

*Report in Response to
SB 1172 to Establish a
Passport Nursing
Program*

*Virginia Community College System
Academic and Workforce Program Unit
October 31, 2023*

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Executive Summary

Senate Bill 1172, an Act to require the Virginia Community College System to establish a standardized core curriculum for all registered nursing (RN) degree or diploma programs in the Commonwealth, the Passport Nursing Program, was approved by Governor Youngkin March 22, 2023. This act directs the Virginia Community College System (VCCS), in collaboration with the Board of Nursing, the State Council of Higher Education for Virginia (SCHEV), the Virginia Nurses Association and other relevant stakeholders, to “convene a work group, consisting of representatives from the Virginia Community College System, SCHEV, the Board of Nursing, the Virginia Nurses Association, for-profit and private not-for-profit institutions offering registered nursing (RN) education and diploma programs, the Virginia Hospital and Healthcare Association (VHHA), and Radford University’s Nursing Competency Accelerated Pathway (NCAP) program, to develop a system for the standardization of all RN education and diploma programs offered in the Commonwealth, to be called the Passport Nursing Program.” The work group must submit its report to the Governor, the Chairman of the House Committee on Education, the Chairman of the Senate Committee on Education and Health, and the Board of Nursing no later than November 1, 2023 (Appendix 1, p. 13).

In response, the VCCS collaborated with representatives of Virginia Board of Nursing (VBON) and SCHEV to identify representatives of all Associate Degree in Nursing, Bachelor of Science in Nursing, and pre-licensure Master of Nursing programs across the Commonwealth of Virginia. Representatives of each Nursing program, along with representatives from SCHEV, the Virginia Nurses Association, the VHHA, and Radford University’s NCAP program were emailed on June 13, 2023 to invite them (Appendix 2, p. 14) to attend a meeting to discuss the curriculum for registered nurses in Virginia. Those who did not respond to the email were contacted a second time. As shown in the same appendix, a few invitees did not respond, a few responded that they would not attend, and a few who planned to attend were unable to do so but provided input via phone and email. In addition, the Virginia Association of Colleges of Nursing submitted a letter sharing the association’s concerns and outlining several recommendations (Appendix 9, p. 55).

On July 13, 2023, representatives from the VCCS, VBON, Virginia Nurses Association, VHHA member hospitals, and SCHEV met with representatives from nursing programs at hospitals, colleges, and universities across the Commonwealth of Virginia for a total of 32 participants (Appendix 3, p. 17). VCCS, SCHEV, and VBON representatives provided participants with an overview of SB 1172 (Appendix 4, p. 19). Working in small groups to which representatives of different types of institutions were assigned (Appendix 5, p. 21), participants discussed seven questions (Appendix 6, p. 22) addressing lines 20-29 of legislation SB 1172. Each group reported a summary of their responses orally and submitted their meeting notes and answers to the questions to the VCCS representatives to assist with this report. To conclude the meeting, the group formulated a set of recommendations aimed at increasing the supply of registered nurses in Virginia. In addition, several work group members submitted their curricula which were used as a representative sample of nursing curricula from which to draw information on clinical hours and total credit hours required (Appendix 7, p. 38).

The representative curricula reviewed include the core content required by the Virginia Board of Nursing as specified in Administrative Code. As all registered nursing program graduates must pass the same exam, the NCLEX-RN, to be granted a license as a Registered Nurse, those present agreed that although their curricula differ, they all prepare students with the same required knowledge and skills. However, participants were unable to reach an agreement on standardization of admissions, courses and course sequences, or course delivery for all RN education programs offered in the Commonwealth. Participants

strongly recommended that nursing programs be allowed to retain their curricula and policies in order to serve different student populations, thereby keeping the pool of prospective nurses as broad as possible. The work group expressed concern that requiring uniformity across all nursing programs would unfairly disadvantage some student populations and some regions. While a common curriculum was not agreed upon, representatives developed a set of recommendations to potentially increase the number of Registered Nurses in Virginia. These fall into two broad categories: recommendations related to curriculum and delivery of nursing education and recommendations for recruiting and retaining nurses and nurse educators.

Although participants did not agree to a common curriculum or a strategy for developing a common curriculum, they expressed great appreciation for the opportunity to meet that this legislation prompted. Before this convening, participants from these diverse institutions and organizations had never met as a group. Nursing program representatives, including some who could not attend the meeting agreed that convening the group was very worthwhile and should be repeated periodically.

DETAILED REPORT

Background

Senate Bill 1172, an Act to require the Virginia Community College System to establish a standardized core curriculum for all registered nursing (RN) degree or diploma programs in the Commonwealth, the Passport Nursing Program, was approved March 22, 2023. This act directs the Virginia Community College System (VCCS), in collaboration with the Virginia Board of Nursing (VBON), the State Council of Higher Education for Virginia (SCHEV), the Virginia Nurses Association and other relevant stakeholders, to “convene a work group, consisting of representatives from the Virginia Community College System, SCHEV, the Board of Nursing, the Virginia Nurses Association, for-profit and private not-for-profit institutions offering registered nursing (RN) education and diploma programs, the Virginia Hospital and Healthcare Association (VHHA), and Radford University’s Nursing Competency Accelerated Pathway (NCAP) program, to develop a system for the standardization of all RN education and diploma programs offered in the Commonwealth, to be called the Passport Nursing Program. The work group shall (i) determine what classes constitute and define the RN core curriculum and (ii) develop a system to standardize the RN core curriculum in name, content, rigor, and credits, including the award of clinical nursing credit hours, opportunity-based and competency-based learning pathways, and fully online learning classes and programs, to ensure that all credits earned toward an RN degree or diploma program are stackable, transferrable, and universally accepted across all such programs.” The work group must submit its report to the Governor, the Chairman of the House Committee on Education, the Chairman of the Senate Committee on Education and Health, and the Board of Nursing no later than November 1, 2023 (Appendix 1, p. 13)

In response, the VCCS collaborated with representatives of VBON and SCHEV to identify representatives of all Associate Degree in Nursing, Bachelor of Science in Nursing, and pre-licensure Master of Nursing programs across the Commonwealth of Virginia. It should be noted that the VBON reports that there are no longer any diploma programs in Virginia. Representatives of each nursing program, along with representatives from SCHEV, the Virginia Nurses Association, the Virginia Hospitals and Healthcare Association (VHHA), and Radford University’s Nursing Competency Accelerated Pathway (NCAP) program were emailed on June 13, 2023, to invite them (Appendix 2, p. 14) to attend a meeting to discuss the curriculum for registered nurses in Virginia. Those who did not respond to the email were contacted a second time. As shown in the appendix, a few invitees did not respond, a few responded that they would not attend, and a few who planned to attend were unable to do so. Some institutions and the VHHA provided input via phone or email. Several of the institutions submitted their curricula for inclusion in this report (Appendix 7, p. 38). In addition to being represented on the work group, the Virginia Association of Colleges of Nursing (VACN) submitted a letter outlining VACN’s concerns about requiring a standardized nursing curriculum (Appendix 9, p. 55). Work group members also noted that on its website at [Baccalaureate Education \(aacnnursing.org\)](https://www.aacnnursing.org), the American Association of Colleges of Nursing notes that BSN curricula may offer nursing classes beginning in the freshman or sophomore year.

On July 13, 2023, representatives from the VCCS, VBON, Virginia Nurses Association, and SCHEV met with representatives from nursing programs at hospitals, colleges, and public, private, and proprietary universities across the Commonwealth of Virginia for a total of 32 participants (Appendix 3, p. 17). VCCS, SCHEV, and VBON representatives provided participants an overview of SB 1172 (Appendix 4, p. 19). Working in small groups (Appendix 5, p. 21), participants discussed seven questions addressing lines 20-

29 of legislation SB 1172 (Appendix 6, p. 22). Each group reported a summary of their responses orally and submitted their meeting notes and answers to the questions to the VCCS representatives for inclusion in this report. At the end of the meeting, all participants collaborated to provide a group of recommendations that they believe will help address the nursing workforce shortage in Virginia.

In addition to responding to the legislation, the work group considered the landscape of nursing education in Virginia. It includes nursing programs at hospitals, community colleges, and public, private, and proprietary universities, some of which are not based in Virginia. Nursing programs serve a wide range of students, from well-prepared traditionally aged students who go directly to a university, to poorly prepared adult students who may need to work while they attend college and may need to improve their English and math skills before undertaking college-level courses.

The work group also considered information on the curriculum that is common across all VCCS Associate Degree in Nursing programs. Developed over a period of approximately two years and maintained by a group representing the 21 colleges with the program, the VCCS nursing curriculum is the result of frequent meetings at which nurse educators decided how to address all VBON requirements at community colleges in all parts of the Commonwealth. From 2020-2021 through 2022-2023, the VCCS prepared a total of 3,963 nursing graduates.

Discussion

Classes that Constitute and Define the RN Core Curriculum

Virginia Administrative Code 18VAC90-27-90 Curriculum provides minimum standards for pre-licensure nursing education programs requiring a wide range of evidence-based didactic content and clinical experiences. It does not specify how that content should be distributed across the curriculum. Thus, the structure of the RN core curriculum varies based on institutions' individual curriculum models; there is no subset of classes that constitute a core curriculum for all Virginia nursing programs.

System to Standardize the RN Core Curriculum

Participants at the nursing curriculum meeting discussed each of the following points to address the legislation seeking to standardize the RN core curriculum.

Name of the Core Curriculum

In Virginia, the nursing core curriculum is that body of knowledge and skills required by the Virginia Board of Nursing. Program faculty have authority over their nursing curriculum as required by national nursing accreditors. Work group members agreed that curriculum progresses from simple to complex. However, except within the VCCS nursing programs, there was inconsistency in course name, course credit, content, and associated clinical hours per course. Therefore, the group was unable to define a core subset of courses that could be labeled as the Passport Nursing Program. Since most Bachelor of Science in Nursing (BSN) programs will accept transfer students who have earned their RN license, the knowledge and skills required to pass the NCLEX function as a core curriculum.

Content

As required by the Virginia Board of Nursing and consistent with Virginia Administrative Code 18VAC90-27-90, the programs represented by the work group all include classes that cover the

following core content and include additional content as deemed required by program faculty and administration:

- Maintenance of physical and mental health and prevention of illness throughout the life cycle,
- Anatomy, physiology, microbiology, and chemistry,
- English and social sciences such as psychology,
- Communication,
- Nursing fundamentals,
- Adult medical/surgical nursing,
- Maternal/infant (obstetrics, gynecology, neonatal) nursing,
- Geriatric nursing,
- Pediatric nursing,
- Mental health/psychiatric nursing,
- Concepts of pathophysiology,
- Pharmacology,
- Nutrition and diet therapy,
- Ethics, legal considerations, and professional responsibilities,
- Client-centered care,
- Nursing in acute and nonacute settings,
- Nursing in community-based and long-term care settings
- Nursing assessment including data collection,
- Management and supervisory skills, and
- Clinical judgment.

Participants noted that they had more in common than expected but that, as stated in the VACN letter (Appendix 9, p. 55), some differences are necessary because accrediting bodies require Nursing programs to align with the institution's mission and because baccalaureate (BSN) programs are almost twice as long as Associate Degree in Nursing (ADN) and diploma programs. Differences among nursing programs include:

- Accreditation standards vary with the nursing accrediting body and the regional institutional accreditor.
- Nursing accreditation agencies require the faculty at a given institution to inform the curriculum. Thus, within the guidelines established by Administrative Code, faculty must possess the ability to refine their nursing program's curriculum.
- Prerequisite courses, often determined by faculty in general education disciplines, are not typically the purview of the nursing faculty. For example, at some institutions, Biology faculty teach Anatomy and Physiology as one two-semester course while at others the faculty teach Anatomy as a separate one-semester course from Physiology.
- Nursing content is threaded throughout the curriculum in a variety of nursing and sometimes non-nursing courses. For example, Introduction to Nursing may be included in Fundamentals of Nursing or may be a separate course. Health Assessment, Nutrition, Pathophysiology, Medical Terminology, and Clinical Calculation are separate courses at several institutions, but the concepts are integrated into other courses at some institutions. Additional courses that are different among the participating institutions include: Adult Health: Complex Care, Evidence Based Practice, Obstetrics, Gerontology, Senior Seminar: Transition to Practice, Patients with Complex Health Problems, Community Health, Healthcare Policy and Regulation, Management, and Research & Evidence-based practice.

- ADN curricula do not include specific community (diverse or global populations) classes or clinicals, or research courses or the Leadership, Legal and Ethics courses included in BSN programs.
- Some nursing programs are offered by institutions nationwide, so their curricula are viewed through a multi-state lens.
- Classes/content may be offered in different sequences in different programs.

In a related phone call, the interim dean of the Radford University nursing program added that as they pursue development of a competency-based program, as required by their nursing accreditor, the overall content will still be the same, though broken into modules.

Rigor

Maintaining national nursing accreditation is an assessment of program quality and is required for all registered nursing programs in 18VAC90-27-220. Nursing accreditors hold nursing programs to the strict standards set by the accrediting agency. Institutions of higher education and accrediting bodies assess the quality of nursing programs through a variety of measures to include, National Council Licensure Examination (NCLEX-RN) pass rates, progression rates, completion rates, employment of graduates, program outcomes, instructor qualifications, and up-to-date facilities as evidence of rigor.

