Central Oregon Community College Bachelor of Science in Nursing
Please accept this Program Proposal for our application to offer a Bachelor of Science in Nursing degree at Central Oregon Community College.

Dr. Laurie Chesley, President, Central Oregon Community College
2600 NW College Way
Bend, OR 97703
lchesley@cocc.edu
541-383-7201

Secondary Contact:
Dr. Annemarie Hamlin
ahamlin@cocc.edu
541-383-7205

HECC contact:
K.C. Andrew, 503-979-5670
kc.andrew@hecc.oregon.gov
Shalee Hodgson, 971-372-0889
shalee.hodgson@hecc.oregon.gov

Emailed to:
HECC.AB@HECC.Oregon.Gov
Mailing address: 3225 25th Street SE, Salem, OR 97302

Table of Contents

Introduction

Central Oregon Community College (COCC) is proposing to offer a Bachelor of Science: Nursing (BSN) degree to better serve the career goals of students and workforce needs of employers in Central Oregon. If approved, this degree would be awarded locally by COCC to COCC-enrolled students, but the College is also collaborating with five other community colleges in Oregon to share resources and materials, deliver curriculum, and deliver a highly accessible, low-cost BSN program to residents of Oregon. We believe this approach not only maximizes our use of state and local resources, but also makes a BSN degree more obtainable for students from traditionally underserved populations and communities in Oregon. COCC has also worked closely with statewide workforce groups, nursing advisory boards, and our local healthcare providers to ensure this program meets an employment shortage for positions with excellent wages. In short, COCC's proposed BSN is closely aligned with the educational goals and needs of both the state and the College, the demonstrable and pressing need for BSN-holding RNs across Oregon and in our local service area, and the standard of excellence already set by COCC's existing AAS in Nursing.

Standard 1: Curriculum

Success Criteria
Program proposal describes the criteria that will be used to evaluate achievement of baccalaureate-level learning outcomes in upper division courses as well as professional competencies for the program's discipline.
Program proposal contains a list of all of the program's required courses for the major and describes how they are intended to collectively build the competencies required for the intended occupation(s).
Program proposal has foundational AS/AAS that requires more than 90 credits, and proposal demonstrates that BAS/BSN program requirements will be met while requiring minimum of 60 upper division credits and a total of 180 credits for degree completion.

The proposed Bachelor of Science in Nursing (BSN) degree is designed to be offered as a cohort program with students progressing through the coursework in 15 months of continuous attendance. Admitted students will have completed an Associate of Applied Science or Associate of Science degree and passed the NCLEX-RN exam by the end of the first quarter of courses, if not sooner. The course schedule meets the needs of working adults through online didactic courses, flexible scheduling, and full- and part-time options. The program focuses on advanced nursing courses that prepare the BSN student for roles in management and leadership, providing the opportunity to understand advanced pathophysiology, pharmacology, assessment, transition to practice, the use of evidence-based practice, global health concerns, informatics, and trends in nursing and leadership. This coursework allows students to connect to key practices and professional competencies in the workplace.

The program will conclude with a Capstone clinical experience in one of three clinical practice settings in the students' community: palliative care, underserved and vulnerable populations, and nursing administration and management.

Learning activities in the BSN program are designed with the working professional in mind. The design of both the program and course-level outcomes are aligned with the appropriate level of professional knowledge from BSN students' associate degree program, as well as their experience in the workplace. Additionally, faculty teaching in the BSN program all have professional nursing experience, which positions them as both qualified mentors and collaborators for BSN students, who bring their own professional experience to the classroom. BSN faculty will intentionally engage students in activities and projects that allow them to apply new learning to their current and future work contexts, creating transformative learning experiences for the students as individuals and as a group.

Student learning is assessed throughout the program using various methods, including reflection activities, discussion boards, written assignments such as essays, individual and team projects, and real-world applications of the material in Capstone and completion of a Capstone project. The progression of courses is designed to ensure that students are building a foundation of key concepts throughout the program, applying the material in the workplace during the capstone course offered during their last quarter in the program, and having experiences that create a growing sense of confidence and efficacy, both as college students and workplace leaders. Assessment of the BSN program will follow COCC's assessment cycle, which means that all program learning outcomes will be assessed at least once every five years (and possibly more frequently as required by accreditors). The assessment data collected will be disaggregated so that faculty and college leadership can identify and address equity gaps as they occur.

BSN Program Outcomes:

EPSLO 1 - Generate nursing knowledge integration and translation, defined as the process of communicating, combining, and applying established and evolving knowledge, to make clinical judgments and innovate nursing practice.

ESPLO 2 - Evaluate the scientific body of knowledge regarding patient-centered care focusing on the individuals' whole person, including physical, emotional, social, and spiritual needs providing respectful and compassionate care.

EPSLO 3 - Participate in population health to improve health for everyone, not just the sick, using a collaborative approach that includes public health, health care, and other organizations generating equitable health outcomes for all.

EPSLO 4 - Generate, synthesize, translate, apply and disseminate nursing knowledge to improve health and transform health care.

EPSLO 5 - Evaluate established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers.

ESPLO 6 - Analyze collaborations across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

ESPLO 7 - Respond to and lead within complex systems of healthcare to effectively and proactively coordinate resources to provide safe, quality and equitable care to diverse populations.

EPSLO 8 - Analyze information and communication technology (ICT) and informatics to provide care, gather data, make decisions, and support healthcare professionals.

EPSLO 9 - Create a sustainable professional identity by being accountable, open-minded, collaborative, and professional reflecting on values and characteristics of the professional nurse role.

EPSLO 10 - Engage in activities and self-reflection that foster personal health, resilience, and well-being contributing to life-long learning, and supporting the acquisition of nursing expertise and assertion of leadership.

BSN-level Courses and Outcomes:

The 300- and 400-level BSN classes will have baccalaureate upper division course rigor per the American Association of Colleges of Nursing (AACN). To complete the degree, students must take the ten 300/400-level BSN courses at 6 credits apiece, which totals 60 upper-division credits. Students will also be required to take approximately 18 additional credits beyond their AAS credits to total 180 credits for the entire degree program. The number of additional credits required will be dependent both on how many credits the students' AAS required, as well as which BSN requirements (like statistics or microbiology) were successfully completed at an accredited institution before enrolling in COCC's BSN program.

At COCC, the additional credits can be completed by one of four options: 1) credit for prior certification (CPC) for an NCLEX preparation course, 2) credit for prior learning (CPL) for previous work experience as an LPN or RN using the NUR 280B course, 3) current work experience as an RN in NUR 380 course, and/or 4) related elective courses numbered 100 or higher in approved subject areas.

BSN courses can be taken in any order, except for the Capstone clinical course, which should be taken at the end of the program concurrently with or just after completing the capstone didactic course. Successfully completing all ten BSN classes will ensure both the course- and program outcomes are met. The Evidence-Based Practice course will require a pre-requisite statistics course. Information about all bachelor-level courses in the program follows on the next page.

Course Name	Course Description	Course Outcomes & EPSLO
NUR 310: Transitions to Professional Nursing – 6 cr	Transitions to Professional Nursing provides an opportunity for professional nurses to enhance their practice and improve eligibility for graduate nursing education programs. This course includes an overview of the engagement of students in an online environment and builds on the prior education and clinical experiences of the RN.	• Examine the roles and competencies of the baccalaureate-prepared registered nurse in diverse practice settings. (EPSLO 6, 10) • Create a professional development plan embracing the value of lifelong learning and participation in professional activities. (EPSLO 9,10) • Use evidence-based nursing literature to promote change in practice in the healthcare setting. (EPSLO 1, 4) • Examine strategies that nurses can employ to better meet professional and ethical standards of practice. (EPSLO 1, 4, 6, 10) • Analyze components of an organizational culture of safety and its effect on patient outcomes. (EPSLO 2, 4, 5, 7) • Analyze the impact of informatics and healthcare technologies in providing patient-centered care. (EPSLO 8) • Demonstrate scholarly written communication congruent with professional nursing standards. (EPSLO 1, 4, 8)
NUR 312: Concepts of Nursing Theory – 6 cr	Concepts of Nursing Theory provides instruction on theory and reasoning in nursing. The significance of theory for nursing as a profession is explored, thus providing students with a foundation for professional nursing practice and research. This course provides an overview of theory,	• Explore the different nursing theories and theorists, enabling the student to apply these concepts to nursing practice. (EPSLO 1, 2, 4, 5, 8) • Evaluate how various nursing theories were developed to improve nursing practice. (EPSLO 1, 2, 3, 4, 8) • Critique the various nursing theories for relevance to today's nursing practice. (EPSLO 1, 2, 3, 4) • Develop a foundation of reasoning skills to identify with a nursing theory that

	theory development, important nursing theories and nursing theorists, and a method for critiquing theory. Students are guided to develop a foundation of reasoning skills necessary to integrate knowledge, skills, values, meanings, and experiences into nursing practice.	supports the student's nursing knowledge, skills, values, meaning, and experiences. (EPSLO 9, 10)
NUR 314: Evidence-Based Practice – 6 cr	Evidence-Based Practice introduces the research process and prepares students to review evidence as beginning consumers of nursing research. Emphasis is placed on critically evaluating nursing research studies and understanding the process of utilizing research for evidence-based practice. Various research designs and methods, as well as basic statistical methods, will be discussed.	• Analyze the major components of the evidence-based practice (EBP) process. (EPSLO 1, 2, 4, 5) • Explore the use of PICO questions for framing clinical inquiry. (EPSLO 1, 2, 4, 5) • Critically appraise research studies and other sources of evidence from online databases for their validity, reliability, and applicability to nursing practice. (EPSLO 1, 2, 4, 5, 8) • Demonstrate proficiency in using evidence to inform clinical decision-making and improve patient outcomes. (EPSLO 1, 2, 4, 5) • Determine appropriate measures to evaluate the effectiveness of EBP implementation and use data for quality improvement. (EPSLO 1, 2, 4, 5, 7, 8)
NUR 316: Global Health Promotion and Community Health – 6 cr	Global Health Promotion and Community Health will explore the concepts of epidemiology and disease transmission, comprehensive assessment of risk factors and health problems, program planning and	• Identify current global health issues and concerns, policies, processes, programs, and practices that contribute to and hinder global health improvement. (EPSLO 2, 3, 5, 7) • Analyze holistic comprehensive and focused assessments of diverse communities, groups, and populations. (EPSLO 1, 2, 3, 4)

	intervention, environmental health, and collaboration with the interdisciplinary team from a theoretical and scientific framework. The nursing process is applied to promote and preserve the health of populations.	• Critically analyze evidence-based practice guidelines/research and nursing and interdisciplinary theories that support quality outcomes in the care of diverse communities, groups, and populations. (EPSLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) • Analyze program and policy strategies to address the burden of diseases both locally and globally. (EPSLO 2, 3, 5, 7, 9) • Engage in purposeful collaboration and communication within a team to develop plans of care for communities, groups, and populations considering social determinants of health. (EPSLO 1, 3, 6, 9, 10)
NUR 410: Informatics in Healthcare – 6 cr	Introduction to healthcare informatics from an interdisciplinary perspective. Foundational concepts of healthcare informatics are explored, including theoretical underpinnings of healthcare informatics; use of information systems in a variety of healthcare settings; the e-patient and participatory informatics; quality, usability, and standards related to healthcare informatics, legal and ethical implications for practice; and emerging technologies.	• Discuss the fundamental concepts, principles, and theories of nursing informatics. (EPSLO 1, 8) • Evaluate the benefits and challenges of various health information technologies (IT) in improving patient care and outcomes. (EPSLO 3, 4, 6, 8) • Discuss how informatics drives patient data and health information. (EPSLO 1, 4, 8) • Critically assess the usability, efficiency, and effectiveness of health IT applications. (EPSLO 8) • Analyze ethical dilemmas and legal issues related to nursing informatics, including patient privacy, data ownership, and informed consent. (EPSLO 4, 5, 7, 8)
NUR 412: Issues and Trends in Professional Nursing – 6 cr	Issues and Trends in Professional Nursing analyzes the impact of economic, demographic,	• Discuss the evolution of the nursing profession in relation to current and future trends in nursing practice (EPSLO 4, 7)

	and technological forces on healthcare delivery and the concerns relating to ethical, legal, and social issues that influence nursing practice. A historical background gives perspective to current nursing problems, and future trends regarding their impact on roles and practice. Issues currently impacting professional nursing are examined. The potential transformation of nursing practice in response to societal changes will be explored, as well as the new opportunities these challenges have for career development.	• Analyze current ethical, economic, demographic, and technological challenges facing health care that impact the quality of nursing care (EPSLO 1, 2, 5, 8). • Discuss the effect of professional organizations and standards on shaping nursing and career development (EPSLO 3, 9). • Articulate the influence of legislation and societal change on the nursing profession (EPSLO 7, 9). • Demonstrate effective communication and research skills when debating current and future healthcare issues and trends (EPSLO 9, 10).
NUR 414: Pathophysiology, Pharmacology, & Physical Assessment (3Ps) in Professional Nursing Practice – 6 cr	Pathophysiology, Pharmacology, and Physical Assessment in Professional Nursing offers an in-depth exploration of the three foundational pillars of nursing practice: Pharmacology, Pathophysiology, and Physical Assessment. Through this course, students will develop a thorough understanding of the pharmacological principles related to drug action, administration, and interactions; the pathophysiological	• Understand and apply key pharmacological principles, including drug mechanisms, side effects, contraindications, and interactions, to create safe and effective medication regimens tailored to individual patient needs. (EPSLO 1, 2, 4, 5, 7) • Demonstrate a comprehensive understanding of the pathophysiological processes underlying common diseases and conditions, enabling them to anticipate clinical manifestations and potential complications in patient care. (EPSLO 1, 2, 4, 5, 7) • Develop and refine their physical assessment skills, performing systematic and thorough evaluations of patients' physical, emotional, and mental health to accurately identify and document clinical findings. (EPSLO 1, 2, 4, 5, 7)

	mechanisms underlying various diseases and conditions; and the skills necessary to conduct comprehensive physical assessments. Students will learn to identify and interpret clinical signs and symptoms, understand the physiological processes that lead to disease, and apply pharmacological knowledge to manage patient care effectively. Emphasis is placed on integrating these three domains to formulate evidence-based, patient-centered care plans. By the end of the course, students will be prepared to assess complex clinical situations, make informed decisions, and contribute to improved patient outcomes in various healthcare settings. This course will highlight the integration and application of the three disciplines, preparing students for real-world clinical practice.	• Integrate knowledge from pharmacology, pathophysiology, and physical assessment to critically analyze patient data, identify priority issues, and make informed, evidence-based clinical decisions to enhance patient outcomes. (EPSLO 1, 2, 4, 5, 6, 7) • Demonstrate the ability to synthesize information from physical assessments, pharmacological considerations, and pathophysiological insights to develop holistic, patient-centered care plans that address the diverse needs of individuals across the lifespan. (EPSLO 1, 2, 3, 4, 5, 6, 7)
NUR 416: Nursing Leadership – 6 cr	The Nursing Leadership course is designed to provide senior-level nursing students with an in-depth understanding of leadership theories, principles, and practices	• Synthesize nursing leadership knowledge by integrating concepts, theories, and principles of nursing leadership to address complex healthcare challenges (EPSLO 1, 4, 7). • Distinguish organizational and system-level issues and their impact on nursing

