamless access to additional electronic resources that are considered a core collection for all libraries in the state of Florida (public and academic). To enhance shared access to library resources the LRC pays to participate in a state courier system for ground delivery of materials that provides five days a week service at all campuses and centers. Table 3.0 summarizes the current holdings of the NWFSC Learning Resource Center.

Table 3.0

CURRENT LIBRARY HOLDINGS AT (AS OF JUNE 30, 2007)

Print Volumes	97,531	Microform units	151,122
Subscription titles	445	Audiovisual units	7,734
Video and film units	1,919	Electronic Resources	84

Program-Specific Learning Resources/Services

In anticipation of the expanded nursing curricula, the LRC has implemented several strategies in support of the upper division program. The collection development policy has been adjusted to reflect the needs of the BSN program and increases are being made in the materials in nursing research, family and community health, nursing leadership and supervision, critical care, health assessment and serving the complex client. The service hours of the NWFSC Niceville LRC are being studied during this planning year to see what times will complement the BSN class schedule; regardless, the Niceville Campus LRC is already committed to access for Friday and weekend students. LRC Outreach Sessions have been developed for BSN faculty and students on how to better use reference and learning resource services. These sessions are based on the college's success in working with the lower division nursing students and the upper division BSN students enrolled in the cooperative program. The sessions will be delivered both in person and by various technologies to maximize access to the resources and services.

Throughout the duration of the cooperative BSN program, NWFSC made impressive progress toward acquiring the library resources required to fully support a stand-alone BSN program. To assess the status of this key program element, the college selected two benchmark libraries at local postsecondary institutions approved by the Florida Department of Education to offer baccalaureate nursing education: The University of West Florida and the library at Indian River College, both of which support baccalaureate level nursing curricula. The comparisons were completed using the advanced search feature of the *Ex Libris* system (all three institutions use this same basic system). Table 4.0 presents the results of this analysis, which clearly indicates the holdings of the NWFSC Learning Resource Center are comparable to the benchmark libraries in all categories related to the proposed programs.

Table 4.0

Comparison of Current Library Holdings -- Nursing

	NWFSC	Indian River College	UWF
Nursing			
All	1241	1232	2997
Books	1048	1035	2762
Serials	70	23	139
AV	169	163	44
Ebooks	465	430	336

It should be noted that materials in the UWF Pace Library in Pensacola are accessible to both UWF and NWFSC local students who request them via courier to the FWB Campus Library. Indeed, all materials at Florida university and community college libraries are accessible through statewide reciprocal borrowing and standard interlibrary loan practices. However, maximizing immediate and local access to academic services and materials is a key element to the NWFSC philosophy of student service. Accordingly, Table 5.0 presents details regarding current nursing-related library holdings, including database subscriptions, as well as the plan for new purchases to support the program. A budget of \$11,900 has been projected to support both the existing and new acquisitions in the nursing area for 2008-09. A similar amount will be allocated on a recurring basis in subsequent years.

Table 5.0

Existing (2007-08) and Planned Library Acquisitions (2008-09) In Support of the Bachelor of Science in Nursing

	Volume of Existing Resources in Nursing	Planned Resource Acquisitions Volume	Holdings Projected by the end of 2008-09
Print and eBook Volumes	1048	85	1133
Periodicals	62	6	68
Electronic Resources (e.g. databases)	22	2	24
Audiovisual Resources	169	20	189

Although NWFSC library holdings provide a significant start on what is necessary to support the new program, it is anticipated that a more detailed comparison of specific titles to specific course content will reveal minor gaps. Age of collection and recommendations from program faculty are among the variables that will help determine the nature of additional acquisitions. Nevertheless, the analysis presented gives testimony to the college's existing commitment to providing quality academic resources to students and faculty, and the magnitude of the increased collection effort should be manageable. In summary, while library resources will need to be augmented and strengthened, they already provide a solid base from which to offer baccalaureate level nursing education.

7. Physical Resources

The early assessment of institutional commitment and capability resulted in a resounding affirmative response and a working commitment by the faculty and staff to assume full responsibility for the former cooperative program. To maximize access to faculty and support resources, as well as to provide a relatively central location for the program, planning efforts confirmed an earlier commitment that faculty offices, classes, and primary program support services will be located on the main campus of NWFSC in Niceville.

Facilities

Creative scheduling such as afternoon, weekend and blended classes, along with some minor repurposing of existing space will allow the college to serve the BSN students within current facilities. In addition to innovative scheduling in existing classrooms, BSN students will enjoy the benefits of a recently remodeled general classroom facility, a refurbished mathematics building, a newly constructed, 53,400 square foot state-of-the-art science technology center, built to university standards. In 2003, NWFSC completed construction of a 52,000 square foot Learning Resources Center (LRC) on the Niceville Campus. This impressive, expansive facility serves an average of 400 patrons each day. Current library facilities are sufficient to accommodate any new services and holdings necessary to support the BSN program, as well as give student access to group study rooms, quiet study areas, a reading room, conference rooms, bibliographic instruction room, and combined computer/lecture classroom.

As part of NWFSC's visionary master planning, accommodation for new programs and services has been purposely incorporated into construction and renovation/remodeling efforts for the past eighteen years. All facilities-related activities for the last five years have been specifically tailored not only to accommodate immediate needs, but also to anticipate future upper and lower division programming. This foresight is characterized by several factors, including: a) constructing new facilities to university standards (e.g. the Niceville LRC and Science Technology Buildings), b) designing specialized program facilities to meet shared, multi-purpose uses (e.g. the collegiate high school houses high school students by day and college students by night), c) proactive coordination with city, state, and county offices to ensure infrastructure issues such as power, water management, and traffic control anticipate future concerns, and d) partnering with other public and private entities to leverage and maximize construction funding (e.g. the Arts Center and the Community Services Complex).

With respect to the specific needs of the upper division nursing student, the stand-alone BSN program will reap the benefits from four years of conducting all instruction of the cooperative BSN program on the NWFSC Niceville Campus, where upper division students have full access to 6,400 square-feet of dedicated nursing instructional space which includes didactic/lecture classrooms, a dedicated computer classroom with open lab hours, a “mock hospital” skills lab, and a client simulation skills lab. Faculty members have office space adjacent to the classrooms and labs, and the nearby administrative office suite houses a faculty conference room which easily accommodates fourteen-sixteen people.

Equipment

In addition to the traditional equipment used in support of baccalaureate curricula college-wide (see Table 6.0), the BSN students and faculty enjoy access to an impressive array of specialized equipment. First, an on-site skills lab/mock hospital offers the students access to the typical set of hospital equipment, as well as advanced computerized teaching systems. Second, NWFSC provides BSN students with access to several high-tech patient simulators, including both adult and pediatric human patient simulators, a maternal-neonatal simulation system, and numerous anatomical models. (See Table 7.0.)

**Table 6.0
Major Basic Equipment and Software Resources for the Nursing Curriculum**

Item(s)	Comment
Twenty-eight Station Computer Lab	Used for testing and web supplemented/enhanced instruction
Twelve station Individual Computer-Assisted-Instruction and Review Lab	Open access for students seeking academic review and practice
<i>Tegrity Software</i>	Provides the capability for podcasting
<i>Eluminate Software</i>	Provides the capability for video conferencing
<i>Desire to Learn (D2L)</i>	Distance Learning online platform also used for web-supplemented courses
<i>Smarthinking</i>	Web-based, real-time tutorial system which supports various science, math, communications and selected general education subject areas

**Table 7.0
Major Specialized Equipment and Software Resources for the Nursing Curriculum**

Item	Comment
------	---------

Mock Hospital/Skills Lab	Eighteen beds with headwalls and monitoring equipment
Mock Operating Room Suite	Operating Room suite complete with surgical lighting, operating table, instrument trays, scrub room, sterile central supply facility, and anesthesia machine; used in support of perioperative and critical care instruction
Simulated Critical Care Corner	Includes four (4) critical care mannequins with typical critical care bed and headwall
Geriatric Care Mannequins	Three (3) mannequins used for simulations and demonstrations
Adult Patient Simulator	\$135,000 computerized adult simulation mannequin with programmable software used especially for health assessment and therapeutic communication scenarios
Pediatric Patient Simulator	\$135,000 computerized child simulation mannequin with programmable software used especially to augment limited pediatric clinical site experiences
Maternal Neonatal Simulator (“Noelle”)	\$35,000 computerized birthing simulation mannequin with programmable software
Multiple Models and Training Stations	Six (6) adult IV training arms, four (4) IV pumps, central line care teaching models, and an Immersion computerized IV training system

8. Financial Support

The financial plan for the BSN program was developed after consideration of experiences gleaned from four sources: a) eight years of experience with lower division nursing and health education curricula b) four years of experience with the NWFSC-UWF Cooperative BSN Program, c) research of four-year baccalaureate nursing program budgets at other institutions in the Florida system, and d) baccalaureate budget development guidelines promulgated through the FLDOE.

Program Budgets (Business Plan)

Thanks to an early program development grant received through the Florida Department of Education, support from the NWFSC Foundation’s Health Technology Endowment, the college has enjoyed sufficient financial support to cover program start-up costs and maintain a technology refresh program for all the health-related programs. During the four years in which the college participated in the cooperative program, these funding sources were used to satisfy all significant facilities accommodations and major equipment needs for the BSN curriculum.

NWFSC will sustain recurring program costs through a combination of student fees/tuition revenues, state FTE funding (85% of the university FTE funding rate) allocated by the Florida

Legislature, and earnings from the NWFSC Foundation Health Technology Endowment. Table 8.0 summarizes the budget for the 2008-09 stand-alone program. Subsequent years should follow a similar pattern of revenues and expenses. Using the traditional Florida funding mechanisms, when enrollment grows, revenues should increase proportionate to any increase in student numbers; fixed expenses would remain relatively constant, with variable expenses increasing proportionately.

**Table 8.0
Bachelor of Science in Nursing 2008-09 (Initial Year of Stand Alone Program)**

Revenues		
Student Fees (resident and non-resident tuition and lab fees)	\$29,968	
State Community College Baccalaureate Funding	49,125	
Other State Funded Operating Revenues, Foundation Health Endowment Earnings and Other Student Fees (e.g. capital outlay fee)	<u>87,900</u>	
Total Revenues		\$166,993
Expenditures		
Personnel (includes two full-time faculty members, a portion of the third faculty member/division director, and approximately 1.0 FTE part-time/adjunct faculty)	\$125,816	
Materials and Supplies (including some software and minor equipment)	6,310	
Travel (in-district and out-of-district)	1,850	
Communication/ Technology	325	
Support Services (includes partial support of enrollment services educational advisor and part-time librarian)	20,792	
Library and Learning Resources	<u>11,900</u>	
Total Expenditures		\$166,993

Contingency Planning

Traditionally the State of Florida funds approximately 72-75% of the cost of approved instructional programs, with students assuming the remaining costs through tuition. Once a program has been approved, it will continue to receive state support through the standard legislative appropriation process, as long as enrollments are viable. As the BSN program has been approved by the Florida State Board of Education, it too will receive state funding for future operational years. Current statutory language establishes a funding rate at 85% of the per FTE allocation assigned to the universities and the *pro forma* budget presented in Table 16.0 is based upon that figure. Nevertheless,

the college has developed a conservative budget for the programs that will ensure a healthy contingency balance to augment the vagaries of the national and state economic cycles – a practice which is followed at the macro level for college-wide budgeting.

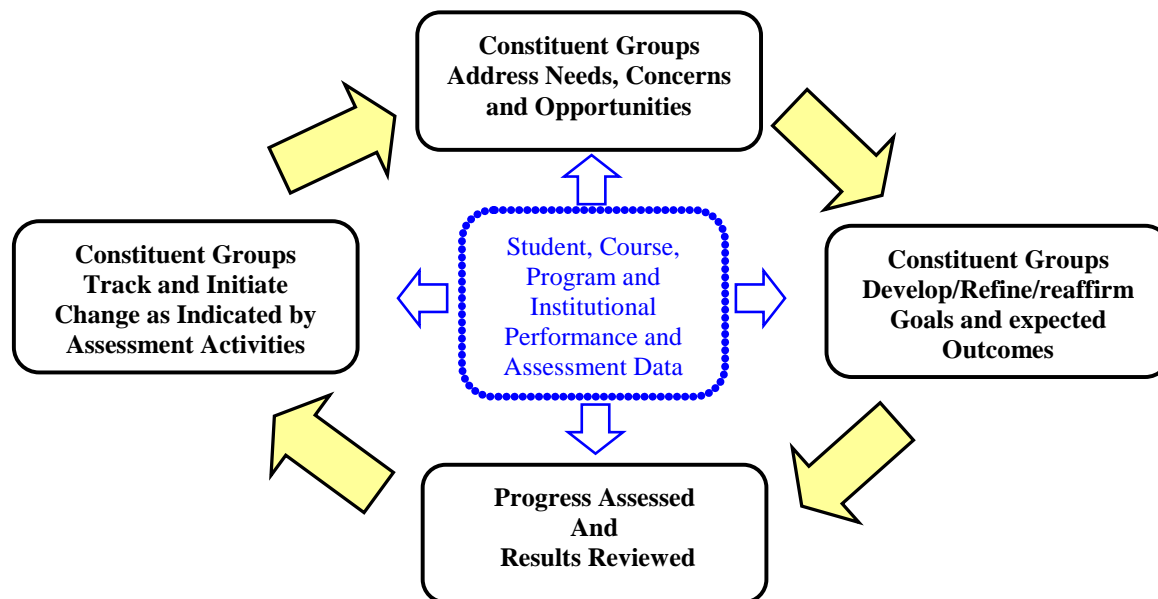
Although it is extremely unlikely, if the contingency funds, state support, and student fees are insufficient to support quality instruction, the college will implement standard cost cutting strategies and will cover nonrecurring costs as appropriate through excess revenues from auxiliary operations and grant overhead funds. In addition, private contributions through the NWFSC Foundation’s Health Technology Endowment (to date, approximately \$6.8 million, exclusive of endowed scholarships) will be used to support the program.