Some factors that affect the rigor of nursing programs include admission standards, progression/dismissal standards, grading scale, session length, and delivery methods.

- Admission Standards: Some colleges have pre-nursing admission requirements and some allow students to be admitted to the nursing program on admission to the university. The grade point average (GPA) required for admission varied among participants' institutions from 2.5 to 3.0, and some programs do not use GPA for admission decisions. Some institutions consider applicants' GPAs in science courses or prerequisite courses specifically while others use the overall GPA. Many nursing programs use the ATI or HESI, requiring various scores for admission; some university nursing programs perform holistic admission assessment. English proficiency exams are required for students for whom English is not the primary language. Some programs require recommendation letters, application essays, and high school diplomas but others do not require these items. Work group members emphasized that regardless of *admissions* practices, all nursing programs must produce the same *outcomes*: graduates who are successful on NCLEX-RN and are ready for entry to practice. The group does not recommend standardizing admission standards as doing so would eliminate prospective nurses who just need additional preparation.
- Grading scales and progression requirements within nursing courses vary. Most colleges represented by the work group require passing scores on exams before other assignments are factored into the grade. The programs follow skill checklists that include medication administration and patient identification safety, adherence to "red rules" that require exact compliance for patient safety, professional behavior, communication, and ethics. Most institutions require a grade of C for passing, but a C may be assigned for scores ranging from 70-80 percent.
- Dismissal/Attendance Policies: Programs vary in dismissal policies, allowing failure of one to three courses before program dismissal. Didactic and clinical attendance requirements also vary among the programs.

- Associate Degree in Nursing programs are approximately two years long while BSN pre-licensure programs are four years long and so allow time for additional content. Within those parameters, specific program length varies; session lengths vary from 5 weeks to 16 weeks. Because prerequisite courses by their very nature must be taken before students can take their core nursing courses, a “two-year” Associate Degree might take three calendar years to complete. Some programs require students to attend full time, but a few do not.
- Most programs represented by the work group admit students two or three times per year and require students to complete the program within a certain number of years. This is typically 150% of the theoretical length of the program (so, three years for associate degrees and six years for the BSN). Most institutions have a process by which students may appeal dismissal from the nursing program.
- The laboratory and clinical portions of nursing courses include varying percentages of time spent in skills laboratories, clinical sites, and simulations. Nursing courses generally do not transfer well, but it is even more unusual for an institution to teach or accept nursing courses with a clinical or lab component taught online.

Credits for RN programs including clinical hours required

The total number of credits required in each nursing program varies across the Commonwealth. Using the institutions in the work group that submitted RN curricula as a sample: (1) ADN programs range from 64 to 72 credits; (2) BSN programs range from 120 to 128 credits. (Appendix 8, p. 54) Total clinical hours required for each RN program represented in the sample often exceed the VBON requirement that programs include at least 500 clinical hours; the representative ADN programs require up to 766 hours; (2) for traditional BSN programs (not including ADN to BSN bridge programs), clinical hours range from 532 to 954 hours. (Appendix 7, p. 38) The programs are allowed to apply simulation time to meet up to 25% of the required clinical hours. It is common to require 45 hours of total contact time for each clinical credit. Some nursing programs’ clinical hours are integrated into the related didactic course while others are separate clinical courses. When didactic and clinical hours are integrated into one course, students must pass the clinical requirements to pass the course regardless of how well students performed in the didactic portion. Grading of clinical performance varies from a letter grade to a grade of Pass/Fail.

Opportunity-based and competency-based learning pathways

There are three main nursing curriculum designs: medical model, concept based, and competency based. Senior institutions are moving toward competency-based learning as required by American Association of Colleges of Nursing (AACN). The VCCS common curriculum is concept-based while others remain a medical model. Radford University’s nursing program will share its competency-based model, once developed, with the VCCS to assist in facilitating alignment. Most of the work group members have very strict rules for accepting credit for prior learning due to the variations in nursing curriculum.

Fully online learning classes and programs

Although several institutions within the work group offer or accept general education courses taught online, some do not. As noted earlier, it is very unusual for an institution to teach or accept courses with an online clinical component. Some institutions in Virginia (e.g., Averett University, South University) do offer online BSN programs, but those too require in-person labs and clinical rotations. Allowing the use of some online general education and didactic portions of

nursing classes helps to make nursing programs more accessible to students whose schedules make it difficult to be on campus several times per week.

Ensure that all credits earned toward an RN degree or diploma program are stackable, transferrable, and universally accepted across all such programs

Transfer of credit for students who have not completed a degree or certificate: VCCS colleges typically accept transfer credit for courses within the VCCS common curriculum if they can discern the number and specialty covered by clinical hours. Because nursing content is distributed differently across nursing courses at the various institutions, except within the VCCS, most nursing programs do not accept much or even any credit for individual nursing courses in transfer.

ADN to BSN: Credits earned in ADN programs are usually applied toward the BSN for graduates who have earned their RN license; this is roughly equivalent to the first two years of the BSN. In addition, the VCCS has transfer agreements with Radford University, University of Virginia, Virginia Commonwealth University, Bluefield College, Mary Baldwin University, ECPI University, George Washington University, and Southern New Hampshire University nursing programs, and is negotiating such agreements with UVA-Wise and James Madison University. These agreements guarantee the application of credits to the BSN program.

LPN to ADN: Some ADN programs give credit for the LPN license with a bridge course that assures students are prepared for the second year of a registered nursing curriculum.

CNA: No institution represented in the work group gives course credit for the CNA although a few did give points for it toward admission.

General education: Within the VCCS, students in good standing can transfer all their general education courses with a grade of C or higher. The general education courses required by VCCS ADN programs can be applied to the general education Passport and Uniform Certificate of General Studies mandated by Code. Acceptance of general education courses by other institutions varies with the way their curricula are structured and whether nursing content is embedded in their general education courses.

Recommendations

Although work group members agree that programs must address all of the concepts and skills required by Administrative Code, the work group does not recommend requiring all RN programs in Virginia to offer a standardized set of courses in a standardized sequence. This stance is supported by the July 2023 VACN letter (Appendix 9, p. 55). However, the work group offers the following recommendations for improving nursing education and for recruiting and retaining nurses in Virginia.

- Continue the work started at the meeting conducted in response to SB1172; bring representatives of disparate nursing programs in Virginia together periodically to discuss ways they can collaborate to recruit and educate prospective nurses.
- Consider the content mandated in Administrative Code and tested by the NCLEX-RN as the core nursing curriculum for Virginia.
- Strengthen nursing transfer pathways in the Commonwealth. Establish additional guaranteed admission agreements between ADN programs and BSN programs. As noted earlier, the VCCS

has transfer agreements with eight senior institutions in Virginia and is currently working with the University of Virginia at Wise and James Madison University to establish agreements. Expanding the pipeline of ADN to BSN programs in the Commonwealth would stem the tide of ADN graduates who are enrolling in programs outside Virginia including Western Governors University and Southern New Hampshire University. Encourage representatives of BSN pre-licensure programs to consider possible ways to facilitate transfer among their programs.

- Facilitate collaboration among nurses, nursing educators, and any other interested parties to define the standards for accepting and transferring credits.
- Promote the development and use of clear pathways from high school through community colleges and universities to careers in nursing. Encourage high schools to work with colleges to provide dual and concurrent enrollment programs that prepare students to enter nursing programs and, ultimately, the nursing profession.
- Encourage the VCCS to maintain the common nursing curriculum it has established across its 21 Associate of Applied Science Nursing programs.
- Acknowledge the importance of varied nursing education delivery methods at least for didactic portions of courses (online and in-person, sessions of different lengths) to provide options that work well for different populations of prospective nurses. This is especially important for adult students who must fit their nursing classes into busy schedules.
- Review regulations and policies to assure that they do not unfairly disadvantage any regions of the Commonwealth or potential student populations. For example, admission standards should be established that allow students who need to refresh their knowledge of math or who need preparatory courses in English to be able to enter nursing. This could make a nursing career unavailable to people in some low-income areas or who have been out of school several years.
- Review VBON regulations and nursing accreditation requirements and define components of rigor and expectations for each.
- Base decisions to require changes to nursing education on data, considering the data outcomes and numbers of students in the pipeline, program completers, and those working in the field. Identify sources of data that should be used.
- Increase funding for laboratories so nursing programs can provide a state-of-the-art education regardless of sponsoring institution.
- Address the shortage of clinical placements. Access to clinical sites affects curriculum in that colleges have to run clinical courses according to the availability of different clinical specialties.
- Invest in marketing for the nursing profession as it has suffered from bad publicity in recent years due to Covid and workplace violence.
- Recruit nursing educators. Actively recruit a diverse nursing workforce to improve health outcomes with attention to equity and health disparities.
- Retain nurses and nursing faculty with salary increases and clear career advancement pathways, including funding to earn graduate degrees. Improve workplace conditions such as safety.

Anticipated Impact of Implementing Passport Nursing Program

The work group emphasized that RN programs have different missions and different populations served. Complicating matters is that the clinical sites that RN programs use have engendered different emphases in the curricula which are exemplified in a diverse range of clinical hours that institutions require across the state. If public institutions, for-profit, and private not-for-profit institutions are mandated to adopt a core curriculum, this could disrupt the delivery of nursing education by increasing the competition for clinical sites. That would have a detrimental effect on the efforts by the RN programs to address the

shortage of trained nurses in the Commonwealth at a time when one of Governor Youngkin's priorities is to increase post-secondary credentials as a strategy to strengthen Virginia's workforce.

Implementing a Passport Nursing Program with a standardized core curriculum would not strengthen transferability of nursing courses across the Commonwealth. For students currently enrolled in a RN program who wish to move to another RN program (e.g. a student in an ADN program who seeks admission in another ADN program), differing clinical experiences available at different points within curricula often precludes the transfer of credits from one institution to another. Even for the VCCS, with its ADN common curriculum, students transferring between community colleges must still complete all the different types of clinical experiences that must be addressed by RN programs to meet the VBON requirements for clinicals.

A standardized core curriculum is not needed to strengthen the transfer of ADN graduates to BSN programs in the Commonwealth. As indicated previously, students who earn the ADN, pass the NCLEX, and obtain their RN license typically are awarded the equivalent of two years of credit toward a BSN. The ADN is an excellent vehicle for vertical transfer because every pre-licensure RN curriculum is aligned with VBON's curricular standards for didactic content and clinical experiences for pre-licensure programs. Thus, while the work group identified course-related differences in RN curricula, the fundamental structure of nursing content is based upon a curricular framework that is defined by VBON's standards.

Benefits of Communication Among Nursing Programs

Although the work group recommends continuing to allow variations among institutions in the curriculum and delivery of Virginia's nursing programs, the group advocates for continuing the communication among nursing programs initiated by the need to respond to Senate Bill 1172. Such communication facilitates the sharing of best practices. Nursing program representatives, including some who could not attend the meeting agreed that convening the group was very worthwhile and should be done periodically. The work group is grateful for this opportunity to work together.

Appendix 1: Statute Requiring Core Curriculum for RN Programs

CHAPTER 212

An Act to require the Virginia Community College System to establish a standardized core curriculum for all registered nursing (RN) degree or diploma programs in the Commonwealth, the Passport Nursing Program.

[§ 1172]

Approved March 22, 2023

Be it enacted by the General Assembly of Virginia:

1. § 1. That the Virginia Community College System, in collaboration with the Board of Nursing, the State Council of Higher Education for Virginia (SCHEV), and representatives from for-profit and private not-for-profit institutions offering registered nursing (RN) degree or diploma programs, shall standardize the core curriculum for all RN degree or diploma programs in the Commonwealth, including those offered at hospitals and for-profit institutions, to be called the Passport Nursing Program, for which the RN core curriculum is standardized in name, content, rigor, and credits such that all classes and credits are stackable, transferrable, and universally accepted by all RN degree or diploma programs in the Commonwealth.

2. That the Virginia Community College System, in collaboration with the Board of Nursing, the State Council of Higher Education for Virginia (SCHEV), the Virginia Nurses Association, and other relevant stakeholders, shall convene a work group, consisting of representatives from the Virginia Community College System, SCHEV, the Board of Nursing, the Virginia Nurses Association, for-profit and private not-for-profit institutions offering registered nursing (RN) education and diploma programs, the Virginia Hospital and Healthcare Association (VHHA), and Radford University's Nursing Competency Accelerated Pathway (NCAP) program, to develop a system for the standardization of all RN education and diploma programs offered in the Commonwealth, to be called the Passport Nursing Program. The work group shall (i) determine what classes constitute and define the RN core curriculum and (ii) develop a system to standardize the RN core curriculum in name, content, rigor, and credits, including the award of clinical nursing credit hours, opportunity-based and competency-based learning pathways, and fully online learning classes and programs, to ensure that all credits earned toward an RN degree or diploma program are stackable, transferrable, and universally accepted across all such programs. The work group shall submit its report to the Governor, the Chairman of the House Committee on Education, the Chairman of the Senate Committee on Education and Health, and the Board of Nursing no later than November 1, 2023.