	within the healthcare context. Through theoretical instruction, discussions, and projects, students will develop the critical skills necessary to excel as leaders in healthcare settings. This course aims to prepare students to become competent and confident nursing leaders capable of making positive impacts on patient care, healthcare organizations, and the nursing profession as a whole.	leadership and propose solutions for improvement (EPSLO 4, 5, 7). • Review evidence-based projects that address a specific healthcare issue or improve nursing practice and patient outcomes (EPSLO 4, 5, 6, 7). • Explore innovative approaches to nursing leadership and change management strategies to implement innovative practices (EPSLO 1, 4). • Examine the ability to effectively collaborate with interdisciplinary teams, fostering a culture of communication and collaboration in a leadership role to enhance patient outcomes (EPSLO 4, 9, 10). • Evaluate personal leadership growth by engaging in self-assessment and reflective practices to identify areas of professional growth and development as nurse leaders (EPSLO 9 , 10).
NUR 418: Capstone Didactic – 6 cr	Students enrolled in the Capstone Didactic course will use critical thinking skills and evidence-based practice to promote patient-centered nursing in the Capstone health care environment. Students will explore the unique healthcare needs and challenges faced by underserved populations within diverse communities; the compassionate approach to holistic care, symptom management, and emotional support during the end-of-life palliative care journey; and the principles, theories, and	• Discuss activities that promote the importance of nursing and professional nursing roles in creating change in health care environments. (EPSLO 1, 2, 3, 4, 5, 6, 7, 8) • Examine the unique healthcare needs and challenges faced by underserved populations within diverse communities. (EPSLO 3, 7) • Examine the compassionate approach to holistic care, symptom management, and emotional support during the end-of-life palliative care journey. (EPSLO 1, 2, 7) • Evaluate the principles, theories and practices of nursing leadership, management, and administration in the healthcare setting. (EPSLO 4, 7, 10) • Discuss processes for identifying appropriate Capstone site based on interest in palliative care, underserved

	practices related to leadership, management, and administration in the healthcare setting . Students in this course will begin to create their evidence-based project that will culminate during their Capstone clinical course.	and vulnerable populations, and nursing management and administration. (EPSLO 1, 9, 10) • Create goals for Capstone clinical experience and a plan to communicate those goals with the Capstone site. (EPSLO 1, 9, 10)
Choose one of the following Capstone Clinical options – 6 cr		
NUR 420A: Capstone Clinical – Administration & Management	The Nursing Management and Administration Capstone course provides the student with a comprehensive and in depth understanding of the principles, theories, and practices related to leadership, management, and administration in the healthcare setting. The student will integrate theoretical knowledge with practical application to prepare the student for leadership roles within the nurse profession. The student will explore key topics such as healthcare policy, economics, strategic planning, quality improvement, ethics, human resource management, and organizational behavior. The student will utilize evidence-based practice, quality patient care, and promotion of a culture of safety within the	• Evaluate and apply principles of healthcare management and administration to solve a complex problem and make evidence-based decisions in nursing leadership roles. (EPSLO: 1, 2, 4, 5, 6, 7, 8) • Demonstrate effective communication and collaboration skills by working with the interdisciplinary team to develop and implement strategies for improving patient outcomes and healthcare delivery process. (EPSLO: 1, 4, 6, 7, 8) • Analyze current healthcare policies, regulations, and/or ethical considerations to develop sound strategies for promoting patient safety, quality care, and/or organizational effectiveness within a healthcare setting. (EPSLO: 1, 2, 3, 4, 5, 6, 7, 8) • Design and execute a comprehensive project that integrates knowledge of leadership theories, best practices in nursing management, and evidence-based research to address a significant issue in nursing administration, demonstrating the ability to generate innovative solutions for healthcare challenges. (EPSLO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

	healthcare environment to apply their knowledge and skills in solving complex problems and making informed decisions that impact patient outcomes or organizational effectiveness. By the end of this capstone course the student will develop a project that demonstrates their ability to analyze and address a contemporary issue in nursing management and administration. The student will showcase their ability to integrate theory, research, and best practices to propose an innovative solution that contributes to the advancement of healthcare delivery and patient care.	
NUR 420 B: Capstone Clinical - Palliative Care	The nursing palliative care capstone course is a Capstone clinical experience focusing on end-of-life care. It gives students a comprehensive understanding of palliative care principles, including ethics and human rights, practices, interprofessional collaboration, and strategies to effectively care for patients with life-limiting illnesses and their families. This	• Apply palliative care concepts to provide holistic, collaborative care to the palliative care patient population in the clinical setting. • Examine the psychological and emotional challenges faced by patients, families, and caregivers in palliative care and provide appropriate psychosocial support (EPSLO 2). • Explore ethical and cultural considerations within palliative care, respecting patients' choices, beliefs, and values (EPSLO 7). • Evaluate collaboration within interdisciplinary teams to provide holistic care, integrating the expertise of

	course aims to equip students with the necessary knowledge and compassionate approach to offer holistic care, symptom management, and emotional support during the end-of-life journey.	various healthcare professionals (EPSLO 6 & 7). • Implement developed evidence-based practice (EBP) project that assists individuals, families, populations, or the community to meet the needs of the palliative care patient.
NUR 420 C: Capstone Clinical – Underserved & Vulnerable Populations	The Vulnerable and Underserved Populations Capstone clinical course explores the unique healthcare needs and challenges faced by underserved populations within diverse communities. The student will integrate theoretical study with experiential learning to examine social determinants of health, disparities in access to care, cultural competence, and strategies for promoting health equity. Emphasis will be placed on understanding the intersectionality of factors contributing to health disparities and developing culturally sensitive approaches to nursing practice. The student will utilize evidence-based practice, quality patient care, and promotion of a culture of safety within the healthcare environment	• Apply concepts related to underserved populations to provide holistic, collaborative, culturally competent care to this patient population in the healthcare setting. (EPSLO 1, 2, 3, 4, 6, 9) • Explore collaboration with the interdisciplinary team to provide holistic care to underserved populations. (EPSLO 3, 4, 5, 6, 7, 9) • Evaluate the role of cultural competence and humility in providing effective and equitable nursing care to diverse populations. (EPSLO 1, 2, 3, 5, 6, 7, 9, 10) • Analyze disparities in healthcare access, utilization, and outcomes among underserved populations, including racial and ethnic minorities, low-income individuals, LGBTQ+ communities, immigrants, and refugees (EPSLO 2, 3). • Design and present an evidence-based practice (EBP) project that assists individuals, families, populations, or the community to meet basic human needs and promote quality of life. (EPSLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

	to apply their knowledge and skills in solving complex problems and making informed decisions that impact patient outcomes. By the end of this capstone course the student will develop a project that demonstrates their ability to analyze and address a contemporary issue within the vulnerable and underserved patient population.	

Statewide Bachelor of Science: Nursing Community College Consortium (BSNCCC) Degree Credit Requirements:
- 180 credits total
    - AAS in Nursing: 94 credits (common across all six consortium schools)
    - Statistics (MTH 244): 4-5 credits
    - Microbiology (BIO 234): 4 credits
    - BSN Coursework: 60 credits upper division
    - CPC/CPL/CWE/Electives: up to 18 credits approved per option list below.

Gen Education Requirements for BSN degree:
- 16 credits of Science which includes Anatomy & Physiology (3 courses at 4 credits each) and 4 credits of Microbiology (Microbiology could be taken in the BSN program if not offered by AAS degree)
- 8 credits of Writing (includes additional course above WR121Z that involves technical writing)
- 6-8 credits of Behavioral or Social Sciences
- 4 credits of Math (pre-requisite to Statistics)

Additional Courses required for the program:
- Statistics (4-5 credits) (pre-requisite to Evidence-Based Practice BSN course)

Credit for Prior Learning and/or Certification, Cooperative Work Experience & Electives:
Once degree course requirements are met, students can use the options below to reach the 180-credit BSN degree requirement (most students will need approximately 18 credits):

1. **NCLEX Preparation Course (NUR 2XX) (CPC) 4 credits**
    a. All consortium schools would create this course (not taught, but we need to set it up).
    b. Credit for Prior Certification (CPC)
        i. Credits would be based on lecture: 30 hours of prep equals 1 credit and using 120 hours as the average time student spent studying for the NCLEX/30 hours = 4 credits.
    c. We will have to assess the learning using the Prep Guide outcomes on the NCLEX website to assess.
    d. The 4 credits will be transcripted through a crosswalk process.
    e. If a student took a formal NCLEX Prep course somewhere else, it would fall under this. Self-study would also satisfy this category.
    f. Lower division course
    g. Pass/No Pass

2. **Previous Related Work Experience Course (NUR 280B) (CPL) 1-10 credits**
    a. COCC will use our existing COCC NUR 280B Cooperative Work Experience (CWE) course but modify it from 1-4 credits to 1-10 credits through our curriculum process.
    b. Credit for Prior Learning (CPL) - students will get variable credit for the NUR 280B course based on hours: 30 hours of work equals 1 credit.
    c. We would have a range (variable credits) from 1-10 credits.
    d. Thus, a student could obtain credit for this course with 30-300 hours of past work experience as an LPN or RN.
    e. The portfolio assessment would be based on the following:
        i. Documentation of where, when, hours, skills used, supervisors, floors, etc.
        ii. Reflection on learning
    f. Lower division course
    g. Pass/No Pass

3. **Current Related Work Experience Course (NUR 380) 1-10 credits**
    a. We would create a NUR 380 for RN Cooperative Work Experience (CWE) only. This is NOT CPL, student would actually take this course.
    b. We would have a range (variable credits) from 1-10 credits.
    c. Credits would be based on lab: 30 hours of work equals 1 credit.
    d. Thus, a student could obtain credit for this course with 30-300 hours of current work experience as an RN.
    e. Students would meet the outcomes of the CWE course.
    f. Upper-division course (RN work only).
    g. Pass/No Pass.

4. **Related Elective Courses (100 level or higher course) (up to 18 credits)**
   a. These are courses that already exist at each school.
   b. Students can count up to 18 credits of related elective coursework.
   c. Must be 100-level or higher courses.
   d. Recommended subjects include: Science, Behavioral & Social Science, Nutrition, Human Development, and Health & Human Performance, Math, Writing, and Communications, or health-related CTE programs.
   e. A petition process will be in place to allow a student to request a class outside of these subjects.
   f. Lower or upper division courses can be counted.
   g. Must pass with a C or better.

Course Descriptions and Outcomes:
NUR 250: NCLEX Preparation Course – 4 credits

Description:

In this course, students prepare and sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). Students will create study plans, become familiar with item types, review case studies, take both partial and full-length practice tests, and review answers and explanations to keep pace with the ever-changing healthcare landscape. Pass/No Pass grading.

Course Outcomes:

- Demonstrate understanding of how nursing care directly impacts and enhances healthcare client outcomes.
- Properly distinguish growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.
- Identify the aspects of proper nursing care that promote and support the emotional, mental and social well-being of the client experiencing stressful events as well as clients with acute or chronic mental illness.
- Demonstrate clear understanding of how evidence-based nursing care and comfort reduces client risk potential and supports physical well-being.
- Apply foundational healthcare concepts from the social, biological and physical sciences to the nursing assessment, prioritization, and clinical judgment process.

NUR 280B: CWE Nursing II (1-10 credits)

Description:

Provides an opportunity for Nursing students who possess an unencumbered LPN or RN license to obtain college credit for providing direct patient care while employed in a long-term or acute-care facility. Requires formal reflection on how the work experience

supported student's learning and professional goals. Thirty hours of documented LPN/RN work equals one credit. P/NP grading.

Course Outcomes:

- Engage in a clinical experience that builds on nursing knowledge and skills previously attained and practiced in the students' course of study.
- Apply clinical and professional communication concepts in the care of patients from diverse backgrounds in various health care settings.
- Enhance the development of professional skills through critical thinking, collaboration, time management, and prioritization appropriate for the clinical setting.

NUR 380: CWE Nursing III (1-10 credits)

Description:

Provides an opportunity for students with active RN licenses to obtain college credit for providing care in an occupational health care setting while enrolled in the BSN program. Requires the submission of a professional portfolio, which will be assessed based on documentation of the job description, level and variety of tasks assigned, skills performed, and description of the healthcare environment. The number of hours worked will be verified through timecard reports or similar documentation from the supervisor. Requires formal reflection on how the work experience supported student's learning and professional goals. Thirty hours of documented RN work equals one credit. P/NP grading.

Course Outcomes:

- Engage in clinical experience that applies established and evolving knowledge and builds on nursing skills previously attained and practiced in the students' course of study.
- Apply clinical and professional communication concepts in the care of patients from diverse backgrounds in various health care settings.
- Enhance the development of professional skills through critical thinking, collaboration, time management, and prioritization appropriate for the clinical setting.

COCC Nursing (RN) - Associate of Applied Science (AAS) Degree Course Requirements:
Prerequisite Courses

BI 231	Human Anatomy and Physiology I	4
BI 232	Human Anatomy and Physiology II	4
BI 233	Human Anatomy and Physiology III	4
BI 234	Microbiology	4

MTH 105Z	Math in Society (or choose one course from the foundational requirements math list.)	4
WR 121Z	Composition I	4
Support Courses		
CH 104	Introduction to Chemistry I	5
or CH 221	General Chemistry I	
PSY 215	Developmental Psychology	4
WR 122Z	Composition II	4
or WR 227Z	Technical Writing	
PSY 202Z	Introduction to Psychology II	4
or PSY 228	Positive Psychology	
or SOC 201	Introduction to Sociology	
or SOC 212	Race, Class, and Gender	
FN 225	Human Nutrition	4
Core Courses		
NUR 106	Nursing I	12
NUR 107	Nursing II	10
NUR 108	Nursing III	11
NUR 206	Nursing IV	11
NUR 207	Nursing V	10
NUR 208	Nursing VI	9
Total Credits:		**108**

NWCCU Eligibility Requirements:
Admission to the BSN program will require the completion of an AAS or AS in Nursing and successfully passing the NCLEX-RN national licensure examination (this may be passed after admission, before moving into the second quarter of the program), which would include a core set of related instruction courses in computation, communication, and human relations. Completion of the BSN will build on this related instruction core by requiring successful completion of both Microbiology and Statistics. The addition of Microbiology and Statistics to the general education and related instruction curriculum required by the AAS or AS degree in Nursing ensures that students will be well-prepared for the specialized focus of the BSN courses.

Standard 2: Local Need and Employer Input

Criteria:
Program proposal describes how the program has been designed to fill specific labor market needs within its targeted field.
Program proposal describes specifically how industry professionals have participated in program planning, defining program outcomes, program design or other efforts to ensure success in student employment stability or advancement. A list of these industry professionals with titles, companies/organizations and short summary of professional experiences is included.

According to a current review of Oregon's nursing and healthcare worker shortage completed by Dr. Debra Bragg in Spring of 2023[1], Oregon is only producing 72% of the RNs required to fill vacancies and is relying on out-of-state nurses to fill gaps, leading to chronic staff shortages, particularly outside of the Portland metro area. In addition, Bragg's report identifies the following issues with Oregon's nursing workforce that this BSN program seeks to address:

- Growing need for health care workers, including nurses, who can provide culturally and linguistically responsive care
- Need to improve the diversity of nurses and other health care providers
- Need for clear healthcare pathways that increase skills, pay and impact
- Maldistribution of nurses, with greatest need in rural areas
- Acute need in behavioral health, long-term care, and community-based healthcare

Bragg cites several Oregon-specific studies to justify this assessment, which are included in the references. Bragg reports that most BSN graduates complete their degrees at Portland metro schools, with OHSU conferring the largest percentage, followed by Linfield University. However, according to Bragg, it is recommended that more programs be regionally developed:

"Oregon's nursing programs are primarily drawing in applicants and students from high schools within the region in which they are located: ranging from 41.3% to 84.6% of community college nursing program graduates from high schools within the same region.