9. Evaluation and Assessment

Institutional Evaluation and Assessment

Planning and evaluation at NWFSC are driven by three critical objectives: 1) achieving the college’s strategic vision, 2) accomplishing the college mission and goals, and 3) seeking the continual improvement of instructional quality and institutional effectiveness. Evaluation activities are integrated and dynamic, shaped by numerous assessment strategies, which include 1) measures of institutional effectiveness and the performance data relating to these measures; 2) program and unit evaluations; 3 input and feedback from the college’s internal constituent groups; and 4 input and feedback from the college’s external constituent groups and 5) analysis of student learning outcomes,. The goals, outcomes, and improvement activities are inextricably linked with assessment in a “closed-loop”, cyclical process. Figure 3.0 illustrates that cycle.

Figure 3.0
NWFSC Planning and Assessment Cycle



The college employs numerous formal methods to assess success in achieving goals and objectives at the institutional and program levels. Assessment activities are applied on a continual basis and reported at least annually to the District Board of Trustees, the faculty, and other constituent groups. Table 9.0 presents the primary areas of assessment conducted at the institutional and program levels, the mechanism(s) used to conduct the evaluation, and the group(s) responsible for follow-up and tracking improvement strategies. These primary areas correspond to the major components of the college mission and strategic vision as well.

Information regarding the monitoring of outcomes at the student level appears in the following section “Monitoring and Ensuring the Quality of the Degree Programs.”

Table 9.0

Summary of NWFSC Institutional Measurements of Effectiveness

Major Outcome Area From Mission & Goals	Primary Measurement Tools	Review and Follow-up
Student Success	<ol style="list-style-type: none"> 1. Measures of Institutional Effectiveness <ol style="list-style-type: none"> a) CLAST Passing Rates b) Distance Learning Success Rates c) Program Completions d) Athletes Retention and Success Rates e) FCAT Passing Rates f) GED Completion Rates 2. FLDOE Accountability Outcomes Measures <ol style="list-style-type: none"> a) Developmental Retention and Success Rates b) Associate Degree Retention and Success Rates c) AA Graduate Performance at Upper Division d) Vocational Placement Rates 3. SREB Retention and Completion Rates 4. Baccalaureate Retention and Success Rates 5. Licensure Passage Rates 	<p>Results of all measures are analyzed and enhancement activities developed and tracked by:</p> <ul style="list-style-type: none"> o VPI Staff o Curriculum Committee o Appropriate Deans Directors, Department Chairs o Institutional Research Committee <p>Recommendations, results and follow-up activities are reported to the College-wide Council and NWFSC District Board of Trustees</p>
Instructional Programs and Services	<ol style="list-style-type: none"> 1. Community College Survey of Student Engagement 2. ACT Student Opinion Survey (LRC, Advising, Career Center, Financial Aid, Orientation, Faculty, Instruction, Tutorial Services) 3. NWFSC Graduate Survey 4. Student Evaluation of Instruction/Faculty 5. Student Activity Participation Rates 	<p>Results of all measures are analyzed and enhancement activities developed and tracked by:</p> <ul style="list-style-type: none"> o VPI Staff o Curriculum Committee o Appropriate Deans, Directors, Department Chairs o Institutional Research Committee <p>Recommendations, results, and follow-up activities are reported to the College-wide Council and NWFSC District Board of Trustees</p>

Major Outcome Area From Mission & Goals	Primary Measurement Tools	Review and Follow-up
Administrative and Financial Operations	<ol style="list-style-type: none"> 1. ACT Student Opinion Survey (Financial Aid/Scholarships) 2. Financial Aid/Scholarship Participation Rates 3. Budget Process Evaluation Survey 4. Instructional Program Reviews 5. Cost Analysis Report 6. Budget Goals Measures 	<p>Results of items 1, 2, and 4 are analyzed and enhancement activities developed and tracked by:</p> <ul style="list-style-type: none"> ○ VPI Staff ○ Curriculum Committee ○ Appropriate Deans, Directors, Department Chairs ○ Institutional Research Committee <p>Results of Items 3, 5, and 6 are analyzed and enhancement activities developed and tracked by the Office of Administrative Services.</p> <p>Recommendations, results, and follow-up activities are reported to the College-wide Council and NWFSC District Board of Trustees</p>
Instructional Quality	<ol style="list-style-type: none"> 1. Student Evaluation of Instruction/Faculty 2. Student Success Rates 3. Student Performance in Subsequent Courses 4. Student Performance in Upper Division Courses at the State Universities 5. Licensure Passing Rates (Computer Engineering, RN, Dental Assisting, etc.) 6. Instructional and Service Unit Program Reviews 7. Specialized Accreditation Self-Studies 8. Employer Satisfaction Rates 9. Enrollment Patterns 10. FLDOE Accountability Outcomes Measures 11. Community College Survey of Student Engagement 	<p>Results of all measures are analyzed and enhancement activities developed and tracked by:</p> <ul style="list-style-type: none"> ○ VPI Staff ○ Curriculum Committee ○ Appropriate Deans, Directors, Department Chairs ○ Institutional Research Committee <p>Recommendations, results, and follow-up activities are reported to the College-wide Council and NWFSC District Board of Trustees</p>

Major Outcome Area From Mission & Goals	Primary Measurement Tools	Review and Follow-up
Educational Environment	<ol style="list-style-type: none"> 1. ACT Student Opinion Survey 2. Campus Feedback Cards 3. Community College Survey of Student Engagement 4. NWFSC Graduate Survey 	<p>Results of all measures are analyzed and enhancement activities developed and tracked by:</p> <ul style="list-style-type: none"> ○ VPI Staff ○ Curriculum Committee ○ Appropriate Deans, Directors, Department Chairs ○ Campus/Center Directors ○ Institutional Research Committee <p>Recommendations, results, and follow-up activities are reported to the College-wide Council and NWFSC District Board of Trustees</p>
Community Support and Involvement	<ol style="list-style-type: none"> 1. Community participation and patron rates at performing arts and athletic events 2. Community participation rates in professional development seminars and activities 3. “NWFSC Listens” Focus Groups 4. “Prime Time” and “Kids on Campus” participation rates 5. NWFSC Foundation Donation Levels 	<p>Results of all assessment efforts are analyzed and enhancement activities developed and tracked by:</p> <ul style="list-style-type: none"> ○ The Office of Instruction ○ VPI Staff ○ The President’s Executive Council <p>Recommendations, results and follow-up activities are reported to the College-wide Council and NWFSC District Board of Trustees</p>

Monitoring and Ensuring the Quality of the Degree Programs

At NWFSC, quality assurance occurs at both the macro and micro levels; the baccalaureate evaluation activities are structured in that tradition. From the macro perspective, quality control in the baccalaureate curricula is measured through a variety of mechanisms which parallel those already in place for the college’s associate degree programs; they also reflect specific accountability measures outlined by the Florida Department of Education as part of its letter of agreement with NWFSC regarding authorization to offer the baccalaureate curricula. These measures include, but are not limited to the following.

- Student Evaluation of Instruction
- Employer Satisfaction Surveys
- Course Completion/Success Rates
- Student Surveys (e.g. CCSSE and ACT)
- Cost per Student/FTE comparisons
- Success Rates in Subsequent Courses
- Overall Graduation Rates
- Graduation Rates by Ethnicity
- Graduation Rates by Gender
- Job Placement Rates
- Graduate Earnings/compensation levels
- Course and Program Enrollment Patterns

At the micro level, assessment of student learning outcomes provides the fundamental quality control mechanism. For lower division curricula, the focus is placed on general education outcomes, where both content area and course level student outcomes are carefully defined by faculty and reviewed by the College Curriculum Committee, as well as by the NWFSC District Board of Trustees and FLDOE as appropriate. At the course level, student progress is assessed using a variety of evaluation and feedback strategies including papers, presentations, portfolios, group and individual projects, research activities, quizzes, demonstrations, simulations, and examinations. Final course grades, reported through the college's traditional "A" through "F" grade system, are tied to specific skills, content and competencies detailed in the course syllabus, initially derived from the content area. Each section of a given course contains a set of common assessment tools and achievement standards that ensure students progressing through the curriculum are prepared to succeed at each subsequent stage, as well as provide indication of overall student achievement on established learning outcomes.

Although grading activities and standards remain essentially the purview of the individual faculty member, program faculty coordinate activities, review student achievement patterns and confer on course standards to ensure appropriate sequencing of program content and to facilitate student progress through the program. Similar to the lower division curricula, each section of a given course contains a set of common assessment tools and achievement standards that ensure students progressing through the curriculum are prepared to succeed at each subsequent stage, including program completion. Certain assignments/activities in each course are deemed "critical assignments" which the student must successfully complete in order to pass the course. These critical assignments/activities are common to all sections of a course and serve as the primary tool for assessing learning outcomes at the student level. Each critical assignment/activity is tied directly to one or more of the twelve BSN student learning outcomes. Appendix J presents the twelve student learning outcomes (SLOs) specific to the BSN program, the course(s) in which a primary focus on the SLO is included, the related course-level objective and the evaluation/assessment mechanism.

Quality Assurance in Non-Traditional Delivery Options

Quality assurance in non-traditional course offerings is carefully monitored through the Office of the Associate Dean of Instruction and Educational Services, within which oversight of learning technologies and distance education resides. For non-traditional delivery formats, quality control begins with proactive strategies through the College Curriculum Committee. Prior to offering a course in non-traditional format (i.e. blended or online or text-based distance learning), the course design must be reviewed and approved by the Curriculum Committee. The components of that review were

developed by the Distance Learning Faculty Committee and require that all non-traditional courses comply with the Seven Principles of Good Practice in Education⁴, as well as meet selected institutional standards related to faculty access, comparability to the traditional version of the course, use of multiple assessment activities, and significant interaction with and feedback to students. In addition, each non-traditional course is reviewed for adherence to these standards as part of the regular program review cycle for the appropriate subject area. The Learning Technologies Department, in conjunction with the Office of Instructional Services, also issues a term-by-term comparative analysis of student outcomes in all distance learning courses and annual success rates are reported as one of the measures of institutional effectiveness. Results of these quality assurance activities are monitored through the Curriculum Committee; improvement activities are implemented, with progress tracked and reported to the College-wide Council, faculty and the District Board of Trustees as appropriate.

⁴ <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>.

APPENDICES

- A Board of Trustees Resolution Regarding Stand-alone BSN Program
- B Minutes of Florida State Board of Education Meeting, February 19, 2008
- C Sample Letters of Support
- D Roster of BSN Advisory Committee Members and Affiliations
- E BSN Program of Study
- F First-year Courses and Schedule
- G First Year Course Syllabi
- H Faculty Roster
- I BSN Clinical Sites
- J Chart of Student Learning Outcomes, Courses, and Assessment
- K Memorandum of Understanding with University of West Florida for Use of UWF Library

Appendix B

Board of Trustees Resolution Regarding Stand-alone BSN Program

MEMORANDUM

TO: District Board of Trustees
FROM: James R. Richburg
DATE: November 27, 2007
SUBJECT: **Proposal: Bachelor of Science in Nursing**

Approved by the
OWCC District Board of Trustees

on: 11-27-07

Signature: 
JP 115-114

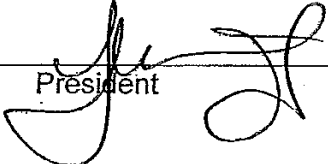
The attached Proposal Summary for a "Stand Alone" BSN degree program to be offered solely through OWC provides the several advantages as outlined. The request coincides with the expiration of the five-year agreement with UWF (June 30, 2008). The timeline for implementation is also listed in the attached summary.

JRR:cl

RECOMMENDATION:

The District Board of Trustees approves the Proposal for Okaloosa-Walton College to offer a "Stand Alone" Bachelor of Science in Nursing, as outlined in the attached summary.

11/27/07
Date


President

**OKALOOSA-WALTON COLLEGE
BACHELOR OF SCIENCE IN NURSING**

**Proposal Summary
November 16, 2008**

Background

On November 19, 2002, the Okaloosa-Walton Community College District Board of Trustees endorsed the college's proposal to offer a new baccalaureate program, the Bachelor of Science in Nursing (BSN), using the AS to BS curricular model. After a significant planning effort with the Florida Department of Education and the University of West Florida, the Florida State Board of Education approved a cooperative BSN program to be offered jointly by OWC and UWF. OWC and UWF then entered into a five-year agreement to implement the program and, in December, 2003, the Commission on Colleges of the Southern Association of Colleges and schools approved OWC's application to become a baccalaureate level institution and to offer selected upper division nursing courses. Since the first cohort of students began in the fall of 2004, twenty-seven students have completed the program; thirty-nine students are currently pursuing the degree.

Proposal

With more than four years of successful experience recruiting, advising, and teaching upper division nursing students, OWC is now poised to assume full responsibility for the program. Accordingly, the Presidents of OWC and UWF have jointly requested state-level approval for a "stand-alone" BSN degree program to be offered solely through OWC. The request coincides with the expiration of the five-year agreement with UWF (June 30, 2008) and offers a number of advantages:

- Cost savings to students, who will pay the lower OWC tuition rates for all courses
- Cost savings to the state, which will fund FTE production at the lower community college baccalaureate rate
- Increased efficiency and effectiveness in program management, as administration through a single institution avoids the problems of duplicate records, multiple admissions processes, and differing calendar and academic policies, all of which are problematic for both the students and the institutions

Projected Timeline

January 2008

OWC receives approval from the Florida State Board of Education to offer the BSN degree

March 2008

OWC submits substantive change prospectus to the Commission on Colleges

June 2008

Commission on Colleges acts on substantive change prospectus

OWC submits program level accreditation documents to Commission on Collegiate Nursing Education (CCNE)

August 2008

First students are enrolled in the stand-alone Okaloosa-Walton College BSN program

Appendix C

Minutes of Florida State Board of Education Meeting, February 19, 2008

AMENDED MINUTES
STATE BOARD OF EDUCATION
Florida Department of Education
February 19, 2008
Room LL03, Capitol
Tallahassee, Florida

Chairman T. Willard Fair called the meeting to order at 8:30 a.m. and welcomed members and guests to the State Board of Education meeting. The following members were present: Donna Callaway, Akshay Desai, Roberto Martinez, Phoebe Raulerson, Linda Taylor, and Kathleen Shanahan.

CHAIRMAN'S REPORT

Chairman Fair called for a motion to approve the minutes from February 4, 2008. The motion was made by Mrs. Taylor with a second from Mrs. Raulerson. The motion passed unanimously.