Appendix 2: Convening Work Group

Dr. Daniel Lewis, Director of Academic Programs (Virginia Community College System) received a contact list for all RN programs from the Virginia Board of Nursing which was used as the distribution list to invite institutions to serve on the Work Group. Instead of engaging all private not-for-profit BSN institutions in the Commonwealth, the Council of Independent Colleges in Virginia designated Shenandoah University as the institution to represent this group of institutions. On June 13, 2023, Dr. Lewis sent an invitation to RN programs to participate in a meeting scheduled for July 13 and sent a second email on July 5, 2023 to request RN curricula and transfer policies from each institution.

First email sent to Work Group on June 13, 2023

RN institutions responded in the affirmative that they would send a representative to the Work Group except for the following institutions who did not respond to the email: Old Dominion University (BSN); Saint Michael College of Allied Health (Associate Degree); Sentara College of Health Sciences (BSN); Standard Healthcare Services College (Associate Degree). Hampton University (BSN) and Radford University (BSN) had indicated that they would attend but could not find a representative to participate in the meeting.

From: Daniel Lewis <DLewis@vccs.edu>

Sent: Tuesday, June 13, 2023 11:37 AM

Subject: Invitation to participate in the RN Work Group meeting on July 13, 10:00 am -3:00 pm (RSVP by June 23, 5 pm)

Greetings,

The Virginia Community College System (VCCS) has been charged by the General Assembly to convene a work group to “standardize the core curriculum for all RN programs” in the Commonwealth. This legislation (attached) directs the VCCS to engage with institutional representatives from all Registered Nursing (RN) programs in the state in partnership with the Virginia Board of Nursing, the State Council of Higher Education for Virginia, the Virginia Hospital and Healthcare Association and the Virginia Nurses Association. As a work group, we are being asked to do the following:

- Determine what classes constitute and define the RN core curriculum;
- Develop a system to standardize the RN core curriculum in name, content, rigor, and credits, including the award of clinical nursing credit hours, opportunity-based and competency-based learning pathways, and fully online learning classes and programs;
- Ensure that all credits earned toward an RN degree or diploma program are stackable, transferrable, and universally accepted across all such programs.

We will be having a face-to-face meeting with all stakeholders on Thursday, July 13, 10:00 am-3:00 p.m. at the VCCS system office in North Chesterfield. June 23 is the deadline to RSVP to me. We will be providing a complementary lunch. If you have any dietary restrictions please contact Heather Fitzgerald (mfitzgerald@vccs.edu). Please see attached for driving directions to the system office, parking, and information about hotels in the area. Unfortunately, we are not able to provide financial support for travel and lodging expenses.

I look forward to working with you to address the General Assembly's charge.

Thanks,
Dan



Daniel C. Lewis, Ph.D. (he/him)
Director of Academic Programs and Policy
Virginia Community College System
300 Arboretum Place, Suite 200
Richmond, VA 23236
804.819.4936 (voice)
dlewis@vccs.edu

Second email sent to Work Group on July 5, 2023 requesting RN curriculum and transfer policy

From: Daniel Lewis <DLewis@vccs.edu>
Date: Wednesday, July 5, 2023 at 5:10 PM
To:
Cc: Mary Heather Fitzgerald <mfitzgerald@vccs.edu>, Daniel Lewis <DLewis@vccs.edu>
Subject: Request for RN Curriculum Information and Transfer Policy by next Tuesday, July 11, 5 pm

In preparation for our meeting next Thursday, July 13, 10:00 am-3:00 pm, we ask that every RN program provide us with your institution's RN curriculum via the Google spreadsheet (see link below); this curricular content (see bulleted items below) aligns with 18VAC90-27-80, C9-C10 (Virginia Board regulations). We also request a copy of your institution's RN transfer policy (PDF or .doc) that describes how your program addresses students wishing to transfer to your program from another college or university; please email your transfer policy to my colleague, Heather Fitzgerald, Coordinator of Academic Programs; her email is mfitzgerald@vccs.edu. The deadline to update the Google spreadsheet and submit the transfer policy is next Tuesday, July 11, 5 pm.

Link to Google spreadsheet:

<https://docs.google.com/spreadsheets/d/1MhwDYcbR1q8CDOY1jflsz3rDpKPc5cs0/edit?usp=sharing&ouid=109621531762839644238&rtpof=true&sd=true>

The Google spreadsheet includes the following content areas that we need you to complete so that we have the required nursing courses for each institution:

- Institution
- Program Type (ADN/BSN)
- Course Name
- Theory Hours

- Skill Lab Hours
- Simulation Hours (if used in lieu of direct client care hours)
- Clinical Hours
- Course Description

If you have any questions about accessing and/or inputting information into the Google spreadsheet please contact Heather Fitzgerald: mfitzgerald@vccs.edu

Thanks so much for your assistance. We look forward to seeing you next week!

Dan Lewis



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Appendix 3: Membership of Work Group

Organization	Last Name	First Name	Attended Meeting
Arizona College of Nursing	Long	Deborah	
Arizona College of Nursing	Rada	Teri	X
Arizona College of Nursing	Weir	Melissa	X
Bon Secours Memorial College of Nursing	Woodcock	Brenda	
Bon Secours Memorial College of Nursing	Green	Melanie	X
Bon Secours Memorial College of Nursing	Hence	Michelle	X
Bon Secours Memorial College of Nursing	Perkins	Chris-Tenna	
Bryant & Stratton College	Cohen	Patty	X
Bryant & Stratton College	Erick	Debi	X
Bryant & Stratton College	Murphy	Beth	
Centra College	Gable	Heather	
Centra College	Huffer	Sarah	X
Chamberlain University College of Nursing	Combs	Caroline	X
Eastern Virginia Career College	Gaulard	Lisa	X
Eastern Virginia Career College	Hammond	Melissa	X
Eastern Virginia Career College	Kitchen	Kristina	
ECPI University	Larar	Barbara	X
ECPI University	Lipsmeyer	Andrea	
Fortis College	Martinez	Jennifer	X
Galen College of Nursing	Ortelli	Tracy	X
Galen College of Nursing	Peake	Lisa	
George Mason University	Oetjen	Cheryl	X
Germanna Community College	Lisk	Patti	
Hampton University College of Virginia Beach	Hughes	Latonya	
Hampton University College of Virginia Beach	Montgomery	Arlene	
J. Sargeant Reynolds Community College	Lawson	Pattie	X
James Madison University	Eaton	Melody	
James Madison University	Robinson	Jamie	X
Longwood University	Little	Kimberly	X
Norfolk State University	Martin	Jamela	X
Norfolk State University	Thurman	Aretha	
Old Dominion University	Wright	Suzanne	
Radford University	Downey	Wendy	sick so couldn't attend but met with VCCS by phone
Randolph Macon College	Rubenstein	Cynthia	
Riverside College of Health Careers	Compton	Beth	
Riverside College of Health Careers	Outlaw	Debbie	X

Saint Michael College of Allied Health	Adedokun	Michael	
SCHEV	Graber	Bella	X
SCHEV	Muniz	Emily	X
SCHEV	Smith	Paul	X
Sentara College of Health Sciences	Johnson	Judith	
Shenandoah University	Levinson	Lisa	X
South University	Peck	Linda	X
South University	Tran	Narisa	X
Southside College of Health Sciences	Swineford	Cindy	X
Standard Healthcare Services College	Douglas-Stanley	Rondine	
The University of Virginia's College at Wise	Haugen	Nancy	X
University of Virginia	Hallowell	Sara	X
VCCS	Fitzgerald	Heather	X
VCCS	Lewis	Dan	X
VCCS	Reid	Philmika	X
VCCS	Robertson	Sheri	X
Virginia Board of Nursing	Wilmoth	Jacquelyn	X
Virginia Commonwealth University	Edmonds	Michelle	X
Virginia Hospital and Healthcare Association	Alexander	Sharon	No, but many conversations
Virginia Nurses Association	Akers	Shanna	X
Virginia Nurses Association	Apple	Ashley	
Virginia Nurses Association	Wall	Janet	
Virginia Nurses Association	Wilson	Sherri	X

Appendix 4: Overview of Legislation Provided to Work Group

A copy of the legislation broken into parts to highlight the many points to be discussed was given to everyone who attended the meeting. The handout is copied below.

CHAPTER 212

*An Act to require the Virginia Community College System to establish a **standardized core curriculum for all registered nursing (RN) degree or diploma programs in the Commonwealth, the Passport Nursing Program.***

[S 1172]

Approved March 22, 2023

Be it enacted by the General Assembly of Virginia:

1. § 1. That the **Virginia Community College System**, in collaboration with **also see part 2 with longer list**

*the Board of Nursing,
the State Council of Higher Education for Virginia (SCHEV), and
representatives from
for-profit and
private not-for-profit institutions
offering registered nursing (RN) degree or diploma programs,*

*shall **standardize the core curriculum for all RN degree or diploma programs in the Commonwealth,***

*including those offered at hospitals and for-profit institutions,
to be called the Passport Nursing Program,
for which the RN core curriculum is standardized in*

*name,
content,
rigor, and
credits*

such that all classes and credits are

stackable,

transferrable, and

universally accepted by all RN degree or diploma programs in the Commonwealth.

2. That the Virginia Community College System, in collaboration with the Board of Nursing, the State Council of Higher Education for Virginia (SCHEV), the Virginia Nurses Association, and other relevant stakeholders,

shall convene a work group, consisting of representatives from
the Virginia Community College System,
SCHEV,
the Board of Nursing,
the Virginia Nurses Association,
for-profit and private not-for-profit institutions offering registered nursing (RN)
education and diploma programs,
the Virginia Hospital and Healthcare Association (VHHA), and
Radford University's Nursing Competency Accelerated Pathway (NCAP) program,

to develop a system for the standardization of all RN education and diploma programs
offered in the Commonwealth, to be called the Passport Nursing Program.

The work group shall

- (i) determine what classes constitute and define the RN core curriculum and
- (ii) develop a system to standardize the RN core curriculum in name, content, rigor, and credits,
 - including the award of clinical nursing credit hours,
 - opportunity-based and competency-based learning pathways, and
 - fully online learning classes and programs,
 - to ensure that all credits earned toward an RN degree or diploma program are stackable, transferrable, and universally accepted across all such programs.

The work group shall submit its report to the Governor, the Chairman of the House Committee on Education, the Chairman of the Senate Committee on Education and Health, and the Board of Nursing no later than November 1, 2023.

Appendix 5: Work Group's Agenda and Membership of Small Groups

Nursing Curriculum Conversation Agenda July 13, 2023

Welcome and Introductions

Review Code of Virginia Requiring a Standardized Core RN Curriculum

Charge to the Work Group

Small Group Discussion of Key Points in Legislation

1. Courses Participants Require as Part of RN Core Curriculum
2. How Participants Define and Measure Rigor
3. Clinical Nursing Credit Hours
4. Opportunity-Based and Competency-Based Learning Pathways
5. Online Classes and Programs
6. Transfer of Nursing Credits
7. Consideration of CNA

Recommendations

Group 1: Shenandoah University, ECPI University, The University of Virginia's College at Wise, Riverside College of Health Careers.

Group 2: University of Virginia, Southside College of Health Sciences, Centra, ECPI, and Virginia Nurses Association.

Group 3: Reynolds Community College, Virginia Commonwealth University, and George Mason.

Group 4: Galen College of Nursing, Arizona College of Nursing, and James Madison University.

Group 5: Longwood University, Eastern Virginia Career College, and Arizona College of Nursing.

Group 6: Bryant & Stratton College, Bon Secours College of Nursing, South University, and Bon Secours- Richmond Health System- Bon Secours Memorial College of Nursing with Southside College of Health Sciences.

Group 7: Eastern Virginia Career College, Bryant & Stratton College, Virginia Nurses Association, and South University- Virginia Beach.

Appendix 6: Small Groups' Responses to Work Group's Questions

The following lists each question followed by responses by each group. In most cases, differences and similarities in the responses are listed separately.

Question 1: In addition to what is required by Board of Nursing regulations, what does each institution in your group define as included in the RN core curriculum in terms of courses required? Please identify what is common in terms of the coursework (content covered) required by individual RN programs.

Group One:

Differences

- Accrediting bodies require that nursing program missions align with institutional mission and nursing curriculums reflect the institutions and programs' missions. Accreditation standards vary, both regional and nursing (CCNE, SACSCOC) which guide curriculum.
- Pre-requisite courses varied by institution- often involving faculty in other science disciplines.

Similarities

- Every program includes topics required by VBON regulations, including clinical courses such as Medical/Surgical, Maternal/Newborn, Pediatrics, and Psychiatric Mental Health.

Group Two:

Differences

- Some General Education courses are "owned by Nursing" and some are not.

Similarities

- Within their BSN and ADN tracks, the programs are CCNE, CNEA or ACNE accredited.

Group Three:

Differences

- One participant's Anatomy and Physiology courses are separate but the other program's Anatomy and Physiology course is taught together.

Similarities

- Microbiology, Anatomy and Physiology, English, Growth and Development across the lifespan, Understanding of Society and Community Social Sciences, General Education Requirements, Anything Transfer VA as far as General Education, Health Assessment, Population Health, Pharmacology, Adult Health, Pediatrics, Mental Health, Fundamentals
- 540 Clinical hours.

Group Four:

Differences

- A BSN program focuses on research and evidence-based practice, quality improvement and safety, systems management, global, informatics, civic engagement and health policy, community health with a clinical. The ADN focuses on nursing practices.