---

[1] Bragg, D., Harmon, T. & Bishop, C. Oregon Community College BSN: Supply And Demand Analysis And Results, April 5, 2023 presentation

Not only are nursing graduates coming from high schools located in the same region, but after graduation, they tend to remain and work in the same region after graduation, ranging from 31% to 86.8% of community college nursing graduates working within that same region after graduation. Nursing education and employment is regionalized in Oregon. Expansion of nursing programs should therefore be prioritized regionally."[2]

COCC's BSN program seeks to meet this recommendation and develop a local workforce of nurses to meet the regional need.

The RNs produced by COCC's current AAS in Nursing program are well-regarded and highly sought after by local employers. However, the BSN degree is widely seen as the gold standard in registered nursing training. The American Association of Colleges of Nursing recommends that RNs should be prepared with the Bachelor of Science in Nursing (BSN) or equivalent baccalaureate nursing degree (e.g., BS in Nursing, BA in Nursing) as research correlates RNs holding a BSN with lower mortality rates, fewer medication errors, and positive patient outcomes[3]. As health care continues to shift to a population-focused, community-based approach to care, the health system needs RNs who can fully practice across multiple settings and functions of their license. The long-term national goal is to have 80% of practicing RNs hold the BSN degree. Although this goal was temporarily set back by the extreme staffing shortages during the pandemic, the need remains[4].

Additionally, a national nurse educator shortage has led to decreased ability for nursing programs to admit qualified students because of the required student-instructor ratios (one instructor per eight students in clinical courses)[5]. To adequately develop and staff BSN programs at colleges and universities, nursing faculty should hold at least a Master of Science in Nursing (MSN), but students cannot be accepted into an MSN program without first having received a BSN. Earning the BSN also allows nurses to continue into MSN and PhD programs which furthers the profession, provides more care options for the community, and increases the number of nursing instructors to sustain the professional pipeline.

Every nursing program in Oregon (including COCC) reports difficulty finding available and qualified faculty, which prevents schools from offering more nursing program seats to qualified candidates[6]. COCC nursing faculty must have at least a BSN to teach clinical and an MSN to teach full-time in the classroom, further emphasizing the need for a BSN program in the Central

---

[2] Summary of Findings and Recommendations from the Oregon Healthcare Education Shortage Study, Oregon Longitudinal Data Collaborative, March 14th, 2023 https://www.oregon.gov/highered/research/Pages /OLDC.aspx

[3] American Association of Colleges and Nursing, White Paper: Academic Progression in Nursing, https://www.aacnnursing.org/news-data/position-statements-white-papers/academic-progression-in-nursing

[4] *ibid*

[5] National Advisory Council on Nurse Education and Practice (2024). Mitigating nursing workforce challenges by optimizing learning environments. https://www.hrsa.gov/sites/default/files/hrsa/advisory-committees/nursing/reports/nacnep-19th-report.pdf

[6] Summary of Findings and Recommendations from the Oregon Healthcare Education Shortage Study, Oregon Longitudinal Data Collaborative, March 14th, 2023 https://www.oregon.gov/highered/research/Pages /OLDC.aspx

Oregon community to increase the number of currently practicing nurses that can pursue teaching.

Additionally, HB 2697, the "Safe Staffing Bill" was passed into law by the Oregon legislature in 2023. The Safe Staffing Bill requires healthcare facilities to provide a minimum required nurse-to-patient ratio to provide safe and efficient care. This new law takes effect June 1, 2024, with enforcement of penalties taking effect June 1, 2025. This law has added another layer of nursing shortage within the state. Healthcare facilities are counting on the state to produce more BSN-prepared nurses to address the staffing shortage. They are asking all the schools involved in this partnership to help produce RN to BSN nurses and a path for LPNs to complete their bachelor's degrees. The proposed BSN pathway will help decrease the staffing shortage. In terms of statewide demand, Bragg compared the number of BSN graduates to the number of vacancies by district and found that demand for graduates is evident. Lightcast-sourced data (see Figure 1 below) shows an even higher demand than the BLS-derived data[7]:
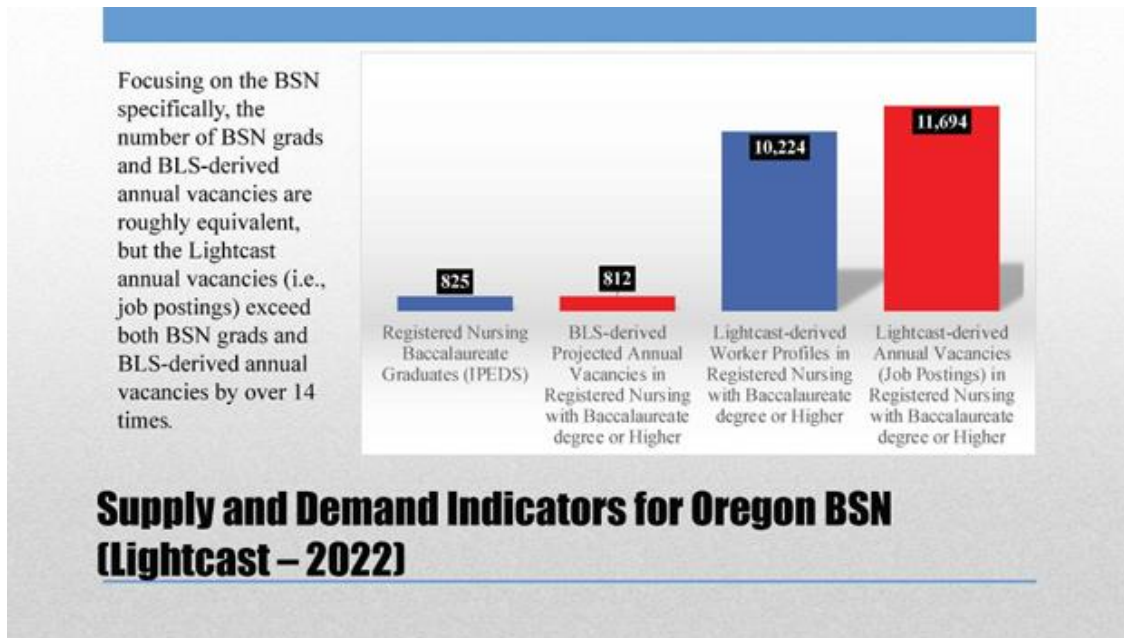
Figure 1: Supply and Demand Indicators for Oregon BSN (Lightcast, 2022)

When Bragg analyzed the distribution of supply and demand across Oregon, though, it became evident that there was a "maldistribution" of BSN grads across the state. COCC's BSN proposal seeks to correct this maldistribution in our service district, which, as Figure 2 below reflects, had zero BSN grads per IPEDS in 2022, but many openings for BSN-holders in the region.

---

[7] Bragg, D., Harmon, T. & Bishop, C. Oregon Community College BSN: Supply And Demand Analysis And Results, April 5, 2023 presentation

	CC District	BSN Grads in CC District (IPEDS)	BLS projected annual vacancies for BSN in CC District	Lightcast Annual Vacancies for the BSN in CC District
• Regional supply and demand analysis shows unmet demand for BSNs in most CC districts using BLS or Lightcast.	Mt. Hood	676	288	4,382
	Portland	0	118	1,630
	Clackamas	0	78	1161
	Chemeketa	127	96	1,508
	Rogue	0	86	1,007
	Lane	22	39	584
• Demand for BSNs is evident in many CC districts with no BSN programs.	Central Oregon	0	28	194
	Umpqua	0	13	123
	Blue Mountain	0	12	208
	Clatsop	0	12	103
	Southwestern	0	12	162
	Linn-Benton	0	10	235
	The remaining CC Districts show fewer than 10 BLS-derived annual vacancies in Registered Nurses with Bachelor's or higher degrees.			

Figure 2: BSN Graduate as compared to Job Vacancies in Nursing (Bragg et al., 2023)

As with other program proposals to the HECC, COCC's BSN proposal is also supported by occupation and wage data from QualityInfo.org on RNs[8]. The full report is included with this Statement of Need, but these items are of particular note for this proposal:

- The report lists a bachelor's degree as the typical entry point for the profession.
- Oregon expects an 11.6% growth in the RN profession over the next ten years, and the total number of job openings for RNs projects to be much larger than other professions in the state through 2032.
- The report projects that Central Oregon will see a 9.4% growth in RN job openings through 2032, with an estimated 140 annual openings during that period.
- The wages for RNs in Central Oregon are aligned with the state wage average. The average wage for RNs in Oregon is $53.23/hour, and it is $53.30/hour in Central Oregon. That translates to an average annual salary of $110,859.

The data from QualityInfo.org demonstrates that the BSN program at COCC would provide a career pathway option for students in a growing and in-demand profession that pays excellent wages.

COCC has also worked closely with our largest local employer of nurses, St. Charles Health Systems (SCHS) to meet their continued need for more qualified Bachelor's-prepared Nurses. Joan Ching, SCHS Chief Nursing Executive, shared that SCHS management positions require BSN or Master of Science in Nursing (MSN) degrees. SCHS is committed to creating a cohort of nurses to be a part of COCC's inaugural BSN program. Per a 2023 Oregon Longitudinal Data Collaborative (OLDC) report[9], Oregon is 78 points below the median for filling management

---

[8] State of Oregon Employment Department Wage and Occupation Profile, 2022. https://www.qualityinfo.org/
[9] Summary of Findings and Recommendations from the Oregon Healthcare Education Shortage Study, Oregon Longitudinal Data Collaborative, March 14th, 2023 https://www.oregon.gov/highered/research/Pages /OLDC.aspx

positions requiring at least a BSN and figure five below shows how far Oregon lags behind other states in filling these supervisory positions. There is a shortage in many states, including Oregon, of BSN-prepared Nurses to fill these management positions, and COCC's program seeks to address this shortage directly.
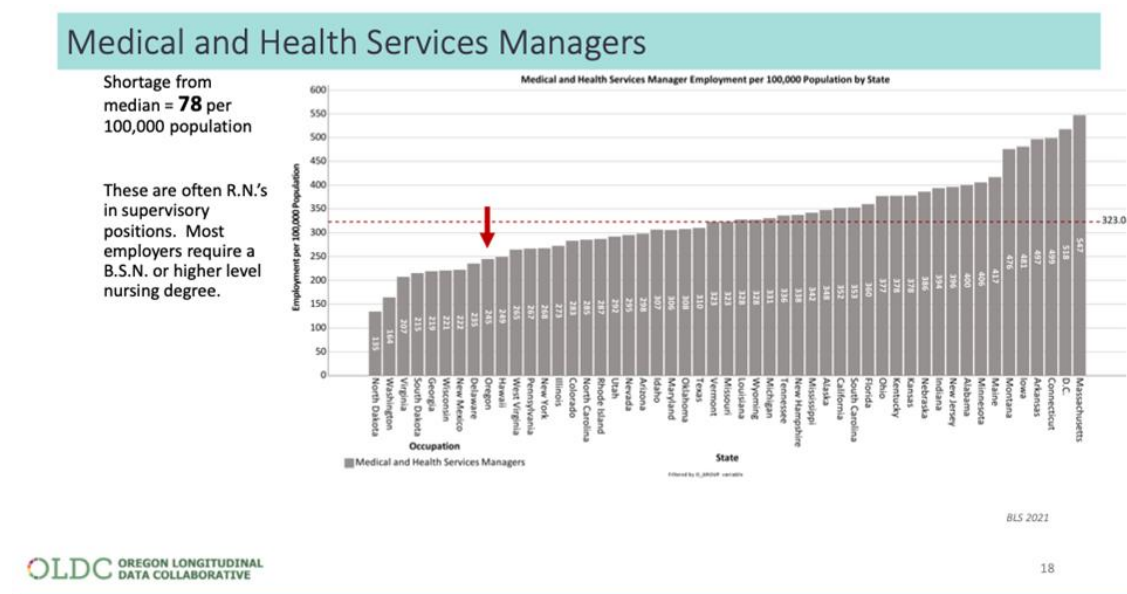

Figure 3: Oregon's Shortage of BSN-prepared Nurses (Source: OLDC)

SCHS provided additional and recent[10] data and context for how COCC's BSN program would address their specific workforce needs:

- The total number of RN positions at SCHS (hospital & clinic) = 1698 as of 4/23/2024
- Currently, 67% of SCHS RNs have their BSN (1137 BSN-prepared nurses) while their goal is 80% (1358 BSN-prepared nurses). SCHS has an outstanding need for at least 221 BSN-prepared nurses to meet their 80% goal.
- Bedside RN positions are listed as BSN-preferred.
- SCHS Nursing Managers are required to have a BSN or greater.
- SCHS Nursing Directors are required to have a Master's such as an MSN which first requires that they obtain a BSN.
- The SCHS RN vacancy rate is 7.7% with 131 currently open RN positions.
- SCHS anticipates growing the number of RNs it employs, especially with the new Redmond Cancer Center. Several of the RN positions at the SCHS Cancer Center and SCMG Clinic are listed as BSN-preferred.
- In 2023, 123 RNs retired &/or left their positions at SCHS thus, leadership estimates at a minimum, they will need to hire 120-125 RNs annually, and with the many anticipated retirements of RNs from the baby boomer generation to come over the next few years, the

---

[10] Data supplied by SCHS on 4/23/2024

need will likely be even greater. Many of these new hires will need to be BSN-prepared to align with SCHS's 80% goal described in bullet point #2.

In short, the data provided by SCHS demonstrates additional evidence that COCC's BSN program is not only currently in demand from local employers but will also continue to be in demand for years to come.

SCHS's forecasted labor needs align with the general population forecasts for Central Oregon and the East Cascades region. In a 2023 "State of the Workforce" report, East Cascades Works reported that the region is one of the fastest growing parts of the state with an annualized growth rate of 1.6%[11]. This growth is associated with significant labor demand in the region, too, and East Cascades Works noted that registered nurses were among the most difficult-to-fill vacancies in the area and that the need would likely become more pronounced with a growing and aging population in the region (p. 19). COCC's BSN program would produce well-qualified, bachelor-trained nurses with strong ties to the local area (as opposed to online BSN programs operating in the area) who could leverage COCC's existing relationships with local employers to step into these hard-to-fill vacancies.

Advisory Board Members:
The BSNCCC has worked with an advisory board of industry professionals from all six consortium schools. An update on program and curriculum development was sent to advisory board members in April 2024, including a list of courses and credits. An advisory board meeting was held on August 19, 2024, via Zoom with members of the BSNCCC curriculum committee and representation from industry partners for all six consortium schools (see table). The advisory board was sent the list of courses, including course descriptions and outcomes, to review before the meeting. During the meeting, members of the curriculum committee presented the program goals and ten BSN courses, including Capstone options, and encouraged questions, feedback, and suggestions from the advisory committee.

