



CONCORD UNIVERSITY

Bachelor of Science in Nursing

Program Proposal

Submitted by Michele Holt, MSN, RN, Director of Nursing

Department of Health Sciences

Athens, WV 24712

March 2022



Board Action Item Approval

Date: April 19, 2022

Action Item: RESOLVED, that the Concord University Board of Governors approves the new BSN Nursing Program.

X 1. Approve the above action item as presented.

_____ 2. Approve the above action with the following stipulation(s):

_____ 3. Table the above action item until: _____
(Date of the Next BOG Meeting)



Concord Board Chairman: Brad Lane

04/19/2022
Date:



Concord President: Dr. Kendra Boggess

04/19/2022
Date:



☒ Degree
☒ Major
☐ Specialization
☒ Undergraduate
☐ Graduate

New Degree/Major/Specialization Full Proposal

Name of Institution: Concord University

Location: Athens, WV

Category of Action Required: For program implementation in Spring 2023

Title: Bachelor of Science in Nursing (BSN)

Department of Degree/Major/Specialization): Department of Health Sciences

College (location of Degree/Major/Specialization): College of Science, Mathematics, and Health

Credit Hours: 120 credit hours

Code for this Degree/Major/Specialization (As labeled in the Banner screen STVMAJR): Title:
Nursing; CIP Code – 51.3801

Effective date: Spring Semester of 2023

Signature of Department Chair

A handwritten signature in black ink, appearing to be "A. M. Allen", written over a horizontal line.

Date

A handwritten date "3/23/22" in black ink, written over a horizontal line.

Signature of College Dean

A handwritten signature in blue ink, appearing to be "Alicia M. Hawthorne Allen", written over a horizontal line.

Date

A handwritten date "23 Mar 2022" in blue ink, written over a horizontal line.

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Executive Summary

Concord University is proposing a Bachelor of Nursing Program that will begin in Spring 2023. In keeping with the University's mission, the program will focus on rural health-care needs, addiction, treatment, and recovery to improve the lives of individuals in our region. The program will provide three pathways for students to earn the BSN. The first pathway is designed for traditional undergraduate students holding a high school diploma. This 120-credit hour pre-licensure program will prepare graduates with the knowledge, skills, and attitudes for generalist nursing practice in West Virginia.

Additionally, Concord University will offer a second pathway for individuals holding an RN license to complete the BSN. This pathway or bridge program will include 30-hours of online coursework that will lead to the BSN. The University will also offer an accelerated pathway for individuals holding a baccalaureate degree to earn the pre-licensure BSN in two years.

The program utilizes the ACCN 2008 *Essentials of Practice* to identify program outcomes, objectives, and assessments that will prepare graduates with the necessary knowledge, skills, attitudes, and abilities to serve as competent and safe nursing practitioners in a variety of clinical settings, become licensed generalist nurses, and prepare for advanced study in the field. The program also provides particular emphasis in rural nursing practice in general and rural-healthcare needs, addiction, treatment, and recovery in particular.

6.2 Program Description

The proposed pre-licensure Bachelor of Nursing Program (BSN) program at Concord University is a 120-credit hour program designed to prepare students for entry into practice as a generalist nurse to help address the critical shortages of registered nurses in West Virginia. In keeping with the University's mission, the program will focus on rural health-care needs, addiction, treatment, and recovery to improve the lives of individuals in our region. In addition to the traditional 4-year undergraduate BSN pathway to become a registered nurse, the University will also offer a year-long, online pathway for registered nurses holding an associate degree or diploma to earn the BSN. The University will also offer an accelerated pre-licensure pathway for individuals holding a baccalaureate degree to earn the BSN in two years. Following successful completion of the BSN program, graduates will be eligible to sit for the NCLEX-RN examination. The RN-BSN is a post-licensure program and graduates will not take the NCLEX-RN.

The nursing curriculum is organized to reflect competencies contained in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), the knowledge, skills, and attitudes articulated in *Quality and Safety Education for Nurses* (QSEN, 2007), and the standards set forth in the *West Virginia Nurse Practice Act* (2019).

6.2.1 Program Objectives

The BSN program objectives mirror those of AACN in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). This program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- 1) practice from a holistic, caring framework;
- 2) practice from an evidence base in a rural setting;
- 3) promote safe, quality patient care;
- 4) use clinical/critical reasoning to address simple to complex situations;
- 5) assume accountability for one's own and delegated nursing care;
- 6) practice in a variety of healthcare settings;
- 7) care for patients across the health-illness continuum;
- 8) care for patients across the lifespan;
- 9) care for diverse populations;
- 10) engage in care of self in order to care for others; and
- 11) engage in continuous professional development.

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Bachelor of Science in Nursing Program Table

Essentials of Baccalaureate Education for Professional Nursing Practice	BSN Learning Outcomes	Learning Objectives	Specific Course(s) Assessment of Learning Objective	Overall Programmatic Assessment of Learning Outcome
From the: <i>Essentials of Baccalaureate Education for Professional Nursing Practice</i> , American Association of Colleges of Nursing, 2008.				
Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice	Complete a solid base in liberal education that provides the cornerstone for the practice and education of nurses.	1: Practice from a holistic, caring framework. 4: Use clinical/critical reasoning to address simple to complex situations.	Traditional 4-Yr Program and BA/BS to BSN: Completion of 30-40 hours of general education coursework.	Outcome will be assessed prior to formal admission to the BSN program in the sophomore year. Student must successfully complete the general education requirements with an overall GPA of 3.0 and the TEAS entrance exam for nursing program

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Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety	Knowledge and skills in leadership, quality improvement, and patient safety that are necessary to provide high quality health care.	1: Practice from a holistic, caring framework.	Completion with the grade of “C” or better of:	with a score of 70% or greater.
		2: Practice from an evidence-base in a rural setting.		Performance in individual courses (students must earn a “C” or better).
		3: Promote safe, quality patient care.	NUR 318-Nurse Clinical I	Assessed in the clinical courses and in the capstone research projects/courses in each pathway.
		4: Use clinical/critical reasoning to address simple to complex situations.	NUR 328-Nurse Clinical II	
		5: Assume accountability for one’s own and delegated nursing care.	NUR 416-Nurse Clinical III NUR 426-Nurse Clinical IV	Overall GPA of 3.0.
		11: Engage in continuous professional development.	NUR 471-Evidence-Based Practice and Research II NUR 424-Leadership and Role Transformation	

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			RN to BSN Program:	
			NUR 460-Rural Community Health Practicum	
			NUR 473-Nursing Research II	
Essential III: Scholarship for Evidence Based Practice	Professional nursing practice that is grounded in the translation of current evidence into one's practice.	2: Practice from an evidence-base in a rural setting.	Traditional 4-Yr Program and BA/BS to BSN:	
		4: Use clinical/critical reasoning to address simple to complex situations.	Completion with the grade of "C" or better of:	Performance in individual courses (students must earn a "C" or better).
		11: Engage in continuous professional development.		
			NUR 318-Nurse Clinical I	Assessed in the clinical courses and in the capstone research
			NUR 328-Nurse Clinical II	

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			NUR 416-Nurse Clinical III	projects/courses in each pathway.
			NUR 426-Nurse Clinical IV	Overall GPA of 3.0.
			NUR 471-Evidence-Based Practice and Research II	
			RN to BSN Program:	
			NUR 460-Rural Community Health Practicum	
			NUR 473-Nursing Research II	
Essential IV: Information Management and	Knowledge and skills in information management and patient care technology are	1: Practice from a holistic, caring framework. 3: Promote safe, quality patient care	Traditional 4-Yr Program and BA/BS to BSN:	

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Application of Patient Care Technology	critical in the delivery of quality patient care.	6: Practice in a variety of healthcare settings.	Completion with the grade of “C” or better of: NUR 318 Nurse Clinical I Completion of:	
			NUR 328-Nurse Clinical II	Performance in individual courses (students must earn a “C” or better).
			NUR 416-Nurse Clinical III	
			NUR 426-Nurse Clinical IV	Assessed in the clinical courses and in the capstone research projects/courses in each pathway.
			NUR 471- Evidence-Based Practice and Research II	Overall GPA of 3.0.
			RN to BSN Program:	

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			NUR 460-Rural Community Health Practicum
			NUR 473- Nursing Research II
Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	Healthcare policies, including financial and regulatory, directly and indirectly, influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.	3: Promote safe, quality patient care. 6: Practice in a variety of health settings. 7: Care for patients across the health-illness continuum.	Traditional 4-Yr Program and BA/BS to BSN: Completion with the grade of “C” or better of: NUR 318-Nurse Clinical I NUR 328-Nurse Clinical II NUR 416-Nurse Clinical III

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			NUR 426-Nurse Clinical IV	Performance in individual courses (students must earn a “C” or better).
			NUR 471-Evidence-Based Practice and Research II	Assessed in the clinical courses and in the capstone research
			RN to BSN Program:	projects/courses in each pathway.
			NUR 460-Rural Community Health Practicum	Overall GPA of 3.0.
			NUR 473-Nursing Research II	
Essential VII: Clinical Prevention and Population Health	Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important	1: Practice from a holistic, caring framework 2: Practice from an evidence base in a rural setting.	Traditional 4-Yr Program and BA/BS to BSN:	Completion with the grade of “C” or better of:

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components of
baccalaureate
generalist nursing
practice.

4: Use clinical/critical reasoning to address
simple to complex situations.

NUR 318-Nurse
Clinical I

6: Practice in a variety of healthcare settings.

NUR 328-Nurse
Clinical II

7: Care for patients across the health-illness
continuum.

NUR 416-Nurse
Clinical III

9: Care for diverse populations.

NUR 426-Nurse
Clinical IV

NUR 471-
Evidence-Based
Practice and
Research II

Performance in
individual courses
(students must earn
a “C” or better).

**RN to BSN
Program:**

NUR 460-Rural
Community
Health Practicum

Assessed in the
clinical courses and
in the capstone
research
projects/courses in
each pathway.

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			NUR 473- Nursing Research II	Overall GPA of 3.0.
Essential VIII: Professionalism and Professional Values	Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.	1: Practice from a holistic, caring framework 3: Promote safe, quality patient care. 5: Assume accountability for one's own and delegated nursing care.	Traditional 4-Yr Program and BA/BS to BSN:	
		10: Engage in care of self in order to care for others.	NUR 318-Nurse Clinical I	
		11: Engage in continuous professional development.	NUR 328-Nurse Clinical II	
			NUR 416-Nurse Clinical III	
			NUR 426-Nurse Clinical IV	
			NUR 471- Evidence-Based	

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			Practice and Research II	
			RN to BSN Program:	Performance in individual courses (students must earn a “C” or better).
			NUR 460-Rural Community Health Practicum	Assessed in the clinical courses and in the capstone research projects/courses in each pathway.
			NUR 473-Nursing Research II	
Essential IX: Baccalaureate Generalist Nursing Practice	The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.	6: Practice in a variety of settings. 7: Care for patients across the health-illness continuum. 8: Care for patients across the lifespan. 9: Care for diverse populations.	Traditional 4-Yr Program and BA/BS to BSN:	Overall GPA of 3.0.
			Completion with the grade of “C” or better of:	
			NUR 318-Nurse Clinical I	

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11: Engage in continuous professional development.

NUR 328-Nurse
Clinical II

NUR 416-Nurse
Clinical III

NUR 426-Nurse
Clinical IV

NUR 471-
Evidence-Based
Practice and
Research II

RN to BSN Program:

NUR 460-Rural
Community
Health Practicum

Performance in
individual courses
(students must earn
a “C” or better).

NUR 473-
Nursing Research
II

Assessed in the
clinical courses and
in the capstone
research

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projects/courses in
each pathway.

Overall GPA of 3.0.

6.2.2 Program Identification

The program identification, as provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center for Education Statistics, is:

Title: Registered Nursing / Registered Nurse.

Classification: 51.3801

According to the Classification of Instructional Programs (CIP) published by the U.S. Department of Education Center for Education Statistics, a nursing program “generally prepares individuals in the knowledge, techniques and procedures for promoting health, providing care for sick, disabled, infirmed, or other individuals or groups.” The university’s BSN program will address those educational objectives, the university’s learning objectives for all programs, and the standards set forth by the WV Board of Examiners for Registered Professional Nurses as identified **WV Legislative Rule §19-1**, which implements W Va. Code §30-7-5. Schools of nursing and §30-7-5a. Schools of nursing faculty requirements.

6.2.3 Program Features

The Department of Health Sciences offers the Bachelor of Science in Nursing (BSN) program for individuals interested in becoming a registered nurse. The BSN program offers three pathways: a traditional 4-year pathway for students with a high school degree, an accelerated program for individuals who hold a baccalaureate degree, and an RN completion program for registered nurses who have a diploma or associate degree. Prelicensure graduates of Concord’s BSN program will be eligible to take the National Council Licensure Examination (NCLEX-RN) for licensure in the United States. The RN-BSN is a post-licensure program and graduates will not take the NCLEX-RN.

The traditional 4-year BSN pre-licensure program requires that students complete 120-credit hours from: 1) 40 credit hours in General Education Program 2) 15 hours in electives and pre-requisites, and 3) 65 credit hours the nursing curriculum. The general education requirements help ensure graduates have knowledge from other fields of study and professions and can adapt and apply this knowledge to professional practice as a baccalaureate generalist nurse.

The 65-credit hour nursing curriculum will provide students with a background in nursing knowledge, theory, and research. The curriculum will focus on both direct and indirect care of patients, including individuals, families, groups, communities, and populations. Additionally, the program will prepare nurses for emerging rural practice modalities, such as telehealth and mobile clinics, and to face contemporary challenges, such as substance use and addiction and mental health issues. Students will also complete 4 semester-long clinicals with a minimum of 600 clinical hours in health care settings during their junior and senior years.

To enhance student and program success, Concord will partner with external nursing educational experts from an established nursing education provider, such as ATI Nursing, to enhance the student learning experience and outcomes of the program and expand development opportunities for faculty. Additionally, BSN students will have access to a state-of-the-art simulation lab to

learn and practice skills prior to completing clinicals in rural healthcare settings. Our nursing education partner organization will provide such services as consultation on curriculum, support data collection to inform administrators and faculty, provide student specific assessment and target support to enhance retention and develop students' clinical judgement skills, and assist with admission testing and NCLEX-RN preparation.

Students enrolled in the accelerated pathway will complete 58-credit hours of nursing coursework in 2 years. The coursework will provide these students with a background in nursing knowledge, theory, and research. Additionally, the curriculum will focus on both direct and indirect care of patients, including individuals, families, groups, communities, and populations. Students will also complete a minimum of 600 clinical hours in health care settings during this 2-year program.

Registered nurses seeking the BSN will complete a 30-credit hour, online program designed to further their knowledge in professional nursing practice, theory, and research.

See Appendix A for the Catalog Description of the BSN Program.

6.2.3.a. Admissions and Performance Standards

Students interested in the traditional 4-year BSN pre-licensure program must complete an application for admission to the University and meet minimum general admission requirements. (See <https://www.concord.edu/admissions/undergraduate-students.aspx> for specific information.) Formal application to the Nursing Program may be made during the first semester of the sophomore year. Admission criteria include:

- Formal application to the BSN program;
- Minimum score of 70% on the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) pre-entrance exam;
- Cumulative GPA of 3.0 upon completion of at least 30 hours of credit;
- A grade of "C" or higher in all science and math prerequisite courses: CHEM 101, CHEM 111, BIOL 121 or 122, BIOL 335, 336, MATH 103, and MATH 105.
- A background check with "unremarkable" findings, and
- A drug screen* with "clean" results from a vendor specified by the University.

*The West Virginia Board of Examiners (BOE) for Registered Professional Nurses reserves the right to deny a license to practice registered professional nursing to persons who abuse alcohol and/or drugs, have been convicted of some felonies or engaged in other improper activities as stated in the WV Code and legislative rules.

Students holding a baccalaureate degree in another field from a regionally-accredited institution may apply for admission to the BA/BS to BSN program. These applicants must have completed a 4-hour general biology course with a lab with a grade of "C" or better, a 4-hour general chemistry course with a lab with a grade of "C" or better, 8-hours of anatomy and physiology with labs and grades of "C" or better, college algebra with a grade of "C" or better, and statistics with a grade of "C" or better as part of their first undergraduate degree. Additional admission criteria for this pathway include:

- Formal application to the BSN program;

- An overall GPA of 3.0;
- Submission of an official transcript documenting the completion of 42 credit hour of pre-nursing requirements (4-hour general biology course, 4-hour general chemistry course, 8-hours of anatomy and physiology with labs, college algebra, and statistics) with a grade of “C” or better;
- A background check with “unremarkable” findings, and
- A drug screen* with “clean” results from a vendor specified by the University.

*The West Virginia Board of Examiners (BOE) for Registered Professional Nurses reserves the right to deny a license to practice registered professional nursing to persons who abuse alcohol and/or drugs, have been convicted of some felonies or engaged in other improper activities as stated in the WV Code and legislative rules.

RNs interested in completing the RN to BSN program must:

- Submit a formal application to the BSN program;
- Provide a copy of a valid RN license;
- Provide an official transcript documenting the completion of 42 credit hour of pre-nursing requirements (4-hour general biology course, 4-hour general chemistry course, 8-hours of anatomy and physiology with labs, college algebra, and statistics) with a grade of “C” or better **and** an overall GPA of 3.0;

The Director of Nursing, at the recommendation of the Nursing Faculty Admissions Committee, will review applications for each pathway and notify applicants of admissions decisions. Students in the traditional 4-year pathway will be notified in writing mid-way through the first semester of the sophomore year. Applicants interested in the other two pathways will be notified in writing once the applications are reviewed.

Students in each of the three pathways will be expected to maintain an overall GPA of 3.0 and earn at least a “C” in each nursing course. Students who earn less than a “C” in a nursing course may repeat the course one time and must earn at least a “C.” If the student does not earn at least a “C” when a course is repeated, the student will be dismissed from the BSN program.

6.2.3.b. Program Requirements

Concord’s 120-hour BSN program includes 39-40 hours of General Education coursework required of all CU students and a rigorous pre-nursing and nursing curriculum that includes a minimum of 600 clinical hours of nursing clinicals. A sample BSN 4-Year Curriculum Plan is provided in Appendix B.