- Ethical reasoning, clinical reasoning, critical thinking, and clinical decision-making is highly prioritized in BSN programs but less so in ADN programs.
- A program participant infuses general education liberal arts into the BSN core nursing courses to align with AACN Essentials that require integrations of humanities, social sciences, natural sciences. VCCS degree programs have separate general education courses, but those also include humanities, social sciences, and natural sciences.
- One program participant includes a focus on civic engagement and health policy to align its core curriculum with the university mission, vision, and values.
- Accreditation agencies require the faculty to inform the curriculum and having a standardized curriculum across the state would make the aspect impossible.
- Some schools use standardized prediction exams as an indicator of curricular quality. One program participant in the group does not use this as a high-stakes exam or measure of quality.

Similarities

- Core courses including Foundations of Nursing, Pharmacology (some have patho-pharm, some have patho separate as a prerequisite), Health Assessment, Skills, Medical Surgical (gerontology, adult, acute, complex care), women's health, child health, psychiatric mental health, preceptor experience (capstone).
- Concepts include: ethical, legal, professional role, leadership and management, general education courses.
- Quality of programs is evaluated in part through licensure pass rates, progression rates.

Group Five:

Differences

- Course structure. With one program, Introduction to Nursing is built into Fundamentals. Introduction to Nursing is a separate course for the other program participants.
- Health Assessment is a separate course at two of the group participants. Health Assessment is built into fundamentals and adult nursing course at the other program participants.
- Nutrition is a separate Nursing course two of the program participants. Nutrition is a separate course that is built into a general education program and built into fundamentals.
- Pathophysiology is a separate course at two program participants. Pathophysiology is built into every nursing course at the other group participant.
- Obstetrics and Pediatrics are offered at two program participants.
- Additional courses that are different include: Professional Seminar, Transition to practice, Adult Health: Complex Care, Community Health, Evidence Based Practice, Leadership, Legal and Ethics, Gerontology, Senior Seminar: Transition to practice, Patients with Complex Health Problems, Community Health, Healthcare Policy and Regulation, Management, and Research & Evidence-based practice.

Similarities

- All offer Fundamentals of Nursing, Pharmacology, Adult Health (Medical/Surgical) (separate course), and Mental Health (separate course).

Group Six:

Differences

- One group participant includes Medical Terminology and Clinical Calculation courses; the other represented programs do not.
- One group participant does not have a specific leadership course.
- The ADN curriculums do not include specific community (diverse or global populations) classes or clinicals, or research courses.

Similarities

- Participants defined core courses as those nursing classes that are completed in the professional phase.
- All programs within the group incorporate classes, clinical labs, and simulations required by the VBON (i.e. Fundamentals, Medical, Surgical, Maternal/Infant, Pediatric, Mental Health/Psychiatric).
- All programs have pharmacology classes, transition (NCLEX) and preceptorship.

Group Seven:

Differences

- Different course requirements are considered prerequisites, some programs not having specific leadership courses.
- The ADN curriculums do not include specific community classes, clinicals, or research courses.
- Specialty areas include: Pediatrics, OB, Mental Health, Community Health, and Leadership.

Similarities

- Prerequisites include Math, English, and Anatomy and Physiology.
- Nursing courses include Introduction to Nursing, Pharmacology, Fundamental-Assessment, Adult Nursing and Med-Surg.
- BSN courses include Research, Leadership, Legal and Ethics.

Question 2: How does each institution define and measure rigor in an RN program? Consider: Admission Standards? Do you have rolling admissions? Passing Standards? Session length? Must students score a certain value on a test before other assignments count? Do you use other assignments as part of your grading? What is your withdrawal policy? How many courses can a student fail prior to being dismissed for your program? Please identify what is common in terms of how rigor is defined and measured by individual RN programs.

Group One:

Differences

- Admission requirements, progression, passing standards, session length, and withdrawal policy all differed to some extent:
 - Overall GPA for admission varies.
 - Science GPA varies from 2.5- 3.0.
 - TEAS score varies from 65%-68%
 - Different entry points into various programs for admission
 - Science repeat course policies vary.
 - Grading scales differ.
 - Some programs allow only one failure and some two failures before leading to dismissal.
 - Attendance requirements varies.
 - Program length varies for ADN/BSN and within BSN programs,
 - Semester lengths vary from 6 weeks to 16 weeks.
 - Policies vary on withdrawal dates, strict dates on withdrawal periods.
 - Entry from admissions vary from one to three times per year with some offering rolling admission,

Similarities

- All participating colleges in the group require 78-80 on exams before other assignments are factored into the grade.
- Skills checklists are similar.
- Require medication administration and patient identification safety, adherence to red rules.
- Require professional behavior, communication, and ethics.

Group 2:

Differences

- Varying GPAs required for admission.
- TEAS testing requirements differ.
- Some colleges have pre-nursing admission requirements and some admit students upon admission to the University.
- Some require recommendations.
- Admission dates vary.
- Grading scales differ.
- Some colleges/universities have tests weighted, some are integrated.
- Session lengths vary from 5 weeks to 16 weeks.

- Various assignments used at each college/university as part of their grading.
- Withdrawal policies differ.
- Policies pertaining to how many courses a student can fail before they are dismissed from the program differ (i.e. 2-3 course failure).
- One year wait period may be required before readmission.

Similarities

- All programs in this group require a high school diploma for admission.
- All applications require an essay.
- NCLEX pass rates, program outcomes are monitored as evidence of quality.
- All require standardized testing (ATI, HESI).
- All monitor retention rates, completion rates, and employment rates to help assess program rigor and quality.

Group Three:

Differences

- Annual admission cycles differ.
- An essay is required for VCU admission but not VCCS admission.
- C is passing for VCU and Reynolds at a minimum of 80% But at George Mason University 77% is C+.
- VCU uses holistic admission processes, Reynolds uses admissions testing.
- Reynolds minimum GPA is 2.5 whereas VCU minimum GPA is 3.0.
- Admissions GPA for Reynolds is based only on prerequisites, but for VCU is based on all courses taken.
- One institution requires students to have a B or better in Anatomy and Physiology, and Microbiology.
- Another requires a minimum of 80% average on all tests and final exams to pass a course before any other assignments count.
- Reynolds allows 2 withdrawals only for continuation.
- George Mason University has direct admissions for freshmen and also admits in sophomore year; VCU admits in sophomore year.
- The program must be completed within 3 years for the community college program; must be completed within 6 years for the universities.

Similarities

- Session length is 15 weeks for all three programs.
- Students are allowed to continue with up to two failures.
- All 3 use comprehensive predictor exams and pass rates on NCLEX to assess quality.
- All require TOEFL for admission of ELL students.

Group Four:

Differences

- Various admission cycles/standards:

- 1 school has rolling admissions, 1 school admits 2 cycles per year, 1 school admits 4 cycles per year.
- 2 institutions directly admit students to nursing but 1 requires a 2+2 where students must apply separately for nursing.
- 1 institution uses holistic admission with no exam; the other two use an entrance exam (HESI or TEAS).
- Nursing admission GPA varies from no GPA requirements to 2.75- 3.0.
- Science and Math course considerations vary.
- Passing guidelines:
 - One program includes an exam grade passing requirement in addition to overall course grade.
 - Two programs use college-wide (standardized) exams.
- Session Length:
 - Two institutions use a 16 week semester but one follows a quarter based term (12 contact hours/credit).
- Withdrawal policy:
 - Students can be withdrawn from two programs for attendance policy violations.
- Course failure:
 - Two programs only allow a student to fail a nursing course once.

Similarities

- No rounding of grades is allowed.
- A grade of C is passing for nursing courses (70, 74,77 as a minimum scale).
- Attendance is included in passing for theory/didactic portions of the courses.
- Students must graduate within 3 years
- Appeals are allowed.

Group Five:

Differences

- Admissions differed ranging from general education every eight weeks to three times a year to traditional direct entry once per year.
- HESI/TEAS entrance exam scores ranged from 60%-65%.
- Passing standards range from 75% to 80%.
- Nursing courses are taught for 15-16 weeks.
- Some programs offer nursing courses Fall, Spring, and Summer semester, but others only offer nursing courses in Fall and Spring semesters.
- Exam and assignment grade requirements vary from requiring a 75% exam average for other assignments to all grades combined with 80% minimum average.
- Dismissal of a student varied from a student failing a course in two semesters, failure of courses in three semester to allowing a student repeat a course only once and can only fail two courses.

Similarities

- Each college has an appeal process for students pertaining to dismissal from the Nursing program.

Group Six:

Differences

- GPA and TEAS scores required for admission differ.
- Only one college in the group has rolling admissions.
- Passing percentages ranged from 70% to 80%.
- Course session lengths vary ranging from 8-week quarters to 16 week semesters.

Similarities

- Pertaining to testing, each college requires 80% in order to pass.
- Each college in this group allows one withdrawal and two to three class failures before students are dismissed.

Group Seven:

Differences

- Programs admit students 2 or 3 times per year.
- Passing standards range from 70%-80%.
- Class passing is based on GPA and must be above 2.5 (readmission is 1-2 times, there is no readmission afterwards).
- Session lengths include quarters and semesters.

Similarities

- All use exams (ATI/TEAS/HESI Entrance Exam), overall GPA, and general education GPA for admission decisions.

Question 3: How does each institution award clinical nursing credit hours? How many clinical hours are specifically designated for each course? How many total clinical hours are in your program? Please identify what is common in terms of the awarding of clinical nursing credit hours by individual RN programs?

Group One:

Differences

- Total clinical credit hours vary from 570-700. Grading/evaluation of clinical performance may be a letter grade or a grade of Pass/Fail.

Similarities

- All address VBON requirements.
- Each college has similar attendance requirements.
- Each college is using simulation to apply toward clinical hours, although challenges remain to achieve 25%.
- The Capstone/Preceptor course is similar for all programs.

Group Two:

Differences

- In some programs clinical hours are integrated into the course, while in other programs clinical hours are in separate courses.
- The college in this group required 540 to 675 clinical hours.

Some programs use pass/fail grading for clinicals. Others use letter grades.

Similarities

- None were identified.

Group Three:

Differences

- Clinical courses are separate from didactic in two programs and together at the other institution in this group.

Similarities

- At each institution 1 clinical credit is 45 hours.
- Failure clinically equates to failure for the didactic and all attendance standards have to be made up.

Group Four:

Differences

- Credits varied among programs.
- Total clinical hours varied from 216 to 684.

Similarities

- All programs in this group utilize a ratio of 1:3 (one credit= 3 contact hours).
- All programs use accreditation standards and Board of Nursing regulation to inform curriculum decisions.

- All programs have attendance requirements when it comes to successfully completing clinical hours.

Group Five:

Differences

- The required number of clinical hours ranged from 500 to 630.
- Some programs used pass/fail clinical course grades but others used letter grades.

Similarities

- All institutions had the same attendance requirements for clinical hours.

Group Six:

Differences

- The required number of clinical hours ranged from 540 to 990.
- One credit requires different numbers of contact hours ranging from 15 to 30 hours per clinical credit.

Similarities

- All programs in this group utilize pass/fail for their clinicals.
- Each program utilizes up to 25% of clinicals as indirect.
- In this group, two participants are national programs (not Virginia-based institutions) and as such curriculums are viewed through a multi-state lens.

Group Seven:

Differences

- The required number of clinical hours varied widely, ranging from 516 to 1000. The number of contact hours required for a clinical credit varied from 15 to 30 hours of clinical.
- The colleges in this group have different preceptorship/internship experiences.

Similarities

- The programs in this group share the same areas of specialty, including: OB, Pediatrics, Community, and Mental Health.

Question 4: Does your institution offer opportunity-based and competency-based learning pathways? If so, please identify what is common with respect to opportunity-based and competency-based learning pathways offered by individual RN programs.

Group One:

Similarities (no differences)

- All programs in group one are moving to a competency-based curriculum, based on the American Association of College of Nurses.
- All nursing students in their programs have opportunities for clinical and simulation experiences.
- The change to competency-based education requires a significant amount of work for each school in evaluating current curriculum, revising program outcomes and course outcomes, and identifying evaluation methods for each competency and sub competency.

Group Two:

Similarities (no differences)

- The programs (BSN, B-BSN, RN-BSN, ADN, Entry Level Masters pathways) are taught using concept based instruction, but competencies completed at the end of the course/program. The program participants use available opportunities in the clinical setting to achieve competency-based learning.

Group Three:

Differences

- Two of the group participants have military agreements for opportunity-based pathways.
- One group participant has an operating room internship that is opportunity-based for some clinical credit.
- Two programs have RN to BSN programs.
- One group participant has a bridge format for LPN to RN and RN to BSN.
- Two of the group's participants are working toward American Association of Colleges of Nursing competency-based curriculum without a time variable.
- Another group participant utilizes National League of Nursing concept-based program and has a LPN-RN bridge that provides advanced placement for LPNs.

Similarities

- This group's participants are all moving to competency or concept-based curricula.
- Each program has a version of capstone, practicum, or a course where students get precepted contact hours and this was valued over opportunity-based learning. Opportunity-based learning was not recognized in this group.

Group Six:

Differences

- One of the group participants provides an opportunity for LPN's to test out of some RN coursework.
- Two of the group participants offer RN to BSN programs.

Similarities

- All members of this group utilize competency-based learning only.

Group Seven:

Similarities (no differences)

- Components of their RN to BSN programs' competency demonstration include utilizing ATI competency, pharmacology, Fundamentals of Nursing and Introduction to Nursing classes.
- All members of this group assess competency utilizing a nursing skill checklist, including skills learned in the lab, demonstrating competency, and performing the skill set.