Advisory Board Member	Title	Company/ Organization	Affiliated Consortium School	Professional Experiences
Monica Boylan-Linn BSN, RN	Nurse Supervisor for Maternal Child and Immunization Programs	Linn County Public Health	LBCC	RN with Linn County Public Health, supervising Maternal Child Home Visiting programs. She has nearly a decade of experience in labor

---

[11] "State of the Workforce." East Cascades Works, 2023. https://eastcascadesworks.org/workforce-resources/state-of-the-workforce/

				and delivery and is passionate about women's health and community care.
Amy Brase RN	Clinical Education Manager	Salem Health	Chemeketa	Director of Education at one of the largest hospitals in Oregon and a past community college nurse educator.
Jan Buhmann MSN, RN	Transitions to Practice Program Manager	Samaritan Health	LBCC	Over 30 years of healthcare and education experience. He currently serves as Program Manager for Transition to Practice at Samaritan Health Services. Previously, he managed Learning Technologies at PeaceHealth, leading system-wide tech implementation. He holds an MSN from OHSU.
Dani Castro RN	Chief Operating Officer	Ancora Health Services	TVCC	COO of local women and veteran owned rural hospice
Tory Coe RN	Director of Nursing Services	Lake District Hospital	KCC	Facility Administrator at Dignity Health, Clinical Manager at Banner Health
Lisa Dolinar BSN, RN	Clinical Practice and Professional Development Specialist	St. Charles Health Systems	COCC	Former nurse manager and current clinical practice specialist. Sits on COCC's AAS advisory board and assists with nursing student clinical placement.
Shannon Edgar, MBA, BSN, RN	Chief Nursing Executive	St. Charles Health Systems	COCC	As Chief Nursing Executive, Shannon

				oversees nursing practices across St. Charles hospitals and ambulatory care, guiding clinical practice, professional development, and quality and safety programs.
Kirsten Ferren MSN, RN	Vice President of Patient Care Services	Samaritan Health	OCCC	Chief Nursing Officer with 23 years of nursing experience and 19+ years focused on leadership development.
Tiffanie Hoffmeyer PhD, MSN Ed, RN	Clinical Education Specialist	Adventist Health - Tillamook	OCCC	Former Emergency Room RN & House Supervisor. Former Associate Professor of Nursing.
Anna LaRosa MSN, RN	Chief Nursing Officer	St. Alphonsus Medical Center - Ontario	TVCC	28 years total in healthcare, the last 15 focused in Nursing. Experience includes EMS Critical Care (urban, rural, ground and rotor), EMS Education, Critical Care Nursing, ED Nursing, Nurse Educator Specialist, Nursing Management and Operations and for the past 3 years CNO of a community hospital.
Lisa Melhiorre RN, MS, NEA-BC, CNOR	Chief Operating Officer & Chief Nursing Officer	St. Luke's Health System	TVCC	Former Director of Perioperative Services, Director of Surgical Services
Emily Neves BSN, RN	Director of Nursing Outreach	Oregon State Hospital – Salem	Chemeketa	Former nurse educator at Williamette Career

				Academy. Current Director of Nursing of outreach at Oregon State Hospital.
Sherri Steele MSN, RN	Chief Nursing Officer	Santiam Hospital	Chemeketa	Chief Nursing Officer of a rural hospital.
Teresa Squires BSN, RN	Retired Chief Nursing Officer	Lake District Hospital	KCC	Over 40 years of nursing experience, including CNO at rural hospital
Jennifer Will MHL, FACHE	Chief Operating Officer	Samaritan North Lincoln Hospital	OCCC	A seasoned healthcare leader with a Master of Science in Health Leadership and a recognized Fellow of the American College of Healthcare Executives (FACHE). Over 18 years of enriching experience in the healthcare sector.
Sarah Wolf MSN, RN	Professional Development Specialist	Salem Health	Chemeketa	Sits on Advisory Committee for Chemeketa's ADN program.
Ron Woita RN	Chief Nursing Officer & Vice President of Patient Care Services	Sky Lakes Medical Center	KCC	Served as Director or the Emergency Department, ACD, and IV Therapy for 9 years prior to current role.

Questions posed to the committee think about during the presentation:
1. Do these courses meet your standards for BSN-prepared nurses?
2. Do they meet the needs of your healthcare settings?
3. Do these courses increase a BSN-prepared nurses' employability and opportunities for advancement in the profession?

Advisory Board Feedback & Questions

The following notes of advisory board feedback and questions transcribes the conversation of the August 19, 2024, meeting regarding the proposed design and curriculum of the BSN program. Notes have been left in their original form with only minor editing for clarity and concision. Speakers' names are indicated in bold, questions asked (whether from advisory board members or curriculum committee members) are indicated in italics, and general discussion is provided in standard type.

Emily Neves: Since this is online, will you be looking for clinical placements all over the state and admitting students from all over Oregon or will they be in their own community (program community)? The goal is to admit students from each school's community and place them in Capstone rotations in their community.

Will students be finding their own placements are the schools building partnerships and finding their placements? Will be helping and we have established partnerships. We will work with the students in partnership to place them where they want to be. We will build contracts with any sites we don't already have.

Is it two years to complete? 15 months is the goal with the working nurse in mind. Fulltime- 5 terms, start in fall, end at the end of next fall.

Sherri Steele: *How many students will we take at the beginning?* Start with 7/school, ~ 42 students at the beginning. Hoping in the future to admit every term.

Teresa Squires: For the evidence-based practice class, how much is expected to take as far as statistics classes prior to this, do you require this in your AAS programs? We do not require it for AAS, but this will be a required prerequisite for the EBP class.

Emily Neves: Do all of the consortium schools have an AAS curriculum? Yes

Does each individual program prepare them for this BSN curriculum? Yes, even though we have variable AAS credits in each program, we all teach that pre-licensure content required prior to taking the NCLEX so we think each school's students will be prepared for the BSN curriculum.

Do AAS programs tend to face more on pathophysiology/pharmacology and less on leadership content? At COCC, we do touch on leadership in the last term to prepare them to be nurses, but this program will dive deeper into that.

Clarification of admission: This is not a selective admission program, they will have to meet two criteria:

- Having an unencumbered RN license in Oregon
- Graduated from an established AAS program in Nursing

Amy Brase: Will you be running a summer term? Yes

Is it an easy bridge to go from AAS face-to-face to an online BSN? Each school has a version of an eLearning department that provides modules/training/LMS to take for those less technologically inclined. We think so, we already have these conversations with our AAS students.

Monica Boylan-Linn: So first, I really love some of the content you guys have picked to kind of wrap around and highlight, more community-based nursing which you know, being in public health. It's really awesome to see that work. Especially with some of the areas you picked for your capstones. I'm curious, because you guys are all kind of coming into this together. I did an ADN to BSN program, but it was over at the University of Pittsburgh. And I really loved how that that felt! Because you guys are like multiple schools together, be accredited or non-accredited? Yes, we plan to seek ACEN accreditation eventually, but not until after the program is up and running. OSBN is going to pass rules that require all nursing pre-licensure programs to be nationally accredited, so all of our CC programs will eventually be so we will just add on to that.

Lisa Dolinar: *Do you have or do you know what your specific requirements are going to be for selecting your candidates?* No selective admission, two admission criteria, first come first served. Keeping it simple to start.

How are you doing to choose from say 30 applicants in terms of best candidates? We aren't going to rank them. It will be in order of application and meeting the two admission criteria. For schools in the consortium who may have less than 7 qualified applicants, those slots will be offered to other programs who have more applicants.

Amy Brase*: Is the tuition cost going to be the same as the ADN?* That is being worked on right now by the presidents of the six colleges along with the financial group, but it will probably be slightly higher tuition, hopefully as one total program cost including fees.

Monica Boylan-Linn: Is there any idea of adding advanced physical assessment or health assessment in general to the curriculum as it can be beneficial to help build on the foundation of assessment? Yes, the curriculum committee is currently working on adding that to the pathophysiology and pharmacology course to align with other programs.

Emily Neves: I really like the model that you've done here with the capstone and having nurses select which field they're most interested in. And I think that's going to have to become a bigger trend in nursing education. Given that, there's just too much for people to learn in a short period of time and it's going have to be more concept focused and give people the opportunity to specialize. So kudos to that just 1st of all.

I'm just curious working in mental health and psychiatry nursing. I'm assuming that that would kind of fall under that underserved and vulnerable population category and I'm wondering if within those categories, are students going to be learning about specifics vulnerable populations within the category? Or is it just going to be like, you're if you're interacting with a patient who's from an underserved population? These are just general big picture concepts to be aware of, like trauma and things like that? Or is it going to be dive into any more specifics about mental health

and managing substance use with psychosis? We decided that in the didactic Capstone course that all students will receive content on the three Capstone topics so they are all more well rounded as BSN prepared nurses and then in their clinical time, they will get a deep dive into specific populations and mental health could certainly be under the vulnerable and underserved population umbrella. We originally had a mental health Capstone but had to cut some things due to all the ideas we had to make it more manageable. Adding in a specialized mental health Capstone in the future is a goal, but we would encourage students who are interested in mental health to pursue that for their underserved and vulnerable populations clinical experience.

How many hours is the Capstone clinical going to be? 180 hours.

I think that that class lends itself really well to OHA's strategic plan that they just launched. Which you know, one of the pillars is behavioral health transforming behavioral health. And another one is very public health focused community support.

How are you defining underserved and vulnerable populations or are you letting students suggest? Right now, we are in the course outcome and objective phase with specific course development coming very soon. As we dig more into each course and choose textbooks, resources, etc., we will continue to define this population. If a student wants to work with a specific population and there's an opportunity to do that, we would be supportive of that and would work to ensure this would be considered an underserved and vulnerable population.

Teresa Squires: Kudos to you, this is a thoughtful and well-developed curriculum. I think advanced physical assessment skills can never be underestimated I think pathophysiology, advanced knowledge and anticipatory thoughtfulness about what a patient needs based on their assessment as well as what you know about pathophysiology is very important. I would agree that mental health is everywhere. I mean, it's in every part of our practice, no matter where we are. I practiced for 46 years, and I don't think that I did get a fair amount of mental health and I saw nurses who really could not grasp what was going on with their patients, based on lack of knowledge of mental health, so I'd encourage you to consider adding that into the curriculum more.

Anna LaRosa: I'll second kudos to everybody who worked on this. This is fantastic. I'm so excited. Just with respect to running out of room in your program. Is there thought to adding those pieces, I think Monica mentioned the Public Health piece and the Behavioral Health piece I think we can all appreciate is huge in the State of Oregon, with the lack of education, training, and just general knowledge. Whether it's trauma informed care, or dealing with our most vulnerable pediatric populations, and all of that stuff as well as home health.

And is there thought to maybe having the students in their capstone, you know." Hey? You're going to be 180 hours with your preceptor 8 of those hours, please work with your preceptor to find time with your public health clinic and meet with the nurse. And here's your objectives. 8 h with like for us. Let have you ride with the QMHP. And see what it's like, so that you get that first-hand experience. We have tons of home health agencies, but I didn't have home health experience before I came into the hospital, and I still don't have home health experience. I think it would be an incredibly valuable thing to add and make a really well-rounded BSN prepared

nurse. Other ideas if we're looking at access to healthcare and serving underserved populations which a lot of us are rural, but many of us are not things like volunteering at the food pantry or doing another community service type activity to help grow the nurse in their professional practice. That's one of the big things that I see is lacking. And I don't think it's anyone's real fault. Is it generational? Is it curriculum? Is it just lack of time, but that those of us who have been nurses for a while are super into our professional practice, and, like you, seek out that growth and development opportunity on your own, and you aren't necessarily harassed by your employer, boss or CNO, to get involved in committees, and sometimes some of these things really help instill like this is my role as a registered nurse in my community to make sure that my population has XY and Z. Every community is different and for us we have a lot of refugees and a lot of farm workers, so there's a lot of food insecurity. And I love the food pantry, and maybe just incorporating it in your capstone and help you have your preceptor help facilitate getting those special things? Just a thought. Anyway, I'm super excited.

Jan Buhmann: I think one thing that you know we need at Samaritan health is RNs to get involved in practice changes and shared governance initiatives. And just from interviewing our leaders, I know that they have a lot of turnover in those positions, and I guess I think reading through your curriculum you're probably including this in your capstone options, take a leading role in a practice change and use evidence-based practice and leadership skills and data analytics skills to actually affect that change and build consensus around it.

Emily Neves: This is another kudos that I think that these courses would set students up well for pursuing an advanced degree after this. Like a lot of these courses, I see as masters focused nursing degrees, and I just think that's great, so good job. You're laying a really good foundation with these courses. And I agree I'm excited for this to be a thing, and Oregon State hospital is ready to host students whenever you are.

Jan Buhmann: I'm just curious how the program will distinguish itself from other RN to BSN programs in the State. You probably did your research and said, this is kind of the market niche that we're anticipating. But you know, I get somewhat the impression that there is capable capacity and other in-state programs were also online. Our students tell us they want a program that they trust and are familiar with, and we can provide that for them. Leaving their community is a barrier for most of our students. We are able to keep them in their community, where they already work, and it will be less expensive for them compared to other programs. Cost, familiarity, and convenience to stay in their community for Capstone. We are the first Community College-offered BSN program. One other community college in Oregon is starting their own and the rest are universities.

Emily Neves: I know a lot of people are really excited about this. As a former high school teacher, I'm not there anymore, but had 11th and 12th graders that had caught wind of maybe Chemeketa offering. Because I'm in the Salem area, and they we're so excited for the opportunity to do this at a community college level and price and stay close to their families as people that were primary caregivers for younger siblings and help pay bills with for their parents, I think this is really a great program.

Standard 3: Instructional Capacity, Faculty, and Teaching Resources

Criteria:
Program proposal includes a profile of current faculty from foundational program(s) expected to teach in BAS/BSN program with their educational and/or professional experience.
Program proposal describes how the institution will attempt to meet the faculty needs for teaching both technical and academic courses by the start of Year 1 and includes considerations of the required FTE for faculty in various course types in the program. Total faculty FTE is included in the budget plan for the new program.
Program proposal describes the adequacy and/or challenges to acquiring access to other needed teaching resources such as internship opportunities, industry partnerships, clinical placement sites, access to advanced technical or technology resources or other core assets required of teaching within this BAS/BSN program.

The BSN program at COCC will be led by Kristin Lambert, Assistant Professor II of Nursing.

Kristin Lambert – RN, MSN, PhD (in progress) - Assistant Professor II

- Currently a full-time tenure-track faculty member in our AAS-RN Nursing program at COCC
- Education:
    - PhD in Nursing Education (in progress) from the University of Northern Colorado anticipated - Spring 2025
    - MSN in Nursing Education from Texas Women's University in 2015
    - BSN from Texas A&M University – Corpus Christi in 2002
- She will become our COCC BSN Program Director & Lead Faculty Member
- Has taught as a full-time nursing faculty at COCC since 2018 on the 2nd year team. Teaching responsibilities include classroom, skills and SIM labs, and clinical. Served as program director from 2019-2022.
- Past work experience:

    - Clinical Instructor, Nursing (9/2015-5/2018)

        University of Colorado, Colorado Springs

    - Clinical Instructor, Nursing (1/2017-12/2017)

        Pikes Peak Community College

    - Case Manager (9/2015-1/2017)

        HealthSouth Rehabilitation Hospital

    - Registered Nurse and Unit Educator (2016)

        St. Francis Medical Center, Orthopedic Unit

- o Rehabilitation Admissions Liaison (2011)

    HealthSouth Rehabilitation Hospital

- o Registered Nurse/Charge Nurse (2006-2007)

    Baylor Medical Center, Ortho/Neuro Unit

- o Registered Nurse (2004-2005)

    Fort Walton Beach Medical Center, Rehabilitation Unit

- o Registered Nurse/Charge Nurse (2002-2004)

    Christus Spohn Memorial Hospital, Corpus Christi Medical Unit

Faculty Needs at COCC

A budget request for the new COCC BSN program will be submitted to the COCC Budget Committee Fall of 2024 to be approved prior to Fall 2026. Since Dr. Lambert is currently a full-time faculty member in the COCC AAS-RN Nursing program, we will need to hire part-time faculty to backfill for her in that program.