The BSN 4-year traditional program includes the following nursing courses:

BSN Traditional 4-Year Pathway Nursing Courses	
Course Number and Title	Credit Hours
*NUR 210 – Introduction to Nursing	3

*NUR 212 – Microbiology and Pathophysiology	4
*NUR 212L – Microbiology and Pathophysiology	0
*NUR 310 – Health Assessment	3
*NUR 310L - Health Assessment Lab	0
*NUR 312 – Pharmacology	3
*NUR 314 – Nursing Care Fundamentals	3
*NUR 314L – Nursing Care Fundamentals	0
*NUR 316 – Community Health	3
*NUR 316L – Community Health Lab	0
*NUR 318 – Nursing Clinical I	3
*NUR 322 – Health and Wellness Across the Lifespan: Adult Health I	3
*NUR 322L – Health and Wellness Across the Lifespan: Adult Health I Lab	0
*NUR 324 – Health and Wellness Across the Lifespan: Adult Health II	3
*NUR 324 – Health and Wellness Across the Lifespan: Adult Health II Lab	0
*NUR 326 – Nursing Trends	3
*NUR 328 – Nursing Clinical II	3
*NUR 329 – Rural Healthcare in West Virginia	2
*NUR 412 – Health and Wellness Across the Lifespan: Women, Children, & Families	3
*NUR 412L – Health Wellness Across the Lifespan: Women, Children, & Families Lab	0
*NUR 414 - Health and Wellness Across the Lifespan: Adult Acute Care & Emergency Nursing	3
*NUR 414 - Health and Wellness Across the Lifespan: Adult Acute Care & Emergency Nursing Lab	0
*NUR 416 – Nursing Clinical III	3
*NUR 418 – Legal & Ethical Issues in Practice	3
*NUR 419 – Health and Wellness Across the Lifespan: Mental Health	3
*NUR 420 – Special Topics	2
*NUR 424 – Leadership and Role Transformation	3
*NUR 424L – Leadership and Role Transformation Lab	0
*NUR 426 – Nursing Clinical IV	3

*NUR 470 – Evidence-Based Practice and Research	3
*NUR 471 – Evidence-Based Practice and Research II	3

*Denotes new courses.

The 2-year accelerated pathway (BA/BS to BSN) includes 58 hours of nursing content coursework that includes a minimum of 600 clinical hours of clinical experiences in a variety of healthcare settings. See the BSN Accelerated Curriculum Plan in Appendix C.

BA/BS-BSN Program Nursing Courses	
Course Number and Title	Credit Hours
*NUR 310 – Health Assessment	3
*NUR 310L – Health Assessment Lab	0
*NUR 310L – Health Assessment Lab	0
*NUR 312 – Pharmacology	3
*NUR 314 – Nursing Care Fundamentals	3
*NUR 314L – Nursing Care Fundamentals Lab	0
*NUR 316 – Community Health	3
*NUR 316L – Community Health Lab	0
*NUR 318 – Nursing Clinical I	3
*NUR 322 – Health and Wellness Across the Lifespan: Adult Health 1	3
*NUR 322L – Health and Wellness Across the Lifespan: Adult Health 1 Lab	0
*NUR 324 – Health and Wellness Across the Lifespan: Adult Health II	3
*NUR 324L – Health and Wellness Across the Lifespan: Adult Health II Lab	0
*NUR 326 – Nursing Trends	3
*NUR 328 – Nursing Clinical II	3
*NUR 329 – Rural Healthcare in West Virginia	2
*NUR 412 – Health and Wellness Across the Lifespan: Women, Children, & Families	3
*NUR 412L – Health and Wellness Across the Lifespan: Women, Children, & Families Lab	0
*NUR 414 – Health and Wellness Across the Lifespan: Adult Acute Care & Emergency Nursing	3

*NUR 414L – Health and Wellness Across the Lifespan: Adult Acute Care & Emergency Nursing Lab	0
*NUR 416 – Nursing Clinical III	3
*NUR 418 – Legal & Ethical Issues in Practice	3
*NUR 419 – Health and Wellness Across the Lifespan: Mental Health	3
*NUR 420 – Special Topics	2
*NUR 424 – Leadership and Role Transformation	3
*NUR 424L – Leadership and Role Transformation	0
*NUR 426 – Nursing Clinical IV	3
*NUR 470 – Evidence-Based Practice and Research	3
*NUR 471 – Evidence-Based Practice and Research II	3

*Denotes new Courses

The RN to BSN pathway includes 30-hours of nursing content delivered online, asynchronously for working professionals. The 30-hour program is designed to further nurses' knowledge in professional nursing practice, theory, and research. See RN to BSN Curriculum Plan in Appendix D.

RN to BSN Nursing Courses	
Course Number and Title	Credit Hours
*NUR 311 – Nursing Assessment & Cultural Competency	3
*NUR 313- Nursing Informatics & Innovation in Healthcare	3
*NUR 315 – Nursing Theory	3
*NUR 317 – Pandemics in History	3
*NUR 411 – Legal & Ethical Issues in Complex Health Systems	3
*NUR 413 – Leadership & Management	3
*NUR 417 – Quality and Safety Issues in Healthcare	3
*NUR 460 – Rural Community Health Practicum	3
*NUR 472 – Nursing Research I	3
*NUR 473 – Nursing Research II	3

*Denotes new courses.

Syllabi for the BSN program can be found in Appendix E.

6.2.4 Program Outcome

The outcomes of the BSN program are taken from the AACN (2008) *Essentials of Baccalaureate Education for Professional Nursing Practice*.

BSN students will:

- Complete a solid base in liberal education that provides the cornerstone for the practice and education of nurses.
- Demonstrate knowledge and skills in leadership, quality improvement, and patient safety that are necessary to provide high quality health care.
- Practice professional nursing that is grounded in the translation of current evidence into one's practice.
- Integrate knowledge and skills in information management and patient care technology that are critical in the delivery of quality patient care.
- Identify healthcare policies, including financial and regulatory, that directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- Demonstrate professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice which are fundamental to the discipline of nursing.
- The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

6.2.5 Program Content

The Bachelor of Nursing program complements and supports the University's mission and educational goals as stated below:

Concord University Mission

The mission of Concord University is to improve the lives of our students and communities, through innovative teaching and learning, intellectual and creative activities, and community service and civic engagement.

Concord University provides accessible, affordable, high-quality, and student-centered teaching and learning opportunities strengthened by integrated support services and co-curricular programs.

Concord's rigorous, market-driven programming provides current professional knowledge and essential communication, numerical, and critical thinking and reasoning skills, necessary for life-long success in a dynamic and culturally diverse world.

Concord's mission immerses people in intellectual inquiry to expand knowledge, encourages and supports creative activities and the arts, and contributes to community engagement and economic development to enhance the quality of life in the region and beyond.

Concord's mission will achieve our vision to transform lives, enrich our communities, and prepare leaders for service regionally, nationally and internationally.

Concord's educational programs are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving community. The overall Educational Goals of Concord University are:

1. **Knowledge/Mastery of Content** – Student will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.
2. **Critical Thinking** – Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.
3. **Communication** – Students will demonstrate the ability to communicate clearly and effectively.
4. **Personal, Civic, Cultural, and Global Competence** – Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world. (Concord University 2021-2022 Academic Catalog)

The proposed educational objectives of the BSN program are tied to the overall University mission and learning goals to provide a quality academic program as well as ensure accountability of student learning. In keeping with the University's mission, the program will focus on rural health-care needs, addiction, treatment, and recovery to improve the lives of individuals in our region.

The Bachelor of Science in Nursing (BSN) program is designed for individuals interested in earning a baccalaureate degree. The BSN program offers three pathways: a traditional 4-year pre-licensure pathway for students with a high school degree, an accelerated pre-licensure program for individuals who hold a baccalaureate degree, and an RN to BSN completion program for registered nurses who have a diploma or associate degree. Graduates of Concord's traditional and accelerated BSN program will be eligible to take the National Council Licensure Examination (NCLEX-RN) for licensure in the United States. The RN-BSN is a post-licensure program and graduates will not take the NCLEX-RN.

Concord University currently utilizes the Blackboard Learning System as the online course management system for asynchronous courses. The traditional 4-year BSN program and the BA/BS to BSN program will be delivered as a face-to-face program. The RN-BSN program will be delivered through online asynchronous instruction as the program is intended for working

adults. In addition, various synchronous instruction can be facilitated using other relevant technology available through current instructional resources.

The traditional 4-year BSN pre-licensure program requires that students complete 120-credit hours from: 1) 40 credit hours in General Education Program 2) 15 hours in electives and pre-requisites, and 3) 65 credit hours the nursing curriculum. The general education requirements help ensure graduates have knowledge from other fields of study and professions and can adapt and apply this knowledge to professional practice as a baccalaureate generalist nurse.

The pre-nursing and nursing coursework will provide students with a background in nursing knowledge, theory, and research. Additionally, the curriculum will focus on both direct and indirect patient care, including individuals, families, groups, communities, and populations. Students will also complete a minimum of 600 clinical hours in health care settings during their junior and senior years.

Students who hold a baccalaureate degree (BA/BA) and have the prerequisites (4 credit hours of biology with a lab, 4 credit hours of chemistry with a lab, 3-hour mathematics/statistics course, and 8 credit hours of anatomy and physiology including labs with grades of “C” or better) will enroll in the accelerated pathway and take two years (58 -credit hours) of nursing coursework that includes 600 clinical hours of clinical experience that will lead to the BSN. Upon successful completion of the BSN, graduates will be eligible to sit for the NCLEX-RN required for licensure.

Registered nurses seeking the BSN will complete a 30-hour, online program designed to provide licensed registered nurses a pathway to earn the baccalaureate degree. The coursework will be delivered asynchronously since these individuals will be working full-time in healthcare settings. Concord expects to place 75% of BSN graduates in WV beginning with the first graduating class. This is a conservative estimate given the latest data available shows that 76.4% of Concord graduates remain in WV to work or continue their education one year after graduation. The BSN program’s emphasis in rural practice and linkages with local healthcare institutions who will provide clinical practice sites, clinical faculty, and scholarships will serve to encourage local practice following graduation.

The BSN program provides accessible, affordable, high-quality, and student-centered teaching and learning opportunities for students through multiple-tracks or points of entry for the traditional undergraduate student, the RN to BSN student, and for students who already hold a baccalaureate degree in another field. The program includes nursing-specific support services and clinical experiences in rural healthcare settings that serve the needs of the citizens of West Virginia.

6.2.5.a.

The traditional undergraduate, 120-hour BSN program at Concord is designed to be completed in four years. As stated previously, BSN students will complete the 39-40 credit hour General Education program that all students at CU complete. The program specifies specific General Education courses in the humanities, social and behavioral sciences, natural sciences,

mathematics, and physical wellness that the BSN students must take to ensure that they have the pre-requisite knowledge and skills to be successful in the nursing coursework.

6.2.5.b.

The General Education Program is an essential element of the BSN program that is designed with specific student learning expectations focused on the attainment of foundational knowledge and essential skills needed for a comprehensive undergraduate education. At Concord University, the General Education Program includes a distribution of coursework in the liberal arts and sciences that together emphasize a common, shared body of knowledge, the development of essential skills, and a deeper appreciation of the diverse social and cultural concepts, values, and institutions that make up today's world.

Students in the traditional, 4-year BSN program will complete 9-credit hours in Written and Oral Communication, 6-credit hours in Literature and Humanities, 3-credit hours in Fine Arts, 9-credit hours in Social and Behavioral Sciences, and 8-credit hours in Natural Science, 3-credit hours in Mathematics, 7-8 credit hours in Natural Sciences and 2-credit hours in Physical Wellness that are all part of the General Education Program. See Appendix F.

The 65-credit hours of nursing coursework starts in the second semester of the sophomore year. BSN students will begin clinical coursework in the junior year and will complete a clinical rotation in each of the last four semesters of the program for a minimum of 600 clinical hours. This coursework focuses on topics across the lifespan and include basic nursing skills and fundamentals, disease progression and prevention, wellness and health promotion, research, community health, mental health, pathophysiology, innovation and technology, and leadership and management. Additionally, the program will focus on nursing for emerging rural practice modalities such as telehealth and mobile clinics, as well as prepare students to handle contemporary challenges such as substance use, addiction, and mental health issues. Following successful completion of the traditional pre-licensure BSN program, graduates will be eligible to sit for the NCLEX.

6.3 Program Need and Justification

As is widely known, there is an acute shortage of nurses in the United States. "Nursing has been an in-demand profession for years, with nearly every major hospital hiring for one of healthcare's most important roles. In 2019, it [nursing] ranked as the third-most in demand job of any profession in the United States, and this trend shows no signs of slowing down." Nurse Journal Staff. (2021, April 29). The U.S. nursing shortage: A state-by- state breakdown. Nurse Journal. <https://nursejournal.org/articles/the-us-nursing-shortage-state-by-state-breakdown/>.

Employment of registered nurses is projected to grow 9 percent nationally from 2020 to 2030, about as fast as the average for all occupations according to the Bureau of Labor Statistics. Staff (2022) The Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Registered Nurses at <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>.

According to the U.S. Department of Labor's Occupational Network (O*Net) the demand for registered nurses in West Virginia is expected to increase by 15% between 2018-2028, which is

more than twice the 7% rate (now 9%) of increase projected for the United States. O*Net projects the need for 1,550 registered nurses annually in West Virginia.

Appalachian Regional Healthcare, a leading regional healthcare provider, is offering \$5,000 sign on bonuses for registered nurses to work in Beckley; other regional healthcare organizations such as WVU and nearby Pikeville Medical Center (KY) have offered \$10,000 and \$25,000 bonuses, respectively to place nurses.

The West Virginia Center for Nursing was created by the West Virginia Legislature, [§30-7B-2. West Virginia Center for Nursing](#), to help address the nursing shortage in West Virginia. The Center published a new strategic plan, *Statewide Strategic Plan to Address the Nursing Shortage in West Virginia*, on May 19, 2021, which identified strategies needed to address the shortage. The University will embrace the initiatives identified in the plan to help the state address the critical need for nurses primarily through partnerships with healthcare employers and the secondary schools, vocational centers, and community and technical colleges. The Center's website, <https://wvcenterfornursing.org/>, is a useful resource for nursing data regarding the shortage of nurses in West Virginia.

The American Association of Colleges of Nursing attributes the national shortage to four main reasons:

- Nursing school enrollment is not keeping pace with projected demand. Even though enrollment is up, it is not keeping pace with the increase in need for nursing services.
- We lack the necessary number of nursing school faculty members. Without enough teachers, thousands of people interested in joining the nursing workforce are unable to do so without degrees.
- The rate of retirement for nurses is growing rapidly, as over half of the RN workforce is currently over 50 years old.
- An aging population in the United States continues to drive more demand than ever seen for nursing services.

See Fact Sheet: Nursing Shortage, *American Association of Nursing*. (2020).

Concord's nursing program will enhance access for students interested in nursing careers but who are unable to attend nursing schools that are currently at capacity. The program will focus on educating and developing registered nurses for employment in southern West Virginia counties including but not limited to Raleigh, Mercer, Summers, McDowell, Fayette, Wyoming, Greenbrier, and Monroe.

The BSN program will increase the number of professional nurses for West Virginia employers by 20 per cohort, which will permit healthcare organizations to provide and expand health and wellness services available, including hospitals, clinics, home health, hospice, and other settings each year moving forward.

6.3.1 Relationship to Institutional Goals/Objectives

As indicated previously, the educational objectives of the BSN program are tied to the overall University mission and learning goals to provide students with knowledge and mastery of content (CU Goal 1), opportunities to develop and use critical thinking (CU Goal 2), demonstrate effective communication skills (CU Goal 3), and demonstrate the integration of personal, civic, cultural, and global competence as a generalist practitioner of nursing (CU Goal 4).

The addition of the BSN program is in keeping with the University's current strategic plan and addresses the following strategic goals:

Strategic Goal 1.1 – Revitalize enrollment to stabilize student enrollment by Spring 2021 and reverse declining enrollment trends by fall 2023.

The BSN program will help with achieving Concord's goal to Revitalize Enrollment, by adding a new high demand program. As addressed in this proposal, FORM 1, Concord projects its enrollment will have increased by more than two hundred students within five years with one cohort entering per year. The BSN program is scalable and it is not unrealistic to expect eventual enrollment to exceed 350 students.

Strategy 1.2.2 – Academic excellence to foster quality student/learner focused academic programs, enhance faculty development and innovation, and integrate career services to enhance student success, engagement, and completion.

1.2.2.A. Initiative - Academic innovations to accelerate and facilitate both innovative enhancements to current offerings and development of new marketable offerings with extant or reallocated resources in fields of demand and with high career potential.

The BSN program will focus on rural health-care needs, addiction, treatment, and recovery to improve the lives of individuals in our region which is also in keeping with the University's mission and strategic plan.

Strategy 2.1.2 External relations to enhance the University's outward focus and relationship building with business, educational institutions, non-governmental agencies and not-for-profits, and governmental agencies.

The BSN program will enhance the University's relationship with business (healthcare), not-for-profits (emergency agencies, clinics), and governmental agencies (such as the Board of Nursing). In fact, these relationships have been strengthened throughout the planning process.

6.3.2 Existing Programs

There are eleven existing BSN programs located at both public and private institutions of higher education throughout the state. These programs include:

Alderson-Broaddus University – Philippi, WV (Private institution)

Bluefield State College – Bluefield, WV (Public institution)

Davis and Elkins College – Elkins, WV (Public institution)

Marshall University – Huntington, WV (Public institution)
Shepherd University – Shepherdstown, WV (Public institution)
University of Charleston – Charleston, WV (Private institution)
West Liberty University – West Liberty, WV (Public institution)
West Virginia State University – Institute, WV (Private institution)
West Virginia University – Morgantown, WV, Keyser, WV, Beckley, WV (Public institution)
West Virginia Wesleyan College – Buckhannon, WV (Private institution)
Wheeling University – Wheeling, WV (Private institution)

The state has recognized that the existing programs will not meet the identified needs for registered nurses in West Virginia.

6.3.3 Program Planning and Development

Inquiries from prospective undergraduate students frequently identify nursing as their top undergraduate program of choice. Research into the most needed occupations in the state consistently put nursing at or near the top locally, in the state, and nationally. The need for nurses appears to be insatiable, with demand on the rise. Students want nursing education and employers want nurses. Concord University desires to help address this widening gap through a new BSN program.

Concord University initiated a preliminary investigation into developing a nursing program in the spring of 2019. Initial startup cost estimates for the project placed it out of reach as an institutionally funded project. The university turned its attention to developing a Bachelor of Science in Health Sciences degree, which was created principally through reconfiguration of existing courses, with limited startup costs for new courses, and with no new faculty lines.

The acute and chronic shortage of registered nurses in the state was exacerbated by the COVID-19 pandemic and, in 2020, the university resumed discussions with legislators and the WV Higher Education Policy Commission (WVHEPC) to express interest in initiating nursing program(s) at Concord contingent on securing funding. During the 2021 legislative session, House Education Chair, Delegate Dr. Joe Ellington and other members of the House Education Committee introduced House Bill 2030, which related to establishing a nursing program at Concord University, provided for startup and multi-year funding, and set forth accountability and reporting requirements. The Bill was passed out of the House Education Committee and sent to the House Finance Committee but did not progress.

During and since that time, Chancellor Sarah Tucker has worked with the Governor's Office on funding for nursing program expansion statewide, including funding for a professional nursing program at Concord. Area healthcare providers, legislators, and WVHEPC officials have provided letters of support for the new BSN program.

In May 2021, Concord submitted Congressionally Directed Spending Requests to West Virginia Senators Manchin and Capito, respectively, for a total of \$2.45 million dollars. The funding requests were set forth in the federal Omnibus budget for 2022, which passed both houses of the

Congress and was signed by President Biden. The details on the funding will be provided over the next several months. It is anticipated that the award will be for a full year.