Question 5: Does your institution offer fully online learning classes and/or programs? If so, may lab and/or clinical hours be completed online? Please identify what is common in how individual RN institutions offer distance learning classes and/or programs.

Group One:

Differences

- Prerequisite courses may be offered online.

Similarities

- All group members offer their RN to BSN programs online.
- BSN programs (outside of RN-BSN) offer few online courses.
- All campus learning labs and clinical hours are in person.

Group Two:

Differences

- One program in this group offers an ADN option, with the class-based portion only meeting 50% of the time (clinical, lab experiences, 100% in person).

Similarities

- All members of this group offer an asynchronous RN to BSN online program.
- They offer a hybrid option that includes an online RN to BSN program all online, requiring in-person attendance once a month.
- All members of this group require clinicals to be completed in person, attending lab component of course in person.

Group Three:

Differences

- Programs used different definitions of distance learning at their institutions.

Similarities

- All programs offer occasional classes in their programs online, but none have online options for labs or clinicals.

Group Four:

Similarities (no differences)

- All programs offer distance learning asynchronously and synchronously.
- The theory/didactic portions of courses sometimes are delivered online.
- Simulation is offered via online format. There are no lab or clinical portions of courses that are delivered online.

Group Five:

Differences

- The programs in this group offer online courses in different focus areas such as legal/ethics, leadership, research, and medical terminology.
- Two of the programs in this group offer some virtual simulations that are synchronous faculty led. One group program participant offered no virtual simulation.

Similarities

- All programs in this group offer some online courses.

Group Six:

Differences

- Some of the programs offer general education/prerequisites online.
- Virtual clinicals are used on very rare occasions.

Similarities

- Tutoring is offered online.

Group Seven:

Similarities (no differences)

- All programs require face to face participation for lab and clinicals.
- The group participants do not offer online nursing courses.

Question 6: Does your program accept or have you considered accepting nursing transfer credits? Please tell us why or why not. Do you accept clinical credits in transfer? If you do accept courses in transfer, how do you apply those credits?

Group One:

Differences

- The courses programs accept vary from pathophysiology to health assessment to pharmacology.

Similarities

- None of the schools in Group one accepts clinical based courses as transfer credit.
- All members of this group agreed that it is difficult to accept courses beyond the fundamental level due to patient safety, and adherence to rigor and program outcomes (NCLEX rate, practice-ready, retention) and differences in overall curriculum and policies. Accreditation standards require a certain percentage of credits that must be completed at an institution.
- Minimal specific nursing courses are accepted for transfer.

Group Two:

Similarities (no differences)

- This group only accepts nursing transfer credit situationally, based on syllabi review, objectives review, clinical review, grades, circumstances, clinical or lab components (with no credit if there is a clinical component).
- Differences in course content and clinical experience may prevent transferring.
- Specific amounts of credit must be completed at the university to award credit.
- For post-licensure BSN program- the ADN would allow prior-learning award (PLA) based on their RN licensure.

Group Three:

Differences

- Two of the group participants do not generally accept nursing credit as transfer. They do individualized reviews on a case-by-case basis. This is due to the individuality of the content of the other courses at the native institution.
- One program accepts nursing transfer credits from other VCCS colleges. It only very sporadically transfers in credit for classes outside of the VCCS; those must be reviewed on a case-by-case basis.

Similarities

- All group members are very cautious about accepting transfer credit.

Group Four:

Differences

- One program will accept nursing transfer credits for the Bachelor of Science in Nursing program. This is not common and is typically limited to courses such as Research.
- The other two programs in this group have multiple campuses throughout the country. They will only accept internal transfers from one campus to the other because their

curriculum is standardized across all campuses. These two programs do not accept transfer credit from external institutions.

Similarities

- Group four reports that it is difficult to understand the rigor of courses offered at other institutions.
- Each program monitors NCLEX pass rates and completion rates.

Group Five:

Differences

- Policies for transfer credits vary. One program will only accept transfer credits into the program except for LPNs (the license being a measure of competency) that meet the qualifications and qualify for advanced placement in the program.
- One program will accept transfer credits in general education courses. Nursing course transfer is on a case-by-case basis with a rigorous transfer of credit evaluation.
- The other program will accept transfer credits according to university standards. This program will not accept transfers of courses with clinical hours except on a case-by-case basis which includes a thorough syllabus review.

Similarities

- All programs in this group are very cautious about accepting transfer credit.

Group Six:

Differences

- Two programs only transfer students within their organizations.

Similarities

- These programs usually do not accept nursing transfer credits. Group seven reports that NCLEX liability prevents schools from wanting to “stack” or “transfer” nursing credit.

Group Seven:

Similarities (no differences)

- Each institution allows nursing credits to be transferred from one location to another within the institution.
- It is very rare for these programs to accept transfer clinical credits.

Question 7: If an applicant has a CNA do you have a way to apply it toward your degree? How about if they come to you with their LPN?

Group One:

- Nothing from the CNA applies to the LPN or the RN program.

Group Two:

- Nothing from the CNA applies to the Nursing degree programs.
- Applicants with a LPN receive some credits toward the ADN program.

Group Three:

- These programs do not apply credit for a CNA license toward their degree.
- One program participant does give credit for prior learning if in a transition program.

Group Four:

- These programs do not give transfer credit for the CNA toward the degree.
- One group participant considers the general education courses from the LPN program as possibly transferrable credit, but none of the nursing courses.
- One group participant has a LPN to RN program and these students get a block of credits for LPN licensure. This substitutes for the Foundations course and allows students to take a shorter version of women's health and pediatrics.

Group Five:

- Two programs allot no credit for CNA toward their degree.
- One program allows LPN participants to transition for advanced placement.
- One program incorporates CNA and LPN as admission points, but there is no credit applied toward the Nursing curriculum.

Group Seven:

- One program allows students with a LPN license to test out of three classes.

Appendix 7: RN Curricula

Institution: Bon Secours Memorial College of Nursing		Hours			
Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
BSN	NUR 1101: Orientation to BSMCON	15.00	0.00	0.00	0.00
BSN	NUR 2140: Foundations of Nursing Practice	30.00	0.00	0.00	0.00
BSN	NUR 2101: Professional Nursing Concepts	45.00	0.00	0.00	0.00
BSN	NUR 2102: Lifespan Health Assessment and Clinical Prevention	45.00	30.00	0.00	0.00
BSN	NUR 2104P: Competencies for Nursing Practice	0.00	60.00	0.00	90.00
BSN	PHR 3101: Pathopharmacology I	45.00	0.00	0.00	0.00
BSN	NUR 3111: Adult Nursing Science I	45.00	0.00	0.00	0.00
BSN	NUR 3111P: Adult Nursing Science I Practicum	0.00	0.00	15.50	119.50
BSN & RN-BSN	NUR 3322: Introduction to Research and Evidence Based Practice	45.00	0.00	0.00	0.00
BSN	PHR 3102: Pathopharmacology II	45.00	0.00	0.00	0.00
BSN	NUR 3112: Adult Nursing Science II	45.00	0.00	0.00	0.00
BSN	NUR 3112P: Adult Nursing Science II Practicum	0.00	0.00	7.00	128.00
BSN & RN-BSN	NUR 3316: Population and Global Health	45.00	0.00	0.00	0.00
BSN	NUR 3116P: Population and Global Health Practicum	0.00	0.00	45.00	45.00
BSN	NUR 4112: Nursing Care of Families	60.00	0.00	0.00	0.00
BSN	NUR 4112P: Nursing Care of Families Practicum	0.00	0.00	25.00	65.00
BSN	NUR 4119: Behavioral Health Across the Lifespan	45.00	0.00	0.00	0.00
BSN	NUR 4119P: Behavioral Health Across the Lifespan Practicum	0.00	0.00	20.00	70.00
BSN & RN-BSN	NUR 4346: Servant Leadership	45.00	0.00	0.00	0.00
BSN	NUR 4143P: Clinical Immersion	0.00	0.00	0.00	225.00
BSN & RN-BSN	NUR 4343: Business of Health Care in Complex Systems	45.00	0.00	0.00	0.00
BSN	NUR 4141: Transition to Practice	45.00	0.00	0.00	0.00
RN-BSN	NUR 3208: Orientation to Online Learning	15.00	0.00	0.00	0.00
RN-BSN	NUR 3240: Transition to Baccalaureate Nursing	45.00	0.00	0.00	0.00
RN-BSN	NUR 3209: Advanced Practice Nursing	45.00	0.00	0.00	0.00
RN-BSN	NUR 3241: Quality and Safety in Nursing Practice	45.00	0.00	0.00	0.00
RN-BSN	NUR 4242: Synthesis of Nursing Practice	0.00	0.00	0.00	45.00
BSN & RN-BSN	NUR 4330: Nursing Elective	30.0	0.00	0.00	0.00
Total					578.00

Institution: South University		Hours			
Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
BSN	Introduction to the Profession of Nursing	40.00	0.00	0.00	0.00
BSN	Principles of Assessment	30.00	0.00	0.00	0.00
BSN	Lab - Principles of Assessment	0.00	60.00	0.00	0.00
BSN	Pharmacotherapeutics I	30.00	0.00	0.00	0.00
BSN	Fundamentals of Nursing	30.00	0.00	0.00	0.00
BSN	Lab - Fundamentals of Nursing	0.00	80.00	0.00	0.00
BSN	Practice - Fundamentals of Nursing	0.00	0.00	0.00	60.00
BSN	Pharmacotherapeutics II	30.00	0.00	0.00	0.00
BSN	Introduction to Nursing Research	30.00	0.00	0.00	0.00
BSN	Caring for Adults I	40.00	0.00	0.00	0.00
BSN	Practice - Caring for Adults I	0.00	0.00	10.00	110.00
BSN	Caring for Adults II	30.00	0.00	0.00	0.00
BSN	Practice - Caring for Adults II	0.00	0.00	0.00	90.00
BSN	Caring for Women and Neonates	30.00	0.00	0.00	0.00
BSN	Practice - Caring for Women and Neonates	0.00	0.00	16.00	104.00
BSN	Caring for Diverse & Vulnerable Populations I	30.00	0.00	0.00	0.00
BSN	Caring for Adults III	20.00	0.00	0.00	0.00
BSN	Practice - Caring for Adults III	0.00	0.00	10.00	80.00
BSN	Caring for Children	30.00	0.00	0.00	0.00
BSN	Practice - Caring for Children	0.00	0.00	0.00	120.00
BSN	Caring for Persons with Psychiatric/Mental Health Problems	30.00	0.00	0.00	0.00
BSN	Practice - Caring for Persons with Psychiatric/Mental Health Problems	0.00	0.00	0.00	120.00
BSN	Caring for Adults IV	20.00	0.00	0.00	0.00
BSN	Practice - Caring for Adults IV	0.00	0.00	0.00	90.00
BSN	Caring for Diverse and Vulnerable Populations II	0.00	0.00	0.00	60.00
BSN	Legal and Ethical Issues in Nursing	20.00	0.00	0.00	0.00
BSN	Transition into Professional Nursing	60.00	0.00	0.00	0.00
BSN	Preceptorship - Transition into Professional Nursing Preceptorship	0.00	0.00	0.00	120.00
Total					954.00

Institution:
ECPI University

Hours

Program Type	Course Name	Hours			
		Theory	Skill Lab	Simulation	Clinical
ADN	NUR119 Dosage Calculations for Professional Nurse	0.00	30.00	0.00	0.00
ADN	NUR138 Pharmacology	45.00	0.00	0.00	0.00
ADN	NUR164 Concepts of Nursing I	15.00	30.00	0.00	0.00
ADN	NUR166 Concepts of Nursing II	15.00	30.00	9.00	36.00
ADN	NUR168 Concepts of Nursing III	15.00	30.00	9.00	36.00
ADN	NUR221 Pathophysiology	45.00	0.00	0.00	0.00
ADN	NUR234 Mental Health Nursing	45.00	0.00	9.00	36.00
ADN	NUR242 Maternal/Newborn Nursing	45.00	0.00	9.00	36.00
ADN	NUR243 Parent/Child Nursing	45.00	0.00	9.00	36.00
ADN	NUR256 Medical Surgical Nursing I	45.00	0.00	18.00	72.00
ADN	NUR257 Medical Surgical Nursing II	45.00	0.00	18.00	72.00
ADN	NUR258 Acute Care Nursing	45.00	0.00	18.00	72.00
ADN	NUR273 Dimensions of Professional Nursing	39.00	0.00	18.00	72.00
ADN	NUR280 Nursing Capstone	30.00	30.00	0.00	0.00
Total					468.00

RN to BSN	NUR300 RN-BSN Orientation	15.00	0.00	0.00	0.00
RN to BSN	NUR302 Foundations of Professional Nursing Practice	45.00	0.00	0.00	0.00
RN to BSN	NUR321 Pathophysiology	45.00	0.00	0.00	0.00
RN to BSN	NUR340 Health Assessment	45.00	30.00	0.00	0.00
RN to BSN	NUR350 Nursing Research & Evidence-Based Practice	45.00	0.00	0.00	0.00
RN to BSN	NUR430 Leading and Managing for Innovation	45.00	0.00	0.00	0.00
RN to BSN	NUR443 Community Health Nursing	60.00	0.00	0.00	0.00
RN to BSN	NUR444L Community Health Practicum	0.00	30.00	0.00	0.00
RN to BSN	NUR456 Senior Practicum	30.00	0.00	0.00	45.00
RN to BSN	NUR490 Nursing Capstone	30.00	0.00	0.00	0.00
Total					45.00