To start, we believe that we will not need BSN faculty beyond Dr. Kristin Lambert to teach the two BSN classes per year that COCC will be responsible for as part of the BSNCCC consortium obligations. FT faculty at COCC are required to teach 45 load units. Her load will be broken down into approximately 15 LU for COCC BSN Program Director, 15 load units for instruction of the two BSN courses and CPC/CPL oversight, and the remaining 15 LU for Capstone oversight and/or instruction in the COCC AAS-RN Nursing program.

Other Teaching Capacity Required for BSN at COCC:

We are confident that Central Oregon will support Capstone placements of our BSN students in one of the three categories: administration and management, palliative care, or vulnerable and underserved populations. We have already met with several sites and will follow up with affiliation agreements for any new sites.

Our local hospital system (St Charles Health Systems) has been very supportive of our efforts to have a local option for students who are associate-prepared RNs to get their BSN. They have written letters of support for us recently.

We believe we will have few problems associated with accessing local teaching resources since the BSN program coursework is primarily online (except for the Capstone clinical course). The BSNCCC's lead college, Chemeketa Community College, will host the BSNCCC's learning management system, Canvas. We have received funds from the Oregon President's Council to help cover the costs of the shared Canvas and other technologies needed to offer a best-practice online learning environment. COCC's eLearning department has a faculty resource page for online instructors to glean relevant information about how to connect online learners with each other and the instructor, as well as how to create engaging online content and communication methods.

COCC Full-Time Nursing Faculty Job Description:
Below please find our most recent job description for our ADN-Nursing FT faculty. We would use the same requirements for our BSN FT faculty.

CENTRAL OREGON COMMUNITY COLLEGE
Job Description and Specifications

POSITION TITLE:	*Assistant Professor of Nursing*
DEPARTMENT:	*Nursing*
REVISION DATE:	*February 2023*
STATUS:	*This is a tenure track Faculty position represented by the Faculty Forum, not eligible for overtime. The assigned position is 9 months (179 days) per academic year.*
SUPERVISOR:	*Department Chair – Nursing*

PRIMARY PURPOSE:
The Assistant Professor of Nursing provides instruction to students in the Nursing program, directs student discussion and evaluates student performance in the classroom and practicum setting. In addition, this position develops curriculum, assesses student learning, and provides student advising.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. *Provide instruction in area of discipline, using approved course outcome guides. Teaching assignments may be during the day (including early morning), evening, or weekend, and could include classes taught at any of the College campuses, online or remotely.*
2. *Provide student advising and assistance in areas of course selection, career planning, job placement and employment follow-up.*
3. *Hold at least five scheduled office hours per week for student help sessions and program assistance.*
4. *Utilize College tools and resources, including the Learning Management System and Disability Services software, to support teaching activities as appropriate.*
5. *Participate in department meetings, curriculum revision, course assessment, program assessment, and program review.*
6. *Engage in regular professional growth activities, remain current in the field, and maintain current credentials or licensures as required by the program.*
7. *Participate in service to the college. This may include participating in College committees, taskforces, peer teams, or other activities.*
8. *Provide meaningful, professional service to the community, businesses, public agencies, and other organizations.*
9. *Perform other essential job functions as assigned that support the overall objective of the position.*

ESSENTIAL FUNCTIONS SPECIFIC TO THE NURSING DEPARTMENT:
1. *Participate in program-level accreditation self-study, reporting, and site visits.*
2. *Provide Instruction in Nursing using a collaborative teaching model in an Associate of Applied Science degree in a Nursing Program with Practical Nurse and Registered Nurse exit points. This includes*

delivery of didactic course content using a variety of teaching methodologies including face-to-face, remote, and on-line learning activities.

3. *Provide Clinical instruction in a variety of healthcare settings under a model of direct student supervision, and a final term Preceptorship capstone. Clinical may include day, evening or night, 6 to 12- hour shifts.*

4. *Serve as Role Model and Supervisor in Areas of Nursing Practice.*
5. *Other College Responsibilities, which may include 1) cooperating with administration in program and course development; 2) participating on College committees, in faculty organizations, and professional advisory committee meetings; and 3) assisting the department chairperson in program planning, course development and revision, and accreditation activities. Serve as Nurse Administrator or Department Chair if requested to do so.*
6. *Perform other essential duties and tasks in the Nursing Department as assigned.*

KNOWLEDGE, SKILLS, AND ABILITIES:

Individuals must possess the following knowledge, skills and abilities or be able to explain and demonstrate that the individual can perform the duties and responsibilities of the job, with or without reasonable accommodation, using some other combination of skills and abilities. The individual is expected to follow College work rules and policies.

1. *Thorough knowledge in the field of taught discipline and demonstrated ability to apply this knowledge.*
2. *Ability to adapt and use a variety of teaching and assessment techniques including the use of technology to enhance student success.*
3. *Ability to observe, direct, and oversee students ensuring safety in the classroom or laboratory.*
4. *Ability to work with and present various curriculum concepts to a wide range of students with varying diverse backgrounds, abilities, and learning styles.*
5. *Ability to effectively use Microsoft Office suite: various course management systems; technology to teach traditional, hybrid, or online courses; and other technology used in the instruction setting.*
6. *Ability to communicate effectively and respectfully with diverse students, staff, and community members.*
7. *Ability to provide services to students in a manner which does not discriminate as to race, creed, religion, color, national origin, disability, age, sex, sexual preference or marital status.*
8. *Willingness to travel and or teach at various hours and campus locations, as required.*
9. *Ability to foster a collaborative atmosphere among students and the willingness to work as a member of a team with faculty.*
10. *Excellent oral, written and electronic communication skills.*
11. *Apply values for teaching and learning:*
    a. *Create a learning climate of mutual respect and fairness.*
    b. *Encourage creative and critical thinking.*
    c. *Engage students in an active learning process.*
    d. *Facilitate learning that applies to and enriches a student's life.*
    e. *Encourage mutual responsibility for a supportive learning environment.*
    f. *Clarify expectations and encourage student responsibilities for learning.*
    g. *Evaluate student progression across the sequence of courses.*
    h. *Promote learning as a lifelong process.*
12. *Function as a life-long learner.*
13. *Willingness to develop knowledge and expertise in any area of the nursing curriculum.*
14. *Work in a cooperative manner with staff and faculty in the nursing department and individuals affiliated healthcare facilities.*

ERGONOMIC REQUIREMENTS:

Ability to work in classroom and office environments using computers, white boards, projectors, and other basic office equipment. All individuals are required to be able to perform the essential functions with or without reasonable accommodation.

Individuals in the Nursing Department must be able to perform additional essential functions with or without reasonable accommodation according to ADA Standards without risking injury to self or others, or threatening the safety of clients, or to otherwise provide appropriate documentation how they can perform all essential functions as listed when ability is in question:

1. *Strength and mobility sufficient to assist with practicum learning and client care activities.*
2. *Physical endurance sufficient to complete assigned periods of instruction, e.g. 6, 8, 10, and/or 12 hour shifts on days, evenings, or nights.*
3. *Cognitive ability to collect, analyze, and integrate information and knowledge to make clinical judgments and client management decisions that promote patient safety and student success.*
4. *Coordination and/or teaching with distance technology to nursing students at rural hospitals, and clinical supervision using a Clinical Teaching Associate and/or a Clinical Partner model at distance sites.*
5. *Performance of all essential duties and tasks specific to the nursing department as outlined in the Nursing Program Faculty Handbook.*

Individuals in the Nursing Department may be exposed to blood or other potentially infectious materials in the practicum settings. All college employees who have been identified as having the potential for this exposure are required to complete a hepatitis B vaccination series. The employee has the right to waive these inoculations.

QUALIFICATIONS:
Minimum Requirements:

1. *Candidates must meet qualifications set forth by the Oregon State Board of Nursing, Division 21, Oregon Administrative Rules for Nurse Educator. These include:*
   - *Education: Hold at least a master's degree in nursing or a baccalaureate degree in nursing and master's or doctoral degree in a related field with relevant teaching and nursing experience related to the teaching assignment.*
   - *Clinical Experience: Have the equivalent of a minimum of three years of full-time patient care experience at the registered nurse level and document competency in teaching through experience, educational preparation or continuing education.*
   - *License: Unencumbered Oregon Registered Nursing License (RN) at the time of employment.*
   - *Must meet College requirement for computer literacy.*

2. *One year of successful college teaching experience or evidence for the potential for excellence in teaching at the college level.*

The College recognizes the value of skills and knowledge gained outside of formal higher education and paid employment. Applicants who do not meet minimum qualifications but present other qualifications or experience equivalent to those required will be considered and are encouraged to apply. To qualify under equivalency, applicants must indicate how they qualify by responding to the supplemental question presented during the application process.

All employees are required to successfully complete and pass a background screen, which includes a criminal history check. Additionally, this position requires employees to pass a 10-panel drug screen. Only information relevant to the position will be considered.

License: Current, unencumbered license to practice as a registered nurse in Oregon.

Preferred Qualifications:
   - *Experience in leadership in an academic department (e.g. program coordinator, department chair, nurse administrator, director of nursing).*
   - *Community college teaching experience.*

EQUAL OPPORTUNITY (EEO) STATEMENT:

The goal of Central Oregon Community College is to provide an atmosphere that encourages our faculty, staff and students to realize their full potential. In support of this goal, it is the policy of Central Oregon Community College that there will be no discrimination or harassment on the basis of age, disability, sex, marital status, national origin, ethnicity, color, race, religion, sexual orientation, gender identity, genetic information, citizenship status, veteran status, or any of the classes protected under Federal and State statues in any education program, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Equal Employment Officer, c/o COCC's Human Resources office, 541.383.7216.

In support of COCC's EEO statement, bilingual fluency in English and Spanish is considered a plus, along with experience working in a diverse multicultural setting.

All individuals are required to be able to perform the essential functions with or without reasonable accommodation.

Standard 4: Admissions Process

Criteria:
Program proposal describes the selection and admission process for the program including how it serves diversity and equity and provides specifics for how students will be selected for admittance when applicants exceed available seats in the program.

Enrollment of a diverse student population that reflects the demographics of our district will be ensured through a combination of approaches to marketing and recruitment, enrollment, and program experience that is culturally responsive and inclusive of the entire community. As part of its 2023-27 strategic plan, the College has "championing diversity, equity, inclusion, and belonging" as one of its values. COCC's outreach team works to recruit students from diverse populations by leveraging connections to community organizations, businesses, government agencies, and schools. For example, several of the partners in this project are hospitals and other healthcare providers who are anxious to increase the number of BSN nurses in their workforce. COCC would use its existing relationships with these healthcare providers to market the BSN to their nursing workforce.

The primary requirement for students enrolling in the BSN program will be: 1) the completion of an Associate of Applied Science in Nursing from an accredited institution, and 2) a current, unencumbered RN licensure in the state of Oregon (maybe completed after the first quarter of the BSN program). Students must provide proof of their current unencumbered registered nurse license before beginning their second term. Students who have earned their associate degree in nursing but do not hold an unencumbered RN license may be provisionally admitted for the first term. To progress, students must show proof of their license before registering for their second term.

At the outset, enrollment will be open and inclusive, with maximum enrollment set at seven students per participating college (six) per cohort (42 total students). If applications exceed cohort space, students will be placed on a waitlist for the next available seat. Once all participating colleges have placed their primary number of students, the remaining seats will be filled on a rotating basis from the wait lists at the other participating schools. This enrollment approach will be reviewed annually as the program grows to ensure access to a bachelor's level education is inclusive of the BILAPOC community, first-generation college students, and individuals who have experienced poverty.

Since the College anticipates that many of the enrollees will likely be COCC graduates, outreach will begin at the AAS nursing program level, with faculty encouraging students to consider the program, and faculty reaching out to alumni in their networks. The College partners with several equity community serving organizations, like AVANZA and Ganas programs for Latinx students, the STRIVE program for Native American students, and the Cascades East Area Health Education Center (CEAHEC) Medstars program. These groups can be partners in introducing the degree path to the community. To ensure participation, students will be assisted with applying for financial aid and scholarships, including COCC Foundation scholarships.

Standard 5: Student Services and Support

Criteria:
Program proposal describes services and both broad and program-specific resources that will be needed by the students admitted to the degree program and the college's plan for providing those services and resources for baccalaureate-level students.
Program proposal includes a description of financial aid services and academic advising that will be available for students admitted into the program and also highlights alternative ways that adult, non-traditional students may access these services.

BSN program students at COCC will have access to a broad range of student support services, including program-specific certification test preparation assistance, clinical placement, career opportunities, and nursing-specific grant and loan information. Students will also have broad access to student services at COCC, including advising support, library and tutoring services, technology resources and support, disability services, and community support groups. COCC employs a coordinated system of interwoven programs and services grounded in local context and relationships, focusing on equity, closing equity gaps, and increasing students' sense of belonging at COCC. This supportive, belonging-focused approach employs a wrap-around philosophy, so that students feel welcome, supported, and confident from the beginning of their academic programs and through their transition to their careers or additional education after graduating from COCC.

Equitable, "Wrap-Around" Student Support Resources:
 COCC offers a comprehensive suite of services for the academic, personal, and professional needs of all students – including services targeting at supporting vulnerable student populations.

These services will be accessible and individualized to the needs of students in the BSN program. These services and supports include:

- **Admissions and Records Services:** Admissions and Records at COCC offers traditional registrar and enrollment management services, including student recruitment, record keeping, and graduation service. This resource provides students with vital services from start to finish at COCC. Student Recruitment manages the college information center, our general college outreach and recruitment efforts, and navigation through new student onboarding. Enrollment Services provides services related to admissions, registration, and maintenance of the official academic transcripts and records. Graduation Services provides transcript evaluation services, degree audit and conferral, commencement and the technical administration of Degree Works.
- **Advising and First Year Programs:** Advising and First Year Programs oversees Bobcat Advising, Oregon Promise, new student orientation and college preview, academic advising, placement assessment, and offers student success workshops and courses COCC offers academic advising for all students. Mandatory advising ensures that all new students who intend to earn a degree or certificate participate in orientation, placement assessment, and academic advising.
- **The Bookstore:** The COCC bookstore sells textbooks and facilitates the integration of digital course materials at the Bend, Madras, Prineville, and Redmond campuses and online. New, used, rentals, and e-books are available. The COCC bookstore also prioritizes providing low- or no-cost materials/textbooks to students.
- **Career, Academic, and Personal Counseling (CAP) Services:** CAP services provides academic advising, career services, and personal counseling to all students enrolled at COCC, including BSN students. CAP services works across the College to ensure students are well-supported and well-connected to the broader support ecosystem at COCC. The career services offered by CAP will also be a placement resource for BSN students as they move into the workforce.
- **COCC eLearning:** COCC's eLearning unit offers a range of student support services online, including connecting students to information on advising and financial aid, and providing technical assistance for issues and challenges specific to online learning.
- **Computer Labs and Student Technical Support:** student computer labs are available to students at all campuses (Bend, Madras, Redmond, and Prineville. Students can also access COCC's tech support services by phone, email, or in person.
- **Disability Services:** Disability Services at COCC provides students with accessibility support, including ADA-related accommodations and modifications through an individualized process. Other support offered includes assistive technology assessments and resources, literacy software, communication access (e.g., signed language interpreting and real-time transcription, accommodated testing, enlarged and braille materials, and multiple classroom supports). Disability Services works collaboratively with student and academic programs to remove barriers to access and promotes inclusion in all College-sponsored facilities and events.