COMMISSIONER'S REPORT

Commissioner Smith announced that Florida moved from 31st place to 14th place in the 2008 Quality Counts: Tapping into Teaching report. Commissioner Smith stated that the report highlights the policy decisions that have put education on the right track in public education, as well as opportunities to further excel.

Assistance Plus – Commissioner Smith recognized Superintendent Pratt-Dannals to provide an update on the status of the schools in the Duval County School District which must comply with the Assistant Plus requirements approved by the Board. Iris Wilson, Deputy Commissioner for Student Achievement, was recognized for an update on the status of the remaining Repeating F Schools.

Chairman Fair called for a motion to accept the Commissioner's Report as presented. The motion was made by Dr. Desai with a second by Mrs. Taylor. The motion passed unanimously.

ACTION ITEMS

Approval of Amendment to Proposed Rule 6A-1.09401, Student Performance Standards

Chairman Fair recognized Representatives Gelber, Homan, and Coley and members of the public requesting to provide comments relating to the proposed science standards. Upon completion of public input, Chairman Fair recognized Mary Jane Tappen, Executive Director, Office of Science and Mathematics, to explain the procedure used to establish the proposed Science Standards and the optional changes. Commissioner Smith recommended that the Board approve the Science Standards as amended to include "scientific theory of" and the "law of" as appropriate in the Standards.

After lengthy deliberation, Mrs. Taylor made the motion to accept the Commissioner's recommendation to approve the Science Standards, adding the words "the scientific theory of" and "the law of" as shown in the amended standards with a second by Mrs. Raulerson. The motion passed 4-3. In favor: Chairman Fair, Phoebe Raulerson, Kathleen Shanahan, and Linda Taylor. Opposed: Donna Callaway, Akshay Desai, and Roberto Martinez. (See the official transcript of the meeting for official proceedings and deliberations.)

Approval of Community College Baccalaureate Degree Proposals --

- Broward Community College
 - Bachelor of Science in Education
 - Concentrations: Middle Grades Mathematics and General Science Education;
 - Secondary Mathematics and Biology Education;
 - Exceptional Student Education
- Palm Beach Community College
 - Bachelor of Applied Science in Supervision and Management
- Chipola College
 - Bachelor of Science in Nursing
 - Bachelor of Science in Education – Concentrations: Elementary Education and Exceptional Student Education
- Daytona Beach Community College
 - Bachelor of Science in Education – Concentrations: Secondary Mathematics, Biology, Chemistry, Physics, and Earth/Space Science, Exceptional Student Education, and Elementary Education
- Edison College
 - Bachelor of Science in Education – Concentration: Elementary Education
 - Bachelor of Science in Nursing
 - Bachelor of Applied Science in Supervision and Management
- Florida Community College at Jacksonville
 - Bachelor of Science in Nursing
 - Bachelor of Applied Science in Computer Networking
 - Bachelor of Applied Science in Supervision and Management
- Okaloosa-Walton College
 - Bachelor of Science in Nursing

Dr. Will Holcombe, Chancellor, Division of Community Colleges, provided an overview of the Baccalaureate Degree Proposals for Broward Community College, Palm Beach Community College, Chipola College, Daytona Beach Community College, Edison College, and Florida Community College at Jacksonville. Dr. Holcombe stated that the Bachelor of Science in Nursing at Okaloosa-Walton College was not a new program but one jointly offered by the University of West Florida and Okaloosa-Walton College. Dr. Holcombe reported that the University of West Florida had agreed that the program would now be transferred completely to Okaloosa-Walton College.

Ms. Shanahan stated that she was very concerned about any perceived backdoor approach of community colleges to become “the defunct” state college system. Ms. Shanahan stated that the mission of the community colleges is very important to ensure that degrees and programs are offered to assist individuals who may not have access to state colleges. Ms. Shanahan stated that rather than have community colleges work through the Legislature to change their names by dropping "community" the Board should have a strategic plan and work with members of the Legislature to ensure this plan is consistent. Chairman Fair stated that Ms. Shanahan's concerns were shared by many of the Board members and requested that the Commissioner develop a proposed strategic plan to address the issue in its entirety.

Mrs. Raulerson made a motion to approve the baccalaureate degree programs as requested by Broward, Palm Beach, Daytona Beach and Florida Community Colleges, and Chipola and Edison Colleges with a second by Mr. Martinez. The motion passed unanimously.

The Chairman called for a motion to approve transferring all functions relating to the the Bachelor of Science in Nursing from the University of West Florida to Okaloosa-Walton College. A motion was made by Mrs. Taylor with a second by Mr. Martinez. The motion passed unanimously.

Approval of Go Higher, Florida! Task Force Recommendations

Dr. Judith Bilsky, Executive Vice Chancellor, Community College, presented the Go Higher, Florida! Task Force Recommendations. The motion for approval of the recommendations as presented was made by Mrs. Raulerson with a second by Mrs. Taylor. The motion passed unanimously.

Charter School Appeals:

Osprey Elementary vs. School Board of Brevard County -- Chairman Fair recognized Robert Downey, Attorney, representing Osprey Elementary and Harold Bistline, Attorney, representing the School Board of Brevard County. Chairman Fair called for a motion to accept or reject the recommendation of the Charter School Appeal Commission relating to the application for the elementary school. A motion to uphold the Commission's decision to deny the application of Osprey Elementary School was made by Mrs. Taylor with a second by Ms. Shanahan. The motion passed unanimously.

Sawgrass Academy vs. School Board of Brevard County -- Chairman Fair recognized Robert Downey, Attorney, representing Sawgrass Academy and Harold Bistline, Attorney, representing the School Board of Brevard County. Chairman Fair called for a motion to accept or reject the recommendation of the Charter School Appeal Commission relating to the application for the academy. A motion to uphold the Commission's decision to deny the application of Sawgrass Academy was made by Ms. Shanahan with a second by Mrs. Taylor. The motion passed unanimously.

Duval County Imagine-Duval County, LLC vs. School Board of Duval County -- Chairman Fair recognized Melissa Gross Arnold, Attorney, representing Imagine-Duval and Ed Pratt-Dannals, Superintendent of Duval County, representing the School Board of Duval County. Chairman Fair called for a motion to accept or reject the recommendation of the Charter School Appeal Commission relating to the application for the school. A motion to uphold the Commission's decision to grant the application of Imagine-Duval was made by Mr. Martinez with a second by Mrs. Taylor. The motion passed unanimously.

Imagine Charter School at North Port vs. School Board of Sarasota County -- Chairman Fair recognized Melissa Gross Arnold, Attorney, representing Imagine Charter School at North Port and Sarasota School Board did not have representation present as they are currently in contract negotiations with the school. Chairman Fair called for a motion to accept or reject the recommendation of the Charter School Appeal Commission relating to the application for Charter School. A motion to uphold the Commission's decision to grant the application of Imagine-Sarasota was made by Ms. Shanahan with a second by Mr. Martinez. The motion passed unanimously.

Approval of Proposed New Rule 6A-1.099822, School Improvement Rating for Alternative Schools

Juan Copa, Chief, Bureau of Evaluation and Reporting, Accountability, Research and Measurement, provide an overview of Proposed New Rule 6A-1.099822, School Improvement Rating for Alternative Schools. Chairman Fair called for a motion to approve

the Proposed Rule. Mrs. Raulerson made the motion with a second by Mrs. Taylor. The motion passed unanimously.

Approval of Critical Teacher Shortage Areas for 2008-09

Juan Copa, Chief, Bureau of Evaluation and Reporting, Accountability, Research and Measurement, presented the Critical Teacher Shortage Areas for 2008-09. Chairman Fair called for a motion to approve the Critical Teacher Shortage Areas for 2008-09. Mrs. Taylor made the motion with a second by Mr. Martinez. The motion passed unanimously.

CONSENT AGENDA

Chairman Fair called for a motion to approve the Consent Agenda. Mr. Martinez made the motion with a second by Ms. Shanahan. The motion passed unanimously. Dr. Desai requested that the record reflect that his vote on consent items 13-16 was based on assurances of the Department's staff that the coupon rate on the bonds would be in the range of 3.8 to 3.9 percent and on the effective year it would be in the range of 4.1 to 4.2 percent.

POLICY ISSUE FOR CONCURRENCE

Setting the Minimum 2006-07 Voluntary Pre-Kindergarten (VPK) Provider Kindergarten Readiness Rate

Shan Goff, Executive Director, Office of Early Learning presented an overview of the final readiness rates and a recommendation for the minimum rate. The motion to accept the policy issue as presented was made by Mr. Martinez with a second by Mr. Desai. The motion passed unanimously.

UPDATES/PRESENTATIONS

Florida Schools of Excellence Commission

Mr. Rudy Rodriguez, Executive Director, presented an update on the activities of the Florida Schools of Excellence Commission.

COMMENTS

Mr. Martinez requested that the record reflect that Mary Jane Tappen, Executive Director, Office of Mathematics and Science, be commended for her commitment to the students and to having a very deliberate, exemplary process in the development of the science standards. Chairman Fair stated that the entire board agreed with the commendation.

Dr. Desai stated that it had recently come to his attention that school districts may have contracts with private organizations to conduct/chaperone student related activities that involve travel outside of the student's district. Dr. Desai requested that the Department work with school districts to identify possible conflicts in these policies related to the traveling of a minor. Dr. Desai stated that his primary concern is that private organizations should not have policies that supercede those of the school districts.

ADJOURNMENT

Having no further business, Chairman Fair adjourned the meeting of the State Board of Education at 2:55 p.m.

Lynn Abbott, Corporate Secretary

T. Willard Fair, Chairman

Appendix D

Sample Letters of Support



**Fort Walton Beach
Medical Center**

1000 Mar Walt Drive
Fort Walton Beach, Florida 32547-6795
(850) 862-1111

RECEIVED

JAN 14 2008

President's Office

January 9, 2008

James R. (Bob) Richburg
Okaloosa Walton College
100 College Blvd.
Niceville, FL 32578

Dear Dr. Richburg:

As a longstanding health education partner with Okaloosa-Walton College, Fort Walton Beach Medical Center is pleased to support the college's plan to offer the Bachelor of Science in Nursing Degree. I have observed the success of the existing joint BSN program the college operates with the University of West Florida, and it is very clear that OWC is well-prepared to run the program independently. The high quality of graduates from college's associate and baccalaureate nursing programs provides compelling support for this observation.

This BSN program will help address the continuing need in this region for baccalaureate-level nurses, who bring more advanced critical thinking and administrative skills to the patient care setting. Furthermore, this local BSN program will provide a career ladder opportunity that will help recruit and retain nurses in this area.

Accordingly, I encourage your plans to offer the Bachelor of Science in Nursing program and pledge the support of Fort Walton Beach Medical Center to help ensure its success.

Sincerely,

Wayne Campbell
Chief Executive Officer

WATERFRONT **RESCUE** MISSION

"Demonstrating God's Goodness by providing rescue and recovery services in Jesus' name".

In Pensacola: Leo Gray, Executive Director P. O. Box 870 Pensacola, FL 32594 (850) 438-4027	In Mobile: Joe Raley, Program Director P. O. Box 1095 Mobile, AL 36633 (251) 433-1847	In Ft. Walton Beach: Willie Dennis, Director P. O. Box 637 Ft. Walton Beach, FL 32549 (850) 796-0700	In Pensacola Louie Carlton, Director 16 W. Main Street Pensacola, FL 32501 (850) 436-7868
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January 14, 2008

Dr. James Richburg
President Okaloosa Walton College
Niceville, Florida

Dear Dr. Richburg,

Over the past few months my work has transferred me from the Director of the Fort Walton Beach Waterfront Rescue Mission to our Pensacola site, where I hold another position. While at the Fort Walton Mission I had the distinct privilege of working with Mrs. Beth Norton as she served as the Division Director of Allied Health & BSN Programs. She and her nurse trainees were a tremendous help in providing health assessments for clients and families who resided at our Fort Walton Beach Mission. Also I as a member of the Board of Directors of the Crossroads Medical Clinic know that she made many recommendations for free medical care through the clinic for many of our clients under our charge. These services were not only greatly appreciated by us who ministered to this population, but desperately needed by those served. For example I know of one man who would have lost his hearing without the help he was rendered (while many others changed their lifestyles and refocused their health goals).

Recently I heard that the services provided by OWC are taking steps to become a standalone and make a split from UWF. It is my belief that this is a tremendously positive step, and I highly recommend it. May the lines printed on this page vocalize my highest endorsements! I am convinced that this venture will not only be a success but a tremendous addition to the Fort Walton Beach Area.

Thank You for receiving my input and may God bless all of your efforts.

Sincerely yours,



Rev. Louie D. Carlton
Area Rescue Team Leader &
Mission Director
Waterfront Rescue Mission, Pensacola, Florida



Charlie Crist
Governor

Ana M. Viamonte Ros, M.D., M.P.H.
State Surgeon General

January 2, 2008

Dr. James R. Richburg, President
Okaloosa-Walton College
100 College Blvd.
Niceville, FL 32578

Dear Dr. Richburg,

I offer my unconditional support to the Okaloosa Walton College Bachelors of Science in Nursing (BSN) program. Nurses continue to be in demand in our community. Our public health agency faces daily challenges attracting nurses to the world of public health nursing. A major challenge is the insufficient supply of nurses with a bachelor's degree. Many of our supervisory and program management nursing positions recommend hiring a nurse with a BSN.

In support of our local BSN program, the Okaloosa County Health Department works closely with the College's School of Nursing to provide public health nursing field experiences to your students. We offer clinical rotations through our medical clinics with a specific focus on women's health, pediatric primary care, and treatment and case management of communicable diseases. In addition, the student nurses work with our school health program and are exposed to the unique field of school health nursing. This school-based field experience enriches the student nurses understanding of the broad range of nursing practice. Finally we offer another field experience through our home-visiting program for pregnant women and infants called Healthy Start. In this experience the nurses are able to appreciate the complex home interactions that impact a client's ability to care for herself or her infant.

The Okaloosa County Health Department's partnership with the faith-based initiative, Crossroads Center – Medical Clinic provides another opportunity for the student nurses to experience the complex health care issues of uninsured adults. This clinic provides primary medical care to income eligible individuals who do not have health insurance. The student nurse gains a further understanding of the complexities of nursing care for individuals who have many social and economic impediments to living a healthy lifestyle and maximizing health in the face of debilitating chronic diseases.