Institution: ECPI University		Hours			
Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
BSN	NUR219 Dosage Calculations	0.00	30.00	0.00	0.00
BSN	NUR221 Pathophysiology	0.00	0.00	0.00	0.00
BSN	NUR303 Essentials of Nursing Practice	45.00	0.00	0.00	0.00
BSN	NUR305 Concepts of Nursing I	15.00	30.00	0.00	0.00
BSN	NUR307 Concepts of Nursing II	15.00	30.00	9.00	36.00
BSN	NUR309 Concepts of Nursing III	15.00	30.00	9.00	36.00
BSN	NUR310 Pharmacology	45.00	0.00	0.00	0.00
BSN	NUR325 Health Assessment Across the Life Span	45.00	30.00	0.00	0.00
BSN	NUR347 Mental Health Nursing	45.00	0.00	9.00	36.00
BSN	NUR356 Medical-Surgical Nursing I	45.00	0.00	18.00	72.00
BSN	NUR357 Medical-Surgical Nursing II	45.00	0.00	18.00	72.00
BSN	NUR359 Community Health Nursing	60.00	0.00	9.00	36.00
BSN	NUR400 Nursing Research	45.00	0.00	0.00	0.00
BSN	NUR424 Maternal/Newborn Nursing	45.00	0.00	9.00	36.00
BSN	NUR426 Parent/Child Nursing	45.00	0.00	9.00	36.00
BSN	NUR457 Nursing Care of the Older Adult	45.00	0.00	9.00	36.00
BSN	NUR458 Acute Care Nursing	45.00	0.00	18.00	72.00
BSN	NUR470 Professional Leadership	45.00	0.00	0.00	0.00
BSN	NUR475 Transition to Practice I	45.00	0.00	0.00	0.00
BSN	NUR476 Transition to Practice II	30.00	0.00	0.00	90.00
BSN	NUR480 Senior Seminar	30.00	30.00	0.00	0.00
Total					558.00

Institution:		Hours			
Arizona College of Nursing		Theory	Skill Lab	Simulation	Clinical
Program Type	Course Name				
BSN	NUR 211 CRITICAL THINKING IN CLINICAL DECISION-MAKING	30.00	0.00	0.00	0.00
BSN	NUR 218 INTERPROFESSIONAL COMMUNICATIONS	15.00	0.00	0.00	0.00
BSN	NUR 213 ETHICS & LEGAL STANDARDS IN NURSING PRACTICE I	15.00	0.00	0.00	0.00
BSN	NUR 215 THEORETICAL FOUNDATION IN NURSING PRACTICE	30.00	0.00	0.00	0.00
BSN	NUR 215L THEORETICAL FOUNDATION IN NURSING PRACTICE PRACTICUM	0.00	60.00	0.00	45.00
BSN	NUR 216 HEALTH ASSESSMENT	30.00		30.00	0.00
BSN	NUR 338 LEADER IN QUALITY AND PATIENT SAFETY I	15.00		0.00	0.00
BSN	NUR 333 ETHICS & LEGAL STANDARDS IN NURSING PRACTICE II	15.00		0.00	0.00
BSN	NUR 355 ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS I	45.00		0.00	0.00
BSN	NUR 355L ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS I PRACTICUM	0.00		30.00	90.00
BSN	NUR 356 MENTAL HEALTH THEORY & APPLICATION	45.00		0.00	0.00
BSN	NUR 356 L MENTAL HEALTH THEORY & APPLICATION PRACTICUM	0.00		30.00	45.00
BSN	NUR 337 EVIDENCE-BASED PRACTICE I	15.00		0.00	0.00
BSN	NUR 334 PHARMACOLOGY I	30.00		0.00	0.00
BSN	NUR 425 ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS II	30.00		0.00	0.00
BSN	NUR 425L ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS II PRACTICUM	0.00		15.00	112.50
BSN	NUR 426 COMMUNITY HEALTH NURSING THEORY AND APPLICATION	45.00		0.00	0.00
BSN	NUR 426L COMMUNITY HEALTH NURSING THEORY AND APPLICATION PRACTICUM	0.00		30.00	90.00
BSN	NUR 357 EVIDENCE-BASED PRACTICE II	15.00		0.00	0.00
BSN	NUR 358 LEADER IN QUALITY & PATIENT SAFETY II	15.00		0.00	0.00
BSN	NUR 354 PHARMACOLOGY II	30.00		0.00	0.00
BSN	NUR 423 ETHICS & LEGAL STANDARDS IN NURSING PRACTICE III	15.00		0.00	0.00
BSN	NUR 335 MATERNAL HEALTH THEORY & APPLICATION	45.00		0.00	0.00

BSN	NUR 335L MATERNAL HEALTH THEORY & APPLICATION PRACTICUM	0.00	30.00	0.00	45.00
BSN	NUR 336 PEDIATRIC HEALTH THEORY & APPLICATION	45.00	0.00	0.00	0.00
BSN	NUR 336L PEDIATRIC HEALTH THEORY & APPLICATION PRACTICUM	0.00	30.00	0.00	45.00
BSN	NUR 427 EVIDENCE-BASED PRACTICE III	15.00	0.00	0.00	0.00
BSN	NUR 428 LEADER IN QUALITY & PATIENT SAFETY III	15.00	0.00	0.00	0.00
BSN	NUR 443 TRANSITION TO THE PROFESSION	15.00	0.00	0.00	0.00
BSN	NUR 445 ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS III	45.00	0.00	0.00	0.00
BSN	NUR 445L ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS III PRACTICUM	0.00	15.00	0.00	157.50
BSN	NUR 446 PROFESSIONAL SEMINAR	30.00	0.00	0.00	0.00
BSN	NUR 447 EVIDENCE-BASED PRACTICE IV	15.00	0.00	0.00	0.00
BSN	NUR 448 Leader in Quality & Patient Safety IV	45.00	0.00	0.00	0.00
Total					630.00

Institution:
Centra College

Hours

Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
ADN	NUR 150: Introduction to Nursing Concepts	45.00	30.00	0.00	90.00
ADN	NUR 165: Health Promotion and Assessment	30.00	30.00	0.00	0.00
ADN	NUR 170: Professional Nursing Concepts I	30.00	0.00	0.00	0.00
ADN	NUR 175: Health Care Participant	45.00	0.00	0.00	45.00
ADN	NUR 180: Nursing Concepts I	45.00	0.00	0.00	90.00
ADN	NUR 240: Nursing Concepts II	45.00	0.00	0.00	90.00
ADN	NUR 250: Nursing Concepts III	45.00	0.00	0.00	90.00
ADN	NUR 260: Nursing Concepts IV	45.00	0.00	0.00	135.00
ADN	NUR 270: Professional Nursing Concepts II	60.00	0.00	0.00	0.00
Total					540.00

RN-BSN	NUR 320: Theoretical & Conceptual Foundations	45.00	0.00	0.00	0.00
RN-BSN	NUR 335: Informatics in Nursing Practice	45.00	0.00	0.00	0.00
RN-BSN	NUR 350: Evidence-based Practice & Research in Nursing	45.00	0.00	0.00	0.00
RN-BSN	NUR 360: Advanced Health Assessment	45.00	0.00	0.00	0.00
RN-BSN	NUR 420: Community Health Perspectives	60.00	0.00	0.00	0.00
RN-BSN	NURS 430: Healthcare Policy	30.00	0.00	0.00	0.00

RN-BSN	NUR 450: Population Health & Epidemiology	45.00	0.00	0.00	0.00
RN-BSN	NUR 455: Introduction to Pathophysiology	45.00	0.00	0.00	0.00
RN-BSN	NUR 460: Nursing Leadership & Management	60.00	0.00	0.00	0.00
RN-BSN	NUR 470: Aging, Health, & Longevity	30.00	0.00	0.00	0.00
RN-BSN	NUR 480: Management of Illness & Disease Processes	30.00	0.00	0.00	0.00
RN-BSN	NUR 485: RN-BSN Capstone	60.00	0.00	0.00	0.00
Total					0.00

Institution:		Hours			
Riverside College of Health Careers					
Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
ADN	GEN 111: Introduction to Healthcare	7.50	0.00	0.00	22.50
ADN	NUR 111: Fundamental Nursing Skills	60.00	67.50	0.00	67.50
ADN	NUR 121: Principles of Nursing Practice	30.00	0.00	0.00	0.00
ADN	NUR 131: Nursing Health Assessment	30.00	22.50	0.00	22.50
ADN	NUR 122: Principles of Pediatric Nursing	45.00	0.00	44.00	46.00
ADN	NUR 142: Essentials of Maternal Newborn Nursing	45.00	0.00	0.00	90.00
ADN	NUR 152: Nursing Care of Adults I	52.50	22.50	0.00	90.00
ADN	NUR 223: Principles of Psychiatric Nursing	45.00	0.00	7.50	60.00
ADN	NUR 253: Nursing Care of Adults II	60.00	45.00	15.00	97.50
ADN	NUR 254: Nursing Care of Adults III	45.00	0.00	0.00	90.00
ADN	NUR 300: Nursing Capstone	75.00	0.00	0.00	180.00
Total					766.00

Institution:		Hours			
Reynolds Community College					
Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
ADN	NSG 100: Introduction to Nursing Concepts	45.00	0.00	3.00	42.00
ADN	NSG 106: Competencies for Nursing Practice	15.00	45.00	0.00	0.00
ADN	NSG 130: Professional Nursing Concepts	15.00	0.00	0.00	0.00
ADN	NSG 200: Health Promotion and Assessment	30.00	35.00	4.00	6.00
ADN	NSG 152: Health Care Participant	30.00	0.00	0.00	45.00
ADN	NSG 170: Health/Illness Concepts	60.00	10.00	6.00	74.00
ADN	NSG 210: Health Care Concepts I	45.00	0.00	6.00	84.00
ADN	NSG 211: Health Care Concepts II	45.00	0.00	6.00	84.00

ADN	NSG 230: Advanced Professional Nursing Concepts	30.00	0.00	0.00	0.00
ADN	NSG 252: Complex Health Care Concepts	60.00	0.00	0.00	0.00
ADN	NSG 270: Nursing Capstone	0.00	0.00	26.00	154.00
Total					489.00

Institution:		Hours			
Southside College of Health Science					
Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
ADN	NUR 100: Orientation to Nursing	15.00	0.00	0.00	0.00
ADN	NUR 101: Foundations for Nursing Practice	45.00	0.00	0.00	0.00
ADN	NUR 102: Lifespan Health Assessment and Clinical Prevention	45.00	0.00	0.00	0.00
ADN	NUR 102L: Lifespan Health Assessment and Clinical Prevention Lab	0.00	30.00	0.00	0.00
ADN	NUR 103P: Competencies for Nursing Practice (Lab and Practicum)	0.00	15.00	8.00	45.00
ADN	NUR 104P: Competencies for Nursing Practice II (Practicum)	0.00	15.00	13.00	45.00
ADN	NUR 111: Adult Nursing Science I	45.00	0.00	0.00	0.00
ADN	NUR 111P: Adult Nursing Science I Practicum	0.00	0.00	30.50	90.00
ADN	PHR 105: Pathopharmacology	30.00	0.00	0.00	0.00
ADN	NUR 212: Adult Nursing Science II	45.00	0.00	0.00	0.00
ADN	NUR 212P: Adult Nursing Science II Practicum	0.00	0.00	26.60	90.00
ADN	PHR 205: Pathopharmacology II	30.00	0.00	0.00	0.00
ADN	NUR 218: Behavioral Health Nursing	30.00	0.00	0.00	0.00
ADN	NUR 218P: Behavioral Health Nursing Practicum	0.00	0.00	29.00	90.00
ADN	NUR 221: Advanced Professional Concepts	30.00	0.00	0.00	0.00
ADN	NUR 219: Nursing Care of Families	60.00	0.00	0.00	0.00
ADN	NUR 219P: Nursing Care of Families Practicum	0.00	0.00	56.00	90.00
ADN	NUR 222: Transition to Practice	45.00	0.00	0.00	0.00
ADN	NUR 222P: Clinical Immersion	0.00	0.00	6.50	0.00
Total					450.00