- **Financial Aid:** Financial Aid provides comprehensive information about applying for and maintaining financial assistance to pay for college. Assistance is available to students online, over the phone or through in-person help. Financial aid options for students pursuing certificates, associate degrees or applied baccalaureate degrees all follow the same application process and financial aid eligibility rules. Financial aid staff are available to help all students with their financial aid-related questions.

- **Library Services, Barber Library (Bend Campus and online)**: Barber Library offers students access to extensive learning resources in support of teaching and learning. Electronic collections and reference support are available 24/7, making them easily accessible for students not located on the Bend campus. Textbook and technology lending programs provide free, term-long access to a limited set of textbooks, laptops, and other equipment like calculators and Wi-Fi hotspots. The library has access to the combined collections of the Orbis Cascade Alliance and two-day article requesting via RAPID ILL. Modest investments in upper-division resources will round out local access to collections supporting the BSN. Faculty librarians are prepared to meet instructional requirements for upper division information literacy instruction. If COCC is approved to move forward with the BSN program, a full needs assessment and evaluation of existing resources would be conducted with the help of program faculty to identify specific recommendations for modest investments to round out the collection for upper-division work. Barber Library already subscribes to several BSN-relevant resources, including ProQuest Central, ABI/Inform, EBook Central (a collection of over 110,000 academic ebooks), ScienceDirect - Health & Life Sciences and Social & Behavioral Sciences collections, Oxford University Press Journals Collection, and large collections of streaming media. Students would also have access to the extensive research collections available through our resource- sharing partnerships with the Orbis Cascade Alliance and the RAPID ILL network.

- **Student Life:** The Office of Student Life offers several multicultural student services, opportunities for civic engagement, free speech and civil discourse, student employment and leadership training, food insecurity support, mentoring, and college-wide events. The College also provides various services so students can navigate toward community-oriented support throughout their time at COCC. These include the Native American Student Program, Latinx Student Program, the LGTBQ+ Program, Wickiup Residence Hall, student government, club and intramural sports, and student clubs. Additionally, COCC's Diversity Committee and the Office of Diversity and Inclusion developed the COCC Principles of Community to ensure that COCC remains an inclusive and safe place to learn.

- **Testing Services**: COCC offers a variety of testing services to students enrolled in programs at all campuses – and many services are available to Central Oregon community members and OSU-Cascade students, as well. Services available include proctoring, standardized testing and credentialing, placement testing, ADA-accommodation testing, GED and NES, and Test of Essential Academic Skills (TEAS).

- **Tutoring Center**: All enrolled COCC students can access a variety of tutoring and study skills services, including drop-in peer tutoring in math, science, reading, writing, and

languages, study skills and writing workshops, and space for quiet study. Tutoring is offered at all four COCC campuses and remote tutoring services are available. Writing tutoring can be accessed asynchronously, as well.

- **Veterans Services**: COCC Veterans Services supports all veteran students by providing information about eligibility, admission, financial aid, GI Bill®, and other important College resources to help veterans reach their educational goals.

Continuous Improvement of Student Services:
COCC's student services all participate in an annual Administrative Unit Review, or AUR. The AUR is a critical assessment tool for identifying and closing equity gaps in services, improving the accessibility and availability of support services, and tracking usage over time. Student and academic services are also responsive to instructional assessments of student outcomes at both the program and institutional levels. All instructional assessment data is disaggregated to identify equity gaps and used to target support for different student groups' needs.

Communicating Resources to Students:
COCC provides clear and accurate information to students and the public on its website and the College catalog. This includes its mission, personnel, and details necessary for successful planning, enrollment, and completion of educational goals. The website and catalog include accurate information about eligibility requirements for licensure or entry into occupations or professions for which the education/training is offered.

Programs leading to professions that require a clean criminal history require background checks prior to admitting students. They are clearly labeled on the website and catalog, as well as in program application materials for limited-enrollment CTE programs. Programs leading to professions that require drug screening are similarly labeled as such. Many programs detail additional information regarding occupation requirements in program-specific student handbooks. COCC's Nursing Program already has a well-developed and thorough handbook and will be updated to include information about the BSN program.

Standard 6: Program Sustainability / Quality Program

Criteria:
Program proposal includes a financial plan for the first four years of program operation that includes types of funds to be used to support the program, projected program expenses (direct and indirect), any new facilities, equipment, technology, or resources needed for the program, and anticipated revenue based on reasonable assumptions relative to revenue sources. **(Submitted on Appendix D Worksheets for Projected Revenue and Expenditures or in any format that addresses the four areas)**

The College will use its General Fund account to pay for the BSN program start-up and instruction for the first four years. This allows the dedicated time and resources needed to build our intended quality model and market the program to our community members and healthcare partners. Tuition costs will go to the general fund, while fees will be collected to support instruction as enrollment grows to a sustainable level required for ongoing program support. In

addition, the BSNCCC was provided with infrastructure support and program development planning funds from the state (strategic funds approved by the Oregon President's Council, fiscally through the HECC). COCC's portion of the funds amounts to $61,288.17 to be used in the following ways:

- **$4,000** Development of assigned BSN course curriculum:
- **$4,000** Library resources for BSN:
- **$7,000** CPC/CPL course build-out/assessment tools:
- **$30,000** COCC BSN Program Director
- **$8,000** Online Nursing technology tools
- **$3,288** Admissions /Enrollment Services
- **$3,000** Advising
- **$2,000** Other

Projected Program Expenses: Program expenses are calculated based on current employee contracts and standard rates for services. The table below identifies projected program costs. The program is highly sustainable and does not require costly equipment or new facilities. Major expenses are faculty teaching and program director load, marketing, instruction and course support, library services, and financial aid services to students. The College has budgeted 15 load units (LU) for program administration costs.

New facilities, equipment, technology, or instructional resources needed for the program: No new facilities or facility modifications are required. The classes will be provided online, and the College will provide space in the Health Careers Center for student collaboration, meeting areas, and technology-enhanced instructional classrooms. The college eLearning department will assist in developing the program's online materials, including a shared course shell and optimal materials for online learning. We have budgeted for additional library resources to support additional upper-level courses.

Anticipated revenue based on reasonable assumptions relative to revenue sources: The budget is based on an anticipated size of seven students per cohort. In alignment with College policy, final tuition rates will be approved by the COCC Board of Directors in the established tuition fee timeline. For the purposes of planning, we have used the projected tuition of $180 resident/ $217 nonresident, and fees rate of $20 per credit in a break-even model to help us understand true costs.

NOTE: The budget below reflects *only* the costs for COCC. However, the six-school BSN Consortium (BSNCCC) are sharing costs for the BSN program including instruction and the learning management system. Each school's expenditures would need to be added together to obtain the total cost to offer the BSN program.

Projected Expenditures	Year 1	Year 2	Year 3	Year 4	NOTES
INSTRUCTIONAL					
Faculty FTE for FT (15 LU + PD LU)	30 LU	30 LU	30 LU	30 LU	(15 LU teach 2 x 6-credit classes + 15 LU Program Director LU)
Faculty FT Salaries/Benefits	$87,368	$91,736	$96,323	$101,139	2/3 FT faculty member + 5%/year
SUBTOTAL	$87,368	$91,736	$96,323	$101,139	
OPERATING EXPENSES					
Materials/supplies-required for teaching	$500	$500	$500	$500	
Travel for Capstone and meetings	$500	$500	$500	$500	
Communication / Marketing	$2,000	$2,000	$2,000	$2,000	
SUBTOTAL	$3,000	$3,000	$3,000	$3,000	
CAPITAL OUTLAY					
Library Resources: Purchase/Subscription/Access fees/Other	$1,000	$1,000	$1,000	$1,000	OPC $ for start-up BSN books
Technology (Canvas)	$5,748	$5,748	$5,748	$5,748	
SUBTOTAL	$6,748	$6,748	$6,748	$6,748	
TOTAL PROJECTRED EXPENDITURES	$97,116	$101,484	$106,071	$110,887	
Projected Revenue	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**NOTES**
Nonresident student tuition per credit	$217	$228	$239	$251	20.0661% higher than resident + 5% / year
Nonresident student total tuition per student	$13,100	$13,755	$14,443	$15,165	60 credits + $80 CPC and CPL
Nonresident student fees per credit	$20	$21	$22	$23	add 5% / year
Nonresident student total fees per student	$1,200	$1,260	$1,323	$1,389	60 credits + 5%
Resident Student tuition per credit	$180	$189	$198	$208	add 5% / year
Resident Student tuition per student	$10,880	$11,424	$11,995	$12,595	60 credits + $80 CPC and CPL
Resident Student tuition for seven students	$76,160	$79,968	$83,966	$88,165	add 5% / year
Resident Student fees per credit	$20	$21	$22	$23	add 5% / year
Resident Student fees per student	$1,200	$1,260	$1,323	$1,389	60 credits add 5% / year

Resident Student fees for seven students	$8,400	$8,820	$9,261	$9,724	add 5% / year
Contributions/Grants	$0	$0	$0	$0	
Other Revenues - General Fund	$46,512	$46,512	$46,512	$46,512	FTE if approved legislatively
TOTAL PROJECTED BSN REVENUE	**$131,072**	**$135,300**	**$139,739**	**$144,401**	

Standard 7: Program Accreditation

Criteria:
Program proposal includes a copy of the most recent accreditation status report for the institution as well as a specific program accreditation status report if relevant to the proposed program.
Program proposal summarizes whether the institution will seek specialized program accreditation or recognition, and if so, identifies the source of specialized program accreditation or recognition, any specialized requirements to achieve that status, and expected submission timeline and receipt of accrediting agency review.

COCC is accredited and in good standing with our regional accreditor, the Northwest Commission on Colleges and Universities (NWCCU), and a copy of our most recent (mid-cycle) accreditation letter from NWCCU is included in Appendix B. Additionally, our most recent seven-year accreditation report from 2020 is available on our public website. Once approved to proceed by HECC, the college will apply to NWCCU to adhere to their process for substantive change. As this is the first degree at a bachelor level offered at COCC, we have built ample time into our program development process to allow for NWCCU's substantive change review. The College has had a conversation with NWCCU about this new degree and our liaisons have helped COCC understand and prepare for that process.

Additionally, the current COCC AAS Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). See attached letter of ACEN accreditation status for the COCC AAS Nursing program. COCC does plan to also seek accreditation through ACEN for the RN to BSN program following the completion of its first two cohorts of the RN to BSN program, or earlier if required.

Standard 8: External Expert Evaluation

Criteria:
Program proposal includes copies of three program reviews from eternal experts within the occupational focus of the degree. At least one review is from a community college or university, i.e., departmental professor, academic dean or department head with relevant experience as a faculty member; at least one review is from the relevant industry, i.e., a technical manager or professional staff with depth of knowledge about specific skill sets/competencies needed to enter and succeed in occupational expectation for degree.

> Program proposal includes summary of the college's responses to external reviewers' comments and notes any subsequent modification to the proposal based on evaluator's recommendation.

Three Program Reviewers:
- **Reviewer #1: Debra Bragg**, PhD, OCCRL Director
- **Reviewer #2: Karen Affeldt,** RN, BSN, Clinic Nurse Supervisor at St Charles Family Care Clinic in Madras, Oregon
- **Reviewer #3: Shannon Waller**, MEd– COCC FT faculty member, Health and Human Performance Department Chair, and Medical Assisting Program Director

Reviewer #1: Debra Bragg

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)			
College Name:	Central Oregon Community College	**BAS Degree Title:**	BSN
Reviewer Name:	Debra Bragg	**Institutional or Professional Affiliation:**	Bragg & Associates, Inc.
Professional License or Qualification, if any:	Ph.D.	**Relationship to Program, if any:**	None
Please evaluate the following specific elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		

Comment

Consistent with the six applications submitted by Oregon community colleges to the HECC, the BSN degree proposed by Central Oregon Community College (COCC) offers a solid program of study preparing nurses for the regional healthcare workforce. The description of the program addresses critical areas of care recommended by the American Association of Colleges of Nursing (AACN), including the following areas: management and leadership, advanced pathophysiology and assessment, transition to practice, evidence-based practice, global health and community health concerns, informatics, trends in nursing, and leadership.

Furthermore, the curriculum builds on the college's ADN curriculum, recognizing that students attending community colleges in Oregon such as COCC may have limited opportunities to secure a BSN degree if not available from a community college. Access to the BSN is negatively impacted by geographic access, as well as affordability and other factors that impact college-going among first-generation, racially minoritized students who come from families with limited income to pay for college.

Finally, the curriculum also offers students an opportunity to practice the knowledge and skills they acquire through the BSN learning experience, connecting acquired competencies to key practices in the workplace. The need for more BSN-trained nurses in the COCC region is also addressed below.

Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

b) Degree Learning Outcomes	**Comment** I have confirmed that the 10 program outcomes are strongly aligned with the American Association of Colleges of Nursing (AACN) newest recommended competencies and related learning outcomes. I also reviewed current BSN programs offered in Oregon and am able to confirm this proposed BSN curriculum is more strongly aligned to AACN's recommendations than current BSN programs in Oregon. Examples of learning outcomes that are current and strongly aligned with (but not limited to) AACN include on ESPLO 2 on scientific knowledge (evidence-based practice), ESPLO 6 on holistic care, and ESPLO 8 on information and communication technology (ICT).
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	Comment The proposal provides documentation of research included in the Statement of Need, including some of the research I have done on Oregon's potential to award BSN degrees. The proposal provides a multi-page explanation of the research findings included in the college's Statement of Need, all of which provide a compelling case for these new degree programs. In addition, the joint nursing advisory board members for the consortium include professional nursing advisors in the COCC region, who support the creation of a BSNCC program at COCC.

d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?

	Comment The proposed courses in COCC's BSN program well represent upper division curriculum needed to develop the competencies commensurate with the BSN and employment in the nursing profession at the baccalaureate level. Attention is also given to preparing BSN nurses who are qualified to continue to advance to graduate level nursing education, which is a state-level need for longer-term nursing pipelines. That is, graduate-trained nurses are a necessity to prepare associate and bachelor's degree nurses and with them, the state is hampered in its ability to prepare nurses at all levels.
e) General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment I do not have a copy of the appendix with specifics on general education courses, however, I do appreciate the following list of general education courses included in the proposal: – Information literacy – Technical writing – Organization of written communication – Using information to ethically influence decisions I also appreciate the following statement: *the BSN student will be required to take Microbiology and Statistics either before or during the BSN program.* This common requirement for the BSN programs across the six community colleges makes sense and is an excellent example of how general education course work requirements enhance the student's preparation and working nursing skill set.
f) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?