In December 2021, Governor Jim Justice announced and pledged \$48 million dollars to a nursing workforce enhancement project, subject to legislative approval. As part of this initiative, nursing program expansion projects will be funded to increase enrollment in pre-licensure nursing programs. Concord applied for and received \$1.5 million in startup funding to establish its BSN program as part of the nursing expansion project. Additionally, the Governor has promised the institution \$1,000,000 annually for the next four years.

Concord University has invested significant staff time in research, developing funding proposals, costing, and partnership development. The University has a multi-disciplinary health program development team that includes faculty from the Department of Health Sciences, the Dean of the College of Science, Mathematics, and Health, the newly hired Director of Nursing, and University administrators.

A Program Director has been hired in anticipation of program approval. Faculty and staff positions are currently posted, interviews are being conducted, and the positions will be filled this spring and summer.

6.3.4 Clientele and Need

Research conducted for Concord by Gray and Associates identified student demand for nursing programs in West Virginia is at the 99th percentile based upon inquiries in the past 12 months and 98th percentile in Google occupation searches in the past three months.

As indicated previously in this proposal, the BSN program will provide three pathways for students to earn the BSN. The first pathway is designed for traditional undergraduate students holding a high school diploma. This 120-credit hour program will prepare graduates with the knowledge, skills, and attitudes for generalist nursing practice in West Virginia.

Additionally, Concord University will offer a second pathway for individuals holding an RN license to complete the BSN. This pathway or bridge program will include 30-hours of online coursework that will lead to the BSN. The University will also offer an accelerated pathway for individuals holding a baccalaureate degree to earn the pre-licensure BSN in two years.

The program will focus on educating and developing registered nurses for employment in West Virginia, particularly rural, southern West Virginia.

6.3.5 Employment Opportunities

Employment opportunities for registered nurses are considered to have a bright outlook and are expected to grow faster than average (10% or more) to more than 100,000 jobs in the U.S. over the period 2020-2030. (Bureau of Labor Statistics 2020-30 employment projections)

The industries with the highest published level of employment and concentrations of employment for Registered Nurses are provided in the charts below. (U.S. Bureau of Labor Statistics, *Occupational Employment and Wages*, May 2020).

Industries with the highest levels of employment in Registered Nurses:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
General Medical and Surgical Hospitals	1,729,200	30.90	\$ 39.27	\$ 81,680
Offices of Physicians	192,300	7.42	\$ 34.45	\$ 71,660
Home Health Care Services	169,630	11.35	\$ 36.48	\$ 75,870
Outpatient Care Centers	150,380	15.66	\$ 42.93	\$ 89,300
Nursing Care Facilities (Skilled Nursing Facilities)	143,250	9.34	\$ 34.66	\$ 72,090

Industries with the highest concentration of employment in Registered Nurses:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
General Medical and Surgical Hospitals	1,729,200	30.90	\$ 39.27	\$ 81,680
Specialty (except Psychiatric and Substance Abuse) Hospitals	63,910	23.93	\$ 39.86	\$ 82,910
Psychiatric and Substance Abuse Hospitals	39,840	16.47	\$ 37.14	\$ 77,250
Outpatient Care Centers	150,380	15.66	\$ 42.93	\$ 89,300
Home Health Care Services	169,630	11.35	\$ 36.48	\$ 75,870

According to the U.S. Department of Labor's Occupational Network the demand for registered nurses in West Virginia is expected to increase by 15% between 2018-2028, which is more than twice the 7% rate of increase projected for the U.S. O*Net projects the need for 1,550 registered nurses annually in West Virginia.

Google search statistics revealed that job postings for RNs in West Virginia were in the 99th percentile of all jobs posted and that there were 8.3 job postings per RN graduate in West Virginia, per research commissioned by Concord University and completed by Gray and Associates in 2022.

Other indications of need and opportunities for employment in the area include the following: Appalachian Regional Healthcare, Inc., a leading regional healthcare provider, is offering \$5,000 sign on bonuses for registered nurses to work in Beckley; other regional healthcare organizations such as WVU and nearby Pikeville Medical Center (KY) have offered \$10,000 and \$25,000 bonuses, respectively to place registered nurses.

ARH will be offering pre-licensure nursing students at Concord up to \$50,000 per student in scholarship awards for the final two years in exchange for graduates working for ARH for four years following licensure.

6.3.6. Program Impact

The BSN program will provide support for existing programs in the health sciences and provide another pre-professional program choice for undergraduate students. Since this is a new program at Concord, the impact of the BS in Nursing program will be a potential increase in enrollment in General Education courses required for pre-nursing students including PSY 101, CHEM 101, CHEM 111, MATH 103, HED 304, MATH 105, SOC 101, PHIL 361, and BIOL 121 or 122. In addition, an increased enrollment in BIOL 249, 335, and 336 will also be anticipated. These classes have already been accommodating a decrease in general campus enrollment over the past eight years and a more recent increase in enrollment as a result of the initiation of the BS in Health Science program in 2019.

Because of the significant overlap of requirements for multiple career pathways and majors, some support and drifting of students between majors such as biology, health sciences, chemistry, psychology, and the new nursing program will likely occur. While no new sections may be needed initially, growth in the BSN program would require additional class and lab sections of several of these courses, particularly in the sciences where there is less flexibility in class size.

6.3.7. Cooperative Arrangements

Appalachian Regional Healthcare (ARH), with its acute care hospitals, home health agencies, and medical clinics in southern West Virginia, is a key strategic partner supporting development of the Concord University Program(s) in Nursing. ARH has pledged in-kind support including but not limited to providing access to space, equipment, and clinical experiences for students. Clinical affiliation agreements will be established with ARH, Princeton Community Hospital, Raleigh General Hospital and others as needed. Additional learning laboratories, through a rental agreement with the West Virginia Higher Education Policy Commission, at the Erma Byrd Center in Raleigh County will also serve the BSN program.

The Princeton Rescue Squad will provide access to newly completed facilities at the Karen Preservati Center in Princeton, which is equipped with classroom space, wet labs, simulation equipment, and other items needed to accommodate coursework and hands-on instruction.

Partnerships and transfer agreements with area vocational-technical schools, regional community colleges, and other educational settings will serve as coordinated pipelines for the graduates to seamlessly enter one of Concord's BSN program pathways.

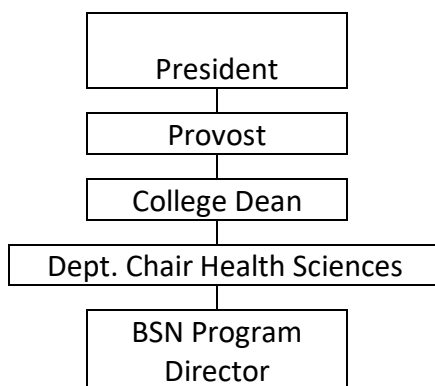
6.3.8. Alternative to Program Development

The Higher Education Policy Commission, the Governor's office, and West Virginia Center for Nursing have explored nursing pathways and barriers to access nursing programs. The HEPC and Governor's Office have determined that a "both/and" approach to nursing expansion should be deployed. Thus, funding was made available to expand existing nursing programs and to fund the startup of a BSN program at Concord.

6.4 Program Implementation and Projected Resource Requirements

6.4.1 Program Administration

The administration of the BSN program is depicted in the following chart.



The BSN Program will be housed in the Department of Health Science in the College of Science, Mathematics, and Health. The Director of Nursing will provide immediate oversight and leadership for the BSN program along with the Department Chair and the Dean of the College. All report to the Provost and Vice President of Academic Affairs.

6.4.2 Program Projections

The BSN program has multiple-pathways or points of entry. The pre-licensure enrollment is projected to be predominately in the traditional pathway with students entering with some college. The projections reflect enrollment of 40 pre-nursing students at the Freshman level and assumes attrition at existing rates as for all majors through the Sophomore year. Admission into the nursing program is projected at 30 students entering as second semester Sophomores followed by retention at existing rates for all majors. The projections reflect a conservative non-

traditional enrollment of seven (7) students per semester (5 RN to BSN and 2 career-changers with normal attrition for Juniors and Seniors.

The FTE enrollment is projected at a conservative 20% lower. FORM 1, APPENDIX G, reflects the expected program growth and development with one new cohort entering per year in years one and two and two cohorts per year thereafter. The program is scalable, and therefore, additional cohorts may be added in response to identified need.

Please see a chart excerpted from FORM 1 below:

FORM 1

FIVE-YEAR PROJECTION OF PROGRAM SIZE

Page 1 of 1

	First Year (2023)	Second Year (2024)	Third Year (2025)	Fourth Year (2026)	Fifth Year (2027)
Number of Students Served through course offerings of the Program:					
Headcount:	71	130	218	282	321
FTE:	57	104	174	226	257
Number of student credit hours generated by courses with the program (entire academic year):	2130	3900	6540	8460	9630
Number of Majors:					
Headcount:	35	67	133	166	197
FTE Majors:	28	54	106	133	158
Number of student credit hours generated by majors in the program (entire academic year):	1,050	2,010	3,990	4,980	5,910
Number of degrees to be granted (annual total):	0	0	29	29	29

Assumptions

Credit hours = 15 per semester
per headcount

one pre-nursing cohort of 40 / year increasing to 80 in year three

one nursing class of 35 / year (30 traditional + 5 non-traditional: 5 RN to BSN + 2 career changers)

Other Assumptions

- 1 *Headcount = total of fall and spring student enrollment. Disregard duplicated names between the semesters.*
- 2 *All enrollment for year one is counted the same regardless of the type of student, i.e. traditional, etc.*
- 3 *Billable credit hours are based on 12 credit hours per semester, 24 per year and are used for revenue calculations.*
- 4 *Annualized FTE is based on 15 credit hours per semester, 30 hours per year and are used in the above calculations.*
- 5 *Retention rate adjustments have reduced enrollment between the semesters (10%) and between the years (as noted in work sheet.).*
- 6 *Year one has 40 transfers-in or previously enrolled CU students that have completed some of the general study or science courses. New student of 35 is added to the spring semester. New student enrollment was increased from 40 to 80 beginning in the fall of year three.*

6.4.3. Faculty Instructional Requirements

To develop and launch the BSN program consistent with the West Virginia Board of Examiners and CCNE accreditation standards, the following administrator, instructional faculty, and staff will be needed over the first five years of the program.

The University has hired a Director of Nursing who began in February 2022. The University is also in the process of hiring a Nursing Clinical Coordinator, a program associate, a nursing instructional designer, and three nursing faculty.

FTE Positions					
Administrators	1	1	1	1	1
Full-time Faculty	4	4	7	9	9

Adjunct Faculty	0	2	2	2	2
Graduate Assistants	0	0	0	0	0
Other Personnel:					
a. Clerical Workers	1	1	1	1	1
b. Professionals	1	1	1	1	1
Total	7	9	12	14	14

The salary and wage costs associated with the program staffing is listed by year in the chart below:

Personnel Services:

a. Administrators	\$ 74,500	\$ 125,000	\$ 127,500	\$ 130,050	\$ 132,651
b. Full-time Faculty	98,610	300,000	525,300	681,462	695,091
c. Adjunct Faculty	-	6,000	9,000	12,000	12,000
d. Graduate assistants	-	-	-	-	-
Stipends/Overloads	-	20,000	20,000	20,000	20,000

Non-Academic Personnel

Clerical Workers	18,165	35,000	35,700	36,414	37,142
Professionals	16,187	55,000	56,100	57,222	58,366
Total Salaries	207,462	541,000	773,600	937,148	955,251
Total Benefits (26%)	53,940	140,660	201,136	243,658	248,365
Total Salary and Benefits	\$207,462	\$681,660	\$974,736	\$1,180,806	\$1,203,616

6.4.4. Library Resources and Instructional Materials

The J. Frank Marsh Library is open 65.25 hours, 5 days a week during spring and fall academic sessions and extended hours during respective final weeks. It is open for 40 hours 5 days a week during the summer and winter breaks. The library offers a variety of print, audiovisual, and online materials including books, eBooks, DVDs, magazines, newspapers, academic journals, streaming educational videos, and online databases. Computers and Wi-Fi are provided for on-campus use of online resources. Library materials are selected with the University's curriculum in mind and faculty input is strongly encouraged. The general collection consists of 173,819 physical items and materials not owned by the library can be requested through a free interlibrary loan service.

There are eleven academic journal databases and an online edition of the AMA Manual of Style produced by the American Medical Association available to students, staff, and faculty both on and off-campus. These databases are available at any time, cover a multitude of disciplines, and can be used by any programs on campus. There are currently nine academic packages within the

databases subscribed to by the library specifically geared towards health sciences. These packages are EBSCO-Consumer Health Complete, Alt Health Watch, Health Source Consumer Edition, Health Source Nursing/Academic Edition, AHFS Consumer Medication Information, Consumer Health Reference eBook Collection, CINAHL Complete, MEDLINE, Sage-Health Sciences. These packages combined contain 2,889 full-text journals and magazines, 5,400 article citations, 979 reference eBooks, 2,400 full-text evidence-based health reports, 1,300 generic drug patient education sheets, and over 1,000 drug information monographs.

Library staff members provide one-on-one assistance to students, faculty, and staff. Faculty may also arrange for an instructional session either in their classroom or in the library. Instructional sessions are tailored to the needs of each individual class. Marsh Library houses the University Archive, special collections, Honors Lounge, GRIP Tutoring Center, the Concord University History Museum, and a federal repository with over one million items.

Additional resources that would be beneficial to the BSN program have been identified and include: OVID, CINAHL, JAMA, Pubmed Central, and Medline Plus. The University has budgeted \$25,000 annually to cover the estimated costs of these additional resources.

6.4.5 Support Services Requirements

The university recognizes the significant support service requirements to establish the BSN program and has sought and obtained grant funding to assist with the startup. As noted elsewhere in this document, the HEPC has awarded \$1.5 million to address these costs including contractual, supplies, furnishings, and technology. These items are further detailed below:

Simulation and Skills Lab

Concord will contract with a firm, such as CAE, to equip and setup a simulation center and education skills lab space in existing facilities on the Athens Campus. The group will support transforming existing space into a fully functioning, state of the art simulation center and nursing lab. Additionally, this contractor will train and educate faculty on all new and modern patient care simulators. Cost projected at \$525,000.

Instructional Supplies and Equipment

The program requires instructional supplies including anatomy models, simulation equipment to facilitate student training and skill development. Diagnostic equipment is also requested to develop student skills in utilizing the equipment and for diagnostic simulations. Additional requirements include, the development of patient examination rooms, didactic equipment for training nursing education students, and the outfitting of modern oral practicum (OP) learning spaces. The cost forecast for supplies and equipment is \$424,064.

Furnishings and Technology

The university has allocated \$70,000 for furnishings for classrooms and dedicated study areas including desks, tables, chairs, etc. with half of the funding for faculty space

upgrades and \$60,000 for technology equipment which includes classroom technology, faculty computers and technological equipment needed for instruction. Set up will provide the nursing education program the ability to deliver and train using telehealth technology. The cost for outfitting the learning spaces specifically designed for 21st century nursing education programs is \$130,000.

Student Success Services

Concord has targeted a number of initiatives to support student success and retention, including assigning a rural health mentor to each student upon matriculation, providing ongoing review, assessment, coaching, and remediation to ensure clinical practice skills via demonstrated competence, and preparation for licensing examinations beginning with the first nursing course.

Preparing nursing candidates for clinical practice in rural settings with an emphasis in mental health, addiction, and recovery through affiliations during the final year of the program are important features of the program. Utilizing telehealth to expand access to clinical observation, hands on mobile simulation experiences, etc. will broaden the students' experience.

As a new program, Concord will work with ATI Nursing or a similar nursing education resource to help ensure high first-time pass rates. ATI's green light program completers have a 99% first time pass rate in nursing programs across the country.

The University has significant academic resources already in place that will support students in the BSN program including academic support services offered through the Center for Academic and Career Development (CACD). These resources include drop-in tutoring for all General Education classes as well as online tutoring and services through [tutor.com](https://www.tutor.com). The [CACD](#) also offers a variety of workshops for students on time management, study skills, stress relief, career services, etc.

The University is also in the process of creating a Writing Center that will be staffed by faculty and peer tutors beginning fall 2022. Students will be able to bring drafts of papers and research projects and receive help as needed.

6.4.6 Facilities Requirements

The BSN program has significant space requirements. The university has identified space on campus, at the Preservati Center in Princeton, in the Erma Byrd Center in Beckley, and at ARH in Beckley.

The Academic Administration worked with the department chairs to identify classroom, laboratory, and office space, which will require minimal remodeling. One interior wall will be added. With the exception of the simulation spaces, which will be part of a package, the remodeling and set up of the space will be handled in house within existing budgets.

6.4.7. Operating Resource Requirements

A summary of resource requirements is included below and in Form 2, Appendix H.

Summary of Operating Costs from Form 2					
	First Year (2023)	Second Year (2024)	Third Year (2025)	Fourth Year (2026)	Fifth Year (2027)
Personnel Costs	\$207,462	\$681,660	\$974,736	\$1,180,806	\$1,203,616
Total Non-Personnel Expenses	\$762,462	\$1,215,660	\$1,547,736	\$1,879,806	\$1,902,616
Total Expense Form 2	\$1,952,426	\$1,235,660	\$1,567,736	\$1,924,806	\$1,947,616
Capital Costs included in above	\$1,189,964	\$20,000	\$20,000	\$45,000	\$45,000

Operating Resource Assumptions:

FTE Positions:

The BSN program staffing identified on FORM 2 includes a Program Director (Administrator), three instructional (3) and clinical (1) faculty, an instructional designer, and a program associate. Faculty staffing after year one reflects a student to faculty ratio of 15:1. The salaries and wages are projected to increase by 2% annually beginning in year 3. The total personnel costs for salaries and wages, stipends, and benefits are summarized below and detailed on Form 2 in Appendix I.

Operating Costs:

Expenses reflected in the worksheet include those expenses normally encountered by the instructional departments in higher education. These expenses include marketing, office expense, travel, supplies, and other related expenses. In addition, startup costs are included in year one, including significant capital equipment and contracts. The operating costs, including capital, costs are summarized below and reflected on Form 2, Appendix J.

6.4.8 Source of Operating Resources

Sources of Revenue from Form 2

The Operating Resource requirements identified in Form 2 have been supplemented by \$1.5 million in grant revenues from the state of West Virginia during year one of the project. The balance of revenues reflected in years one through five are tuition and fee revenues. With the grant revenues, the program will provide a small contribution in year one, which increases each year as the program grows. The program will yield sufficient revenues in the second through fifth years to contribute to indirect expenses.

Increase in Resources:

Startup resources reflect the \$1.5 million grant from HEPC for year one, most of which is for capital equipment. The Governor's office has tentatively discussed making grants of \$1 million per year through year five available to build the program.

Tuition and Fee revenue projections were calculated by applying the current undergraduate tuition and fee rates for both instate and out-of-state students to estimated enrollment totals from Form One. The financial projections are based on the assumptions that 90% of the students enrolled in the classes will be in-state residents and that 10% of the students enrolled will be drawn from out-of-state. Further, nursing specific revenues include nursing program fees of \$700 per semester for each nursing major enrolled.