Institution: UVA Wise		Hours			
Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
BSN	NUR 2100 Health Promotion and Nutrition Across the lifespan	45.00	0.00	0.00	0.00
BSN	NUR 3000 Fundamentals of Nursing	45.00	0.00	0.00	0.00
BSN	NUR 3010 Fundamentals of Nursing Clinical Laboratory	0.00	36.00	0.00	90.00
BSN	NUR 3030 Basic Nursing Simulations and Skills Laboratory	0.00	45.00	0.00	0.00
BSN	NUR 3100 Pathophysiology	45.00	0.00	0.00	0.00
BSN	NUR3130 Health Assessment	30.00	0.00	0.00	0.00
BSN	NUR 3140 Health Assessment	0.00	15.00	0.00	0.00
BSN	NUR 3200 Medication Administration	0.00	15.00	0.00	0.00
BSN	NUR 3300 Pharmacology I	45.00	0.00	0.00	0.00
BSN	NUR 3310 Pharmacology 1	45.00	0.00	0.00	0.00
BSN	NUR 3400 Adult Medical-Surgical Nursing	45.00	0.00	0.00	0.00
BSN	NUR 3410 Adult Medical-Surgical Nursing Clinical	0.00	0.00	0.00	126.00
BSN	NUR 3500 Psychiatric and Mental Health Nursing	45.00	0.00	0.00	0.00
BSN	NUR 3510 Psychiatric and Mental Health Nursing Clinical Laboratory	0.00	0.00	0.00	84.00
BSN	NUR 3530 Intermediate Nursing Simulations and Skills Laboratory	0.00	0.00	45.00	0.00
BSN	NUR 4030 Advanced Nursing Simulations and Skills Laboratory	0.00	0.00	15.00	30.00
BSN	NUR 4300 Advanced Concepts in Clinical Nursing	45.00	0.00	0.00	0.00
BSN	NUR 4310 Advanced Concepts in Nursing Clinical Laboratory	0.00	0.00	0.00	126.00
BSN	NUR 4400 Nursing Care of Childbearing Families	45.00	0.00	0.00	0.00
BSN	NUR 4410 Nursing Care of Childbearing Families Clinical Laboratory	0.00	0.00	0.00	126.00
BSN	NUR 4600 Community Health Nursing	45.00	0.00	0.00	0.00
BSN	NUR 4610 Community Health Clinical Laboratory	0.00	0.00	0.00	84.00
BSN	NUR 4710 Evidence-Based Nursing Practice	45.00	0.00	0.00	0.00
BSN	NUR 4800 Healthcare Leadership and Management	45.00	0.00	0.00	0.00
BSN	NUR 4810 Healthcare Leadership and Management Clinical	0.00	0.00	0.00	42.00
BSN	NUR 4930 Synthesis of Professional Nursing Practice	45.00	0.00	0.00	0.00
BSN	NUR 4940 Synthesis of Professional Nursing Practice Clinical Laboratory	0.00	0.00	0.00	84.00
Total					792.00

Institution:		Hours			
Bryant & Stratton College					
Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
ADN	NURS 104 Clinical Calculations and Medical Terminology for Nursing	15.00	0.00	0.00	0.00
ADN	NURS 103 Nursing Fundamentals	45.00	45.00	0.00	90.00
ADN	NURS 125 Lifespan Development & Nursing Practice	45.00	0.00	0.00	0.00
ADN	NURS 202 Family Child Nursing	45.00	0.00	0.00	90.00
ADN	NURS 211 Medical Surgical Nursing I	45.00	0.00	0.00	135.00
ADN	NURS 215 Pharmacology for Nurses	30.00	45.00	0.00	0.00
ADN	NURS 222 Geriatric & Mental Health Nursing	45.00	0.00	0.00	90.00
ADN	NURS 223 Medical Surgical Nursing II	45.00	45.00	0.00	45.00
ADN	NURS 230 Nursing Issues, Leadership & Research	45.00	0.00	0.00	0.00
ADN	NURS 270 Internship	15.00	0.00	0.00	90.00
Total					540.00

Institution:		Hours			
Galen College of Nursing					
Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
ADN - Two-Year Option	PNS 112 - Introduction to Professional Nursing	24.00	0.00	0.00	0.00
ADN - Two-Year Option	NUR 155 - Foundations of Nursing	72.00	96.00	0.00	72.00
ADN - Two-Year Option	NUR 170 - Concepts of Medical-Surgical Nursing	48.00	48.00	0.00	108.00
ADN - Two-Year Option	NUR 210 - Principles of Pharmacology	48.00	0.00	0.00	0.00
ADN - Two-Year Option	NUR 230 - Concepts of Nursing: The Childbearing/Child Caring Family	72.00	48.00	0.00	72.00
ADN - Two-Year Option	NUR 256 - Concepts of Mental Health Nursing	48.00	0.00	0.00	72.00
ADN - Two-Year Option	NUR 257 - Concepts of Aging & Chronic Illness	36.00	24.00	0.00	72.00
ADN - Two-Year Option	NUR 265 - Advanced Concepts of Medical-Surgical Nursing	48.00	24.00	0.00	108.00
ADN - Two-Year Option	NUR 282 - Leadership and Nursing Management	24.00	24.00	0.00	48.00
ADN - Two-Year Option	NUR 283 - Transition to Registered Nursing Practice	48.00	24.00	0.00	144.00
Total					696.00

Institution: Galen College of Nursing		Hours			
Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
ADN - LPN/LVN to ADN Bridge Option	PNS 202 LPN/LVN to RN Role Transition	24.00	0.00	0.00	0.00
ADN - LPN/LVN to ADN Bridge Option	NUR 210 Principles of Pharmacology	48.00	0.00	0.00	0.00
ADN - LPN/LVN to ADN Bridge Option	NUR 242 Medical-Surgical Nursing Concepts	48.00	24.00	0.00	36.00
ADN - LPN/LVN to ADN Bridge Option	NUR 253 Concepts of Mental Health Nursing	36.00	0.00	0.00	36.00
ADN - LPN/LVN to ADN Bridge Option	NUR 254 Concepts of Nursing: The Childbearing and Child Caring Families	36.00	24.00	0.00	36.00
ADN - LPN/LVN to ADN Bridge Option	NUR 265 Advanced Concepts of Medical-Surgical Nursing	48.00	24.00	0.00	108.00
ADN - LPN/LVN to ADN Bridge Option	NUR 282 Leadership and Nursing Management	24.00	24.00	0.00	0.00
ADN - LPN/LVN to ADN Bridge Option	NUR 283 Transition to Registered Nursing Practice	48.00	24.00	0.00	144.00
ADN - LPN/LVN to ADN Bridge Option	Credit for PN/VN Licensure	0.00	0.00	0.00	140.00
Total					500.00

Institution: Norfolk State University		Hours			
Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
Traditional BSN	NUR 300 Foundation of Professional Development	15.00	0.00	0.00	0.00
Traditional BSN	NUR 304 Nursing Informatics	30.00	0.00	0.00	0.00
Traditional BSN	NUR 322 Health Assessment	60.00	0.00	0.00	0.00
Traditional BSN	NUR 332 Genetics and Genomics in Nursing Practice	30.00	0.00	0.00	0.00
Traditional BSN	NUR 342/342L Fundamental of Nursing and Fundamentals of Nursing Lab	60.00	53.00	5.00	32.00
Traditional BSN	NUR 348 Nursing Pharmacology	45.00	0.00	0.00	0.00
Traditional BSN	NUR 360/360L Nursing Care of Adults I and Nursing Care of Adults I Lab	90.00	8.00	2.00	123.00
Traditional BSN	NUR 400 Nursing Pathophysiology	45.00	0.00	0.00	0.00

Traditional BSN	NUR 440/440L Nursing Care of Adults II & Nursing care of adults II Lab	90.00	8.00	5.00	135.00
Traditional BSN	NUR 442/442L Psychiatric/Mental Health Nursing & Psychiatric/Mental Health Nursing Lab	30.00	5.00	5.00	90.00
Traditional BSN	NUR 446/446 L Nursing of women and the Child bearing family & Nursing of women and the Child bearing family lab	30.00	8.00	5.00	90.00
Traditional BSN	NUR 450/450L Nursing of children, adolescents, and families & Nursing of children, adolescents, and families Lab	30.00	8.00	5.00	90.00
Traditional BSN	NUR 461 Nursing Research Dimensions	45.00	0.00	0.00	0.00
Traditional BSN	NUR 462 Nursing Leadership and Management	45.00	0.00	0.00	0.00
Traditional BSN	NUR 463/463L Capstone theory and Preceptorship	15.00	4.00	0.00	135.00
Traditional BSN	NUR 485 Contemporary Topics in Nursing and Health Care	45.00	0.00	0.00	0.00
Traditional BSN	NUR 490/490L Community Health Nursing and Community Health Nursing Lab	45.00	0.00	0.00	90.00
Total					785.00

**Institution:
Norfolk State University**

Program Type	Course Name	Theory	Skill Lab	Simulation	Clinical
RN-BSN	NUR 435/435L	45.00	0.00	0.00	90.00
RN TO BSN (Online)	NUR 301 Foundations of Online Success: BSN Orientation	45.00	0.00	0.00	0.00
RN TO BSN (Online)	NUR 418 Conceptual Models for Nursing	45.00	0.00	0.00	0.00
RN TO BSN (Online)	NUR 461 Nursing Research Dimensions	45.00	0.00	0.00	0.00
RN TO BSN (Online)	NUR 321 Multicultural/Bioethics	45.00	0.00	0.00	0.00
RN TO BSN (Online)	NUR 415 Health Assessment	60.00	0.00	0.00	0.00
RN TO BSN (Online)	NUR 435/435L Providing Nursing Systems for Families, Groups, and Communities and Providing Nursing Systems for Families, Groups, and Communities Lab	45.00	0.00	0.00	30.00
RN TO BSN (Online)	NUR 462 Nursing Leadership and Management	45.00	0.00	0.00	0.00
RN TO BSN (Online)	NUR 470 Seminar on Professional Development	45.00	0.00	0.00	0.00
RN TO BSN (Online)	NUR 485 Contemporary Topics in Nursing and Health Care	45.00	0.00	0.00	0.00
Total					120.00

Institution:
Eastern Virginia Career College

Program Type	Course Name	Theory	Skill	Simulation	Clinical
		hours	Lab Hours	Hours	Hours
ADN	SDV 100: Student Development	15.00	0.00	0.00	0.00
ADN	NSG 115: Introduction to Nursing	30.00	0.00	0.00	0.00
ADN	NSG 125: Principles of Nutrition	45.00	0.00	0.00	0.00
ADN	NSG 135: Fundamentals of Nursing	75.00	59.00	1.00	0.00
ADN	NSG 138: Fundamentals of Nursing Clinical	0.00	0.00	0.00	130.00
ADN	NSG 155: Pharmacology	92.00	25.00	0.00	0.00
ADN	NSG 162: Adult Nursing I	102.00	43.00	12.00	0.00
ADN	NSG 163: Adult Nursing I Clinical	0.00	0.00	0.00	130.00
ADN	NSG 187: Psychiatric Nursing	30.00	0.00	0.00	32.00
ADN	NSG 209: Specialized Populations I: Maternity Nursing with Clinical Component	30.00	15.00	0.00	24.00
ADN	NSG 216: Specialized Populations II: Pediatric Nursing with Clinical Component	30.00	0.00	0.00	24.00
ADN	NSG 222: Adult Nursing II	102.00	8.00	12.00	0.00
ADN	NSG 225: Adult Nursing II Clinical	0.00	0.00	0.00	160.00
Total					500.00

Institution:
Shenandoah University

Program Type	Course Name	Theory	Skill	Simulation	Clinical
		hours	Lab Hours	Hours	Hours
BSN	N 218/NLAB 218: Foundations of Nursing	45.00	45.00	0.00	0.00
BSN	N 321/NLAB 321 Advancing Nursing Practice	45.00	45.00	0.00	0.00
BSN	N 201/NLAB 201 Health Assessment	45.00	45.00	0.00	0.00
BSN	N 272 Pathophysiology	45.00	0.00	0.00	0.00
BSN	N 283 Pharmacology	45.00	0.00	0.00	0.00
BSN	N 209/NLAB 209 Psychiatric Mental Health Nursing	45.00	0.00	0.00	45.00
BSN	N 214/NLAB 214 Nursing Care of Adults I	45.00	0.00	0.00	90.00
BSN	N 314/NLAB 314 Nursing Care of Adults II	45.00	0.00	0.00	90.00
BSN	N 315/NLAB 315 Nursing Care of Adults III	45.00	0.00	0.00	90.00
BSN	N 308/NLAB 308 Nursing Care of Childbearing Families	45.00	0.00	0.00	45.00

BSN	N 307/NLAB 307 Nursing Care of Children and Adolescents	45.00	0.00	0.00	45.00
BSN	N 406/NLAB 406 Community and Population Health	45.00	0.00	0.00	45.00
BSN	N 216 Nutrition Across the Lifespan	45.00	0.00	0.00	0.00
BSN	N 319 Ethics and Genomics of Nursing Practice	45.00	0.00	0.00	0.00
BSN	N 306 Nursing Theory, Research, and Evidence-Based Practice	45.00	0.00	0.00	0.00
BSN	N 414 Leadership and Management in Professional Nursing Practice	45.00	0.00	0.00	0.00
BSN	N 415 Emergency Preparedness and Disaster Nursing	45.00	0.00	0.00	0.00
BSN	N 407 Advancing to Professional Practice	45.00	0.00	0.00	0.00
BSN	NLAB 403 Senior Capstone	15.00	0.00	0.00	120.00
Total					570.00