	Comment The proposal provides an extensive resume for Dr. Kristin Lambert, who will be joined by another part-time faculty, to fulfill the two-course offerings of COCC. The proposal also does a good job of explaining how capstone course requirements will be met with qualified faculty and resource personnel. Letters of support have been submitted to demonstrate local healthcare providers who are willing and able to support the new BSNCC program.
g) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment The proposal presents projected expenditures ranging from about $97,000 to $111,000, which seems to be a modest investment for a new bachelor's degree program. These funds do include partial salary for nursing faculty teaching in the program. Washington, a state with a much longer history of offering community college baccalaureate (CCB) programs including the BSN, estimates approximately $200-300K investment when a community college offers its first CCB degree program thus, compared to Washington, this initial investment of local funds seems relatively modest. The expenditures seem logical and the financial plan seems well-reasoned for this program, including tuition and fees for nursing students computed at the same rate as the ADN program. The projected revenue for the program is approximately $131,000 to $144,000 for the first four years. Compared to expenditures, the budget projections suggest a positive margin for operating and sustaining the program.

h) Membership and Advisory Committee	Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?
	Comment Yes, the program has received input from a local advisory committee, as well as joint advisory committee with representatives from all six community colleges. Two members of the joint advisory committee were affiliated with COCC. In responding collectively with the other five community colleges, COCC does appear to have been responsive to the feedback from the committee. The proposal mentions COCC obtaining information about potential partners for the program, along with other recommendations.
i) Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment My overall assessment is positive. I think the six community colleges (of which COCC is a part) has developed a thoughtful proposal for a new BSN degree to be awarded by the college. The curriculum proposal is particularly strong due to the close alignment with the American Association of Colleges of Nursing (AACN). I am also impressed with the intentionality of recruiting students for the BSN from the local community college ADN graduate population in a manner consistent with the community college admissions policies. It appears all six community colleges have done extensive planning over the last 3-4 years to bring these plans to fruition, including considering the balance of 42 enrollees across six community colleges. A goal of 7 students per college makes sense, but given the diverse context for these programs, setting 42 students as an overall goal across the six colleges also makes sense. Monitoring how enrollment, completion, and employment proceeds for students/graduates will be very important well into the future as Oregon's community colleges continue to provide opportunities for students to secure bachelor's degrees in nursing and other fields of study.

Reviewer Bio or Resume
Evaluator, please insert a short bio here or attach as separate document.

Dr. Debra D. Bragg is the founding director of the Office of Community College Research and Leadership (OCCRL) and an Edward William and Jane Marr Gutgsell Endowed Professor Emerita at the University of Illinois Urbana-Champaign (UIUC). Her research portfolio focuses on policies and programs designed to facilitate student transitions to and through education to employment. She has led national studies on career-technical education (CTE) and career pathways, transfer and community college baccalaureate degrees, and STEM education.

Dr. Bragg has received numerous awards for her research accomplishments during her tenure at UIUC, including being recognized as a fellow of the American Educational Research Association (AERA) and recipient of the Distinguished Career Award from the Association for the Study of Higher Education (ASHE). Dr. Bragg also received the Bonita C. Jacobs National Transfer Champion Award from the National Institute for the Study of Transfer Students. She also received the UIUC College of Education Distinguished Scholar and Career Teaching awards.

In 2016, Dr. Bragg founded the Community College Research Initiatives (CCRI) group at the University of Washington (UW), serving as its founding director until 2020. She continues to have an appointment with UW where she is studying community college baccalaureate (CCB) degrees nationally through a partnership with Dr. Elizabeth Meza in the Daniel J. Evans School of Public Policy and Governance.

Dr. Bragg also has primary professional obligations associated with her consulting firm, Bragg & Associates, Inc. Operating as an S-corporation founded in the state of Illinois in 2012, Dr. Bragg's company has contracted with clients throughout the United States and internationally, including community colleges and universities, numerous state agencies, private foundations, and multiple federal agencies, including the National Science Foundation (NSF), and the U.S. Departments of Education and Labor.

COCC Response to Reviewer #1: Debra Bragg
We thank Dr. Bragg for her thorough review of our phase II HECC proposal for the BSN. We appreciate her accurate representation of the situation in Central Oregon in relation to the demand for BSN trained nurses and the lack of affordable, local options for the BSN if not offered by a community college in the region.

We are pleased that she believes our proposed BSN curriculum is more strongly aligned to AACN's recommendations than current BSN programs in Oregon and that she feels our collaborative effort and expertise of the nursing faculty developing the outcomes has contributed to its strength. It is also appreciated that Dr. Bragg took the time to research other BSN programs to ensure that our curriculum and inclusion of Microbiology and Statistics align with standard BSN curriculum so as to not disadvantage our students.

Dr. Bragg notes that the COCC proposal presents projected expenditures ranging from about $97,000 to $111,000, which she thought seemed to be a modest investment for a new bachelor's degree program. We want to be clear that the reason each of our six schools' expenditures seem lower than her reference to Washington schools was because the six schools are sharing costs. It would be necessary to add all six schools together to have the total expenditure for the BSNCCC program. Of note: Of the six schools, COCC had one of the highest expenditures as a result of our decision to use an existing full-time PhD-prepared Nurse Educator to take on the bulk of the instruction and program direction of our portion of the BSN consortium. Other BSNCCC schools have chosen to use part-time faculty members as their primary BSN instructors.

Her notation about the number of students in the cohort is especially valuable for the consortium schools to consider the possibility of a different number of students per school based on local need and interest as well as success. The BSNCCC will have future discussion on this topic. In summary, it is encouraging that Dr. Bragg sees the potential in our curriculum. Overall, we appreciate the positivity and encouragement she provided, especially because she is considered a national expert in nursing education.

Reviewer #2's information and response follows on the next page. The CVs for both Reviewer 2 and 3 are included in Appendix C and D, respectively.

Reviewer #2: Karen Affeldt:

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)			
College Name:	Central Oregon Community College	**BAS Degree Title:**	Bachelor of Science: Nursing
Reviewer Name:	Karen Affeldt	**Institutional or Professional Affiliation:**	St. Charles Family Care, Madras
Professional License or Qualification, if any:	BSN	**Relationship to Program, if any:**	Collaborator with the new Health Careers Programs in the Madras COCC Campus location

Please evaluate the following specific elements

a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	Comment Current demands for BSN level nurses were well established in Dr. Debra Braggs' 2023 review of Oregon's nursing and healthcare shortage. This coupled with the HB 2697 law, my personal experience with nursing shortages in the hospitals and clinics, living in the second least healthy county in Oregon with a culturally diverse and low socioeconomic status community further prove the need for this program in our area of Oregon. This program will definitely lead to job placement.
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	Comment I am not an expert in the requirements for a BSN program since I graduated from my BSN in 1999. It appears that the board has done a thorough job of making sure all the classes and credits are appropriate for preparing the BSN grads for their career. What I see lacking from new graduate nurses is training in cultural sensitivity, inclusion, diversity, equity, and acceptance, good communication, and leading in a trust and inspire style rather than one of command and control. I would like to see more on these concepts discussed in class.
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	Comment Dr. Bragg wrote a very thorough Statement of Needs that paints a vivid picture of the increased need for nurses trained in Oregon, especially BSN level nurses. The curriculum appears in line with meeting this need with room for student growth.

d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
	Comment Both the core and elective courses appear in line with industry demands and the classes are relevant to the industry. I am not a subject matter expert on best courses for a BSN. So, I cannot speak to the rigor of the classes. However, I like the addition of clinical informatics. I have had to utilize our clinical informatics team several times since using electronic health records. Now that I'm in a leadership role I appreciate the value in the leadership course. NUR 414 will give a great deep dive into how pathophysiology, pharmacology, and physical assessment all work together. I think the options for Capstone clinicals were well thought out. It will be difficult to choose between them.
e) General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment I am not a subject matter expert on the general education requirements for a baccalaureate program and would have to rely on the BSNCCC and state standards for this program.
f) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment Yes. Having faculty with either a BSN, MSN, or PHd in nursing is appropriate. I also believe that having clinical instructors who are at a minimum of a BSN is the correct approach. COCC already has an outstanding AAS Nursing program with a great faculty foundation with which to work from.
g) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment The college currently supports a successful AAS in Nursing program. Student support services are well defined in the program proposal and includes a detailed list of the resources at the end. Access to online resources will be important for the program as most of it is online.

h) Membership and Advisory Committee	Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?
	Comment
	The proposal states that "COCC worked closely with statewide workforce groups, nursing advisory boards, and local healthcare providers to ensure this program meets an employment shortage for positions with excellent wages." (pg 1). The advisory committee convened and approved curriculum standards. The following list of questions from the board and COCC's follow up answers were fantastic.
i) Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment
	The program proposal is well thought out, there's good collaboration between the other community colleges invested in the BSN program across the state, there's good collaboration amongst the community entities that will be supporting and benefitting from the BSN program, the plan will help fill a need in the community that has been struggling to reach demands for years, and the curriculum looks well planned out and reviewed with room to grow.

Reviewer Bio or Resume
Evaluator, please insert a short bio here or attach as separate document.

See attached CV.

COCC Response to Reviewer #2: Karen Affeldt

We thank Ms. Affeldt for her thorough and thoughtful review and expertise of industry standards. We especially appreciate her sharing that she feels like BSNs need to have more training on cultural sensitivity, inclusion, diversity, equity, acceptance, good communication, and

leading in a "trust and inspire" style. We are happy to say that these topics will be included in the upper division courses including:

- Transitions to Professional Nursing where we will discuss professionalism and organizational culture of safety through improved communication.
- Global Health Promotion and Community Health which will focus on global health issues, holistic assessments of diverse populations, and collaboration and communication within the healthcare team.
- Issues and Trends in Professional Nursing and its focus on demonstrating effective communication in the discussion of current and future healthcare issues and trends and the impact of ethical, economic and demographic challenges that impact quality nursing care.
- Nursing Leadership will focus on leadership theories which can include the "trust and inspire" style.
- The Capstone Didactic course will include palliative care, underserved and vulnerable populations and management and administration content that all students will get regardless of the Capstone clinical choice they make. Through this class, they will be exposed to content involving diversity, equity, and inclusion, cultural sensitivity, and acceptance.

In regard to Ms. Affeldt's comment regarding the importance of access to online resources, the BSNCCC is working along with each school's library staff to ensure that students have access to online nursing journals and references. We are also working with our eLearning departments to ensure that enrolled BSN students will have access to online learning orientations and training.

Affeldt's familiarity with the research on the nursing shortages in Oregon confirms her own experience and that of COCC in finding adequately trained and credentialed nurses and nursing faculty. While this program does not prepare nursing faculty, it sets the graduate up well for further education. Affeldt notes the strong training of the COCC faculty in our AAS Nursing program and their potential to contribute to the BSN degree as well.

Affeldt notes some curriculum elements such as clinical informatics and other subject matter that will enhance the practical and theoretical knowledge of our BSN graduates. We appreciate her perspective as a leader in our local Central Oregon healthcare workforce and the insight she has into what skills and mindsets effective nurses need. We will continue to look to her guidance for what the local community wants and needs in its new BSN graduates and will invite her to be on our advisory board.

Reviewer #3: Shannon Waller

WORSHEET FOR EXTERNAL REVIEWERS (3 Pages)			
College Name:	Central Oregon Community College	**BAS Degree Title:**	Bachelor of Science: Nursing
Reviewer Name:	Shannon Waller	**Institutional or Professional Affiliation:**	Central Oregon Community College
Professional License or Qualification, if any:		**Relationship to Program, if any:**	

Please evaluate the following specific elements

a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	Comment 1.
	The overall concept of the COCC BSN program is highly relevant to current employer demands and aligns with local and state workforce needs. It addresses the regional shortage of BSN-prepared nurses, particularly in Central Oregon, where there are limited local options for obtaining a BSN. The program is unique because it will be one of Oregon's first community college-offered BSN programs, designed to be more affordable and accessible than university-based programs. Additionally, the program aims to retain students within their local communities for education and employment, thereby addressing barriers such as relocation costs and supporting the regional healthcare workforce.

b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	Comment
	The degree learning outcomes demonstrate appropriate baccalaureate-level rigor, focusing on advanced competencies such as evidence-based practice, leadership, and nursing informatics. The outcomes are aligned with the American Association of Colleges of Nursing (AACN) standards and emphasize critical thinking, clinical decision-making, and leadership. In response to feedback, the program also considers adding more depth to essential areas such as advanced physical assessment and mental health to ensure comprehensive preparation for diverse patient populations and align more closely with current healthcare needs.

c) Curriculum Alignment	Does the ~~curriculum~~ align with the program's Statement of Needs Document?
	Comment
	The curriculum aligns well with the program's Statement of Needs document. It is designed to fill specific regional workforce gaps by developing advanced competencies in nursing practice, leadership, and community health. The program provides flexibility in defining "underserved and vulnerable populations," allowing students to choose specific populations for their Capstone experiences. This approach ensures that the curriculum remains relevant to community needs and student interests, enhancing the program's applicability and impact.

d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
	Comment The core and elective courses of the COCC BSN program are designed to align with industry standards and employer needs. Focusing on areas like nursing leadership, informatics, and evidence-based practice ensures that students are equipped with the skills and knowledge demanded by the healthcare industry. The program's commitment to seeking national accreditation further strengthens its credibility, assuring the COCC administration and industry partners of its alignment with external quality benchmarks.
e) General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment The general education requirements suit a baccalaureate-level program and align with academic standards and industry needs. Foundational courses in anatomy, physiology, microbiology, statistics, writing, and behavioral/social sciences are essential for developing the comprehensive knowledge base required for advanced nursing practice. Feedback from local employers and the advisory board has shaped these requirements to ensure they meet the current demands of the healthcare industry.
f) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment The program faculty qualifications appear adequate to teach and continuously improve the curriculum. The lead faculty member, Kristin Lambert, has significant teaching experience and is progressing toward a PhD in Nursing Education. Additional part-time faculty will be hired to backfill gaps, ensuring that there are adequate teaching resources to maintain program quality from the outset. This approach will support the program's growth while maintaining high standards for instruction.
g) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment COCC has demonstrated adequate resources to sustain and advance the program. The college has partnered with local healthcare providers, such as St. Charles Health Systems, to secure clinical placements and ensure students can complete their clinical experience within their communities. The college also plans to assist students in securing clinical placements rather than requiring them to find placements independently.

h) Membership and Advisory Committee	Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?
	Comment
	The COCC BSN program is committed to continuous improvement and responsiveness to industry demands. This is evident in its engagement with the appropriately convened Advisory Committee, which comprises representatives from industry partners and consortium schools. The program's willingness to adjust its curriculum based on the committee's feedback, such as considering additional content on mental health and public health, demonstrates its adaptability and commitment to meeting employer needs. The program's ongoing engagement with the advisory board further ensures it remains responsive to evolving industry demands.
i) Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment
	Overall, the program is well-designed to meet the regional demand for BSN-prepared nurses. It is unique in its affordability, local focus, and commitment to accessibility for underserved communities, distinguishing it from other RN to BSN programs in the state. The program aligns with current academic standards, employer needs, and community expectations. COCC's national accreditation plans and strategies for managing clinical placements and faculty resources demonstrate a commitment to quality and continuous improvement. The proposed program will likely be effective in preparing graduates for advanced nursing roles and meeting local healthcare providers' needs. Consideration is to be noted; if numerous students register for the BSN program, selective admission may be needed.

Reviewer Bio or Resume
Evaluator, please insert a short bio here or attach as separate document.

COCC Response to Reviewer #3: Shannon Waller

We thank Ms. Waller for her careful review and expertise in curriculum and program development. We very much appreciate her comment about the possibility of us needing to utilize a selective admission process in the future should our number of interested students becomes too great to manage with our current first come, first served method of admission. We will continue to monitor our enrollment and make changes in our admission process if merited.

We appreciate the comments by Ms. Waller as it pertains to the BSN program meeting industry needs. Each school values their advisory board members and the feedback they provide. We will continue to work with them throughout the program development process and beyond. We will work with students on Capstone placements to not limit their choices for clinical location as each ADN program has worked hard on establishing strong community clinical ties.

Noting the critical thinking incorporated into the degree learning outcomes, Waller's own background in healthcare education makes her evaluation of these outcomes especially meaningful for this proposal. Also, her familiarity with COCC's general education options and teaching excellence affirms that GE requirements for BSN students will be easily met.