Tuition increases of 3% are projected after the current year, i.e., year one. The following chart shows the estimated gross revenue projected for the first five years of the program.

The program is expected to generate revenues from tuition and fee revenues beginning in year two, which are sufficient to cover direct program operating costs and contribute increasing amounts of cash to help fund indirect expenses of the university.

First Year (2023)	Second Year (2024)	Third Year (2025)	Fourth Year (2026)	Fifth Year (2027)
581,774	1,250,503	1,846,512	2,483,559	2,917,489

6.5 Program Evaluation

Concord University has a regular program of assessment and evaluation for all academic programs of which the BSN will be a part. The University has established a schedule of review that ensures that each academic program is reviewed and evaluated once every 5-years as specified in WVHEPC policy. During a 5-year program review, the program must provide evidence of the: 1) program's consistency with the university's mission, 2) program's adequacy in terms of curricula, faculty qualifications, student enrollment, success of graduates, assessment of student learning, and resources, 3) program's viability as evidenced by enrollments, projected enrollments, cost effectiveness, sustainability and articulation agreements and 4) program's necessity as documented by post-graduate outcomes such as employment and advanced study in graduate or other professional programs.

The completed academic program self-study document is evaluated using an internal review process that includes review by faculty in the program, department and college, the University assessment committee, the provost, the BOG and the WVHEPC. The University assessment committee provides written feedback to the program, department chair, dean of the college, and provost. Additionally, the Director of Assessment provides an executive summary of the program and the findings to the provost. The provost shares the executive summary and a recommendation for continuance, action required, or discontinuance with the academic sub-committee of the BOG. The program review executive summary and recommendation are then shared with the full BOG for approval. Following BOG action, the program review is sent to the WVHEPC for approval or action.

The BSN program will be required to provide information on graduates' satisfaction with the program, employment data including places of employment, salary ranges, number employed in specialized areas, and the number of graduates pursuing advanced or additional degrees. The BSN program will be expected to provide a measure of employer satisfaction as well.

In addition to the five-year review process, each academic program at CU submits an annual assessment report to the University Assessment Committee. Each report follows the University's template for annual assessment reports. Each programmatic assessment report is reviewed by the Assessment Committee and returned to the academic program with feedback and recommendations. The programs are expected to use assessment data to identify strengths and weaknesses, as well as drive programmatic changes where indicated. Programs are also expected to report progress on implemented changes or recommendations from the University Assessment Committee in the next year's report.

Additionally, Concord has developed and implemented a process for assessing the General Education program by using authentic assessment instruments developed for and administered in each course in the General Education program. These assessments are mapped to the University's educational goals and provide data related to student learning. Faculty use a common rubric to score and report data from General Education assessment. The University uses *Qualtrics* to collect the data from the General Education courses offered each semester. At the end of the data collection period, the collected data is rolled into Banner so that it can be aggregated and disaggregated to inform programs.

In addition to these assessment processes and procedures, the University administers a Graduating Senior Survey each year. Every third year since 2007, freshmen and seniors complete the National Survey of Student Engagement (NSSE). The NSSE is a norm-referenced assessment of student engagement. Students enrolled in the 4-year BSN program will complete both the Graduating Senior Survey and the NSSE.

6.5.1 Evaluation Procedures

A sequential system of assessment for data analyses on student performance will be incorporated into the BSN program that includes the following:

- Admission into the BSN Program (including TEAS scores, overall GPA)
- Completion of degree requirements
- Completion of course requirements
- Benchmark demonstration of student learning based on specific programmatic assessments
- GPA
- The number of graduates completing the program
- NCLEX licensure pass rates
- Graduate and Employer Surveys

As indicated in the previous section, the BSN program will submit an annual University assessment report that includes the data indicated above, as well as a 5-year program review. The BSN program will collect, analyze, and report data on the TEAS pass rates, GPAs, graduation rates, job placement rates, NCLEX licensure pass rates, and graduate and employer satisfaction.

The BSN program must be approved by the West Virginia Board of Examiners for Registered Professional Nurses (BOE) initially and continuing thereafter. The BOE has a detailed *Nursing Education Program Evaluation Form*, which must be completed by the program prior to the initial and any future on-site or virtual visits. The Director of Nursing, in conjunction with the nursing faculty, will use these criteria to review the program and address any needs identified by the review until the BSN program receives accreditation.

Concord will affiliate with the Commission on Collegiate Nursing Education (CCNE) as a new applicant program when eligible. Under BOE rules, the University's BSN program must achieve national accreditation within five (5) years. The program administrators will conduct a self-assessment utilizing CCNE's accreditation standards as a guide. The results from this assessment will identify the program's strengths and action plans for improvement of the program.

Concord will submit an annual report to CCNE, providing statistical data and other information about the institution, nursing program(s), faculty, and students. The information submitted in the annual report is utilized to update CCNE records to help determine whether the program continues to comply with the CCNE standards and key elements.

6.5.2 Accreditation

The BSN Program will seek accreditation through the Commission on Collegiate Nursing Education (CCNE) within five (5) years. The BSN program will be evaluated using the following CCNE accreditation standards:

- Standard I - Program Quality: Mission and Governance
- Standard II - Program Quality: Institutional Commitment and Resources
- Standard III - Program Quality: Curriculum and Teaching-Learning Practices
- Standard IV - Program Effectiveness: Assessment and Achievement of Program Outcomes

6.5.2 Chart – Accreditation Standard Alignment Chart (CCNE)

Accreditation Standard I

I-A

The mission, goals, and expected program outcomes are:

**• congruent with those of the parent institution; and
• reviewed periodically and revised as appropriate.**

The BSN faculty are responsible for ensuring that the BSN outcomes are current and congruent with Concord's mission and educational goals. As part of the University's ongoing assessment program, the BSN faculty will review the program's mission and goals annually as part of the annual assessment report that each program must submit to the University Assessment Committee.

Additionally, the BSN faculty will conduct a comprehensive review every 5-years as mandated by *WVHEPC Series 10* that demonstrates the BSN's viability, adequacy, and alignment with the University's mission and goals as well as those of the accreditor.

The BSN faculty will use the results of these reviews to revise the program and curriculum as needed. Any indicated changes will follow the University's process for curricular changes and will have to be approved by the Academic Council (the University's curriculum committee) prior to implementation.

I-B

The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

The BSN Program Goals/Outcomes are taken from: *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN 2008). Students must:

- Complete a solid base in liberal education that provides the cornerstone for the practice and education of nurses.
- Demonstrate knowledge and skills in leadership, quality improvement, and patient safety that are necessary to provide high quality health care.
- Practice professional nursing that is grounded in the translation of current evidence into one's practice.
- Integrate knowledge and skills in information management and patient care technology that are critical in the delivery of quality patient care.

- Identify healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and, thereby, are important considerations in professional nursing practice.
- Demonstrate health promotion and disease prevention at the individual and population level which are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- Demonstrate professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice which are fundamental to the discipline of nursing.
- Understand and respect the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

These outcomes are aligned with the AACN standards and guidelines for professional nursing practice.

I-C

The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.

The BSN program will focus on rural health-care needs, addiction, treatment, and recovery to improve the lives of individuals in the region and is congruent with the University's mission to "improve the lives of our students and communities, through innovative teaching and learning, intellectual and creative activities, and community service and civic engagement."

The mission of Concord University's Bachelor of Science in Nursing Program (BSN) is to prepare competent, professional, compassionate nursing graduates dedicated to equitable, safe, quality, service-minded, patient-centered care and leadership throughout diverse populations to improve the lives of our students and communities across the region and beyond. The BSN programs at Concord University will prepare students for entry level nursing careers. Upon completion of the program, students will be eligible to sit for the National Council Licensure Examination for the registered nurse (NCLEX-RN).

I-D

The Concord Board of Governors has multiple policies regarding faculty responsibilities, expectations, and evaluation that apply to all faculty,

The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.

including the BSN faculty. The BOG Policies are publicly available on the CU website at <https://www.concord.edu/about/administration/board-of-governors/bog-policies.aspx>.

The CU Faculty Handbook also outlines expectations for all faculty, including BSN faculty. The Faculty Handbook will be provided to all nursing faculty/staff upon hire.

**I-E
Faculty and students participate in program governance.**

Concord University practices shared governance as outlined in the CU Faculty Handbook. The BSN Faculty will participate on various program committees for the continued development and expansion of Concord's BSN programs, to include curriculum, faculty professional development, accreditation standards, student activities, and program development. Students will have the opportunity to participate in program development via survey feedback and various club participation.

I-F

Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:
• fair and equitable;

The BSN Program will follow the University's [Board of Governor's Policies](#), as well as the academic policies and procedures as published on the [CU website](#), in the CU [Academic Catalog](#) and the [Student Handbook](#).

The Nursing Student Handbook will be displayed and accessible on the BSN webpage, on Concord University's website, as well as provided to students upon entry of the program. In addition, students will be expected to acknowledge receipt and review of the Nursing Student Handbook online in their corresponding courses through Blackboard.

Both the University and BSN policies are fair, equitable, publicly accessible, and regularly reviewed and revised as needed to ensure that all programs including the BSN are current, quality programs.

- published and accessible; and
- reviewed and revised as necessary to foster program improvement.

I-G

The program defines and reviews formal complaints according to established policies.

The University has a formal complaint process and the BSN program will follow the University's processes and procedures. These are outlined in the CU [Student Handbook](#) and will also be reflected in the Nursing Student Handbook.

I-H

Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.

All documents and publications will be updated prior to the start of the fall semester each year. Any, and all, program changes to policies and procedures will be communicated and updated in the respective handbooks for faculty and students which will be provided to faculty and students via email, Blackboard upload, as well as upon hire/entry into the program.

APPENDIX A

BSN CATALOG DESCRIPTION

☒ New Program
☐ Change Program

CATALOG DESCRIPTION

College/Department Name: College of Science, Mathematics and Health/Department of Health Sciences

Program Title Bachelor of Science in Nursing (BSN)

Submitted by Michele Holt

Date 3-17-22

CURRENT PROGRAM
DESCRIPTION

NEW PROGRAM
DESCRIPTION (Changes In **bold**)

	<p>The Department of Health Sciences offers the Bachelor of Science in Nursing (BSN) program for individuals interested in becoming a registered nurse. The BSN program offers three pathways: a traditional 4-year pre-licensure pathway for students with a high school degree, an accelerated pre-licensure program for individuals who hold a baccalaureate degree, and an RN to BSN completion program for registered nurses who have a diploma or associate degree. Graduates of Concord's BSN program will be eligible to take the National Council Licensure Examination (NCLEX-RN) for licensure in the United States.</p> <p>The traditional 4-year BSN pre-licensure program requires that students complete 120-credit hours from: 1) 40 credit hours in General Education Program 2) 15 hours in electives and pre-requisites, and 3) 65 credit hours the nursing curriculum. The general education requirements help ensure graduates have knowledge from other fields of study and professions and can adapt and apply this knowledge to professional practice as a baccalaureate generalist nurse.</p> <p>The 65-credit hour nursing curriculum will provide students with a background in nursing knowledge, theory, and research. Additionally, the curriculum will focus on both direct and indirect patient care, including individuals, families, groups, communities, and populations. Students will also complete a minimum of 600 clinical hours in health care settings during their junior and senior years.</p>
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	<p>Students must maintain an overall GPA of 3.0 or better to remain in good standing in the BSN program.</p> <p>Additionally, students must earn a “C” or better in all nursing coursework. Students who earn less than a “C” in a nursing class must repeat the course. Failure to earn at least a “C” the second time a course is repeated will result in dismissal from the BSN program.</p> <p>Students who hold a baccalaureate degree (BA/BA) and have the prerequisites (4 credit hours of biology with a lab, 4 credit hours of chemistry with a lab, 3-hour mathematics/statistics course, and 8 credit hours of anatomy and physiology including labs) will enroll in the accelerated pathway and take two years (58 hours) of nursing coursework that includes 600 clinical hours of clinical experience that will lead to the BSN. Upon successful completion of the pre-licensure BSN, graduates will be eligible to sit for the NCLEX-RN required for licensure.</p> <p>Registered nurses seeking the BSN will complete a 30-hour, online program designed to provide licensed registered nurses a pathway to earn the baccalaureate degree. The coursework will be delivered asynchronously since these individuals will be working full-time in healthcare settings. The RN-BSN is a post-licensure program and graduates will not take the NCLEX-RN.</p> <p>Students interested in the BSN program (all pathways) must first be admitted to the University (See https://www.concord.edu/admissions/undergraduate-students.aspx for specific information).</p> <p>Students in the traditional 4-year pathway will be admitted as pre-nursing students until they meet the requirements for formal admission to the nursing program including:</p> <ol style="list-style-type: none"> 1) Submission of a formal application to the nursing program; 2) Submission of scores at 70% or above on the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) pre-entrance exam;
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	<p>3) Cumulative GPA of upon completion of at least 30 hours of credit; and</p> <p>4) A grade of “C” or higher in all science and math prerequisite courses: CHEM 101, CHEM 111, BIOL 121 or 122, BIOL 335, 336, MATH 103, and MATH 105.</p> <p>Students holding a baccalaureate degree in another field from a regionally-accredited institution must apply for formal admission to the BSN program. These applicants must have completed:</p> <ul style="list-style-type: none"> • a 4-hour general biology course with a lab with a grade of “C” or better, • a 4-hour general chemistry course with a lab with a grade of “C” or better, • 8-hours of anatomy and physiology with labs and grades of “C” or better, • college algebra with a grade of “C” or better, and • statistics with a grade of “C” or better. <p>Additional admission criteria for this pathway include:</p> <ul style="list-style-type: none"> • An overall GPA of 3.0; • Formal application to the BSN program. <p>RNs interested in completing the BSN program must:</p> <ul style="list-style-type: none"> • hold a valid license and have completed a 4-hour general biology course with a lab with a grade of “C” or better, • a 4-hour general chemistry course with a lab with a grade of “C” or better, • 8-hours of anatomy and physiology with labs and grades of “C” or better, • college algebra with a grade of “C” or better, and • statistics with a grade of “C” or better as part of their first undergraduate degree, • an earned associate’s degree with an overall GPA of 3.0, and a • formal application to the BSN program.
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Concord University BSN Program Proposal

Required GPA:	Required GPA: Overall GPA of 3.0 and a grade of “C” or better in each Pre-Nursing requirement and in each Nursing course.
Comments:	Comments:

Change(s) effective with the 2022-2023 Academic Catalog.
(Changes will officially appear in print in the next applicable catalog.)

APPENDIX B

BSN CURRICULUM 4-YEAR PATHWAY

Concord University
Bachelor of Science in Nursing
Sample Curriculum Plan
 4-Year Pathway

Freshman Year

Course / Title	Credit		Course / Title	Credit
PSY 101-Introduction to Psychology (Satisfies the General Education Social and Behavioral Science Category)	3		MATH 105-Elementary Statistics	3
CHEM 101/111-General Chemistry I w/lab (Satisfies the General Education-Natural Science Category)	4		ENGL 102-Composition and Rhetoric II (Satisfies General Education-Written and Oral Communication Category)	3
ENGL 101-Composition and Rhetoric I (Satisfies General Education-Written and Oral Communication Category)	3		SOC 101-Introduction to Sociology (Satisfies General Education-Social and Behavioral Science Category)	3
MATH 103 College Algebra (Satisfies the General Education-Mathematics Category)	3		General Education-Fine Arts Category	3
H ED 304-Principles of Nutrition and Weight Management (Satisfies General Education-Physical Wellness Category)	2		BIOL 121-Foundations of Biology I and BIOL 121L OR BIOL 122-Foundations of Biology II and BIOL 122L (Satisfies General Education – Natural Science Category)	4
UNIV 100-CU Foundations	1			
	16			16

Sophomore Year

Course / Title	Credit		Course Title	Credit
BIOL 335-Human Anatomy and Physiology I	4		BIOL 336-Human Anatomy and Physiology II	4
ENGL 203 or 204-World Literature (Satisfies General Education- Literature and Humanities Category)	3		*NUR 210-Introduction to Nursing	3
General Education-Social and Behavioral Science Category (Choose SOWK 161 OR GEOG 321))	3		*NUR 212- Microbiology and Pathophysiology & NURS 212L	4
BIOL 249 Medical Terminology	3		PHIL 361-Biomedical Ethics (Satisfies General Education-Literature and Humanities Category)	3
COMM 101-Fundamentals of Speech (Satisfies General Education Written and Oral Communications Category)	3			
Program Note: Students must formally apply and be admitted to the Nursing program this semester.	16			14

Junior Year

Course / Title	Credit		Course Title	Credit
*NUR 310-Health Assessment & NUR 310L (8 weeks)	3		*NUR 322-Health and Wellness Across the Lifespan: Adult Health I & NUR 322L (8 weeks)	3
*NUR 312-Pharmacology (16 weeks)	3		*NUR 328-Nursing Clinical II (16 weeks)	3
*NUR 314-Nursing Care Fundamentals & NUR 314L (8 weeks)	3		*NUR 324-Health and Wellness Across the Lifespan: Adult Health II & NUR 324L (8 weeks)	3
*NUR 316-Community Health & NUR 316L (8 weeks)	3		*NUR 326-Nursing Trends (innovation, technology, policy, legislation, news, etc.) 8-week course	3
*NURS 318-Nursing Clinical I (16-week course)	3		*NUR 329-Rural health in WV topics including telehealth, addiction, etc. 8-week course	2
	15			14

Senior Year

Course / Title	Credit		Course Title	Credit
*NUR 412-Health and Wellness Across the Lifespan: Women, Children, and Families & NUR 412L (8-weeks)	3		*NUR 419-Health and Wellness Across the Lifespan: Mental Health (8-week course)	3
*NUR 414-Health and Wellness Across the Lifespan: Adult Acute Care & Emergency Nursing & NUR 414L (8-week course)	3		*NUR 471-Evidence-based Practice & Research II (8-week capstone)	3
*NUR 470 – Evidence-based Practice & Research I (16-week course)	3		*NUR 424-Nursing Leadership and Role Transformation & NUR 424L (8-week course)	3
*NUR 416-Nursing Clinical III (16-week course)	3		*NUR 420-Special Topic: (e.g., Pandemics in History, History of Nursing, etc.) (8-week course)	2
*NUR 418-Legal and Ethical Issues in Practice (8-weeks)	3		*NUR 426-Nursing Clinical IV (16-week course)	3
	15			14

APPENDIX C

BSN CURRICULUM BA/BS PATHWAY

Concord University
BA/BS – BSN Accelerated Program

58-Credit Hours

All general education and pre-nursing requirements must be met prior to entering the accelerated nursing program.

This program can be completed in 4 consecutive semesters.