The current success of the Okaloosa Walton College School of Nursing Bachelors program is a testament to the dedication of the College's professional staff. We hope that our support of the student's training enriches their academic experience. I look forward to our College moving forward with a fully accredited independent bachelors program for nurses and offer my full support.

Sincerely,

Karen A. Chapman, M.D., M.P.H.
Director
Okaloosa County Health Department

KAC/dlh

Okaloosa County Health Department – 221 Hospital Drive, N.E., - Fort Walton Beach, Florida 32548



CROSSROADS CENTER
medical clinic

8 Jan 2008

Dear Dr. Richburg,

The Crossroads Center Medical Clinic is pleased to endorse the Okaloosa-Walton College application to offer a Bachelor of Science in Nursing Program. We currently work with the nursing faculty members at OWC and hold them, as well as their curriculum, in the highest regard. The OWC clinical students who work with our clients are dedicated, competent, and professional.

OWC is addressing a significant need for nurses with training and expertise beyond the two-year RN level and we appreciate the college's leadership in pursuing this degree program. Indeed, we look forward both to continuing and expanding our association with the college through this new baccalaureate offering.

Robert K Persons, DO, FAAFP
Medical Director

Appendix E

Roster of BSN Advisory Committee Members and Affiliations

Last Name	First Name	Title	Facility
Bosch	Julie	Director, Clinical Research	Eglin Air Force Base Hospital
Brooks	Jon	English Composition Professor	Northwest Florida State College
Chastain	Kathy	Education Director	Sacred Heart Hospital on the Emerald Coast
Chubb	Janet	Education Director	North Okaloosa Medical Center
Claudio	Leonora	Education Coordinator	North Okaloosa Medical Center
Colaco	Lancy	Social Worker	Waterfront Rescue Mission
Cruz	Bonnie	Vice-President Patient Care Services	The Manor at Bluewater Bay
Jeffords	Nina	Vice-President, Patient Care	Sacred Heart Hospital on the Emerald Coast
Kennedy	Richelle	Education Director	Fort Walton Beach Medical Center
Kuss	Charlotte	Director A.S. Nursing Program	Northwest Florida State College
Lampron	Shaun	Chief Nursing Officer	Twin Cities Hospital
Martin	Travis	Program Graduate	Northwest Florida State College
Norton	Beth	Program Director	Northwest Florida State College
Perez	Nina	Chief Nursing Officer	North Okaloosa Medical Center
Ryan	Teresa	Professor of Nursing-RN to BSN	Northwest Florida State College
Salsgiver	Melanie	Chief Nursing Officer	Fort Walton Beach Medical Center
Seeliger	Claudia	Adjunct Nursing Faculty RN to BSN	Northwest Florida State College
Springate	Brian	Assistant Chief Nursing Officer	Fort Walton Beach Medical Center
Walker	Marty	Professor of Nursing RN to BSN	Northwest Florida State College
West	Dee	Education Director	Twin Cities Hospital

Appendix F

BSN Program of Study

The Bachelor of Science in Nursing degree is designed as an AS to BS degree career ladder program. The BSN Program meets curricular standards in Florida’s AS to BS Articulation Manual and standards of the Commission on Collegiate Nursing Education.

Lower Division Courses

General Education Courses

Course Number	Course Name	Credit Hours
ENC 1101	English Composition I	3
ENC 1102	English Composition II	3
_____	General Education Math	3
STA 2023	Statistics	3
_____	General Education Humanities (SATC)	3
BSC 1085C	Anatomy and Physiology I	4
BSC 1086C	Anatomy and Physiology II	4
_____	General Education Chemistry or Physics	4
PSY 2012 or SYG 2000	Psychology or Sociology	3
_____	General Education Social Science/History/Government	
Total General Education Credits		33

BSN Common Prerequisites Courses

Course Number	Course Name	Credit Hours
DEP 2004	Human Growth and Development	3
HUN 2201	Nutrition	3
MCB 2010C	Microbiology	4
Total Common Prerequisite Courses		10

Foreign Language 8

Credits must be earned in the same foreign language; the requirement may also be satisfied with two years of the same high school foreign language or appropriate score on an approved CLEP examination.

Lower Division Nursing and Other Courses 10-44

Generally, these are the NUR courses required in the associate degree nursing program; credits may vary depending on how many additional non-NUR credits are needed to meet associate degree requirements.

Total Lower Division Credits 76

Lower division credits may differ from this number depending on whether or not the student must complete additional prerequisite or foreign language credits.

Upper Division Nursing Courses

Course Number	Course Name	Credit Hours
NUR 3080	Dimensions of Baccalaureate Nursing Practice	3
NUR 3955	Portfolio I	1
NUR 3067C	Health Assessment	4
NUR 3767	Nursing Care of Complex Clients	3
NUR 4165	Evidence-based Practice: Incorporating Nursing Research	3
NUR 4615C	Family and Community Health Nursing	5
NUR _____*	Upper Division Nursing Elective	3
NUR 4827C	Nursing Management and Leadership	5
NUR 4956	Portfolio II	1
NUR 3837	Health Care Issues	2
Total Upper Division Nursing Credits		30

*Available Upper Division Nursing Elective Courses

Course Number	Course Name	Credit Hours
NUR 3678	Nursing Care of Vulnerable Populations	3
NUR 3826	Nursing Ethics	3
NUR 4125	Clinical Pathophysiology	3
NUR 4295	Intro to Critical Care	3

Portfolio

Credits are awarded after successful completion of the Portfolio I and II courses **14**

Total Upper Division Credits 44

Total Credits for the BSN Degree 120

Appendix G

BSN Program Plan of Study Options



RN to BSN Program - Plan of Study Options

4 Semester Fall Start Part-time Track

FALL		SPRING		* FALL		SPRING	
NUR3080 Dimensions of Baccalaureate Nursing Practice - <i>Online</i>	3.0	NUR3679 Nursing Care of Complex Clients - <i>Online</i>	3.0	* NUR4615C Family & Community Health - <i>Blended</i>	5.0	NUR4827C Nursing Leadership & Management - <i>Blended</i>	5.0
NUR3955 Portfolio I - <i>Online</i>	1.0	Nursing Elective - <i>Online or Blended</i>	3.0	NUR4165 Evidence-Based Practice: Incorporating Nursing Research - <i>Online</i>	3.0	NUR4956 Portfolio II - <i>Online</i>	1.0
NUR3067C Health Assessment - <i>Blended</i>	4.0	NUR3827 Health Care Issues - <i>Online</i>	2.0				

3 Semester Fall Start Fast-track

FALL		* SPRING		SUMMER	
NUR3080 Dimensions of Baccalaureate Nursing Practice - <i>Online</i>	3.0	* NUR4615C Family and Community Health - <i>Blended</i>	5.0	NUR4827C Nursing Leadership & Management - <i>Blended</i>	5.0
NUR3955 Portfolio I - <i>Online</i>	1.0	*NUR4165 Evidence-Based Practice: Incorporating Nursing Research - <i>Online</i>	3.0	NUR4956 Portfolio II - <i>Online</i>	1.0
NUR3067C Health Assessment - <i>Blended</i>	4.0	NUR3679 Nursing Care of Complex Client - <i>Online</i>	3.0		
Nursing Elective - <i>Online or Blended</i>	3.0	NUR3827 Health Care Issues - <i>Online</i>	2.0		

*Students must be finished with **all general education courses** prior to beginning of this semester.

9/09



RN to BSN Program - Plan of Study Options

4 Semester Spring Start Track

SPRING		FALL		SPRING		SUMMER	
NUR3827 Health Care Issues - <i>Online</i>	2.0	NUR3080 Dimensions of Baccalaureate Nursing Practice - <i>Online</i>	3.0	*NUR4615C Family & Community Health - <i>Blended</i>	5.0	NUR4827C Nursing Leadership & Management - <i>Blended</i>	5.0
Nursing Elective - <i>Online or Blended</i>	3.0	NUR3955 Portfolio I - <i>Online</i>	1.0	NUR4165 Evidence-Based Practice: Incorporating Nursing Research - <i>Online</i>	3.0	NUR4956 Portfolio II - <i>Online</i>	1.0
		NUR3067C Health Assessment - <i>Blended</i>	4.0	NUR3679 Nursing Care of Complex Clients - <i>Online</i>	3.0		

5 Semester Spring Start Track

SPRING		FALL		SPRING		FALL		SPRING	
NUR3827 Health Care Issues - <i>Online</i>	2.0	NUR3080 Dimensions of Baccalaureate Nursing Practice - <i>Online</i>	3.0	*NUR4165 Evidence-Based Practice: Incorporating Nursing Research - <i>Online</i>	3.0	*NUR4615C Family and Community Health - <i>Blended</i>	5.0	NUR4827C Nursing Leadership & Management - <i>Blended</i>	5.0
Nursing Elective - <i>Online or Blended</i>	3.0	NUR3955 Portfolio I - <i>Online</i>	1.0	NUR3679 Nursing Care of Complex Client - <i>Online</i>	3.0			NUR4956 Portfolio II - <i>Online</i>	1.0
		NUR3067C Health Assessment - <i>Blended</i>	4.0						

*Students must finish **all general education and pre-requisite courses** prior to beginning Senior level (4000 level) courses.

Appendix H

BSN Program Upper-division Sample Syllabi

Northwest Florida State College

RN TO BSN PROGRAM

Course Title and Number:	NUR 3080 - Dimensions of Baccalaureate Nursing Practice
Credit:	Three (3) semester hours
Placement:	Junior Year
Instructor(s):	Beth Norton, RN, DNP Office: Room E-102 Phone: 850-729-6473 Cell: _____ (Emergency Only) Email: Nortonb@NWFSC.edu Office Hours: Monday 1:00 pm – 4:00 pm or by appointment
Location:	Northwest Florida State College Distance Learning
Semester:	Fall 2010

Course Description: Introduction to critical knowledge and skills needed by the registered nurse who is advancing to the next level of practice. The course was designed to enhance the transition of registered nurses to the baccalaureate role and builds on existing knowledge and professional experience. Emphasis is on the challenging role of the nurse in today's global healthcare system. Students will develop a working knowledge of the interrelated concepts of nursing knowledge, models of health and illness, ethical decision-making, evidence-based practice, critical thinking, leadership, economics, technology, information management and trends in the future of healthcare as the focus of care moves from the individual patient to groups and communities.

Required Texts: Kearney-Nunnery, R. (2008). *Advancing Your Career: Concepts of Professional Nursing*, 4th ed., Philadelphia: F.A. Davis Company.

Required References: American Psychological Association. (2009) *Publication Manual of the American Psychological Association* (6th ed.). Washington D.C.

ANA website: <http://nursingworld.org>

Florida Nurse's Association: <http://www.floridanurse.org>

Joint Commission: <http://www.jointcommission.org>

Healthy People 2020: <http://www.healthypeople.gov/>

Optional References:

Fowler, D. M. (2008). *Guide to the Code of Ethics for Nurses: Interpretation and Application*. Silver Spring, MD: American Nurses Association.

Required Technology:

Desire2Learn via NWFSC distance learning site

Turnitin via turnitin.com website for submission of papers

Student Learning Outcomes for the RN to BSN Program:

- ** 1. Demonstrate accountability, responsibility, authority, ethical practice, and professionalism as defined by the American Nurses Association Code of Ethics.
- ** 2. Apply the combined knowledge derived from the natural sciences, behavioral sciences, the humanities, and nursing theory to the promotion of health, reduction of health risks and prevention of disease through expanded use of the nursing process.
- * 3. Serve as a change agent and client advocate in the practice of professional nursing with individuals, families, groups, and communities.
- * 4. Demonstrate a commitment to lifelong learning to promote personal and professional development.
- *5. Employ current theories and principles of leadership and management in the provision of quality nursing care.
- 6. Describe and use appropriate teaching and learning theories to design, implement, and evaluate educational experiences for a diverse population of clients.
- **7. Use higher order critical thinking skills (e.g. assessment, analysis, synthesis) effectively by evaluating research findings through various sources to determine their relevance and application to nursing practice.
- 8. Apply appropriate theory, practice, and research in health promotion and in planning care for complex client situations.
- 9. Incorporate socio-cultural, ethnic, spiritual, and other unique individual considerations into client care.
- *10. Evaluate and use the concepts of nursing theory and appropriate research findings for evidence-based nursing practice.

*11. Apply effective communication techniques to professional relationships, teambuilding, and client care.

**12. Use media resources and information technologies to enhance professional practices derived by accessing, retrieving, and organizing information acquired through various technological avenues throughout the program.

** Student Learning Outcomes threaded throughout the NWFSC RN to BSN program curriculum

* Student Learning Outcomes specifically addressed in NUR 3080

Student Learning Objectives:

Upon successful completion of this course the student will be able to:

1. (Student Learning Outcome: 1, 4, 12) Develop strategies for successfully managing the academic and professional demands of the baccalaureate nursing program. *Assignments: Discussion Board #1 and #2*
2. (Student Learning Outcomes: 1, 4) Cite criteria that qualify nursing as a profession. *Assignments: Discussion Board #1 and #2*
3. (Student Learning Outcome: 4) Discuss aspects of entry into professional nursing practice and various levels of nursing education. *Assignments: Discussion Board #1 and #2*
4. (Student Learning Outcome: 4) Develop a personal philosophy of nursing incorporating the American Nurses Association, *Code of Ethics for Nurses*. *Assignments: Discussion Board #1 and #2*
5. (Student Learning Outcome: 10) Examine theories of nursing and how they influence nursing care. *Assignments: Research Critical Appraisal and Discussion Board #3.*
6. (Student Learning Outcome: 1) Define ethical principles as promulgated by the ANA and analyze ethical nursing practice in specific practice settings.
7. (Student Learning Outcome: 7, 10) Demonstrate a basic knowledge of the principles of empirical research and its relevance to evidence-based practice. *Assignment: Research Critical Appraisal and Discussion Board #3.*
8. (Student Learning Outcome: 10) Conduct a literature review of evidence related to nursing practice. *Assignments: Research Critical Appraisal and Discussion Board #3.*

9. (Student Learning Outcome: 12) Utilize principles of effective communication in professional presentations. *Assignment: Presentation of Ethical Case Study and all other assignments*
10. (Student Learning Outcomes: 5, 11) Examine effective management in organizational settings. *Assignment: Three Discussion Boards, Quiz, and Issues Letter*
11. (Student Learning Outcomes: 5, 11) Differentiate between management and leadership. *Assignment: Discussion Board #3 and Quiz*
12. (Student Learning Outcomes: 3, 10) List the Leading Health Indicators identified in *Healthy People 2020*. *Assignments: Quizzes, Issues Letter, Presentation of Ethical Case Study, Research Critical Appraisal and Discussion Board #3.*
13. (Student Learning Outcome: 12) Discuss advantages and limitations of health information management systems. *Assignment: Presentation of Ethical Case Study and all other assignments*
14. (Student Learning Outcome: 3) Address issues in legislation that influence healthcare delivery and nursing practice. *Assignments: Quizzes, Issues Letter, and Presentation of Ethical Case Study*
15. (Student Learning Outcome: 2, 10) List unconventional and catastrophic threats to community health and evaluate appropriate response strategies. *Assignments: Research Critical Appraisal and Discussion Board #3.*
16. (Student Learning Outcome: 5) Discuss methods for forecasting changes in the global healthcare delivery system. *Assignment: Discussion Board #3 and Quiz*
17. (Student Learning Outcome: 12) Demonstrate the use of learning content management systems for distance learning. *Assignment: Presentation of Ethical Case Study and all other assignments*

Course Organization: There are twelve (12) modules in this course. Each module addresses specific topics in professional nursing practice.