We are grateful to have had a health care educator such as Shannon Waller to participate in this review. Her knowledge of health care education and of COCC faculty, resources, and systems adds valuable insight to our unique readiness to offer the BSN.

Standard 9: Collaborative Plans or Unresolved Concerns

Criteria:
Program proposal includes a summary of how the college will be collaborating with other higher education providers, industry, or relevant parties relative to this program. Details are provided on how this collaboration serves Oregon.
Program proposal includes a summary of content and status of discussion **if** any other institution raised concerns with the proposing college about any aspect of the proposal. If these issues remain unresolved or incomplete, relevant name(s) and contact information for the other parties are included. **(If applicable)**

The work to develop the BSN degree is driven by the College's commitment to increasing access to higher education, especially for members of historically marginalized groups. As COCC successfully recruits and graduates these students, we see a need to ensure they can grow in their careers and compete for promotions. Creating an accessible, relevant path to a four-year degree with a high-quality, industry-guided program is central to the program's design. Collaboration with our community partners is the most economical and effective way to reach the goal of increasing student achievement.

As detailed in section two of this proposal, the College has long-standing healthcare provider partners who have helped craft this program and will continue to guide its development to assure quality and relevance to workforce requirements. The advisory committee members have shared numerous stories of their need for BSN candidates for leadership positions and the significant equity gaps as nurses advance in their careers. Coupled with the existing racial and ethnic biases built into many hiring and promotion processes, this has led to a lack of diversity at higher healthcare provider levels in Oregon. The inability to advance in a career prevents entire families from escaping poverty with ripples through generations. Healthcare leaders say they see a benefit in diversifying their leadership for their facilities and improving healthcare. This degree seeks to leverage that employer motivation with the college's educational expertise to benefit our AAS Nursing graduates and the community.

COCC and five other colleges have designed this degree program to create accessible pathways for students throughout the state to obtain their BSN in a way that allows them to remain employed in their home region, acquire less student debt, and connect with a supportive cohort to increase the likelihood of their success. The consortium approach leverages state resources and prevents duplication of services, allowing rapid expansion in programming that would not otherwise be feasible for individual colleges. The shared faculty resources will enable students to receive instruction from a variety of experts and complete their degrees in a timely manner. Each college contributes to program design, with location-specific options that meet the needs of each college's specific student population, including working with local provider sites for Capstone and post-graduate placement. BSN students will be encouraged to consider continuing their education, and the program faculty will connect them to Nurse professionals and graduate programs throughout the state.

Appendix A – ACEN Accreditation

DELIVERED VIA EMAIL ONLY

April 20, 2020

Jane Morrow, MN, RN, CNE
Nursing Program Department Chair
Central Oregon Community College
2600 Northwest College Way
Bend, OR 97703

Dear Ms. Morrow:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting in March 2020. The Board of Commissioners granted initial accreditation to the associate nursing program and scheduled the next evaluation visit for Fall 2024. Based on ACEN Policy #34 Candidacy for a Governing Organization/Nursing Program Seeking Initial Accreditation, the effective date for initial accreditation of the associate nursing program is August 3, 2018.

Deliberations centered on the materials available to the Board from this accreditation review process and the recommendation for accreditation proposed by the peer evaluators on the site visit team and the Evaluation Review Panel.

The Board identified the following:

Areas Needing Development

Standard 1 Mission and Administrative Capacity, Criterion 1.8
- Ensure the nurse administrator has sufficient time and resources to fulfill the role responsibilities.

Standard 2 Faculty and Staff, Criterion 2.9
- Ensure part-time faculty performance is regularly evaluated in accordance with governing organization's policy/procedures.

Standard 3 Students, Criterion 3.6
- Continue to identify and implement strategies/actions to improve the default rate.

Standard 6 Outcomes, Criteria 6.1, 6.2, 6.3, and 6.4
- Ensure the program demonstrates that there are specific, measurable expected levels of achievement for each end-of-program student learning outcome.
- Ensure the program demonstrates that there are appropriate assessment methods that result in meaningful data for each end-of-program student learning outcome.
- Review and revise the expected level of achievement for the licensure pass rate to be congruent with the ACEN Criterion.

ACEN™

Areas Needing Development (continued)

Standard 6 Outcomes, Criteria 6.1, 6.2, 6.3, and 6.4
- Review and revise the expected level of achievement for program completion to be congruent with the ACEN definition of program completion.
- Review and revise the expected level of achievement for job placement to be congruent with the ACEN definition of job placement.

Congratulations on this outstanding achievement! We look forward to continued successes for your nursing program. On behalf of the Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education. In addition to this official letter, your nursing program will receive an ACEN certificate authenticating the Board of Commissioners' decision. The processing of these certificates has been delayed due to the COVID-19 outbreak and will resume when ACEN staff members are able to return to the office. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,

Marsal P. Stoll, EdD, MSN
Chief Executive Officer

ACEN
Accreditation Commission
for Education in Nursing

About   Accreditation   Students & Public   For Programs   Peer Evaluators   Resources   News & Events

BACK TO SEARCH

Central Oregon Community College (Associate)

Last Updated:
May 29, 2024

General Information

NEU ID:
NEU1008

Accreditation Type:
Nursing Education

Nurse Administrator:
Carmen ingulli, MN, RN, COI
Assistant Professor of Nursing, Nursing Department
Chair and Administrator

Phone Number:
(541) 383-7546

Address:
2600 Northwest College Way
Bend, Oregon 97703

Email:
cingulli@cocc.edu

Country:
United States

Accreditation Information

Status:
Accredited
View Current Status Action

Stipulation:
None

Initial Accreditation:
August 3, 2018

Most Recent Action:
March 2020
View Most Recent Action

Date of Last Visit:
October 22-24, 2019

Next Visit:
Fall 2024

Appendix B – NWCCU Accreditation

The Northwest Commission on Colleges and Universities reaffirmed COCC's accreditation status, following an extensive review that concluded in June 2020. COCC accreditation runs through Spring 2027.

NWCCU
NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

July 21, 2023

Dr. Laurie Chesley
President
Central Oregon Community College
2600 NW College Way
Bend, OR 97701

Dear President Chesley:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on June 21-23, 2023, concerning the Spring 2023 Mid-Cycle Review of Central Oregon Community College.

Accreditation
    Accept the Report

Status of Previous Recommendations Addressed in this Evaluation
- Recommendation 1: Spring 2020 Evaluation of Institutional Effectiveness - Continued as Needs Improvement
- Recommendation 2: Spring 2020 Evaluation of Institutional Effectiveness - Continued as Needs Improvement

Recommendations Substantially in Compliance but in Need of Improvement
The Commission recommends that Central Oregon Community College:
- Recommendation 1: Spring 2020 Evaluation of Institutional Effectiveness - Set and articulate meaningful objectives and indicators of its Community Enrichment goal to define mission fulfillment, and to improve its effectiveness in the context of and in comparison with regional and national peer institutions. (2020 Standard(s) 1.B.2)
- Recommendation 2: Spring 2020 Evaluation of Institutional Effectiveness - Refine its current practices to create an effective system of evaluation that systematically (integrated across all levels of course, program, and general education) assesses student learning outcomes to ensure currency and improvement of teaching, learning and student success. (2020 Standard 1.B.1, 1.C.5, 1.C.6, 1.C.7)

Future Evaluations
- Year 6 - Standard 2 - Policies, Regulations, and Financial Review Spring 2026
- Year 7 - Evaluation of Institutional Effectiveness Spring 2027
    - Recommendation 1: Spring 2020 Evaluation of Institutional Effectiveness
    - Recommendation 2: Spring 2020 Evaluation of Institutional Effectiveness

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Gita Bangera, at gbangera@nwccu.org.

Sincerely,

Sonny Ramaswamy
President

cc: Dr. Annemarie Hamlin, VP of Academic Affairs
        Mr. Bruce Abernethy, Board Chair
        Dr. Shari Peterson, Director Institutional Assessment, College of Southern Nevada
        Mr. Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission

8060 165th Ave NE, Suite 200 | Redmond, WA 98052 | nwccu.org

Appendix C – Karen Affeldt (External Reviewer #2) CV

Karen Affeldt

Madras, OR 97741
Phone: (c) 541-848-9421, (w) 541-460-4127
Email: kmaffeldt@scmc.org

Professional Summary

Dedicated and experienced Registered Nurse (RN) Supervisor of Clinical Operations with over 20 years of comprehensive nursing experience across various healthcare settings. Proven ability to lead and manage clinical teams, develop and implement nursing protocols, and provide exceptional patient care. Adept at collaborating with multidisciplinary teams to enhance patient outcomes and streamline clinic operations. Committed to continuous professional development and excellence in healthcare delivery.

Professional Experience

St. Charles Family Care, Madras, OR
Clinic RN and Clinic Nurse Supervisor
October 2019 – Present

- Supervise clinic nursing staff, medical assistants, and manage daily operations.
- Provide direct patient care and clinical support.
- Develop and implement nursing protocols and procedures.

Oregon Child Development Coalition, Madras, OR
Staff and Family Educator
September 2018 – October 2019

- Conduct postpartum home visits and provide family education.
- Collaborate with physicians and staff to develop and teach health protocols for children with specific health needs.

Camp Tadmor, OR
Resident Summer Camp Nurse
July 2016 – 2023

- Administer medications and provide triage for staff and campers.

- Manage health records and emergency care procedures.

Culver School District, Culver, OR
Part-Time School Nurse
January 2015 – December 2015

- Manage health care plans for students with special needs.

- Provide staff education in medication distribution, CPR/Automated External Defibrillator (AED)/First Aid (FA).

- Organize vision screenings, sports physicals, and Tuberculosis (TB) testing.

- Collaborate with Jefferson County Public Health on managing infectious diseases and immunizations.

Mountain View Hospital, Madras, OR
RN, Med-Surg Unit, IMCU, and Family Birthing Center
September 2006 – March 2012

- Provide quality nursing care to patients and families of all ages.

- Assist in various units as needed, including Medical Surgical, Intermediate Care Unit (IMCU), and Family Birthing Center (FBC).

Good Samaritan Hospital, Corvallis, OR
RN, Nursery and Special Care Nursery, Intravenous (IV) Therapy Dept.
May 2001 – January 2006

- Care for healthy and unhealthy newborns, assist in high-risk deliveries and cesarean sections.

- Provide lactation and newborn education to parents.

- Administer blood products, chemotherapy, and participate in codes, traumas, and massive transfusions.

University of Wisconsin Children's Hospital (now American Family Children's Hospital), Madison, WI

RN, Age 5 and Under Unit, Pediatric Outpatient Center

July 1999 – May 2001

- Care for ventilated children and manage medical, surgical, transplant, cardiac, neurological, and orthopedic cases.

- Serve as nursing supervisor and pediatric cardiac team educator.

- Administer chemotherapy, blood products, IV medications, and provide conscious sedation and pre-procedure medications.

Education

Bachelor of Science in Nursing

South Dakota State University

Fall 1995 – Spring 1999

Certifications/Professional Development

Basic Life Support (BLS)/Advanced Cardiac Life Support (ACLS)

Team STEPPS Leader

Brene Brown Dare to Lead

Emerging Leaders

Accelerated Leadership Development Program

Appendix D – Shannon Waller (External Reviewer #3) CV

SHANNON WALLER
Education

Student-centered Associate Professor with expertise in Medical Assisting and Pharmacy Technician. Offers 10+ years background supporting students, developing instructional plans and organizing and grading exams and tests. Commended for sustaining effective learning environment through prepared classes and relevant assignments and consistently achieving classroom management and academic goals. Collaborative Department Chair with dedication to partnering with coworkers to promote engaged, empowering work culture. Documented strengths in building and maintaining relationships with diverse range of stakeholders.

Contact

Address
BEND, OR, 97701

Phone
541-480-3183

E-mail
SWALLER@COCC.EDU

Skills

Able to build working relationships

Leadership

Computer proficiency

Curriculum development

Outstanding communication skills

Team-oriented

Medical Assisting/Math/DEI instruction

Technology-based curriculum

Academic advisement

Verbal and written communication

Coaching and mentoring

Faculty Management

Work History

2012-04 - Current

DIRECTOR/ALLIED HEALTH CHAIR/ASSOC PROFESSOR MEDICAL ASSISTING PROGRAM

Central Oregon Community College, Bend, OR

- Provided instruction, curriculum development, and program leadership
- Oversight and scheduling of experiential training in medical offices, oversaw preceptors, maintained long lasting relationships with medical personnel
- Advising of current and new students in the area of course selection, career planning and preparation of job placement
- Encouraged class discussions by building discussions into lessons, actively soliciting input, asking open-ended questions and using techniques to track student participation.
- Improved success of program by updating curricula, built new courses, and created partnership with SCMG to train employees to be CMA's
- Kept abreast of advances in pedagogy and work to continuously improve teaching methods and introduce new approaches to instruction.

- Observed, coached and mentored department staff.
- Developed and maintained courteous and effective working relationships.

2008-05 - 2014-01

CERTIFIED PHARMACY TECHNICIAN

St Charles Medical Center, OR
- Sterile admixture prep expert
- Total Parenteral Nutrition (TPN) prep using TPN compounder
- Chemotherapy admixture prep
- Expert knowledge in PYXIS, PYXIS A-system and profile
- Trained new employees on all aspects of inpatient pharmacy operations including supply, logistics, ordering, receiving, billing, PYXIS systems, CII safe security and operations
- Oversaw COCC pharmacy technician students during practicum.

2010-05 - 2012-04

LAB ASSISTANT/INSTRUCTOR PHARMACY TECHNICIAN PROGRAM

Central Oregon Community College, OR
- Assistance instructing lab simulations in pharmacy operations
- Gave instruction on filling prescriptions, reading scripts, use sterile aseptic technique to draw medication and make IV bags for patients
- Gave instruction on reconstituting of medication and drawing up oral syringes using correct dosing and calculations
- Oversaw practicum students at St Charles Medical Center.

2008-01 - 2008-05

Communication Intern

KIDS Center, Bend, OR
- Coordinated with staff to promote activities for KIDS Center
- Interacted with the community and business owners to encourage donations

- Helped design and promote a fundraising event "Blue Oval Roundup" where all donations and contributions went to the KIDS Center
- Held meetings with staff and businesses involved with the fundraiser.

2002-10 - 2005-07

CERTIFIED PHARMACY TECHNICIAN

United States Air Force, Las Vegas, NV

- Worked with narcotic program
- Trained new employees on all pharmacy operations
- Transcribed prescriptions for computer input
- Compounded medications for specialty patients
- Supply and logistics of "refill" and "new prescription" pharmaceuticals
- Counseled patients.
- Stocked, labeled and inventoried medication to keep accurate records.
- Worked with computerized and automated systems for dispensing medications and editing new patient profiles.

Education

2022-Current	**PhD Higher Education Administration** *Liberty University – expected Spring 2025*
2018-2019	**Certificate: Medical Assisting** *Central Oregon Community College Bend - Bend, OR*
2013-2014	**Master of Education: Instructional Design** *Western Governors University - Salt Lake City, UT*
2008-2012	**Bachelor of Art: Special Education** *Western Governors University - Salt Lake City, UT*
2006-2008	**Communications** *California State University - Sacramento, CA*
2005-2006	**Associate of Arts: Liberal Arts** *Solano Community College - Fairfield, CA*
1999-2001	**Diploma: Pharmacy Technician** *Apollo College - Tucson, AZ*