Semester One

Semester Two

Course / Title	Credit	Course Title	Credit
*NUR 310 - Health Assessment & NUR 310L	3	*NUR 322 - Health and Wellness Across the Lifespan: Adult Health I & NUR 322L	3
*NUR 312 - Pharmacology	3	*NUR 324 - Health and Wellness Across the Lifespan: Adult Health II & NUR 224L	3
*NUR 314 – Nursing Care Fundamentals & *NUR 314L	3	*NUR 326 – Nursing Trends (innovation, technology, policy, legislation, news, etc.)	3
*NUR 316– Community Health & NUR 316L	3	*NUR 328 – Nursing Clinical	3
*NUR 318 – Nursing Clinical I	3	*NUR 329 – Rural Health in WV	2
	15		14

Semester Three

Semester Four

Course / Title	Credit	Course Title	Credit
*NUR 412 – Health and Wellness Across the Lifespan: Women, Children, and Families & 412L	3	*NUR 419 – Health and Wellness Across the Lifespan: Mental Health	3
*NUR 414 - Health and Wellness Across the Lifespan: Adult Acute Care & Emergency Nursing & NUR 414L	3	*NUR 471 - Evidence-based Practice & Research II	3
*NUR 470 – Evidence-based Practice & Research I	3	*NUR 424 – Nursing Leadership and Role Transformation & NUR 424L	3
*NUR 416 – Nursing Clinical III	3	*NUR 420 – Special Topics:	2
*NUR 418 – Legal and Ethical Issues in Practice	3	*NUR 426 – Nursing Clinical IV	3
	15		14

*Indicates new course.

APPENDIX D

BSN CURRICULUM RN to BSN PATHWAY

Concord University

Online RN-BSN Program

30 Credit Hours

Must hold a valid RN license and meet all General Education and pre-nursing program requirements prior to program entry

Course / Title	Credit	Course / Title	Credit
*NUR 311 – Nursing Assessment and Cultural Competency	3	*NUR 315 - Nursing Theory	3
*NUR 313 - Nursing Informatics & Innovation in Healthcare	3	*NUR 317 - Pandemics in History	3
	6		6

Course / Title	Credit	Course /Title	Credit
*NUR 411 - Legal & Ethical Issues in Complex Health Systems	3	*NUR 472NUR – Nursing Research I	3
*NUR 413 - Leadership and Management	3	*NUR 417 - Quality & Safety Issues in Healthcare	3
	6		6

Course Title	Credit
*NUR 460 – Rural Community Health Practicum	3
*NUR 473 – Nursing Research II	3
	6

*Indicates new courses.

Pre-Nursing Requirements include the successful completion of biology with a lab (4 credit hours), general chemistry with a lab (4 credit hours), anatomy and physiology I and II with labs (8 credit hours), and microbiology (3 credit hours).

APPENDIX E

BSN SYLLABI



The mission of Concord University is to improve the lives of our students and communities, through innovative teaching and learning, intellectual and creative activities, and community service and civic engagement. (See <https://www.concord.edu/About/History-Future.aspx> for the full mission statement.)

NUR 210: Introduction to Nursing

Semester Taught (including year): Spring 2024

Credit Hours: 3

Prerequisites: None

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course provides students with an introduction to the nursing profession exploring the history and evolution of nursing, career path options, as well as nursing education and licensure requirements. Students will also explore legal and ethical standards of the nursing profession, safety and quality indicators used in nursing, professionalism as it relates to nursing, and effective communication including handoff reporting. Students will identify personal stress management techniques and coping mechanisms. Research topics including APA, literature reviews, and steps of the research process will also be introduced.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access.

Text requirements:

Nightingale, F. (2019). *Notes on nursing*. Lippincott Williams & Wilkins.

Various. (2020). *Extraordinary nurses throughout history: In honour of Florence Nightingale*. Read Books.

Concord University Educational Goal(s) Your course should address at least one of the four (4) new University Goals and Learning Outcomes. Similar courses with different sections should have the same goal(s) and outcome(s).

1. **Knowledge/Mastery of Content** – Student will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.

4. **Personal, Civic, Cultural, and Global Competence-** Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

BSN Program Objectives;

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of healthcare systems who:

- 1) practice from a holistic, caring framework;
- 3) promote safe, quality patient care;
- 4) use clinical/critical reasoning to address simple to complex situations; and
- 10) engage in care of self in order to care for others.

Specific Learning Objectives:

By the end of the course, students will be able to:

1. Identify pivotal figures and theories in nursing and historical events in healthcare as it relates to nursing. (*Essentials 1.1*)
2. Identify and discuss career opportunities, roles, and responsibilities of the registered nurse, including the standards and scope of nursing practice.
3. Summarize requirements necessary for obtaining nurse licensure and distinguish between various educational paths in nursing.
4. Define ethical concepts and principles as it relates to safe, quality, compassionate nursing care. (*Essentials 1.1*)
5. Demonstrate the ability to complete nurse hand-off communication. (*Essentials 1.1*)
6. Explain various stress management techniques and identify healthy versus unhealthy coping mechanisms.
7. Demonstrate knowledge of APA citation guidelines and conduct literature review searches.
8. Recall the steps of the research process.

Course Requirements

Grading Policy and Scale

93-100%	A
85-92%	B
84-77%	*C
76-70%	D
69% or below	F

* Note any grade below a “C” must be repeated.

*Students must earn a “C” or better in all nursing courses and must maintain overall GPA of 3.0 or better in the nursing program to continue progression in the program.

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NUR 212: Microbiology and Pathophysiology & NUR 212L

Semester Taught (including year): Spring 2024

Credit Hours: 4

Prerequisites: CHEM 101/111

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course provides nursing students with the combined knowledge of micro-organisms to include bacteria, fungi, and viruses and their role in illness and disease as well as pathophysiology of commonly occurring disease processes by exploring etiology, physical signs and symptoms, prognosis, complications and management.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access.

Text requirements:

VanMeter, K. C., & Hubert, R. J. (2021). *Microbiology for the healthcare professional* (3rd ed.). Mosby.

McCance, K. L., Huether, S. E., & Rote, N. S. (2018). *Pathophysiology: The biologic basis for disease in adults and children*. Mosby.

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BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- promote safe, quality patient care; and
- use clinical/critical reasoning to address simple to complex situations.

Specific Learning Outcomes

By the end of the course, students will be able to:

1. Identify and define major groups of microbes and those that cause illness and disease. (*Essentials 1.1*)
2. Explain the role microbes play in health, wellness, and the environment.
3. Identify the processes, procedures, and media used in microscopic examination of microorganisms.
4. Demonstrate integration of knowledge from physical and biological sciences to Identify the etiology, clinical manifestations, management of care, and occurrence in common disease processes of diverse patient populations. (*Essentials 1.1*)
5. Demonstrate an understanding of the role genetics and the environment play as risk factors for disease development, progression, and treatment. (*Essentials 1.1*)
6. Identify common diagnostic testing and laboratory data used in the interpretation and evaluation of illness and disease.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, completing assignments, and interacting with peers on discussion board posts.

Quizzes: There will be various quizzes associated with this class.

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93-100%	A
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NUR 310: Health Assessment and NUIR 310L

Credit Hours: 3

Prerequisites: None

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: Incorporating the nursing process, this course provides students with the skills and knowledge necessary to perform comprehensive health assessments by obtaining health histories, conducting inspection, palpation, percussion, and auscultation of patients across diverse patient populations. Students will learn to distinguish between normal findings and abnormal assessment findings with additional focus on cultural diversity within patient populations. This course includes a lab component.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access.

Text requirements:

Weber, J. R., & Kelley, J. H. (2021). *Health assessment in nursing* (7th ed.). Wolters Kluwer.

Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2022). *Davis's drug guide for nurses* (8th ed.). Davis's Drug Guide for Nurses.

Ackley, B. J., Betty J. AckleyN, E., Ladwig, G. B., Ladwig, G. B., Makic, M. B., Martinez-Kratz, M., Marina Martinez-Kratz, C., & Zanotti, M. (2021). *Nursing diagnosis handbook revised reprint with 2021-2023 NANDA-I® updates* (12th ed.). Mosby.

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- practice from a holistic, caring framework;
- use clinical/critical reasoning to address simple to complex situations;
- assume accountability for one's own and delegated nursing care;
- care for patients across the health-illness continuum; and
- care for patients across the lifespan.

Specific Course Objectives:

By the end of the course, students will be able to:

1. Explain the components of the nursing process and its relevance to patient assessment.
2. Demonstrate history-taking and interviewing skills to obtain comprehensive patient health data. (*Essentials I*)
3. Demonstrate beginning level skill techniques in performing physical exams, including inspection, palpation, percussion, and auscultation.
4. Identify between normal and abnormal assessment findings.
5. Identify cultural and ethnic differences across various patient populations and their influence on performing a health assessment. (*Essentials I*)

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, completing assignments, and interacting with peers on discussion board posts.

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NUR 312: Pharmacology

Semester Taught (including year): Fall 2024

Credit Hours: 3

Prerequisites: none

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course provides students with the knowledge of major drug pharmacotherapeutic agents, their uses, effects, and action on human physiology in the treatment of illness and promotion and wellness of patients across the lifespan. Focus is placed on safe administration and monitoring effects of pharmacotherapeutic agents.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access.

Text requirements:

Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2022). *Davis's drug guide for nurses* (8th ed.). Davis's Drug Guide for Nurses.

Lilley, L. L., Collins, S. R., & Snyder, J. S. (2019). *Pharmacology and the nursing process* (9th ed.). Elsevier.

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Specific Learning Outcomes:

By the end of the course, students will be able to:

1. Classify and identify major drug pharmacotherapeutic agents, their use, effects, and action on the human body.
2. Demonstrate safe medication administration processes and procedures.
3. Solve basic nursing IV and drug dosage calculation equations for the safe administration of pharmacotherapeutic agents.
4. Identify drugs of abuse and the effects on human physiology.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, completing assignments, and interacting with peers on discussion board posts.

Quizzes: There will be various quizzes associated with this class.

Unit assessments: There will be unit assessments.

Assignments: There will be assignments for this class.

Grading Policy and Scale

93-100%	A
85-92%	B
84-77%	*C
76-70%	D
69% or below	F

*Students must earn a “C” or better in all nursing courses and must maintain overall GPA of 3.0 or better in the nursing program to continue progression in the program.

Attendance, Make-up Policy, and Late Work

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NUR 314: Nursing Care Fundamentals and NUR 314L

Semester Taught (including year): Fall 2023

Credit Hours: 3

Prerequisites: NUR 310

Co-requisite: NUR 314L

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: Incorporating the nursing process, this course provides students with knowledge of the foundations of nursing practice, including management of care, documentation, health promotion, and communication. This includes basic nursing skills and nursing care necessary for safe, quality care of patients in diverse populations. Two hours lecture, two hours lab.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access.

Text requirements:

Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2020). *Fundamentals of nursing* (10th ed.). Elsevier.

Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2022). *Davis's drug guide for nurses* (8th ed.). Davis's Drug Guide for Nurses.

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1. Knowledge/Mastery of Content – Student will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.

2. **Critical Thinking** – Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

3. **Communication** – Students will demonstrate the ability to communicate clearly and effectively.

BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- 1) practice from a holistic, caring framework;
- 2) promote safe, quality patient care;
- 3) use clinical/critical reasoning to address simple to complex situations; and
- 4) assume accountability for one's own and delegated nursing care.

Specific Learning Outcomes:

By the end of the course, the student will be able to:

1. Demonstrate basic nursing skills in the management of care for diverse patient populations across the lifespan.
2. Demonstrate therapeutic communication to patients and their caregivers.
3. Demonstrate teamwork and collaboration with members of a healthcare team.
4. Show critical thinking skills related to the management of safe patient care.
5. Demonstrate the use of various technologies for the management of information and patient care.
6. Demonstrate effective communication in documentation of nursing care.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Quizzes: There will be various quizzes associated with this class.

Unit Assessments: There will be unit assessments.

ATI assessment: There will be a benchmark assessment (TBD).

Assignments: There will be assignments for this class.

Lab Activities: There will be hands-on skills lab activities.

Grading Policy and Scale

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85-92% B

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76-70% D

**69% or
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NUR 316: Community Health and NUR 316L

Credit Hours: 3

Prerequisites: NUR 310

Co-requisite: NUR 316L

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course provides students with the skills and knowledge to care for diverse populations within the community at large. Students will learn about various community health organizations and health disparities within the United States as well as globally. Focus will be placed on the prevention of illness and promotion of health and wellness across the lifespan. This course includes a lab component. Two hours lecture, two hours lab.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access.

Text requirements:

Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2020). *Fundamentals of nursing* (10th ed.). Elsevier.

Stanhope, M., & Lancaster, J. (2016). *Public health nursing - Population-centered health care in the community* (9th ed.). Elsevier Health Sciences.

Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2022). *Davis's drug guide for nurses* (8th ed.). Davis's Drug Guide for Nurses.

Ackley, B. J., Betty J. Ackley, E., Ladwig, G. B., Ladwig, G. B., Makic, M. B., Martinez-Kratz, M., Marina Martinez-Kratz, C., & Zanoliti, M. (2021). *Nursing diagnosis handbook revised reprint with 2021-2023 NANDA-I® updates* (12th ed.). Mosby.

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3. **Communication** – Students will demonstrate the ability to communicate clearly and effectively.

4. **Personal, Civic, Cultural, and Global Competence** – Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world. (Concord University 2021-2022 Academic Catalog)

BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- 1) practice from a holistic, caring framework;
- 2) practice from an evidence base with particular focus in a rural setting;
- 3) promote safe, quality patient care;
- 4) use clinical/critical reasoning to address simple to complex situations;
- 5) care for patients across the health-illness continuum;
- 6) care for patients across the lifespan;
- 9) care for diverse populations;

Specific Learning Outcomes:

By the end of the course, students will be able to:

1. Demonstrate the nursing process in the care of diverse populations and environments within the community.
2. Explain the involvement and operation of various agencies focused on population health within the community and beyond.
3. Summarize and identify health disparities that exist within the community and globally within various healthcare systems.
4. Compare and contrast various healthcare systems that exist throughout the world.
5. Demonstrate the ability to collaborate with members of the community healthcare team to deliver safe, holistic patient-centered care.
6. Understand teaching and learning principles to deliver safe, quality, compassionate nursing care and education within the community.
7. Identify and explain the needs and services available to at-risk populations within the community.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Quizzes: There will be various quizzes associated with this class.

Unit Assessments: There will be unit assessments.

Project: There will be a project in this class on community education.

Assignments: There will be assignments for this class.

Lab Activities: There will be hands-on skills lab activities.

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NUR 318: Nursing Clinical I

Credit Hours: 3

Prerequisites: none

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course provides students hands-on experience in a clinical setting with 150 hours of clinical training. Students will interact with various members of a healthcare team and provide safe, quality, patient-centered care to diverse populations within and surrounding the community. In addition, students will acquire hands-on knowledge and skills through simulation activities.

Course Management System: Blackboard

Hardware/Software Needed: \While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs.

Text requirements:

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Hinkle, J. L., & Cheever, K. H. (2022). *Brunner and Suddarth's textbook of medical-surgical nursing* (15th ed.). Wolters Kluwer.

Ackley, B. J., Betty J. Ackley, E., Ladwig, G. B., Ladwig, G. B., Makic, M. B., Martinez-Kratz, M., Marina Martinez-Kratz, C., & Zanoliti, M. (2021). *Nursing diagnosis handbook revised reprint with 2021-2023 NANDA-I® updates* (12th ed.). Mosby.

Concord University Educational Goal(s) Your course should address at least one of the four (4) new University Goals and Learning Outcomes. Similar courses with different sections should have the same goal(s) and outcome(s).

1. **Knowledge/Mastery of Content** – Student will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.

2. **Critical Thinking** – Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

3. **Communication** – Students will demonstrate the ability to communicate clearly and effectively.

4. **Personal, Civic, Cultural, and Global Competence** – Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- 1) practice from a holistic, caring framework;
- 2) practice from an evidence base with particular focus in a rural setting;
- 3) promote safe, quality patient care;
- 4) use clinical/critical reasoning to address simple to complex situations;
- 5) assume accountability for one's own and delegated nursing care;
- 6) practice in a variety of healthcare settings;
- 7) care for patients across the health-illness continuum;
- 8) care for patients across the lifespan;
- 9) care for diverse populations; and
- 10) engage in continuous professional development.

Specific Learning Outcomes:

By the end of this course, students will be able to:

1. Demonstrate the use of various technologies used within the healthcare setting.
2. Explain the roles and responsibilities of various members of the interdisciplinary team in the healthcare setting.
3. Demonstrate basic nursing skills and utilize evidence-based practice interventions for the delivery of safe, compassionate, patient-centered nursing care.
4. Identify resources and equipment within the healthcare setting used to deliver safe, compassionate, patient-centered care.
5. Demonstrate safe delivery of care using proper safety procedures and protocols.

6. Show basic planning and delivery of patient care through integration of the nursing process using proper safety protocols.
7. Demonstrate collaboration with the interdisciplinary team to deliver safe, quality, patient-centered care.
8. Demonstrate prioritization and communication techniques to deliver and document safe, quality, compassionate, patient-centered care.
9. Demonstrate professionalism and virtues representative of the nursing profession with all patient and interdisciplinary encounters.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Assignments: There will be assignments for this class such as case studies, EMR documentation, and concept maps.

Clinical evaluation: Students will be evaluated each week on clinical performance.

SIM lab activities: There will be simulation lab activities.

Grading Policy and Scale

93-100% A

85-92% B

84-77% *C

76-70% D

**69% or
below** F

*Students must earn a “C” or better in all nursing courses and must maintain overall GPA of 3.0 or better in the nursing program to continue progression in the program.

Attendance, Make-up Policy, and Late Work

Students are **required** to attend all clinical rotations and complete all assignments including online course requirements within the timelines given by their professor/clinical instructor. Any clinical absence needs to be communicated to the professor/clinical instructor at least one hour prior to the start of clinical. Assignments turned in late are subject to a 10% penalty for each day beyond the assigned due date. This course requires 150 clinical hours. **Students may make up one missed clinical day at the discretion of the professor/clinical instructor. More than one missed clinical day will result in a failure for the course unless the University closes due to inclement weather or another unforeseen event.**

Students who are absent due to illness/inclement weather will assume full responsibility for all content covered during their absence from clinical and will be held to the same

standards of performance as that of other students. Students are expected to reach out to classmates for material and content covered in the course during their absence.

Students absent due to physical injury/hospitalization/or prolonged medical condition that prevents participation in clinical must provide documentation that they are cleared for clinical without restriction or limitation upon their return. If a student anticipates more than one absence from clinical due to physical injury/hospitalization/or prolonged medical condition that prevents participation in clinical, documentation will be required from a licensed medical professional (physician or nurse practitioner) and the student will need to be exited out of the program until which time he/she is cleared by a licensed medical professional (physician or nurse practitioner) to return to clinical without limitation or restriction. At that time, re-entry into the program will be based on space availability and course offering which will be determined and confirmed by the Director of Nursing.

Accessibility/Accommodations:

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NUR 322: Health and Wellness Across the Lifespan: Adult Health I and NUR 322L

Credit Hours: 3

Prerequisites: NUR 316

Co-requisite: NUR 322L

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course implements the nursing process to provide holistic, safe, compassionate, quality care to diverse adult populations in the healthcare setting. Topics focus on chronic conditions of adult populations in a variety of patient settings. Two hours lecture, two hours lab.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs.