Course Requirements:

Three (3) on-line discussions with timed access	50, 75, 75	200
Three (3) module quizzes with timed access	100, 75, 75	250
Issues Letter (1 st submission is graded)		100
Research Article Critique		300
<u>Presentation of Ethical Case Study</u>		<u>150</u>
Total Possible Points		1000

All assignments not submitted on the due date will have 5% deducted from the assignment grade for each day the assignment is late, unless prior arrangements are made with the course faculty member at least 24 hours prior to due date. All assignments must be completed in order to complete the course.

Grading/Evaluation Scale:

Points	Numerical Grade	Letter Grade
930 – 1000	93 - 100	A
929 – 830	92 - 83	B
829 – 750	82 - 75	C
749 – 700	74 - 70	D No BSN Credit
699 and below	69 and below	F No BSN Credit

Satisfactory completion of the course is based on achievement of the course objectives and completing all assignments. By the end of the semester, a student must achieve at least 750 accumulated points or a 75% numerical score on the course assignments and/or examinations. Scoring below 75% constitutes failure to meet course objectives and the entire course must be repeated in order to progress in the baccalaureate nursing program.

Course Evaluation

Assignments may be turned in before due date.

Criteria	Due Date	Assigned Reading
Module 1 – August 25-Sept 7 (Labor Day Holiday Sept 6 College closed)	Quiz 1: APA Format & Scholarly Writing Due Sept 1 1 st Discussion Board Initial post: August 31 Crosspost: Sept 7	Chapters 1-4 APA Manual Review these resources & web-links found in course: APA Manual Scholarly writing Time Management Review and study above material for quiz Textbook Chapters 1, 2
Module 2 Profession Sept 8-21	Locate and read three research articles from Peer Reviewed Nursing Journals and drop in the online course Dropbox Sept 21 . Articles must be published within the last 7 years. Optional APA Format Workshop Saturday, Sept 11 9:00-11:00am Call 729-5389 for reservations	Textbook Chapters 6
Module 3 Knowledge Sept 22-Oct 5 2nd Board Discussion- Nurse Theorist: no more than four students may post on the same nurse theorist. If you want 1st choice, then simply post earlier than others post post.	Discussion Board #2 Initial post: Sept 28 Crosspost: Oct 5 Issues Letter: Oct 5 Optional Issues Letter Workshop Sept 29 4:30-5:30pm	Textbook Chapters 3, 4, 5

Criteria	Due Date	Assigned Reading
Module 4 Practice October 6-19 Ethical Case Study Due October 19 Quiz 2 (midterm grades due 10/18/10 will not include quiz grade)	Post Topic for Ethical Case Study Due October 12 Quiz 2 Oct 6 - Oct 19 Optional APA Format Workshop Saturday, October 9 9:00-11:00am Call 729-5389 for reservations	Textbook Chapters 14, 16, 20, 21 Healthy People 2020 Web-link found in course Review and study through Module 4 for Quiz 2 (APA questions are always <i>fair game</i> for quizzes)
Module 5 Evidence-based Practice & Nursing Research October 20-Nov 2	Research Critical Appraisal Outline Due to Dropbox by Oct 26 Research Article Critical Appraisal to Smarthinking or Academic Success Center (ASC) no later than Nov 2 for review, then student should make needed revisions. Optional APA Format Workshop Oct 26 9:00-11:00am Call 729-6473 for reservations	Textbook Chapters 9, 10, 17 Review these web-links found in the course: <ol style="list-style-type: none"> 1. Tuskegee Institute History 2. National Institute of Nursing Research website 3. Clinical Trials website
Module 6 Leadership Nov 3-16 (Veterans Day 11/11/09- College closed)	3 rd Discussion Board due Nov 9 Crosspost due Nov 16	Textbook Chapters 7, 8, 11, 12 Review Nursing World Web-link found in course
Module 7 Future Nov 17- Nov 30	Research Article Critical Appraisal Due Nov 23 to Dropbox	Textbook Chapters 13, 18, 22, 23
Module 8 Ethical Case Study Presentations Dec 1-Dec 16	Quiz 3 Dec 1-Dec 14 Presentation of Ethical Case Study Due Dec 7 Crosspost Due Dec 10	Review and study all material since last quiz through Module 7 for Quiz 3

Grading Rubrics

Criteria- Issues Letter	Points
1. Write a letter to an appropriate <i>elected</i> official who can affect an issue in healthcare that you have observed which requires legislative action.	10
2. A statement of why the letter is being written.	10
3. A brief, but documented, historical basis for your health care issue.	10
4. Cite the correct bill number and title.	5
5. A statement about the consequences if the present state of affairs continues.	10
6. A statement of what you recommend should be done.	10
7. Submit the letter in a typed and scholarly form. (1 page is best). Use business format: all content starts flush against a 1" left margin, single space content, double space between paragraphs (do not indent).	10

Criteria- Issues Letter	Points
8. Letters should be clearly written in an organized fashion and without grammatical, punctuation, or spelling errors.	15
9. Submit the original letter to Dropbox and student should check dropbox for grading remarks made by faculty. If revisions are needed, these must be <u>made by the student</u> & resubmitted to the <i>Issues Letter Resubmission</i> slot in dropbox slot within 7 days of grading remarks or points will be taken off the grade.	10
10. Letter will be mailed to elected official by student after faculty instructs student to do so in grading remarks. Please feel free to share summary of any reply from an elected official in discussion board Q & A!	
Total Possible Points	100

Research Critical Appraisal: The student will prepare a four to five page nursing research Critical Appraisal in APA Format with a reference page and cover page. The cover page should follow the example found in the online course under *Content*.

Criteria: Research Critical Appraisal	Points
Locate and read three <u>research</u> articles from <u>Peer Reviewed Nursing Journals</u> and drop in the online course <u>Dropbox</u> by the due date. Articles must be published within the last 7 years. If you are not sure if the articles you find are <u>research articles</u> from <u>Peer Reviewed Nursing Journals</u> , then please seek help from the reference librarian before the due date for this portion of the assignment.	50
Submit an outline of your paper by due date for this portion of the assignment to the Dropbox	50
Choose one article related to your latest nursing practice area to be critiqued. Reference the article in APA format on the reference page of your paper.	10
Utilize Smarthinking.com or the Academic Success Center (ASC) by due date for this portion of the assignment, make suggested changes. Make an appointment with the ASC or submit to Smarthinking in plenty of time to earn these points!	50
Submit paper to dropbox. (after paper is graded, students will be able to view the instructor's remarks regarding their paper in dropbox).	5
Is the research problem clearly identified?	10
What the hypothesis?	10
1. Is the literature review balanced between sources that support the hypothesis and offer opposing opinions?	10
2. Is there a theoretical framework identified? If so does it fit the research question?	5
3. What is the research design?	15
4. What instruments were used by the author(s)?	5
5. How large was the sample population?	5
6. What was the inclusion or exclusion criteria and was it clearly defined?	5
7. Describe the protection that was offered to human subjects and what was discussed regarding the Institutional Review Board.	10
8. Discuss what the research indicates regarding the findings of the study.	20
9. What does the author suggest regarding the implications of the study to nursing practice?	20
10. How do you believe this study is applicable to nursing practice?	20
Spelling, punctuation, and grammar will be graded, according to APA format. APA Formatted Paper must include a cover page, reference page, introduction, thesis statement, body, and summary.	-2% from grade for each error
Total possible points	300

Individual Case Presentation of an Ethical Case Study: Choose a case from one's most recent patient care practice area that involved ethical decision-making.

Criteria: Individual Case Presentation of an Ethical Case Study	Points
The student will present the case to the class electronically through PowerPoint. The PowerPoint should be attached to the Discussion Board.	5
The PowerPoint Presentation may have voiceover (available in MS Word 2007 and on all on-campus student computers) or the narrative for each slide should be available in MSWord.	10
The slides should not be simply read. Narration should function to make the presentation more interesting and keep participants/speaker focused on the topic.	10
The student will summarize an episode that <i>has happened in his or her own nursing practice</i> . Absolutely all names and identifying information should be removed.	15
The student will identify the ethical principles involved in this scenario.	20
The student will evaluate the consequences of the action taken and propose alternate solutions	40
Visual aids will be displayed in such a way as to highlight the primary points.	10
The presentation is limited to 7-10 slides.	5
A reference slide(s) will be included at the end of the presentation and will utilize APA format.	15
Substantive Crosspost to at least one classmate with reference and an additional idea to the post.	20
-2% points for each grammatical, punctuation, spelling, or APA error.	
Total possible points	150

On-line Discussions:

Student posts answer or statement in response to the discussion question (initial post). Grammar counts as does adherence to respectful dialogue between professionals and colleagues. Watch due dates	Student contributes one or more postings in response to a fellow classmate or faculty for each discussion question (Crosspost). These comments may be in support of a posting or in disagreement with another's statements and should be supported by evidence to obtain the points. Responses cannot simply indicate agreement or <i>good idea</i> . Watch due dates	Use of a current (within the past 5-7 years) peer-reviewed journal relevant to the discussion. Use APA format to make the citation and reference, use correct grammar and proper punctuation. Our online discussion boards do not allow for correct spacing between lines or for margins so do not be concerned with trying
25 points	15 points	10points = 50 (1st post)
30 points	25 points	20 points = 75 (2nd & 3rd post)

Discussion Questions:

1. Describe what makes nursing a profession.
2. Describe your philosophy of nursing incorporating at least 4 portions of the ANA Code of Ethics for Nurses.
3. Describe a nursing theory and explain how that particular nursing theory relates to your nursing practice and why? No more than four students may post on the same nurse theorist. If you want to write on a particular nursing theorist, then post 1st.

As students participate in on-line discussions, they are expected to demonstrate thoughtfulness, insight, and the ability to cite references appropriate to their stated position. If the extent of a student's participation is to simply write that one agrees with what another student said, that reply will not receive participation points. Students should feel free to agree/disagree, support, and/or ***explain one's point of view or statements with supporting evidence***. Students in this program should take this opportunity to write their opinions and express themselves! Please cite sources of information when appropriate to produce validity of your position. **Each discussion is worth between 50 to 75 points** and will require the student to analyze a current nursing issue using new and existent knowledge, review of applicable literature, electronic communication, and proper citation of resources. You must state your position in relation to the topic posed by the instructor and make response(s) to a classmate's position. You must reference a peer-reviewed journal to obtain the points. You may use an on-line journal if it is peer-reviewed. Check out the library databases to find peer-reviewed journal articles.

Accommodations for Special Needs Students: If you have special needs for which accommodations may be appropriate to assist you in this class, please contact the Office of Services for Students with Special Needs in Building C-1 on the Niceville campus, or call 729-6079 (TDD 1-800-955-8771 or Voice 1-800-955-8770).

Student Rights, Responsibilities, and Academic Integrity: Students are responsible for adherence to all college policies and procedures, including those related to academic freedom, cheating, classroom conduct, computer/network/e-mail use and other items included in the *2010–2011 Catalog and Student Handbook*. Plagiarism, cheating, and other forms of academic dishonesty are a serious breach of student responsibilities and may trigger consequences which

range from a failing grade to formal disciplinary action. A student determined to be cheating on NUR 3080 examinations or assignments will be given a “0” (zero) for the examination or assignment. This incident will be documented and reported to the RN to BSN Program Division Director. This incident may result in additional consequences which may jeopardize your academic standing in the Nursing Program and the College.

It is within the nursing student role to assume responsibility for learning. As a self-directed student, each individual will have completed assignments prior to class time and be prepared to discuss the topic. Examinations may include information from any classroom activity or assignment.

Technical Meltdown Prevention: Students are encouraged to plan ahead and know that at some point the computer &/or on-line access the student has grown to depend upon will *not work*. This will not be considered a worthy reason to prevent the timely completion of work. Students are encouraged to back-up word processing and PowerPoint work and to have alternative on-line access. Students are also encouraged to consider completing assignments early so that power outages do not become technical meltdowns that lead to deadline hysteria! Here are some on-line alternative access possibilities: the nursing computer lab is open as posted on the door of the lab, the NWFSC Learning Resource Center, and each NWFSC campus/center has at least one computer lab that is open to students for on-line access. Of course public libraries generally supply on-line access.

Special Technology Utilized by Students: Students must have the ability to use search engines for supplementary course information & teaching/learning materials and utilize the on-line format for learning. Students must have the ability to use a word processor such as MSWORD and the ability to utilize the APA format writing style.

Support Services: Tutorial Assistance

Numerous learning support services are available at no cost to BSN students. For a summary of tutorial services, check <https://raidernet.nwfsc.edu/FCCSC/navigate/student.jsp> or stop by the Academic Success Center in Building E on the Niceville campus. Each campus has academic support services.

Readings and assignments are subject to change to accommodate the learning needs of the baccalaureate student with class consensus.