Text requirements:

Hinkle, J. L., & Cheever, K. H. (2022). *Brunner and Suddarth's textbook of medical-surgical nursing* (15th ed.). Wolters Kluwer.

Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2022). *Davis's drug guide for nurses* (8th ed.). Davis's Drug Guide for Nurses.

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2. **Critical Thinking** – Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

4. Personal, Civic, Cultural, and Global Competence – Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world. (Concord University 2021-2022 Academic Catalog)

BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- 1) practice from a holistic, caring framework;
- 2) practice from an evidence base with particular focus in a rural setting;
- 3) promote safe, quality patient care;
- 4) use clinical/critical reasoning to address simple to complex situations;
- 5) assume accountability for one's own and delegated nursing care;
- 6) care for patients across the health-illness continuum;
- 7) care for patients across the lifespan; and
- 8) care for diverse population.

Specific Learning Outcomes:

By the end of this course, students will be able to:

1. Explain the etiology, pathophysiology, and management of care of various chronic health conditions of adult populations in a variety of settings.
2. Demonstrate knowledge of evidence-based practice interventions for managing and promoting health in chronic illness and disease of adults.
3. Identify concepts and organizations of quality and safety in healthcare for management of care.
4. Demonstrate knowledge of cultural competency as it relates to patient-centered nursing care.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Quizzes: There will be various quizzes associated with this class.

Unit assessments: There will be unit assessments.

ATI assessment: There will be an ATI assessment (TBD).

Assignments: There will be assignments for this class.

Lab activities: There will be hands-on skills lab activities for students to complete.

Grading Policy and Scale

93-100%	A
85-92%	B
84-77%	*C
76-70%	D
69% or below	F

*Students must earn a “C” or better in all nursing courses and must maintain overall GPA of 3.0 or better in the nursing program to continue progression in the program.

Attendance, Make-up Policy, and Late Work

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Students who are absent due to illness/inclement weather will assume full responsibility for all content covered during their absence from class and will be held to the same standards of performance as that of other students. Students are expected to reach out to classmates for material and content covered in the course during their absence.

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NUR 324: Health and Wellness Across the Lifespan: Adult Health II and NUR 324L

Credit Hours: 3

Prerequisites: NUR 322

Corequisites: NUR 324L

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course is a continuation of Adult Health I and implements the nursing process to provide holistic, safe, compassionate, quality care to diverse adult populations in the healthcare setting. Topics focus on chronic conditions of adult populations in a variety of patient settings. This course includes a lab component.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs.

Text requirements:

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Specific Learning Outcomes:

By the end of this course, students will be able to:

- 1) Explain the etiology, pathophysiology, and management of care of various chronic health conditions of adult populations in a variety of settings.
- 2) Demonstrate knowledge of evidence-based practice interventions for managing and promoting health in chronic illness and disease of adults.
- 3) Discuss concepts and organizations of quality and safety in healthcare for management of care.
- 4) Develop nursing care for culturally diverse adult populations in the healthcare setting.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Quizzes: There will be various quizzes associated with this class.

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NUR 326: Nursing Trends

Credit Hours: 3

Prerequisites: NUR 316

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course explores various trends in technology and innovation in nursing and healthcare. Additionally, students will explore governmental agencies and will look at policy and legislation trends as it relates to healthcare and nursing legislation. Students will also explore current and emerging infectious diseases within local and global communities along with preventative measures across diverse populations.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs.

Text requirements:

Buckway, A. J., & Sowerby, H. (2018). *Nursing in today's world: Trends, issues, and management* (11th ed.). Lippincott Williams & Wilkins.

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BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- 1) practice from an evidence base with particular focus in a rural setting;
- 2) promote safe, quality patient care; and
- 3) use clinical/critical reasoning to address simple to complex situation.

Specific Learning Outcomes:

By the end of this course, students will be able to:

1. Discuss emerging trends in technology and innovation in healthcare.
2. Identify branches of government and governmental agencies responsible for policy and legislation in healthcare.
3. Discuss legislative trends in healthcare as it relates to the nursing profession and patient care.
4. Identify and discuss current and emerging infectious diseases along with preventative care within the local and global community.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Quizzes: There will be various quizzes associated with this class.

Discussion board: There will be discussion board for this class.

Assignments: There will be assignments for this class.

Project: There will be a project presentation for this class.

Grading Policy and Scale

93-100%	A
85-92%	B
84-77%	*C
76-70%	D
69% or below	F

*Students must earn a “C” or better in all nursing courses and must maintain overall GPA of 3.0 or better in the nursing program to continue progression in the program.

Attendance, Make-up Policy, and Late Work

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NUR 328: Nursing Clinical II

Credit Hours: 3

Prerequisites: NUR 318

Semester Offered: Spring 2024

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course is a continuation of Nursing Clinical I and provides students hands-on experience in a clinical setting with 150 hours of clinical training. Students will interact with various members of a healthcare team and provide safe, quality, patient-centered care to diverse populations within and surrounding the community. In addition, students will acquire hands-on knowledge and skills through simulation activities.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs.

Text requirements:

Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2022). *Davis's drug guide for nurses* (8th ed.). Davis's Drug Guide for Nurses.

Hinkle, J. L., & Cheever, K. H. (2022). *Brunner and Suddarth's textbook of medical-surgical nursing* (15th ed.). Wolters Kluwer.

Ackley, B. J., Betty J. AckleyN, E., Ladwig, G. B., LadwigN, G. B., Makic, M. B., Martinez-Kratz, M., Marina Martinez-Kratz, C., & Zanotti, M. (2021). *Nursing diagnosis handbook revised reprint with 2021-2023 NANDA-I® updates* (12th ed.). Mosby.

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2. Critical Thinking – Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

3. Communication – Students will demonstrate the ability to communicate clearly and effectively.

4. Personal, Civic, Cultural, and Global Competence – Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

BSN Nursing Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- 1) practice from a holistic, caring framework;
- 2) practice from an evidence base with particular focus in a rural setting;
- 3) promote safe, quality patient care;
- 4) use clinical/critical reasoning to address simple to complex situations;
- 5) assume accountability for one's own and delegated nursing care;
- 6) practice in a variety of healthcare settings;
- 7) care for patients across the health-illness continuum;
- 8) care for patients across the lifespan;
- 9) care for diverse populations; and
- 10) engage in continuous professional development.

Specific Learning Outcomes:

By the end of this course, students will be able to:

1. Utilize various technologies within the healthcare setting.
2. Identify the roles and responsibilities of various members of the interdisciplinary team in the healthcare setting.
3. Demonstrate basic nursing skills and utilize evidence-based practice interventions for the delivery of safe, compassionate, patient-centered nursing care.
4. Utilize resources and equipment within the healthcare setting to deliver safe, compassionate, patient-centered care.
5. Demonstrate safe delivery of care using proper safety procedures and protocols.

6. Demonstrate planning and delivery of patient care through integration of the nursing process using proper safety protocols.
7. Demonstrate collaboration with the interdisciplinary team to deliver safe, quality, patient-centered care.
8. Demonstrate prioritization and communication techniques used to deliver and document safe, quality, compassionate, patient-centered care.
9. Demonstrate professionalism and virtues representative of the nursing profession with all patient and interdisciplinary encounters.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Clinical evaluation: Students will be evaluated each week on clinical performance.

SIM lab activities: There will be simulation lab activities.

Grading Policy and Scale

93-100% A

85-92% B

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76-70% D

69% or below F

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Attendance, Make-up Policy, and Late Work

Students are **required** to attend all clinical rotations and complete all assignments including online course requirements within the timelines given by their professor/clinical instructor. Any clinical absence needs to be communicated to the professor/clinical instructor at least one hour prior to the start of clinical. Assignments turned in late are subject to a 10% penalty for each day beyond the assigned due date. This course requires 150 clinical hours. **Students may make up one missed clinical day at the discretion of the professor/clinical instructor. More than one missed clinical day will result in a failure for the course unless the University closes due to inclement weather or another unforeseen event.**

Students who are absent due to illness/inclement weather will assume full responsibility for all content covered during their absence from clinical and will be held to the same standards of performance as that of other students. Students are expected to reach out to classmates for material and content covered in the course during their absence.

Students absent due to physical injury/hospitalization/or prolonged medical condition that prevents participation in clinical must provide documentation that they are cleared for clinical without restriction or limitation upon their return. If a student anticipates more than one absence from clinical due to physical injury/hospitalization/or prolonged medical condition that prevents participation in clinical, documentation will be required from a licensed medical professional (physician or nurse practitioner) and the student will need to be exited out of the program until which time he/she is cleared by a licensed medical professional (physician or nurse practitioner) to return to clinical without limitation or restriction. At that time, re-entry into the program will be based on space availability and course offering which will be determined and confirmed by the Director of Nursing.

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NUR 329: Rural Healthcare in West Virginia

Credit Hours: 2

Prerequisites: None

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course explores the challenges, needs, resources and technological trends in caring for patients in rural West Virginia. Students will examine historical roots of the people of West Virginia and historical perspectives of West Virginia communities regarding health and wellness. Students will explore resources available for rural West Virginians as well as communication techniques to foster relationships within the community.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access.

Text requirements:

Winters, C. A. (2021). *Rural nursing: Concepts, theory, and practice* (6th ed.). Springer Publishing Company.

Burns, S. S. (2007). *Bringing down the mountains: The impact of Mountaintop removal surface coal mining on southern West Virginia communities, 1970-2004*. West Virginia University.

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- use clinical/critical reasoning to address simple to complex situations;
- care for patients across the health-illness continuum;
- care for patients across the lifespan; and
- care for diverse populations.

Specific Learning Outcomes:

By the end of this course, students will be able to:

1. Identify and discuss historical roots of West Virginians with particular attention paid to the coal industry and historical attitudes and beliefs on healthcare.
2. Examine and discuss the opioid epidemic in West Virginia and identify the effects on patients, families, communities, and the healthcare system.
3. Demonstrate knowledge of the unique challenges of healthcare systems in rural West Virginia and the people they serve.
4. Identify the needs, resources, and technological trends available in rural communities with particular attention paid to rural West Virginia.
5. Demonstrate therapeutic communication techniques that foster relationships within the community.

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NUR 412: Health and Wellness Across the Lifespan: Women, Children, and Families and NUR 412L

Credit Hours: 3

Prerequisites: NUR 324

Co-requisite: NUR 412L

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course implements the nursing process to provide safe, compassionate, quality patient-centered care for women, children, and families. Focus is centered around the childbearing family and pediatric health. This course includes a lab component.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs

Text requirements:

Hinkle, J. L., & Cheever, K. H. (2022). *Brunner and Suddarth's textbook of medical-surgical nursing* (15th ed.). Wolters Kluwer.

Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2022). *Davis's drug guide for nurses* (8th ed.). Davis's Drug Guide for Nurses.

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4. Personal, Civic, Cultural, and Global Competence – Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world. (Concord University 2021-2022 Academic Catalog)

BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- practice from a holistic, caring framework;
- practice from an evidence base with particular focus in a rural setting;
- promote safe, quality patient care;
- use clinical/critical reasoning to address simple to complex situations;
- assume accountability for one's own and delegated nursing care;
- care for patients across the health-illness continuum;
- care for patients across the lifespan; and
- care for diverse populations.

Specific Learning Outcomes:

By the end of this course, students will be able to:

1. Identify and discuss the etiology, pathophysiology, and management of various conditions affecting women's health.
2. Identify and discuss the etiology, pathophysiology, and management of various illness and disease that effects mother and baby.
3. Identify the stages and physiological changes during pregnancy along with the etiology, pathophysiology, and management of care when complications arise.
4. Demonstrate an understanding of complementary and alternative medicines as it relates to the childbearing family.
5. Conduct a health history to include physical, social, behavioral, psychological, and environmental assessment to identify conditions and increased health risks of the childbearing family.
6. Identify childhood immunizations as well as etiology, pathophysiology, and management of various childhood conditions, illness, and disease.

7. Identify signs and symptoms of abuse and neglect across the lifespan, including management of care and roles and responsibilities of the registered nurse in reporting abuse.
8. Demonstrate knowledge of cultural competency as it relates to patient-centered nursing care.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Quizzes: There will be various quizzes associated with this class.

Unit assessments: There will be unit assessments.

ATI assessment: There will be an ATI assessment.

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Lab activities: There will be hands-on skills lab activities for students to complete.

Grading Policy and Scale

93-100%	A
85-92%	B
84-77%	*C
76-70%	D
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*Students must earn a “C” or better in all nursing courses and must maintain overall GPA of 3.0 or better in the nursing program to continue progression in the program.

Attendance, Make-up Policy, and Late Work

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NUR 414: Health and Wellness Across the Lifespan: Adult Acute Care and Emergency Nursing and NUR 414L

Credit Hours: 3

Prerequisites: NUR 412

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course implements the nursing process to provide safe, compassionate, quality acute care and emergency nursing care to diverse adult populations in the healthcare setting as well as within the environment. Topics focus on identification, evaluation, and care of acute illness, disease, and emergent conditions of diverse adult health populations in a variety of settings. This course has a lab component.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs.

Text requirements:

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- 9) care for diverse populations; and
- 10) engage in care of self in order to care for others.

Specific Learning Outcomes:

By the end of this course, students will be able to:

1. Explain the etiology, pathophysiology, and management of care of various acute health conditions of adult populations in a variety of settings.
2. Demonstrate knowledge of evidence-based practice interventions for managing and promoting health in acute illness and disease of adults.
3. Explain the roles and responsibilities of healthcare personnel during mass casualty events in the healthcare environment.
4. Demonstrate understanding of triage processes and protocols during mass casualty events and natural disasters.
5. Identify governmental and private sector organizations that provide assistance during mass casualty events and natural disasters.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

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NUR 416: Nursing Clinical III

Credit Hours: 3

Prerequisites: NUR 328

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course is a continuation of Nursing Clinical II and provides students with hands-on experience in a clinical setting with 150 hours of clinical training. Students will interact with various members of a healthcare team and provide safe, quality, patient-centered care to diverse populations within and surrounding the community. In addition, students will acquire hands-on knowledge and skills through simulation activities.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs.

Text requirements:

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Ackley, B. J., Betty J. AckleyN, E., Ladwig, G. B., LadwigN, G. B., Makic, M. B., Martinez-Kratz, M., Marina

Martinez-Kratz, C., & Zanotti, M. (2021). *Nursing diagnosis handbook revised reprint with 2021-2023 NANDA-I® updates* (12th ed.). Mosby.

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3. **Communication** – Students will demonstrate the ability to communicate clearly and effectively.

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- 5) assume accountability for one's own and delegated nursing care;
- 6) practice in a variety of healthcare settings;
- 7) care for patients across the health-illness continuum;
- 8) care for patients across the lifespan;
- 9) care for diverse populations; and
- 10) engage in continuous professional development.

Specific Learning Outcomes:

By the end of this course, students will be able to:

1. Utilize nursing technologies within the healthcare setting for the delivery of safe, quality, patient-centered care.
2. Identify the roles and responsibilities of various members of the interdisciplinary team in the healthcare setting.

3. Demonstrate nursing skills and utilize evidence-based practice interventions for the delivery of safe, compassionate, patient-centered nursing care.
4. Utilize resources and equipment within the healthcare setting used to deliver safe, compassionate, patient-centered care.
5. Demonstrate safe delivery of care using proper safety procedures and protocols.
6. Develop planning and delivery of patient care through integration of the nursing process using proper safety protocols.
7. Demonstrate and utilize collaboration with the interdisciplinary team to deliver safe, quality, patient-centered care.
8. Demonstrate prioritization and communication techniques necessary to deliver and document safe, quality, compassionate, patient-centered care.
9. Demonstrate professionalism and virtues representative of the nursing profession with all patient and interdisciplinary encounters.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Assignments: There will be assignments for this class such as case studies, EMR documentation, and concept maps.

Clinical evaluation: Students will be evaluated each week on clinical performance.

SIM lab activities: There will be simulation lab activities.

Grading Policy and Scale

93-100% A

85-92% B

84-77% *C

76-70% D

**69% or
below** F

*Students must earn a “C” or better in all nursing courses and must maintain overall GPA of 3.0 or better in the nursing program to continue progression in the program.

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NUR 418: Legal & Ethical Issues in Nursing Practice

Credit Hours: 3

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course explores and examines legislation and the standards of nursing care as well as ethical considerations and concepts in nursing practice and the healthcare environment.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs.

Text requirements:

Weiss, S. A., Tappen, R. M., & Grimley, K. (2019). *Essentials of nursing leadership & management* (7th ed.). F.A. Davis.

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BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- practice from an evidence base with particular focus in a rural setting;
- promote safe, quality patient care;
- use clinical/critical reasoning to address simple to complex situations;
- assume accountability for one's own and delegated nursing care;
- care for diverse populations; and
- engage in continuous professional development.

Specific Learning Outcomes:

By the end of this course, students will be able to:

1. Discuss legislation that affects patient care and the nursing profession in the healthcare environment.
2. Demonstrate knowledge of ethical issues and concepts in the delivery of safe, quality, patient-centered care.
3. Identify implications of legalities of safe patient care relating to documentation and consent.
4. Demonstrate knowledge of patient rights in the healthcare setting.
5. Explain the elements of the standards of nursing care and scope of practice set forth in the Nursing Practice Act of West Virginia.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Quizzes: There will be various quizzes associated with this class.

Discussion board: There will be discussion board for this class.

Assignments: There will be assignments for this class.

Project: There will be a project presentation for this class.

Grading Policy and Scale

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NUR 419: Health and Wellness Across the Lifespan: Mental Health

Credit Hours: 3

Prerequisites: NUR 414

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course implements the nursing process to provide safe, compassionate, quality, patient-centered care of mental health patients across the lifespan. Topics focus on emotional needs, psychosocial needs, as well as psychiatric conditions in diverse populations, with particular attention paid to the care of patients battling drug addiction.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs.

Text requirements:

Halter, M. J., & Varcarolis, E. M. (2022). *Varcarolis' foundations of psychiatric mental health nursing* (9th ed.). Elsevier Health Sciences.

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BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- 1) practice from a holistic, caring framework;
- 2) practice from an evidence base with particular focus in a rural setting;
- 3) promote safe, quality patient care;
- 4) use clinical/critical reasoning to address simple to complex situations;
- 6) practice in a variety of healthcare settings;
- 7) care for patients across the health-illness continuum;
- 8) care for patients across the lifespan;
- 9) care for diverse populations; and
- 10) engage in care of self in order to care for others.

Specific Learning Outcomes:

By the end of this course, students will be able to:

1. Explain functions of neurological anatomy in relation to physiological and psychological processes.
2. Identify the etiology, pathophysiology, and management of common mental disorders to include addiction, PTSD, depression, anxiety, schizophrenia, bipolar and obsessive-compulsive disorders.
3. Identify common pharmacotherapeutic agents, uses, effects, and action on the human body in the treatment of mental health disorders.
4. Identify therapeutic communication in management of care for mental health patients and their caregivers.
5. Demonstrate knowledge of available resources in the community for patients with mental health disorders.
6. Discuss the social and economic effects of addiction on patients, families, and the community at large.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Quizzes: There will be various quizzes associated with this class.