Course Title & Number:	NUR 4827C Nursing Management and Leadership
Credit:	Five (5) semester hours
Placement:	Senior Year
Instructors:	Ms. Marty Walker, MSN, ARNP-C Office: 729 6406 Cell for emergencies: 850-980-8672 E-mail: walkerm@nwfsc.edu Office Hours: by appointment Dr. Beth Norton, RN, DNP Office: 729-6473 Cell for emergencies: 699-5727 Office Hours: Monday 9:00-10:00am and by appointment
Semester:	Spring 2010

Course Description: Group process provides the forum to study leadership, collaboration, and coordination in health care settings. Students develop an evidence based paper to deal with key leadership and management issues related to professional goals. This course will introduce the student to the management responsibilities of finances, human resources, staffing, performance improvement, technology, and strategy. Students will also participate in a practicum that focuses on the roles and functions of the professional nurse in leadership and management. Issues associated with healthcare delivery and realistic concerns of employment as a professional nurse are explored.

Required Text:

Sullivan, E.J. & Decker, P.J. (2009). *Effective leadership and management in nursing*. (7th ed.). Upper Saddle River, N.J: Pearson Prentice Hall.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington D.C.

Student Learning Outcomes:

1. **Demonstrate accountability, responsibility, authority, ethical practice, and professionalism as defined by the American Nurses Association Code of Ethics.

2. **Apply the combined knowledge derived from the natural sciences, behavioral sciences, the humanities, and nursing theory to the promotion of health, reduction of health risks and prevention of disease through expanded use of the nursing process.
3. *Serve as a change agent and client advocate in the practice of professional nursing with individuals, families, groups, and communities.
4. **Demonstrate a commitment to lifelong learning to promote personal and professional development.
5. *Employ current theories and principles of leadership and management in the provision of quality nursing care;
6. Describe and use appropriate teaching and learning theories to design, implement, and evaluate educational experiences for a diverse population of clients;
7. **Use higher order critical thinking skills (e.g. assessment, analysis, synthesis) effectively by evaluating research findings through various sources to determine their relevance and application to nursing practice.
8. Apply appropriate theory, practice, and research in health promotion and in planning care for complex client situations.
9. Incorporate socio-cultural, ethnic, spiritual, and other unique individual considerations into client care;
10. *Evaluate and use the concepts of nursing theory and appropriate research findings for evidence-based nursing practice;
11. *Apply effective communication techniques to professional relationships, teambuilding, and client care
12. **Use media resources and information technologies to enhance professional practices derived by accessing, retrieving, and organizing information acquired thorough various technological avenues throughout the program.

Student Learning Outcomes that are addressed in this course are marked with an asterisk. Student Learning Outcomes that are threaded throughout the program are marked with a double asterisk.

Program Philosophy:

Nursing is a creative, caring, scientific and scholarly profession. Nursing focuses on utilizing a broad range of skills and knowledge to assist diverse individuals, families, and groups within a community to achieve optimal health. Health is defined as a client's ability to reach optimal functioning within a psychological, biological, physical, spiritual, and social environment. Healthy clients live life to the fullest and have the ability to maintain quality of life through self-care.

Using a holistic as well of scientific base, nurses provide client care in and across all environments. As a provider of care nurses utilize compassion, critical thinking, effective communication, and appropriately assess, plan, implement, and evaluate care. As accountable members of health care teams, nurses design, manage, and coordinate care. When formulating health care decisions, nurses incorporate associated ethics and patient advocacy that lead to an overall improvement in client outcomes, the underpinning of which is evidence-based practice. As responsible members of the profession BSN graduates work to endorse agendas that support

high quality and cost effective health care, and the advancement of the profession. RN to BSN nursing education prepares nurses with additional competencies regarding professional nursing leadership, management of complex systems, utilization of biotechnology and informatics as well as values affirmation. BSN graduates practice as clinical generalists who are committed to life-long learning, personal evaluation and influencing organizational change. While the responsibility of nursing faculty is to create an atmosphere that facilitates learning, the final responsibility for learning rests with the student.

Student Learning Objectives:

Upon successful completion of this course the student will be able to:

1. Discuss evidence based practice as the underpinning for the management of a nursing unit. (Student Learning Outcome #7; Student Learning Outcome #10)
Assignment: Project Paper
2. Review the most common management, organizational, and administrative theories, with evidence to support or refute application to and usefulness for nursing. (Student Learning Outcome #5)
Assignment: Discussion #1 (Leadership Style)
3. Evaluate theories for implementing change. (Student Learning Outcome #3)
Assignment: Clinical In-service; Project Paper
4. Understand healthcare economics, healthcare public policy, and department-based budgeting as it relates to the delivery of patient care. (Student Learning Outcome #5)
Assignment: Clinical Log (Budget)
5. Utilize effective communication skills necessary for successful interdisciplinary collaboration, peer relationship management, and influencing team dynamics. (Student Learning Outcome #11)
Assignment: Discussions 1 and 2, Clinical In-service
6. Participate in identifying, planning, and effecting necessary changes to improve delivery of service within a specific health care agency. (Student Learning Outcome #3)
Assignment: Project Paper and Project Presentation
7. Evaluate the use of patient safety standards and performance improvement tools in the healthcare setting. (Student Learning Outcome #2; Student Learning Outcome #5)
Assignment: Quiz 1 and 2
8. Analyze the ethical principles associated with nursing management. (Student Learning Outcome #1)
Assignment: Quiz 1 and 2
9. Identify and evaluate strategies for human resource management including recruitment, interviewing, and legal issues including scope of practice acts and state/federal regulations. (Student Learning Outcome #1; Student Learning Outcome #5)
Assignment: Simulated Interview & Interview Paper
10. Identify personal and professional goals related to nursing management and leadership at all levels of nursing practice. (Student Learning Outcome #4)
Assignment: Clinical Log

Teaching/Learning Activities

1. Lecture/Group discussion
2. Group activities
3. Written work
4. Online discussions
5. Simulation lab
6. Clinical practicum
7. Clinical logs

Evaluation

Course Requirements:

1. Project Paper
2. Simulated interview & paper
3. Online discussions (2)
4. Clinical in-service
5. Clinical logs (3)
6. Quizzes (2)
7. Project Presentation

Grading Distribution

	POINTS
Online Class Participation	
1 st	125 online discussion (Leadership styles- relate DISC) 50
2 nd	online discussion (Ethics in management) 75
Interview Simulation	
	200
Interview Paper	150
Interview lab	50
Project Paper	200
Clinical In-Service Presentation	75
Clinical Logs (3)	225
Quizzes (2)	100
Project Presentation	75
<hr/>	
Total	1000

Grading/Evaluation:

NORTHWEST FLORIDA STATE COLLEGE to BSN Program Grading Guidelines		RN
A	93 - 100	
B	83 - 92	
C	75 - 82	
D	70 - 74*	
F	69 or below	

*Constitutes a failure in this Course.

Satisfactory completion of the course is based on satisfactory achievement of course student learning outcomes. By the end of the semester, a student must achieve a combined grade of at least 75% on all course assignments & Quizzes.

All assignments must be completed in order to pass the course.

The Student who fails to meet the course student learning outcomes must repeat the course in its entirety.

All assignments not submitted on the due date will have 5 points (change from 5%) deducted from the assignment grade for each day the assignment is late, unless prior arrangements are made with the faculty member at least 24 hours prior to due date. We understand that emergencies arise and we can work with you but you must communicate any anticipated delays in a timely manner.

Special Technology Utilized by Students: Students must have the ability to use search engines for supplementary course information & teaching/learning materials.

Personal Communication Technology: Students are to turn beepers, cellular telephones, blackberries and all other sorts of personal communication devices to *silent* or *vibrate* when students are in class, lab, clinical, the library or a computer laboratory.

Support Services -- Tutorial Assistance

Numerous learning support services are available at no cost to RN to BSN students through NWF State College. For a summary of NWF State College tutorial services, check

<http://learningsupport.NWFSC.edu/> or stop by the Academic Success Center in Building E on the Niceville Campus. In addition, 24/7 tutoring is available to NWF State College students online at Smarthinking.com.

Support Services -- Students with Special Needs

Students with special needs for which accommodations may be appropriate to assist in pursuing the program should contact the NWF State College Office of Services for Students with Special Needs in Building C-1 on the Niceville Campus or call 729-5372 (TDD 1-800-955-8771 or Voice 1-800-955-8770). Special needs students are encouraged to make such contact as early as possible.

Expectations for Academic Conduct: As members of the NWF State College RN to BSN Program academic community, we commit ourselves to honesty. As we strive for excellence in performance, integrity-both personal & institutional-is our most precious asset. Honesty in our academic work is vital, & we will not knowingly act in ways which erode that integrity. Accordingly, we pledge not to cheat, nor to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible & that comply with established policies of fairness. Cooperation & competition are means to high achievement & are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively & professionally for the purpose of stimulating high performance & standards.

A student determined to be cheating on NUR 4827C assignments will be given a “0” (zero). This incident will be documented & reported to the Program Director. An incident may result in additional consequences which may jeopardize a student’s academic standing in the RN to BSN Program.

It is within the nursing student role to assume responsibility for learning. As a self-directed student, each individual will have completed reading assignments prior to posting online discussions and will be prepared to discuss the topic. Reading requirements are listed on the syllabus.

Plagiarism Policy: Plagiarism is defined by the NWF State College RN to BSN Program as “the act of representing the ideas, words, creations, or work of another as one’s own. Papers will be checked by Turnitin.com for similarity. Should a student be found plagiarizing in a paper, the student will be reported by the faculty member to the Program Director and follow the process described in the NWF State College RN to BSN Program’s Student Life Handbook. Plagiarism is a serious offense in academia and may result in expulsion from the NWF State College RN to BSN Program.

For complete information regarding Academic Misconduct, refer to the NWF State College

Catalog and Student Handbook

The *Publication Manual of the American Psychological Association* (2010) has a very informative section on plagiarism and **self-plagiarism**, which I encourage students to read. **You may not present previously submitted work assignments as original material for papers or projects assigned in this course. Please read page 16 in the *APA Manual* for a complete explanation of self-plagiarism and the need to cite previously written material.**

Other Policies: See the NWF State College Catalog and Student Handbook for further policies on plagiarism, disability, & other matters of interest & importance.

Communication with Faculty: E-mail communication is through Desire2Learn (D2L). Students are responsible for checking e-mail in D2L regularly. The instructor response time for e-mail is a maximum of two business days unless an unusual circumstance occurs and students are notified otherwise.

Technical Meltdown Prevention: Students are encouraged to plan ahead and know that at some point the computer &/or on-line access the student has grown to depend upon will *not work*. This will not be considered a worthy reason to prevent the timely completion of work. Students are encouraged to back-up word processing and PowerPoint work and to have alternative on-line access. Students are also encouraged to consider completing assignments early so that power outages do not become technical meltdowns that lead to deadline hysteria! Here are some on-line alternative access possibilities: the nursing computer lab is open as posted on the door of the lab, the NWF State College Learning Resource Center, and each NWF State College campus/center has at least one computer lab that is open to students for on-line access. Of course public libraries generally supply on-line access. If a student is having trouble meeting deadlines due to technical difficulties, please contact the faculty. Special circumstances are given consideration when deadline delays are arranged in advance of the due date with the faculty.

Attendance/Absence: Attendance is required during the orientation period for the course. If the student does not attend the orientation period for the course, the student will be required to withdraw from the course. Students enrolled in distance learning classes must log into the program within the first seven days of the course start day. **If the student does not access the course at least every seven days during the semester, the instructor may withdraw the student administratively.**

Reporting of Absence: When an extended absence (more than 5-7 days) from this online class is necessary, the student should contact the course faculty or risk being withdrawn from the course. It is the absent student's responsibility to obtain missed material and class content from another classmate or the instructor.

Papers: All Papers & Presentations are due on the date & time specified by the Course Faculty.

Papers are to be submitted electronically via TURNITIN.com. Exception to the due date and time will be made only under extraordinary circumstances in the opinion of the Course Faculty, and must be negotiated before the paper is due. Papers are to follow APA 5th edition guidelines.

Date	Module	Assignments	Critical Dates
May 10	Course opens in D2L	Students may review syllabus found online	
May 11	Orientation 9:00 – 9:30 am Review Syllabus 9:35 – 10:00 am PICO format 10:00 – 11:00 am DISC Profile 11:00-11:15am Register for course in Turnitin.com		May 11 Orientation
May 11-18	Unit 1 Text Chapters 1, 2, 3, 4	Text readings Discussion Board #1 first post Discussion Board #1 crosspost	May 17 Last day to register/drop course with full refund May 15 Discussion Board #1 – First Post Due May 18 Cross Post Due & discussion closes
May 19-25	Unit 2 Text Chapters 5, 6, 7, 8	Text readings Submission of the PICO question for your Project Paper to Turnitin.com	May 25 Submission of the PICO question for your Project Paper to Turnitin.com
May 26- June 1 May 31 st	Unit 3 Text Chapters 9, 10, 11, 12, 13 Memorial Day – College Closed	Text readings	
June 2-8	Unit 4 Text Chapter 25	Text readings Discussion Board #2 First Post Crosspost	Discussion board #2 first post due June 3 Crosspost due June 8 & discussion closes
Jun 9-15	Unit 5 Text Chapters 14, 15, 16	Text readings Clinical Log #1	June 15 Interview Paper due Turnitin.com June 15

Date	Module	Assignments	Critical Dates
		Budget Report	Clinical Log #1
June 16-22	Unit 6 Sullivan & Decker Chapters 17, 18, 19, 20, 21	Text readings Interview Simulation June 30 9:00am-1:00pm Evaluation of Interview Simulation Lab due June 30 Quiz #1 Opens 14 March Closes 21 March	June 16-22 Quiz #1 due
June 23-29		Research	
June 30- July 6	Independent work & research Optional workshop on Project Paper June 30 1:00-3:00pm		June 30 Interview Simulation Lab and evaluation July 2 Last day to drop with grade of “W”
July 7-13	Unit 7 Text 20, 21, 22	Text readings Reference List for the final paper: An Application Plan Using Evidence-Based Practice	July 7 Submit reference list for Project Paper to Turnitin.com July 7-27 Clinical inservices scheduled by student, preceptor, & instructor

Date	Module	Assignments	Critical Dates
			Clinical log #2
July 14-20	Unit 8 Text Chapters 23, 24	Text readings Quiz #2 July 14-20	
July 21-27	Independent work & research	Project Paper Due	July 27 Last day to submit Project Paper
August 2	Scholar's Day Student Project Presentations 9:00am-12:00pm (Graduates may be pinned during Scholar's Day or they may participate in the December 2010 Pinning Ceremony.)		August 2 Scholar's Day 9:00am-12:00pm
	Congratulations! You did it!		Grades submitted August 4

Topic: Leadership Styles Online Discussion 1				
Possible Points 20	10	10	10	50
Offer 1-2 paragraphs on your leadership style (use your DiSC) and environment. One post and one crosspost is required. Refer to course schedule for due dates.	Describe how you know your style will help you to create a successful work	Describe an action plan to become a more effective leader.	Student receives 5 points for using a peer reviewed journal or current book to respond to this post and crosspost.	Posts made after the due dates will receive 5% off for each day late. Points will be subtracted for incorrect grammar and punctuation.
Topic: Florida Nurse Practice Act Online Discussion 2				
Possible Points 30	20	15	10	75
Review the FL Nurse Practice Act available online (link available in this course) and discuss management styles for dealing with violations of the Nurse Practice Act	Identify the options available to you as a nurse manager if you suspect a	Discuss the benefits and risks of the Intervention Project (IPN) for Nurses as documented in the literature. Are you willing to supervise	Student receives 5 points for using a peer reviewed journal or current book	Posts made after the due dates will receive 5% off for each day late. Points will be subtracted

	nurse is using narcotics on the job.	a nurse in the IPN?	to respond to this post and crosspost.	for incorrect grammar and punctuation.
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Interview Assessment Development

One of the most important aspects of leadership is the applicant interview. Most managers and leaders would agree that *no hire is better than a bad hire* because accurate hiring decisions result in low turnover. This assignment is geared to assist the student to develop these skills. The position you will develop this for is a staff RN position. This should be 2 to 3 pages in length (number does not including cover or reference page) and written in **APA Format**. Citations should be made if interview questions are not the original work of the student. Submit to Turnitin. Plan to also use this during the simulated interview lab on March 10, 2010.

Instructions	Points
Describe the location and surroundings you will set for the interview.	10
Explain the preparations you will make prior to the interview.	30
List at least ten interview questions including an opening and closing question. Questions should be developed to obtain the following information: <ul style="list-style-type: none"> • Skill competency for the skills needed to work in your department • Planning and organizational skills • Adaptability • Initiating Action • Job fit, organizational fit, and location fit • Continuous learning ability • Stress tolerance • Communication • Include follow-up questions that might be used to pin down the answer when you cannot determine what the interviewee meant by his/her answer. 	80
Indicate how you will assure the legalities of the interview process are upheld.	35
Completed evaluation of simulated interview activity (to be completed on March 21) (Change from June 16).	45
Grammatical or APA errors, points deducted for each day assignment is late	-2 points each
Total	200

Budget for Practicum Nursing Unit

A budget is a detailed plan that communicates expectations and serves as the basis that can be used to compare outcomes. A budget assists the manager in ensuring that needed resources are available. A well-developed budget helps management to control expenditures and it helps the

nursing unit to run more smoothly (Sullivan & Decker, 2008). Write a research paper in APA format that describes the budget for a simulated unit that you design.

Action	Points
Describe the size of the patient census, the number of FTEs, acuity of patients, the staffing mix, and distribution of staff for the unit.	10
Explain how health care is funded on the simulated nursing unit. Where does the \$\$\$ come from? What percentage of funds come from which sources? The percentages should be realistic for the year in which one is completing this course (students may interview a financial officer at a health care facility to discover this information).	50
Describe the steps that should be included from development to approval of the budget.	20
Indicate how the money will be spent (use percentages and amounts). Include salaries, employee benefits, supplies, special resources, & equipment	50
Describe how the budget will be monitored.	15
Explain what a budget variance is and how it will be handled.	15
Describe who will be involved in the budgeting process and his or her role(s) in the process.	15
This assignment should be written as a research paper in APA format	-2 (Change from -3) for each APA error
	200

Project Report: An Application Plan Using Evidence Based Nursing Practice

The goal of the project report is to explore and creatively initiate nursing strategies toward the alleviation of a health care problem by demonstrating professional nursing and leadership skills and autonomy. The paper should provide evidence that the student has demonstrated the ability to think and act, based upon the evidence, with imagination and creativity. The Project Report should be based upon the Practicum Project that is required for the practicum portion of the curriculum. The body of the paper should be 5 - 6 pages long.

Evaluation Criteria for Project Report

Criteria	Points
Submits PICO question to Turnitin.com by 31 January Submits Complete Reference List to Turnitin.com by April 11, 2010 (Change from no date, 2009)	40
1. Statement of the PICO question <ul style="list-style-type: none"> • Identifies the following: <ul style="list-style-type: none"> ○ P: Patient population or patient condition of interest ○ I: Intervention of Interest ○ C: Comparison of Interest ○ O: Outcome of Interest 	20

2. Review of Evidence: a thorough review of peer reviewed literature <ul style="list-style-type: none"> • Overview of the peer reviewed evidence that is located • Determines the levels of evidence (Schmidt & Brown, p. 320) for each peer reviewed evidence that is included • Includes literature specific to management of the problem 	60
3 Discussion -- Explains existing and potential impact of project on the target group's health.	50
4. Implications and Conclusions <ul style="list-style-type: none"> • Explains a potential or real course of change related to implementation of the project results. • Interprets results of project in relation to current potential impact on nursing practice. • Describes the role of the nurse manager for improving nursing practice in the practicum setting. • States implications for further study of the problem. 	50
5. Personal and Professional Development <ul style="list-style-type: none"> • Identifies personal learning outcomes from the project. • Describes changes in personal nursing leadership actions as a result of the project. 	30
6. Form, Style, and Scholarship <ul style="list-style-type: none"> • Paper conforms to APA format. • Spelling is accurate. • Grammar and words are properly used. • Demonstrates a professional level of scholarship. 	50
Total possible points	300

Clinical Practicum Guidelines

Course Requirements

The student is responsible for 60 hours of practicum time. The time spent in practicum and the association of the activities of the practicum to the student learning objectives will be documented in the log found in the course discussion board.

Assignment	Due Date	Comments
Practicum Time Schedule Practicum Agreement		Each student will have submitted a completed contract for Practicum. The contract must be approved before implementation of the project can begin.
Practicum Logs 20 hours of Practicum is to be completed <i>no later than</i> the due dates → Students may complete practicum hours <i>sooner</i> than the dates indicated.	<p style="text-align: center;"><i>No later than</i></p> <ul style="list-style-type: none"> 1. June 8 2. July 6 3. July 27 	<i>Five points are subtracted for each day the log is late.</i>
Meet with the practicum instructor at least once by arrangement with practicum instructor.	<i>No later than July 21</i>	
Simulated Interview Lab	June 30 10:00 a.m. to 1:00pm	
Inservice Education Project	Planned with Dr. Norton by July 6 and held no later than July 29	

Dress

Dress policies established by the Nursing Program & included in the Student Handbook are to be followed as presented. Dress code for the preceptorship: full-length slacks, dress, skirt, blouses or shirts, closed toe shoes, hosiery or socks, no jeans or denim, and no collarless T-shirts. White Laboratory Jacket is to be worn over clothing with student nametag affixed *at all times*. Clothes are to be *neatly pressed* and portray a *professional* nurse manager/leader image. Tattoos and more than two piercings on ears are to be concealed. All other piercings are to be well concealed. Small earrings are allowed.

Practicum Logs

A log is defined by various dictionaries to be the following: any record of progress, experiences, and significant events, to make a note or record of performance or other sequential details of something, especially in a journal.

The log used in NUR 4827C will be an ongoing record of the student's practicum experience during the semester and will direct specific learning activities in the clinical setting. The part of the log to be submitted is the record of practicum experiences for the preceding weeks. It is to be submitted to Turnitin.com. The log will be evaluated by Dr. Norton, and assigned a numerical score. The data will also be considered as pertinent material for the individual conference discussion.

Throughout the course of the log, the student will address two focus topics that relate to the individual clinical experience and the specific facility where the practicum is conducted.

Logs are to be submitted in a scholarly fashion and the confidentiality of the facility is to be protected (use titles and not names of individuals). Excessive spelling and grammar errors will cost the student 2 points each. The practicum instructor may deduct points for what is considered to be a lack of professional or appropriate behaviors and may be instructed to revise the inappropriate log submission.

Clinical Log #1: Budget for the Unit

Clinical Log #2: Disaster response

Clinical Log Format

Student's Name

Preceptor's Name

Date

Hours logged

Clinical Activities: Summary of activities engaged in: meetings, direct supervision, committee work, etc.

Relation of clinical activities to text readings: Observation of leadership & management styles, dealing with conflict, etc.

Reflective: Your reflection on the clinical experience, relevance of readings to clinical experience, identification of personal and professional goals, etc.

Focus topic:

Clinical Log #1 Organizational structure of your organization

- Where is nursing in the formal and/or informal structure of your facility?
- Include formal organizational charts if available
- What type of organizational structure would you classify this facility?

Clinical Log #2 Emergency & Disaster Response

- What plans are in place at your facility in the event of a catastrophic emergency or natural disaster?
- What role does management play in the disaster response plan?
- Include any emergency or disaster response information from your facility

Inservice Education Presentation

The student will plan and present an inservice on the identified problem or area of concern as part of the course requirements. The inservice should be no more than 10-15 minutes. The inservice will be arranged by the student with the preceptor so the instructor is able to attend.

Evaluation Criteria for Inservice Education Presentation

Objectives are clearly written using measurable action verbs.	40
Presentation content is evidence-based and current nursing literature cited using APA format.	40
Student set-ups the training room appropriately to facilitate learning.	10
Student identifies why the inservice is needed and the outcome that is expected.	20
Presentation is made in a professional, creative, and scholarly fashion.	50
Presentation lasts 10-15 minutes.	30
Documentation is complete on the forms used by the facility where the practicum is being accomplished.	10
Total Possible Points	200

NWFSC
School of Nursing
Clinical Hours Tracker

TIME SHEET

Appendix I

Faculty Credentials and Teaching Assignments

Name	Degrees	Professional Memberships	Education/Teaching Experience, curriculum development and administration	Current knowledge, nursing practice
<p>Beth Norton, RN, DNP Director and Professor</p> <p><u>Course Assignment 2009-2010</u></p> <p>NUR 3080</p> <p>NUR 3995</p> <p>NUR 4956</p> <p>NUR 4827C</p>	<p>Diploma: Nursing Diploma, Piedmont Hospital School of Nursing, Atlanta, Georgia</p> <p>Baccalaureate: Bachelor of Science in Nursing, Vanderbilt University, Cum Laude, Nashville, Tennessee</p> <p>Masters: Masters of Science University of South Alabama, Mobile, Alabama</p> <p>Doctorate: Doctor of Nursing Practice, University of South Alabama, Mobile, Alabama</p>	<p>2008-present: American Nurses Association</p> <p>2006-present: University of West Florida Honor Society for Nurses</p> <p>2006-present: American Society for Training and Development</p> <p>2003-present: Florida Association of Community Colleges</p> <p>1995-present: Sigma Theta Tau National Nurses Honor Society</p>	<p>2005-present: Division Director Allied Health and BSN Programs Northwest Florida State College Niceville, Florida</p> <p>2003-2005: Lead faculty, OWC-UWF Cooperative BSN Program, Okaloosa - Walton College, Niceville, Florida</p> <p>2000-2003: Adjunct Professor, Okaloosa - Walton College, Niceville, Florida</p> <p>1989-2003: Education Manager or Director, Fort Walton Beach Medical Center, Fort Walton Beach, Florida</p>	<p>July 2010 (Podium Presenter) Sigma Theta Tau International Research Congress <i>A Healthcare Referral Process for the Homeless</i></p> <p>March 2010 (Published) <i>Healthcare for the Homeless Protocols</i> National Healthcare for the Homeless Council</p> <p>February 2009 (Poster Presenter) 10th Annual Evidence-based Practice Conference <i>Health Assessment for the Homeless</i></p> <p>2005-2006: The Academy for Leadership Training and Development</p> <p>2005: National League for Nursing Summit Participant</p> <p>1991: Arrington, B. C. First Impressions - designing quality brochures. <i>Journal of Nursing Staff Development</i>; 4: 202.</p> <p>1986: Arrington, B. C. OCRH Pursuit of Trivia: An Orientation Game. <i>Journal of Nursing Staff Development</i>. 1986; 2:166.</p>

Name	Degrees	Professional Memberships	Education/Teaching Experience, curriculum development and administration	Current knowledge, nursing practice
<p>Teresa Ryan, DNS, RN Assistant Professor</p> <p><u>Course Assignment 2008-2009</u></p> <p>NUR 3080</p> <p>NUR3676</p> <p>NUR3955</p> <p>NUR 4165</p> <p>Nursing Ethics (course number pending)</p>	<p>Baccalaureate:</p> <p>Bachelor, Psychology (BS), Troy State University, European Division, Madrid, Spain</p> <p>Bachelor of Science in Nursing (BSN), Texas Christian University, Ft Worth, TX</p> <p>Masters:</p> <p>Masters, Nursing Science(MSN), University of South Alabama, Mobile, AL</p> <p>Doctorate:</p> <p>Doctor of Nursing Science (DNS), Louisiana State University, New Orleans LA</p>	<p>1993 – present: Association of Military Surgeons</p> <p>1999 – Present: Association for Treatment & Training In the Attachment of Children Medical Committee</p> <p>1980 – present: Association of Women’s Health</p> <p>1999 – present: Childbirth Education Association</p> <p>1998 – present: Families for Russian & Ukrainian Adoption Medical Committee</p> <p>1998 – present: Southern Nursing Research Society</p> <p>1987 – present: Sigma Theta International Honor Society</p>	<p>2006 – present: Assistant Professor, Nursing Program, Northwest Florida State College</p> <p>2008-present: Nurse Researcher, 81st Medical Group, Keesler AFB, MS</p> <p>1995 – present: Childbirth Educator, 96th Medical Group, Eglin AFB, FL</p> <p>2005 –2008: Sexual Assault Response Coordinator, 919th Special Operations Wing, FL</p> <p>2005 –2008: Chief Nurse, 919th Medical Squadron, Eglin FLD 3, FL</p> <p>2008: NURNUR3067L - Co-Instructor Physical Assessment Clinical</p> <p>2007: NUR 3676 -Developed & taught Nursing Care of Vulnerable Populations (On-Line)</p> <p>2007: NUR 1141C- Pharmacology (Blended lecture & On-line)</p> <p>2007-Developed NUR 3826 Nursing Ethics</p>	<p>April 2010 (Presenter): <i>Researchers on the Battlefield</i> at the Epsilon Nu Sigma Theta Tau Conference at Louisiana State University</p> <p>April 2010 (Poster Presenter): <i>Voices of Iraqi Freedom</i> at the Epsilon Nu Sigma Theta Tau Conference at Louisiana State University</p> <p>Deployed to Iraq March – September 2009 as the On-Site Director, Deployed Combat Casualty Research Team, United States Air Force</p> <p>2008 (Presenter): <i>Iron Curtains of the Heart: Adoption, and Attachment Disorder</i> Sigma Theta Tau Honor Society 19th International Research Congress</p> <p>Nursing Research Congress: <i>Globalization of Research Through Technology</i>, Sun-Tec Center, Singapore 2008</p>