Unit assessments: There will be unit assessments.

Discussion board: There will be in-class/discussion board assignments for this class.

ATI assessment: There will be an ATI assessment.

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NUR 420: Special Topics

Credit Hours: 3

Prerequisites: NUR 410

Course Description/Rationale: This course is designed to broaden nursing knowledge as it relates to the nursing profession. Topics for this course will vary at the discretion of the Health Sciences Department. The special topic will be designated on the student's transcript.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs.

Text requirements: To be determined by topic.

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1. **Knowledge/Mastery of Content** – Student will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.

BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- practice from an evidence base with particular focus in a rural setting; and
- use clinical/critical reasoning to address simple to complex situations.

Specific Learning Outcomes:

1. Students will identify the components/elements of the special topic as it relates to healthcare and nursing.

2. Students will discuss the special topic and its relationship to the nursing profession.
3. Students will examine the impact the special topic has on nursing and healthcare systems.
4. Students will demonstrate knowledge of the special topic through presentation and discussion of the topic.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Quizzes: There will be various quizzes associated with this class.

Discussion board: There will be discussion board for this class.

Assignments: There will be assignments for this class.

Project: There will be a project presentation for this class.

Grading Policy and Scale

93-100% A

85-92% B

84-77% *C

76-70% D

**69% or
below** F

*Students must earn a “C” or better in all nursing courses and must maintain overall GPA of 3.0 or better in the nursing program to continue progression in the program.

Attendance, Make-up Policy, & Late Work

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Students who are absent due to illness/inclement weather will assume full responsibility for all content covered during their absence from class and will be held to the same standards of performance as that of other students. Students are expected to reach out to classmates for material and content covered in the course during their absence.

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NUR 424: Leadership and Role Transformation and NUR 424L

Semester Taught (including year): Spring 2026

Credit Hours: 3

Prerequisites: NUR 420

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course provides students the knowledge of effective leadership and management roles and application in the healthcare setting. This course prepares students to transition into the role of professional nurse and continues to develop the professional identity of the graduate nurse as an entry-level nurse in the healthcare setting. This course has a lab component.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs.

Text requirements:

Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2020). *Fundamentals of nursing* (10th ed.). Elsevier.

Weiss, S. A., Tappen, R. M., & Grimley, K. (2019). *Essentials of nursing leadership & management* (7th ed.). F.A. Davis.

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3. **Communication** – Students will demonstrate the ability to communicate clearly and effectively.

BSN Nursing Objectives:

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- promote safe, quality patient care;
- engage in care of self in order to care for others; and
- engage in continuous professional development.

Specific Learning Outcomes:

By the end of this course, students will be able to:

1. Identify and discuss leadership and management styles in the healthcare setting.
2. Discuss roles and responsibilities of management and administration in the healthcare setting.
3. Discuss professional identity, professionalism, and expectations of an entry-level graduate nurse in the healthcare setting.
4. Identify career opportunities with continuing education and resources for professional development.
5. Demonstrate the ability to construct a resume and cover letter to provide potential healthcare employers.
6. Identify databases and internet searches for employment opportunities.
7. Demonstrate the ability to participate in a formal interview utilizing a behavioral question format.
8. Identify self-care opportunities to assist in rejuvenation on a personal and professional level.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Unit Assessments: There will be unit assessments for this course.

Discussion board: There will be in-class/discussion board for this course.

Assignments: There are assignments for this course for resume writing and interviewing skills.

ATI Assessment: There will be an ATI assessment at the end of this course.

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NUR 426: Nursing Clinical IV

Credit Hours: 3

Prerequisites: NUR 416

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course is a continuation of Nursing Clinical III and provides students hands-on experience in a clinical setting with 150 hours of clinical training. Students will interact with various members of a healthcare team and provide safe, quality, patient-centered care to diverse populations within and surrounding the community. In addition, students will acquire hands-on knowledge and skills through simulation activities.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs.

Text requirements:

Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2022). *Davis's drug guide for nurses* (8th ed.). Davis's Drug Guide for Nurses.

Hinkle, J. L., & Cheever, K. H. (2022). *Brunner and Suddarth's textbook of medical-surgical nursing* (15th ed.). Wolters Kluwer.

Ackley, B. J., Betty J. AckleyN, E., Ladwig, G. B., LadwigN, G. B., Makic, M. B., Martinez-Kratz, M., Marina Martinez-Kratz, C., & Zanotti, M. (2021). *Nursing diagnosis handbook revised reprint with 2021-2023 NANDA-I® updates* (12th ed.). Mosby.

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1. **Knowledge/Mastery of Content** – Student will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.

2. **Critical Thinking** – Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

3. **Communication** – Students will demonstrate the ability to communicate clearly and effectively.

4. **Personal, Civic, Cultural, and Global Competence** – Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

BSN Nursing Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- practice from a holistic, caring framework;
- practice from an evidence base with particular focus in a rural setting;
- promote safe, quality patient care;
- use clinical/critical reasoning to address simple to complex situations;
- assume accountability for one's own and delegated nursing care;
- practice in a variety of healthcare settings;
- care for patients across the health-illness continuum;
- care for patients across the lifespan;
- care for diverse populations; and
- engage in continuous professional development.

Specific Learning Outcomes:

By the end of this course, students will be able to:

1. Utilize technologies within the healthcare setting.
2. Identify the roles and responsibilities of various members of the interdisciplinary team in the healthcare setting.
3. Demonstrate nursing skills and utilize evidence-based practice interventions for the delivery of safe, compassionate, patient-centered nursing care.
4. Utilize resources and equipment within the healthcare setting used to deliver safe, compassionate, patient-centered care.
5. Demonstrate safe delivery of care using proper safety procedures and protocols.
6. Develop planning and delivery of patient care through integration of the nursing process using proper safety protocols.
7. Utilize collaboration with the interdisciplinary team to deliver safe, quality, patient-centered care.
8. Determine prioritization and communication techniques necessary for delivery of safe, quality, compassionate, patient-centered care.
9. Demonstrate professionalism and virtues representative of the nursing profession with all patient and interdisciplinary encounters.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Assignments: There will be assignments for this class such as case studies, EMR documentation, and concept maps.

Clinical evaluation: Students will be evaluated each week on clinical performance.

SIM lab activities: There will be simulation lab activities.

Grading Policy and Scale

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Students are **required** to attend all clinical rotations and complete all assignments including online course requirements within the timelines given by their professor/clinical instructor. Any clinical absence needs to be communicated to the professor/clinical instructor at least one hour prior to the start of clinical. Assignments turned in late are subject to a 10% penalty for each day beyond the assigned due date. This course requires 150 clinical hours. **Students may make up one missed clinical day at the discretion of the professor/clinical instructor. More than one missed clinical day will result in a failure for the course unless the University closes due to inclement weather or another unforeseen event.**

Students who are absent due to illness/inclement weather will assume full responsibility for all content covered during their absence from clinical and will be held to the same standards of performance as that of other students. Students are expected to reach out to classmates for material and content covered in the course during their absence.

Students absent due to physical injury/hospitalization/or prolonged medical condition that prevents participation in clinical must provide documentation that they are cleared for clinical without restriction or limitation upon their return. If a student anticipates more than one absence from clinical due to physical injury/hospitalization/or prolonged medical condition that prevents participation in clinical, documentation will be required from a licensed medical professional (physician or nurse practitioner) and the student will need to be exited out of the program until

which time he/she is cleared by a licensed medical professional (physician or nurse practitioner) to return to clinical without limitation or restriction. At that time, re-entry into the program will be based on space availability and course offering which will be determined and confirmed by the Director of Nursing.

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NUR 470: Evidence-Based Practice and Research I

Credit Hours: 3

Prerequisites: NUR 324

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course is an introduction to evidence-based practice and research. Topics cover evidence-based practices and reliability and validity of evidence sources. Students will explore the steps of the research process and citation techniques in APA style will be reinforced. Students will also explore quality improvement topic trends in healthcare.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs

Text requirements: Cullen, L., Hanrahan, K., Farrington, M., DeBerg, J., Tucker, S., & Kleiber, C. (2017). *Evidence-based practice in action: Comprehensive strategies, tools, and tips from the University of Iowa hospitals and clinics*. Sigma Theta Tau.

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2. **Critical Thinking** – Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.
3. **Communication** – Students will demonstrate the ability to communicate clearly and effectively.

BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- practice from an evidence base with particular focus in a rural setting;
- promote safe, quality patient care;
- use clinical/critical reasoning to address simple to complex situations; and
- practice in a variety of healthcare settings.

Specific Learning Outcomes

1. Students will identify and summarize steps of the research process.
2. Students will demonstrate knowledge of legal and ethical standards in research.
3. Students will demonstrate the use of PICOT (problem/population, intervention, comparison, outcome, time) as a search strategy for use in evidence-based practice research.
4. Students will conduct a literature review search using reliable database and internet sources.
5. Students will identify and discuss various study designs and frameworks used in research.
6. Students will explain quality improvement initiatives in the healthcare setting along with tools and measures used in evidence-based research.
7. Students will create a reference list in APA format.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

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93-100% A

85-92% B

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76-70% D

**69% or
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*Students must earn a “C” or better in all nursing courses and must maintain overall GPA of 3.0 or better in the nursing program to continue progression in the program.

Attendance, Make-up Policy, and Late Work

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Students who are absent due to illness/inclement weather will assume full responsibility for all content covered during their absence from class and will be held to the same standards of performance as that of other students. Students are expected to reach out to classmates for material and content covered in the course during their absence.

Accessibility/Accommodations:

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NUR 471: Evidence-Based Practice and Research II

Credit Hours: 3

Prerequisites: NUR 470

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course builds on topics from EBPR I. Students will apply the skills and knowledge learned from EBP I to develop quality improvement research to help facilitate performance improvement utilizing effective project management skills. Students will present a Capstone project at the completion of this course.

Course Management System: Blackboard

Hardware/Software Needed: While this course is face-to-face, students must have access to a computer with reliable internet access. Students will also need to access Assessment Technologies Institute (ATI), a complementary platform for nursing programs

Text requirements: Cullen, L., Hanrahan, K., Farrington, M., DeBerg, J., Tucker, S., & Kleiber, C. (2017). *Evidence-based practice in action: Comprehensive strategies, tools, and tips from the University of Iowa hospitals and clinics*. Sigma Theta Tau.

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NUR 311: Nursing Assessment and Cultural competency

Semester Taught: Fall 2023

Credit Hours: 3

Prerequisites: none

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: Incorporating the nursing process, this course provides nurses with the knowledge necessary to enhance health assessment skills through obtaining comprehensive health histories, conducting inspection, palpation, percussion, and auscultation of patients across diverse patient populations and developing individualized plans of care for diverse populations. Students will combine their current nursing skills to distinguish between normal and abnormal assessment findings with additional focus on cultural diversity within patient populations. Students will complete a 45-hour practicum as part of the requirements for this class.

Course Management System: Blackboard

Hardware/Software Needed: This course is online. Students must have access to a computer with reliable internet access.

Text requirements:

Weber, J. R., & Kelley, J. H. (2021). *Health assessment in nursing* (7th ed.). Wolters Kluwer.

Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2022). *Davis's drug guide for nurses* (8th ed.). Davis's Drug Guide for Nurses.

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3. **Communication** – Students will demonstrate the ability to communicate clearly and effectively.

4. **Personal, Civic, Cultural, and Global Competence** – Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- 1) practice from a holistic, caring framework;
- 2) practice from an evidence base with particular focus in a rural setting;
- 3) promote safe, quality patient care;
- 4) use clinical/critical reasoning to address simple to complex situations;
- 5) assume accountability for one's own and delegated nursing care;
- 6) practice in a variety of healthcare settings;
- 7) care for patients across the health-illness continuum;
- 8) care for patients across the lifespan; and
- 9) care for diverse populations.

Specific Learning Outcomes

- 1) Students will explain the components of the nursing process and its relevance to patient assessment.
- 2) Students will demonstrate history-taking and interviewing skills to obtain comprehensive patient health data.
- 3) Students will demonstrate beginning level skill techniques in performing physical exams, including inspection, palpation, percussion, and auscultation.
- 4) Students will identify between normal and abnormal assessment findings.
- 5) Students will identify cultural and ethnic differences across various patient populations and their influence on performing a health assessment.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, completing assignments, and interacting with peers on discussion board posts.

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Lab activities: There will skills lab activities for students to complete.

Project: There will be a project for this course.

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NUR 313: Nursing Informatics and Innovation in Healthcare

Credit Hours: 3

Prerequisites: None

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course provides nursing students integrated knowledge of nursing, computer, and information science, technology, and innovation in healthcare.

Course Management System: Blackboard

Hardware/Software Needed: This course is online. Students must have access to a computer with reliable internet access.

Text requirements:

McGonigle, D., & Mastrian, K. (2021). *Nursing informatics and the foundation of knowledge* (5th ed.). Jones & Bartlett Publishers.

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2. **Critical Thinking** – Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- practice from an evidence base with particular focus in a rural setting;
- promote safe, quality patient care;

- use clinical/critical reasoning to address simple to complex situations; and
- practice in a variety of healthcare settings.

Specific Learning Outcomes

1. Students will be able to discuss the role of the registered nurse in information technology.
2. Students will be able to demonstrate knowledge of healthcare technology, concepts, systems, and innovation in healthcare systems.
3. Students will be able to demonstrate understanding of design and impact of technologies on healthcare systems.
4. Students will be able to identify ethical and legal issues that affect information technology, computer sciences, and safe patient care in the healthcare setting.
5. Students will be able to utilize presentation software technologies for education purposes in the healthcare setting.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful in this online course. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

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NUR 315: Nursing Theory

Credit Hours: 3

Prerequisites: None

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course examines philosophical and theoretical foundations of the nursing profession. Students will explore nursing theorists and evaluate and analyze their contributions to nursing in relation to various nursing roles in the healthcare setting.

Course Management System: Blackboard

Hardware/Software Needed: This course is online. Students must have access to a computer with reliable internet access.

Text requirements:

Smith, M. C. (2019). *Nursing theories and nursing practice* (5th ed.). F.A. Davis

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3. **Communication** – Students will demonstrate the ability to communicate clearly and effectively.

BSN Program Objectives:

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- 1) practice from a holistic, caring framework;
- 2) practice from an evidence base with particular focus in a rural setting;
- 3) promote safe, quality patient care; and
- 4) use clinical/critical reasoning to address simple to complex situations.

Specific Learning Outcomes

1. Students will be able to identify and define major categories of nursing theories and their purpose in the nursing profession and patient care.
2. Students will be able to demonstrate knowledge of major historical and current nursing theorists and their theories that shape the nursing profession and patient care.
3. Students will be able to discuss and utilize philosophical foundations for nursing theory in nursing practice and research.
4. Students will be able to evaluate nursing theories and their use in nursing practice and research.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful in this online course. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

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NUR 317 – Pandemics in History

Credit Hours: 3

Course Description/Rationale: This course examines pandemics throughout history and resulting innovations, processes and procedures in healthcare. Students will examine human behavior in societies at various points in time to include considerations of social, cultural, religious, and economic complexities.

Course Management System: Blackboard

Hardware/Software Needed: This course is online. Student must have access to a computer with reliable internet access.

Text requirements: Harper, K. (2021). *Plagues upon the earth: Disease and the course of human history*. Princeton, NJ: Princeton University Press.

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Specific Learning Outcomes

1. Students will identify the components/elements of the special topic as it relates to healthcare and nursing.
2. Students will discuss the special topic and its relationship to the nursing profession.
3. Students will examine the impact the special topic has on nursing and healthcare systems.
4. Students will demonstrate knowledge of the special topic through presentation and discussion of the topic.

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NUR 411: Legal & Ethical Issues in Complex Health Systems

Credit Hours: 3

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course explores and examines legislation as it relates to nursing care as well as ethical considerations and concepts in nursing practice and the healthcare environment.

Course Management System: Blackboard

Hardware/Software Needed: This course is online. Students must have access to a computer with reliable internet access.

Text requirements:

Huston, C. (2018). *Professional issues in nursing: Challenges and opportunities* (5th ed.).

Lippincott Williams & Wilkins.

Weiss, S. A., Tappen, R. M., & Grimley, K. (2019). *Essentials of nursing leadership & management* (7th ed.). F.A. Davis.

Concord University Educational Goal(s) Your course should address at least one of the four (4) new University Goals and Learning Outcomes. Similar courses with different sections should have the same goal(s) and outcome(s).

1. **Knowledge/Mastery of Content** – Student will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.
2. **Critical Thinking** – Student will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.
3. **Communication** – Students will demonstrate the ability to communicate clearly and effectively.
4. **Personal, Civic, Cultural, and Global Competence** – Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- practice from a holistic, caring framework;
- practice from an evidence base with particular focus in a rural setting;
- promote safe, quality patient care;
- use clinical/critical reasoning to address simple to complex situations;
- assume accountability for one's own and delegated nursing care; and
- engage in continuous professional development.

Specific Learning Outcomes

1. Students will discuss legislation that affects patient care and the nursing profession in the healthcare environment.
2. Students will demonstrate knowledge of ethical issues and concepts in the delivery of safe, quality, patient-centered care.
3. Students will identify implications of legalities of safe patient care relating to documentation and consent.
4. Students will demonstrate knowledge of patient rights in the healthcare setting.
5. Students will explain the elements of the standards of nursing care and scope of practice set forth in the Nursing Practice Act of West Virginia.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Quizzes: There will be various quizzes associated with this class.

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Grading Policy and Scale

93-100% A

85-92% B

84-77% *C

76-70% D

**69% or F
below**

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NUR 413: Leadership and Management

Credit Hours: 3

Prerequisites: None

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course provides students with the knowledge of effective leadership and management roles and application in the healthcare setting. Areas of focus will include leadership styles, interdisciplinary communication and collaboration, prioritization, crucial conversations, and interpretation with evaluation of healthcare management metrics.

Course Management System: Blackboard

Hardware/Software Needed: This course is online. Students must have access to a computer with reliable internet access.

Text requirements:

Weiss, S. A., Tappen, R. M., & Grimley, K. (2019). *Essentials of nursing leadership & management* (7th ed.). F.A. Davis.

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BSN Program Objectives:

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- promote safe, quality patient care;
- use clinical/critical reasoning to address simple to complex situations;

- assume accountability for one's own and delegated nursing care;
- engage in care of self in order to care for others; and
- engage in continuous professional development.

Specific Learning Outcomes

1. Students will be able to identify and discuss leadership and management styles in the healthcare setting.
2. Students will be able to demonstrate knowledge of leadership and management principles in the healthcare setting.
3. Students will be able to discuss roles and responsibilities of management and administration in healthcare.
4. Students will be able to identify sociopolitical, economic, and regulatory processes that impact healthcare delivery systems.
5. Students will be able to identify and discuss components of organizational structure and culture in the healthcare setting.
6. Students will be able to demonstrate knowledge of human resource management in relation to recruitment and retention activities of healthcare organizations.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful in this online course. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

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NUR 417: Quality and Safety Issues in Healthcare

Credit Hours: 3

Prerequisites: None

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: In this course, students will explore, examine, and interpret quality and safety tools and measures in the healthcare setting. Topics will focus on risk management, medication safety, patient safety, and safety in the healthcare environment.