Name	Degrees	Professional Memberships	Education/Teaching Experience, curriculum development and administration	Current knowledge, nursing practice
<p>Marty Walker, MSN, ARNP-NP,C Professor</p> <p><u>Course Assignment 2009-2010</u></p> <p>NUR 3067C</p> <p>NUR 3679</p> <p>NUR 4615C</p> <p>NUR 3837</p> <p>NUR 4827C</p>	<p>Associate: Associate of Science in Nursing (ASN), Broward Community College Davie, FL</p> <p>Baccalaureate: Bachelor of Science in Nursing (BSN),Florida International University Miami, FL</p> <p>Masters: Master of Science in Nursing (MSN), Barry University, Miami Shores, FL</p> <p>Post Masters: Family Nurse Practitioner, University of South Alabama, Mobile, AL</p> <p>Doctorate: Doctor of Nursing Practice (student), University of South Alabama, Mobile, AL</p>	<p>2008-present: National League of Nursing</p> <p>2004-2007: Sigma Theta Tau International Honor Society of Nursing</p> <p>2002-2005: Association of Practical Nurse Educators</p>	<p>2007-present: Professor Northwest Florida State College</p> <p>2005-2007: Assistant Professor, OWC-UWF Cooperative BSN Program, Northwest Florida State College</p> <p>2005: Nurse Instructor, Pensacola Junior College, Pensacola FL</p> <p>2005: Adjunct Clinical Instructor, Okaloosa-Walton College, Niceville, FL</p> <p>2004: Adjunct Instructor, Nursing Program, Barry University, Miami, FL</p> <p>2002-2004: Nurse Instructor, Mercy Hospital School of Practical Nursing, Miami, FL</p> <p>2001-2002: Nurse Educator, Mercy Hospital, Miami, FL</p> <p>2000-2001: Acting Quality Manager Staff, ER, Jackson Memorial Hospital</p> <p>2000-2001: Education Coordinator, Jackson Memorial Hospital, Miami, FL</p>	<p>2009 (published) Certified <i>Nursing Assistant Exam Cram</i>, published by Pearson, Inc.</p> <p>2009-present Evaluation Committee Chair, RN to BSN Program, Northwest Florida State College, Niceville, FL</p> <p>2010-present: Crossroads Center Board Chair</p> <p>2008-2010: Crossroads Center Board Member</p> <p>2007-present : Crossroads Center Volunteer Coordinator for the Clinical Staff</p> <p>2006 –2009 Evaluation Committee Chair, ASN Program (systematic program evaluation of the nursing program), Northwest Florida State College, Niceville, FL</p> <p>2006 –2009: Coordinator, Testing project, ASN Program Northwest Florida State College</p>

Name	Degrees	Professional Memberships	Education/Teaching Experience, curriculum development and administration	Current knowledge, nursing practice
Claudia Seeliger, MSN, RN <u>Course Assignment</u> <u>2009-2010</u> NUR 4156	<p>Baccalaureate: Bachelors of Science in Nursing, University of Connecticut, Storrs, Connecticut</p> <p>Masters: Master of Science, Med-Surgical Clinical Nursing, Track: Education/curriculum development. Hunter College, New York</p> <p>Post Graduate Education: Case Management Certificate Course, February 2009</p>	Sigma Theta Tau, Nursing Honor Society	<p>2001-2009: USAF, Chief Operational Medicine: Hurlburt Field, Florida</p> <p>1996-2002: Chief Nurse Executive: 919 Medical Squadron, Eglin AFB, Florida</p> <p>1994-1998: Administrator: NHC HomeCare, Panama City, Florida</p> <p>1981-1982: Assistant Director of Nursing: Graduate Hospital, Philadelphia, Pennsylvania.</p> <p>1979-1981: Supervisor of Nursing: Graduate Hospital, Philadelphia, Pennsylvania</p>	<p>1983-present: Officer, United States Air Force Reserve Nurse Corps</p> <p>Command Nurse; Flight Nurse qualified; Gulf War Veteran; Reserve Officers Association</p> <p>Speaker, <u>Association of Aerospace Medicine</u>, 1985, Presented clinical research, "The Relationship between noise and Hypoxemia in the Neonate; Implications For Aeromedical Evacuation.</p>

Appendix J

BSN Clinical Sites

**Northwest Florida State College
RN to BSN Program
Clinical Experience Sites**

Facility Name	Facility Description
Boys and Girls Club of the Emerald Coast	After school program for children and teens
Crossroads Medical Clinic	Free medical clinic
Fort Walton Beach Medical Center	Large community hospital
North Okaloosa Medical Center	Community hospital
Opportunity Place	Shelter for homeless families
The Manor at Bluewater Bay	Skilled nursing and rehabilitation facility
The Okaloosa County Health Department	Local health department
Twin Cities Hospital	Community hospital
Sacred Heart Hospital on the Emerald Coast	Community hospital
Waterfront Rescue Mission	Shelter for homeless men
96 th Squadron Medical Group Eglin AFB	Military hospital and medical clinic

Appendix K

Chart of Student Learning Outcomes, Courses, and Assessment

Student Learning Outcomes, Courses, and Assessment Strategies			
Student Learning Outcomes	Course Name	Student Learning Objectives	Evaluation Methods/Assignments
1) Demonstrate accountability, responsibility, authority, ethical practice, and professionalism as defined by the American Nurses Association Code of Ethics.	Dimensions of Baccalaureate Nursing Practice	<ul style="list-style-type: none"> • Discuss ethical responsibilities in professional nursing practice utilizing The Code of Ethics for Nurses (ANA). • Relate the attributes of a profession to professional nursing practice. 	<ul style="list-style-type: none"> • Written course scenarios and online board discussions • Online discussion boards
2) Apply the combined knowledge derived from the natural sciences, behavioral sciences the humanities and nursing theory to the promotion of health, reduction of health risks and prevention of disease;	Family and Community Nursing	<ul style="list-style-type: none"> • Integrate the science of epidemiology with the concepts of health promotion, maintenance, and restoration for populations. 	<ul style="list-style-type: none"> • Written Examinations • Online discussion boards
3) Serve as a change agent and client advocate in the practice of professional nursing with individuals, families, groups, and communities.	Family and Community Nursing	<ul style="list-style-type: none"> • Integrate knowledge and principles of public health nursing in designing holistic interventions in partnership with communities and populations. 	<ul style="list-style-type: none"> • Family Assessment • Community Assessment
4) Develop a plan for lifelong learning and professional development.	Portfolio II	<ul style="list-style-type: none"> • Develop a life-long learning plan with short term and long term goals 	<ul style="list-style-type: none"> • Electronic life-long learning plan
5) Employ current theories and principles of	Nursing	<ul style="list-style-type: none"> • Participates in identifying, planning, and effecting necessary changes to improve delivery of service within a specific health care agency. 	<ul style="list-style-type: none"> • Online discussion boards • Research paper

Student Learning Outcomes, Courses, and Assessment Strategies			
Student Learning Outcomes	Course Name	Student Learning Objectives	Evaluation Methods/Assignments
leadership/management in the provision of quality nursing care.	Leadership and Management	<ul style="list-style-type: none"> Describe the interaction of authority, responsibility and power within organizational structures. 	<ul style="list-style-type: none"> Clinical Log Submission
6) Describe and use appropriate teaching and learning theories to design, implement, and evaluate educational experiences for a diverse population of clients.	Family and Community Nursing	<ul style="list-style-type: none"> Implement teaching learning strategies and theories when interacting with individuals, families, and community groups. 	<ul style="list-style-type: none"> Discussion #1 Case study #1 family and community papers
7) Use higher-order critical thinking skills (e.g. assessment, analysis, synthesis) effectively by evaluating research findings through various sources to determine their relevance and application to nursing practice.	Health Assessment	<ul style="list-style-type: none"> Relate the nursing responsibilities for health and physical assessment to prepare for conducting the examination. Compare and contrast expressions of behaviors of health and illness among clients of different cultures when performing health assessments. 	<ul style="list-style-type: none"> Online exam Course exercises
8) Apply appropriate theory, practice, and research in the provision of direct nursing care to the complex client.	Care of the Complex Client	<ul style="list-style-type: none"> Collaborate with members of the interdisciplinary team while advocating for the needs of the client(s) and significant support persons with Multiple Sclerosis, Lupus, Fibromyalgia, Diabetes Mellitus, Obesity, Thyroid disorders and Metabolic Syndrome. 	<ul style="list-style-type: none"> Flow diagram
9) Incorporate socio-cultural,	Health	<ul style="list-style-type: none"> Demonstrate techniques of inspection, 	<ul style="list-style-type: none"> Simulated client laboratory experience

Student Learning Outcomes, Courses, and Assessment Strategies			
Student Learning Outcomes	Course Name	Student Learning Objectives	Evaluation Methods/Assignments
ethnic, religious, and other unique individual considerations into client care.	Assessment	auscultation, percussion, & palpation.	<ul style="list-style-type: none"> • Integrated psychomotor exam • Health History interview • Family Study • Community Assessment
	Family and Community Nursing	<ul style="list-style-type: none"> • Evaluate the use of levels of prevention in prioritizing the health needs of communities and populations. 	
10) Evaluate and use the concepts of nursing theory and appropriate research findings for evidence-based nursing practice.	Care of the Complex Client	<ul style="list-style-type: none"> • Use evidence-based practice and the nursing process as a framework for developing individualized care plans that promote, maintain, and restore the health of clients while reducing potential health risks. 	<ul style="list-style-type: none"> • Case study Presentation • Online discussion boards • Identification & evaluation of research that is applicable
	Evidence-based Practice Incorporating Nursing Research	<ul style="list-style-type: none"> • Evaluate research findings applicability to nursing practice. 	
11) Apply effective communication techniques to professional relationships and teambuilding, and client care.	Nursing Leadership and Management	<ul style="list-style-type: none"> • Utilize effective communication skills necessary for successful interdisciplinary collaboration, peer relationship management, and influencing team dynamics. 	<ul style="list-style-type: none"> • Board Discussions 1 and 2 • Clinical In-service
12) Use media resources and information technologies to	Portfolio I	<ul style="list-style-type: none"> • Provide a class presentation about your career goals and objectives. 	<ul style="list-style-type: none"> • Electronic professional portfolio

Student Learning Outcomes, Courses, and Assessment Strategies			
Student Learning Outcomes	Course Name	Student Learning Objectives	Evaluation Methods/Assignments
enhance professional practices derived by accessing, retrieving, and organizing information acquired through various technological avenues throughout the program.		<ul style="list-style-type: none"> • Explain the various professional achievements and contributions the professional nurse offers to the practice of nursing 	

Appendix L

Student Learning Outcomes as used in 2010-2011 BSN Program Review

BACHELOR OF SCIENCE IN NURSING
STUDENT LEARNING OUTCOMES – PROGRAM REVIEW SECTION B

Semester and Year: 2010-2011 (includes 20101 {fall 2009} and 20102 {spring 2010})

Student Outcomes	Benchmark and Assessment Method(s)	Evidence/Results of Assessment	Use of Results for Improvement <i>(Follow-up actions, enhancement initiatives)</i>
<i>The student will evaluate and use appropriate research finding in own evidence-based nursing practice.</i>	<i>At least 90% of students in NUR 3080 (replaced NUR 3116) will demonstrate 75% or higher proficiency evaluating and using a research article critique.</i>	<i>85% of Fall 2009 NUR 3080 (replaced NUR 3116) students demonstrated 75% or higher proficiency on evaluating and using a research article critique. Two students withdrew from the class during the semester.</i>	<i>Plan to breakdown assignment into even smaller steps so that students have opportunity to master smaller portions of the assignment.</i>
<i>The student will demonstrate effective critical thinking skills (e.g., observations, analysis, and synthesis) through the nursing process to provide and direct quality care to diverse clients of all ages.</i>	<i>Through the Clinical Experience Log in NUR 3067C, at least 90% of students will demonstrate 75% or higher proficiency in critical thinking skills recorded during their clinical experience.</i>	<i>100% of Fall 2009 NUR 3067C students demonstrated 100% proficiency on clinical experience. Two students withdrew from the class during the semester.</i>	<i>Students in this particular class of RN to BSN students had a great deal of clinical experience. Since that may not always be the case, we will continue to monitor this benchmark.</i>
	<i>At least 90% of students in NUR 3067C will demonstrate 75% or higher proficiency in critical thinking skills on each of the three Health Interviews and Examinations.</i>	<i>100% of Fall 2009 NUR 3067C students demonstrated 100% proficiency on three health interviews and examinations.</i>	<i>As stated above, the students in this particular class were highly experienced. They were also academically well-prepared. We do not expect that will often be the case, so</i>

			<i>we will continue to monitor this benchmark.</i>
<i>The student will demonstrate effective written and oral communication as a member of an interdisciplinary healthcare team.</i>	<i>At least 90% of students in NUR 3837 will demonstrate 75% or higher proficiency in written and oral communication through the discussion and six critiques.</i>	<i>96.5% of Spring 2010 NUR 3837 students demonstrated 100% proficiency in written and oral communication through the discussion and six critiques</i>	<i>Plan to measure another benchmark next year. We will report on two assignments in the Nursing Leadership and Management Course NUR 4827C: Project Report and Presentation (in-service presentation or project presentation)</i>



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