Course Management System: Blackboard

Hardware/Software Needed: This course is online. Students must have access to a computer with reliable internet access.

Text requirements:

Dlugacz, Y. D. (2017). *Introduction to health care quality: Theory, methods, and tools*. John Wiley & Sons.

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Specific Learning Outcomes

1. Students will be able to discuss what quality and safety mean in relation to healthcare systems and the patients they serve.
2. Students will be able to demonstrate knowledge of technology, processes, and procedures that drive quality and safety in the healthcare setting.
3. Students will be able to identify various quality and safety initiatives in the healthcare setting.
4. Students will be able to explore quality and safety issues in healthcare systems within the US and abroad.
5. Students will be able to identify organizations dedicated to patient quality and safety and resources available for healthcare workers and systems.
6. Students will be able to demonstrate knowledge of the steps, models, frameworks, tools, and measures for initiating a quality improvement project in the healthcare setting.
7. Students will be able to identify and interpret quality and safety outcomes used in the healthcare setting for performance improvement.

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NUR 460: Rural Community Health Practicum

Credit Hours: 3

Prerequisites: None

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course provides students with the knowledge to care for diverse populations within rural communities. Students will learn about community health organizations and health disparity risk factors in rural communities as well as the needs, services, and technology available for rural populations. Focus will be placed on the prevention of illness and promotion of health and wellness across the lifespan. Students will be expected to complete a 45-hour practicum in a rural healthcare setting.

Course Management System: Blackboard

Hardware/Software Needed: This course is online. Students must have access to a computer with reliable internet access.

Text requirements:

Winters, C. A. (2021). *Rural nursing: Concepts, theory, and practice* (6th ed.). Springer Publishing Company.

Concord University Educational Goal(s) Your course should address at least one of the four (4) new University Goals and Learning Outcomes. Similar courses with different sections should have the same goal(s) and outcome(s).

1. **Knowledge/Mastery of Content** – Student will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.
3. **Communication** – Students will demonstrate the ability to communicate clearly and effectively.
4. **Personal, Civic, Cultural, and Global Competence** – Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world. (Concord University 2021-2022 Academic Catalog)

BSN Program Objectives:

The BSN program will prepare generalist nurses at the baccalaureate level to work in a variety of complex healthcare systems who:

- 1) practice from a holistic, caring framework;
- 2) practice from an evidence base with particular focus in a rural setting;
- 3) promote safe, quality patient care;
- 4) use clinical/critical reasoning to address simple to complex situations;
- 5) assume accountability for one's own and delegated nursing care;
- 6) practice in a variety of healthcare settings;
- 7) care for patients across the health-illness continuum;
- 8) care for patients across the lifespan; and
- 9) care for diverse populations.

Specific Learning Outcomes:

1. Students will be able to demonstrate knowledge of the nursing process in the care of diverse populations and environments within the rural community.
2. Students will be able to examine the involvement and operation of various agencies focused on population health within rural communities.
3. Students will be able to examine and identify health disparities based on economic and geographical locations within rural American and global communities.
4. Students will be able to compare and contrast various healthcare systems that exist within the global community.
5. Students will be able to combine knowledge of teaching and learning principles to deliver safe, quality, compassionate nursing care and education within rural communities.
6. Students will be able to examine the needs, services, and technology available to populations within rural communities, including access to emergency services including mass casualty and natural disaster events.
7. Students will be able to demonstrate an understanding of the role and beliefs of diverse populations in relation to complementary and alternative medicine in healthcare.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

Quizzes: There will be various quizzes associated with this class.

Discussion board: There will be discussion board for this class.

Project: There will be a project presentation for this class.

Assignments: There will be assignments for this class

Practicum: There will be a 45-hour practicum associated with this class (windshield survey/community hours).

Grading Policy and Scale

93-100% A

85-92% B

84-77% *C

76-70% D

**69% or
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NUR 472: Nursing Research I

Credit Hours: 3

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course is an introduction to evidence-based research. Topics cover evidence-based practices as well as the tools and measures used in quality improvement initiatives to improve the delivery of patient care. Steps of the research process and citation techniques in APA style will be reinforced.

Course Management System: Blackboard

Hardware/Software Needed: This course is online. Students must have access to a computer with reliable internet access.

Text requirements:

Cullen, L., Hanrahan, K., Farrington, M., DeBerg, J., Tucker, S., & Kleiber, C.
(2017). Evidence-based practice in action: Comprehensive strategies, tools, and tips from the University of Iowa hospitals and clinics. Sigma Theta Tau.

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BSN Program Objectives:

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- 4) use clinical/critical reasoning to address simple to complex situations;
- 5) assume accountability for one's own and delegated nursing care; and
- 6) engage in continuous professional development.

Specific Learning Outcomes

1. Students will discuss legislation that affects patient care and the nursing profession in the healthcare environment.
2. Students will demonstrate knowledge of ethical issues and concepts in the delivery of safe, quality, patient-centered care.
3. Students will identify implications of legalities of safe patient care relating to documentation and consent.
4. Students will demonstrate knowledge of patient rights in the healthcare setting.
5. Students will explain the elements of the standards of nursing care and scope of practice set forth in the Nursing Practice Act of West Virginia.

Course Requirements: This is a rigorous nursing program and students need to have good time management, discipline, and be self-motivated to be successful. Expect to spend 6-9 hours per week outside of class reading, studying, and completing assignments.

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NUR 473: Nursing Research II

Credit Hours: 3

Prerequisites: None

College/Department Website: [Department of Health Sciences](#)

Course Description/Rationale: This course is a continuation of Nursing Research I. Students will apply the skills and knowledge learned from Nursing Research I to develop quality improvement research to facilitate performance improvement utilizing effective project management skills. Students will present a Capstone project at the completion of this course.

Course Management System: Blackboard

Hardware/Software Needed: This course is online. Students must have access to a computer with reliable internet access.

Text requirements:

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- promote safe, quality patient care;
- use clinical/critical reasoning to address simple to complex situations; and
- practice in a variety of healthcare settings.

Specific Learning Outcomes

1. Utilize the steps of the research process.
2. Examine quality improvement initiatives in the healthcare setting and utilize technology, tools and measures for use in evidence-based research.
3. Construct a PICOT question (problem/population, intervention, comparison, outcome, time) as a search strategy for use in evidence-based practice research.
4. Conduct a literature review search using reliable sources.
5. Identify research designs, methods, and frameworks for use in evidence-based research.
6. Construct a reference list in APA format.

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The [Student Health Center](#) provides students with basic level medical care for acute minor illness or injury on a walk-in basis. The Student Health Center is located on the first floor of Wooddell Hall. The center is open Monday through Thursday from 8:30 to 2:30 PM and Friday from 8:30 to 12:00 PM. The Student Health Center may be reached at 304-384-6355.

Mental Health Resources

Concord University recognizes that being a student can be stressful at times for a number of reasons some of which may be related to the challenge of balancing your role as a student with other facets in your life. There are a number of resources to help you cope if you find that you are overwhelmed. The first is the [CU Counseling Center](#) which is located on the third floor of the Jerry and Jean Beasley Student Center on the Athens Campus. The center is staffed by licensed mental health professionals, graduate students, and student employees. Appointments are available Monday through Friday from 8:00 AM – 4:00 PM. Appointments at the Erma Byrd Higher Education Center in Beckley may be made by arrangement. Students may call the counseling center at 304-384-5290 or by email at counseling@concord.edu. Telehealth counseling is also available via a secure HIPAA/FERPA compliant platform for students residing in the state of West Virginia. Counseling services are free of charge at this time.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the [Concord University Counseling Center](#) (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or <https://www.concord.edu/Student-Life/Title-IX.aspx>. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You can find additional information at <https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx>.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous (for example):

Sources of Help

Glossary of Terms

Related Research/Professional Organizations

APPENDIX F

BSN PROGRESSION SHEET WITH GENERAL EDUCATION REQUIREMENTS

Concord University Bachelor of Science in Nursing

Name _____

120 Semester hours minimum for graduation with a 2.00 average overall
56 hours from a four-year institution

2022-2023 Catalog

Course	Title	HRS	GR	QP
Written and Oral Communications (9 credit hours) Select one course from BGEN 205 or COMM 101				
ENGL 101	Composition & Rhetoric I	3		
ENGL 102	Composition & Rhetoric II	3		
COMM 101	Fundamentals of Business Communication Or Fundamentals of Speech	3		See Major
Literature and Humanities (6 credit hours) Select one (1) course from Literature and one (1) course from History and Philosophy. *May be repeated for 3 credit hours.				
	ENGL 203 or 204	3		
	HIST 101, 102, 203, 204, PHIL 101, 308, 316, or 361	3		See Major
Fine Arts- (3 credit hours) Select one (1) course from the following:				
	ART 101, 103, 105, 106, 204, 205, 216, 303, 304, 308, MUS 101, *451, *453A, or THEA 102	3		
Social and Behavioral Sciences (9 credit hours) Select one (1) course from three different categories.				
	Category 1 - Business and Professional Studies	3		See Major
	BGEN 105, ECON 203, ECON 204, FIN 200, HSP 100 or SOWK 161	3		See Major
	Category 2 - Geography	3		See Major
	GEOG 101 or 321	3		
	Category 3 - Political Science			
	POSC 101, 104, or 202			
	Category 4 - Psychology			
	PSY 101 or 200			
	Category 5 - Sociology			
	SOC 101, 201, or 301			
Natural Sciences (7-8 credit hours) Select one (1) course from two different categories.				
	Category 1-Biological Science	4		See Major
	BIOL 101, 102, 121, or 122	4		See Major
	Category 2-Earth & Space Science	4		See Major
	GEOG 101, GEOL 140 or 150, GEOG 200, PHSC 104, or PHYS 105			
	Category 3-Physical Science			
	CHEM 100, CHEM 101/111, PHSC 103, PHYS 101, or PHYS 201			
Mathematics (3 credit hours) Select one (1) Mathematics course numbered 100 or higher.				
MATH 103	College Algebra	3		See Major
Physical Wellness (2 credit hours) Select one or more courses listed below for a total of at least two hours.				
HED 304	HED 120, 304, PED 101M, 117 or 118	2		See Major
Modern/Classical Language -- (Optional 6 credit hours) Select two courses within the same Modern/Classical Language for substitution purposes.				
	May not substitute Modern Language for ENGL 101, ENGL 102, the 3 hour Mathematics requirement or the 4-hour lab science requirement.			

Pre-Nursing Program Requirements (42 credit hours)				
COMM 101	Fundamentals of Speech			3
BIOL 121/121L or BIOL 122/122L	Foundations of Biology I/Lab or Foundations of Biology II/Lab			4
BIOL 249	Medical Terminology			3
BIOL 335	Human Anatomy & Physiology I			4
BIOL 336	Human Anatomy & Physiology II			4
CHEM 101	General Chemistry I			3
CHEM 111	General Chemistry I Lab			1
GEOG 321 or SOWK 161	Cultural Anthropology or Introduction to Social Work			3
HED 304	Principles of Nutrition & Weight Management			2
MATH 103	College Algebra			3
MATH 105	Elementary Statistics			3
PHIL 361	Biomedical Ethics			3
PSY 101	Introduction to Psychology			3
SOC 101	Introduction to Sociology			3
Nursing Curriculum (65 credit hours)				
*NUR 210	Introduction to Nursing			3
*NUR 212	Microbiology & Pathophysiology			4
*NUR 212L	Microbiology & Pathophysiology			0
*NUR 310	Health Assessment			3
*NUR 310L	Health Assessment Lab			0
*NUR 312	Pharmacology			3
*NUR 314	Nursing Care Fundamentals			3
*NUR 314L	Nursing Care Fundamentals Lab			0
*NUR 316	Community Health			3
*NUR 316L	Community Health Lab			0
*NUR 318	Nursing Clinical I			3
*NUR 322	Health & Wellness Across the Lifespan: Adult Health I			3
*NUR 322L	Wellness Across the Lifespan: Adult Health I Lab			0
*NUR 324	Health & Wellness Across the Lifespan: Adult Health II			3
*NUR 324L	Health & Wellness Across the Lifespan: Adult Health II Lab			0
*NUR 326	Nursing Trends			3

**Concord University
Bachelor of Science in Nursing**

*NUR 328	Nursing Clinical II			3
*NUR 329	Rural Health in WV			2
*NUR 470	Evidence-based Practice & Research I			3
*NUR 412	Health & Wellness Across the Lifespan: Women, Children, & Families			3
*NUR 412L	Health & Wellness Across the Lifespan: Women, Children, & Families Lab			0
*NUR 414	Health & Wellness Across the Lifespan: Adult Acute Care & Emergency Nursing			3
*NUR 414L	Health & Wellness Across the Lifespan: Adult Acute Care & Emergency Nursing Lab			0
*NUR 416	Nursing Clinical III			3
*NUR 418	Legal and Ethical Issues in Practice			3
*NUR 419	Health & Wellness Across the Lifespan: Mental Health			3
*NUR 420	Special Topics in Nursing			2
*NUR 471	Evidence-based Practice & Research II			3
*NUR 424	Nursing Leadership & Role Transformation			3
*NUR 424L	Nursing Leadership & Role Transformation			0
*NUR 426	Nursing Clinical IV			3

TOTAL MINIMUM REQUIRED CREDITS: 120
GENERAL EDUCATION CREDITS: 39-41
ELECTIVE CREDITS: 0

**Indicates new courses.*

***Math 103 and/or Math 104 will be waived for those students establishing "equivalent proficiency" as defined by the Department of Mathematics and Computer Science.*

****A minimum 3.0 cumulative GPA required to be admitted into the Nursing Program.*

RESIDENCE CREDIT:

36 hours at Concord

16 of last 32 hours at Concord

REVISED 03/10/2022

APPENDIX G

Form 1

FORM 1

FORM 1

FIVE-YEAR PROJECTION OF PROGRAM SIZE

Page 1 of
1

	First Year (2023)	Second Year (2024)	Third Year (2025)	Fourth Year (2026)	Fifth Year (2027)
Number of Students Served through course offerings of the Program:					
Headcount:	71	130	218	282	321
FTE:	57	104	174	226	257
Number of student credit hours generated by courses with the program (entire academic year):	2130	3900	6540	8460	9630
Number of Majors:					
Headcount:	35	67	133	166	197
FTE Majors:	28	54	106	133	158
Number of student credit hours generated by majors in the program (entire academic year):	1,050	2,010	3,990	4,980	5,910
Number of degrees to be granted (annual total):	0	0	29	29	29

Assumptions

Credit hours = 15 per semester per
headcount

one pre-nursing cohort of 40 / year increasing to 80 in
year three

one nursing class of 35 / year (30 traditional + 5 non-traditional: 5 RN to BSN + 2 career changers)

Assumptions

- 1 Headcount = total of fall and spring student enrollment. Disregard duplicated names between the semesters.*
- 2 All enrollment for year one is counted the same regardless of the type of student, i.e. traditional, etc.*
- 3 Billable credit hours are based on 12 credit hours per semester, 24 per year and are used for revenue calculations.*
- 4 Annualized FTE is based on 15 credit hours per semester, 30 hours per year and are used in the above calculations.*
- 5 Retention rate adjustments have reduced enrollment between the semesters (10%) and between the years (as noted in work sheet.).*
- 6 Year one has 40 transfers-in or previously enrolled CU students that have completed some of the general study or science courses. New student of 35 is added to the spring semester. New student enrollment was increased from 40 to 80 beginning in the fall of year three.*

APPENDIX H

Form 2

FORM 2

Form 2

Page 1 of 2

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS

	½-year First Year (2023)	Second Year (2024)	Third Year (2025)	Fourth Year (2026)	Fifth Year (2027)
A. FTE POSITIONS					
Administrators	1	1	1	1	1
Full-time Faculty	4	4	7	9	9
Adjunct Faculty	0	2	2	2	2
Graduate Assistants	0	0	0	0	0
Other Personnel:					
a. Clerical Workers	1	1	1	1	1
b. Professionals	1	1	1	1	1
Total	7	9	12	14	14

Note: include percentage of time of current personnel: Not Applicable; no current personnel 0%

**B. OPERATING COSTS
(Appropriated Funds Only)**

Personnel Services:	½ year				
a. Administrators	74,500	125,000	127,500	130,050	132,651
b. Full-time Faculty	98,610	300,000	525,300	681,462	695,091
c. Adjunct Faculty	-	6,000	9,000	12,000	12,000
d. Graduate assistants	-	-	-	-	-

Concord University BSN Program Proposal

Stipends/Overloads	-	20,000	20,000	20,000	20,000
Non-Academic Personnel					
Clerical Workers	18,165	35,000	35,700	36,414	37,142
Professionals	16,187	55,000	56,100	57,222	58,366
Total Salaries	207,462	541,000	773,600	937,148	955,251
Total Benefits (26%)	53,940	140,660	201,136	243,658	248,365
Total Salary and Benefits	207,462	681,660	974,736	1,180,806	1,203,616

Form 2

Page 2 of 2

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (2023)	Second Year (2024)	Third Year (2025)	Fourth Year (2026)	Fifth Year (2027)
2. Current Expenses (NA New Program)					
3. Repairs and Alterations	40,000	18,000	18,000	24,000	24,000
4. Equipment:					
Educational Equipment	1,189,964	20,000	20,000	45,000	45,000
Library Books / Acquisitions	25,000	25,000	25,000	25,000	25,000
5. Nonrecurring Expenses (specify)	-	-	-	-	-
6. Contractual Expenses	240,000	201,000	240,000	360,000	360,000
7. Hospitality	10,000	10,000	10,000	10,000	10,000

Concord University BSN Program Proposal

8. Supplies	70,000	25,000	25,000	25,000
		25,000		
9. Rent	110,000	215,000	215,000	215,000
		215,000		
10. Travel	10,000	20,000	20,000	20,000
		20,000		
11. Advertising and Marketing	50,000	20,000	20,000	20,000
		20,000		
Total Non-Personnel Expenses	1,744,964	554,000	593,000	744,000
Total Expenses	1,952,426	1,235,660	1,567,736	1,924,806
			1,924,806	1,947,616

C. SOURCES OF REVENUE

	First Year (2023)	Second Year (2024)	Third Year (2025)	Fourth Year (2026)	Fifth Year (2027)
1. General Fund Appropriations (Appropriated Funds Only) Reallocation _____ New funds <u> X </u> (Check one)	581,774	1,250,503	1,846,512	2,483,559	2,917,489
2. Federal Government (Non-appropriated Funds Only)	-	-	-	-	-
3. Private and Other (Specify) Grant WVHEPC Nursing Expansion Funds	\$1,500,000				
Total Revenue	2,081,774	\$1,250,503	\$1,846,512	\$2,483,559	\$2,917,489

Net Change	\$129,349	\$14,843	\$278,776	\$558,752	\$969,873
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