Institution:
Virginia Commonwealth University

Program Type	Course Name	Theory hours	Skill Lab Hours	Simulation Hours	Clinical Hours
BSN	NURS 201. Concepts of Professional Nursing	30.00	0.00	0.00	0.00
BSN	NURS 202. Technologies of Nursing Practice	45.00	28.00	0.00	90.00
BSN	NURS 261. Health Assessment for Nursing Practice	45.00	30.00	0.00	0.00
BSN	NURS 325. Nursing of Adults I	45.00	4.00	10.00	90.00
BSN	NURS 335. Nursing of Women	45.00	0.50	2.50	60.00
BSN	NURS 345. Nursing of Children	45.00	4.00	2.00	60.00
BSN	NURS 355. Psychiatric-Mental Health Nursing	45.00	4.00	10.00	60.00
BSN	NURS 365. Pathophysiology and Pharmacology I	45.00	0.00	0.00	0.00
BSN	NURS 366. Pathophysiology and Pharmacology II	45.00	0.00	0.00	0.00
BSN	NURS 416. Community Health Nursing	45.00	9.00	4.00	60.00
BSN	NURS 425. Nursing of Adults II	45.00	4.00	2.00	90.00
BSN	NURS 478. Leadership and Management in Health Care: Theory and Application	45.00	0.00	0.00	0.00
BSN	NURS 496. Senior Synthesis	30.00	0.00	0.00	180.00
Total					690.00

**Institution:
Longwood University**

Program Type	Course Name	Theory Skill		Simulation Hours	Clinical Hours
		hours	Lab Hours		
BSN	NURS 100 Intro to Nursing & Healthcare Systems	37.50	0.00	0.00	0.00
BSN	NURS 105 Medical Terminology for Healthcare	12.50	0.00	0.00	0.00
BSN	NURS 210 Health Assessment Across the Lifespan	25.00	25.00	0.00	0.00
BSN	NURS 220 Clinical Skills for Nursing Practice	25.00	25.00	0.00	0.00
BSN	NURS 240 Principles of Pathophysiology	50.00	0.00	0.00	0.00
BSN	NURS 230 Foundations of Nursing Practice	37.50	7.00	7.00	56.00
BSN	NURS 290 Learning Strategies & Core Nursing Clinical Skills	12.50	12.50	0.00	0.00
BSN	NURS 315 Nutrition Health & Disease	50.00	0.00	0.00	0.00
BSN	NURS 320 Principles of Pharmacology	37.50	0.00	0.00	0.00
BSN	NURS 325 Care of Women, Children & Families	56.25	2.00	16.00	84.00
BSN	NURS 341 Nursing Care of Adults & Families	50.00	0.00	3.00	56.00
BSN	NURS 360 Research & Evidence-Based Practice	37.50	0.00	0.00	0.00
BSN	NURS 372 Care of the Older Adult	37.50	0.00	0.00	0.00
BSN	NURS 393 Patients with Complex Health Problems	37.50	25.00	4.00	56.00
BSN	NURS 410 Nursing Care of Patients with Psychiatric/Mental Health Problems	37.50	0.00	2.50	54.00
BSN	NURS 420 Community Health Nursing	37.50	0.00	0.00	56.00
BSN	NURS 430 Healthcare Policy & Regulation	37.50	0.00	0.00	0.00
BSN	NURS 440 Managing for Safety & Quality Outcomes	37.50	0.00	0.00	0.00
BSN	NURS 480 NCLEX Success	25.00	0.00	0.00	0.00
BSN	NURS 491 Senior Seminar: Transition to Nursing	25.00	0.00	0.00	0.00
BSN	NURS 492 Internship in Nursing	12.50	0.00	10.00	170.00
Total					532.00

**Institution:
University of Virginia**

Program Type	Course Name	Theory Skill		Simulation Hours	Clinical Hours
		hours	Lab Hours		
BSN	NUCO 2220 Cells to Society for Nursing Practice	30.00	0.00	0.00	0.00
BSN	NUCO 2130 Therapeutic Principles of Nursing Care	37.50	42.00	0.00	0.00
BSN	NUCO 2210 Foundations of Nursing CARE	45.00	0.00	0.00	0.00
BSN	NUCO 2330 Health Assessment	37.50	14.00	0.00	0.00

BSN	NUCO 2440 Principles and Application of Case-Based Learning for Nursing Practice	15.00	0.00	10.00	56.00
BSN	NUCO 3110 Patient-Family Centered Care: Adult-Gero Nursing in Acute Care	37.50	0.00	8.00	84.00
BSN	NUCO 3310 Patient-Family Centered Care: Pediatric Nursing	37.50	0.00	16.00	84.00
BSN	NUCO 3610 Patient-Family Centered Care: Maternal/Child Nursing	37.50	0.00	4.00	84.00
BSN	NUCO 4056 Introduction to Health Policy	45.00	0.00	0.00	0.00
BSN	NUCO 4110 Patient-Family Centered Care: Adults with Complex Health Conditions	37.50	0.00	9.50	84.00
BSN	NUCO 4210 Patient-Family Centered Care: Public Health Nursing and Population Health	37.50	0.00	3.50	84.00
BSN	NUCO 4310 Patient-Family Centered Care: Mental Health	45.00	28.00	8.00	56.00
BSN	NUCO 4710 Team-Based Care Synthesis	45.00	0.00	0.00	0.00
BSN	NUCO 4720: Transition to Practice: Synthesis Practicum	0.00	0.00	0.00	168.00
BSN	NUCO 4730 Professional Nursing Practice Synthesis	45.00	0.00	0.00	0.00
BSN	NUIP 2420 Pathophysiology and Clinical Management I	45.00	0.00	0.00	0.00
BSN	NUIP 3420 Pathophysiology and Clinical Management II	45.00	0.00	0.00	0.00
BSN	NUIP 2430 Pharmacology and Clinical Management I	45.00	0.00	0.00	0.00
BSN	NUIP 3430 Pharmacology and Clinical Management II	45.00	0.00	0.00	0.00
BSN	NUIP 2311 Research, Ethics, Advocacy, and Leadership: Intro to Professional Practice	30.00	0.00	0.00	0.00
BSN	NUIP 3311 Research, Ethics, Advocacy, and Leadership: Quality, Safety, and EBP	45.00	0.00	0.00	0.00
BSN	NUIP 4311 Research, Ethics, Advocacy, and Leadership: RN in Complex Systems	30.00	0.00	0.00	0.00
Total					700.00

Appendix 8: Credit Totals for RN Programs

Institution	Program	Credit Total
Arizona College of Nursing	Bachelor of Science in Nursing	120
Bon Secours Memorial College of Nursing	Bachelor of Science in Nursing	120
Bryant & Stratton College	Associate of Applied Science in Nursing	72
Centra College	Associate of Applied Science in Nursing	67
Eastern Virginia Career College	Associate of Applied Science in Nursing	69
ECPI	Associate of Applied Science in Nursing	71
ECPI	Bachelor of Science in Nursing	120
Galen College of Nursing	Associate of Applied Science in Nursing	71
Longwood University	Bachelor of Science in Nursing	120-121
Norfolk State University	Bachelor of Science in Nursing	121
Riverside College of Health Careers	Associate of Applied Science in Nursing	69
Reynolds Community College (example of VCCS)	Associate of Applied Science in Nursing	64
Riverside College of Health Careers	Bachelor of Science in Nursing	120
Shenandoah University	Bachelor of Science in Nursing	121
South University	Bachelor of Science in Nursing	120
Southside College of Health Science	Associate of Applied Science in Nursing	72
University of Virginia	Bachelor of Science in Nursing	120
University of Virginia Wise	Bachelor of Science in Nursing	128
Virginia Commonwealth University	Bachelor of Science in Nursing	122

Appendix 9: Virginia Association of Colleges of Nursing Letter Regarding Standardized Curriculum



July 11, 2023

Dear Daniel,

On behalf of the Virginia Association of Colleges of Nursing (VACN), I would like to thank you and your team for your commitment to the workgroup for evaluation of the feasibility of a statewide prelicensure nursing curriculum and inviting many of our membership deans and directors to the meeting on July 13th for further discussion. We will have several representatives present that can expand upon our analysis and recommendations in regard to SB 1172 as the workgroup considers the components of the report for submission to the Governor in November.

VACN does not support moving forward with a standardized statewide prelicensure nursing curriculum at this time for the reasons outlined below. We do see opportunities for collaboration to strengthen the nursing pathway and standardize preparation for entry into Virginia prelicensure nursing program at all levels which aligns with the goal of SB 1172. I provide guidance from VACN on opportunities from our baccalaureate lens and current expertise.

The following are concerns and barriers for which VACN recommends alternative approaches to strengthening the prelicensure nursing education in the Commonwealth in lieu of a standardized statewide curriculum.

- Demand and need for a singular state nursing curriculum has not been established. Data on the number of students with this need is necessary to support forward movement with this proposal. A transition to a standardized curriculum requires a significant increased workload on already taxed academic nursing faculty during the worst nursing faculty shortage experienced in Virginia. There is great potential with forward movement on the proposal to exacerbate the state's faculty shortage which negatively impacts the number of graduates from our program and the ability to increase enrollment.
 - For the VACN membership programs, students generally are not seeking transferable courses. Most have selected to attend their institution as residential students. For the few students who seek a different program, a process for evaluation of transfer courses exists at most institutions.
 - This proposal is duplicative of the work that was done a few years ago whereby community colleges offering the ADN now have a standardized curriculum. We

have several BSN programs that already accept credits from this curriculum which creates a seamless process for BSN entry to practice.

- Accreditation standards and curricular guidelines vary for programs in critical competencies and standards. AACN's *The Essentials: Core Competencies for Professional Nursing Education* (2021) and NLN vary in competency focus. Significant curricular revision for BSN programs using the revised AACN *Essentials* has or currently is being completed across the state.
- Curriculum policies and standards vary by home institutions/universities for which nursing programs must adhere. Barriers to a standardized curriculum include the following: 1) total major credits vary by institution; 2) ratio of lab/clinical hours by credit vary by institution; 3) nursing major courses are designed to meet institutional general education requirements at select institutions; and 4) admission, progression, and graduation criteria vary by institution and nursing program, aligning with institutional policies.
- Nursing programs have missions that align with their institutional mission and nursing curriculum reflects the individualized student learning outcomes for the prelicensure nursing program. Nursing curriculum is individualized to integrate and meet the institution's and program's mission. This varies by institution focus and is required by accreditation organizations. A statewide standardized curriculum fails to meet accreditation standards for the institution and the nursing program.
- BSN programs within the Commonwealth have curricular frameworks designed that are individualized for their program. These frameworks purposefully drive how the BSN graduate of that institution is different from other graduates of Virginia nursing programs. Students select their nursing program based on congruence with their values and curricular design.
- Baccalaureate programs have varying entry points, from freshman entry to sophomore or junior year entry. Each institution's nursing curriculum reflects scaffolded learning based on entry points. A statewide standardized curriculum fails to support numerous entry points and curricular design to scaffold nursing education. Only the ADN programs within the community colleges have a similar entry point for nursing programs. This standardized curriculum already meets the proposal's outcomes.
- Not all programs accept transfer students. A statewide standardized curriculum does not benefit these institutions and programs. Capacity of programs does not support institutional transfers. Upper division entry programs have sufficient enrolled students to meet program capacity which eliminates the feasibility of moving between nursing programs in the state. There are current processes in place at institutions who have space for nursing transfer students. This provides the opportunity to evaluate prior major courses, within specified completion time frames, for alignment and credit in the curriculum.

In consideration of the lack of data and identified need for a statewide standardized prelicensure nursing curriculum, VACN recommends the following focus of the workgroup for the report to the Commonwealth. The following are recommendations to strengthen and, by certain actions, accelerate the number of prelicensure graduates within the Commonwealth.

- Revisions to the high school dual enrollment (DE) program is indicated for pre-nursing students. Our programs consistently accept DE students, but these students do not come with the coursework needed to accelerate their transition to nursing courses. For example, DE courses in anatomy and physiology, developmental psychology, and medical terminology would be more applicable to a BSN degree than multiple courses in history and English.
- There are processes already in place for educational pathways from RN to BSN that are well established and can accommodate more students. Funding and work release time to complete programs is needed. Enrollment has decreased significantly across Virginia since 2020 due to the workplace stressors for nurses. A baccalaureate-prepared workforce has consistently demonstrated a reduction in patient morbidity and mortality.
- Expanding the nursing pipeline pathway for LPN-RN programs. There are a limited number of programs within the state and expanding programs will increase the RN pipeline, often in rural regions in which there is greater need.
- A focus on nursing faculty is critical to all elements of the nursing pipeline – maintaining and growing our programs at all levels. Using evidence from other states to address the multiple barriers to recruitment, education, and retention of nursing faculty is fundamental to all plans for growth of programs and quality RN graduates for the workforce.

VACN is deeply appreciative of the workgroup’s consideration of the information we have provided as well as our recommendations to strengthen prelicensure nursing programs within the state. We are certainly heartened that our governor and legislators remain committed to nursing education and the nursing workforce pipeline. In my role as president of VACN, please do not hesitate to reach out if there are additional ways in which I can support the workgroup.

With warm regards,



Cindy Rubenstein, PhD, RN, CPNP-PC, CNE
 President, Virginia Association of Colleges of
 Nursing

VACN Member Signatories:

Dr. Teresa Beach, Averett University School of Nursing Dean Jessica Sharp, Bluefield University School of Nursing
 Dean Chris-Tenna M. Perkins, Bon Secours Memorial College of Nursing
 Dr. Melody Cash, Eastern Mennonite University Department of Nursing
 Dean Laurie Anne Ferguson, Emory and Henry College School of Nursing
 Chair Melody Sharp, Ferrum College Nursing
 Dr. Cheryl Oetjen, George Mason University School of Nursing
 Dr. Arlene Montgomery, Hampton University School of Nursing
 Dr. Melody Eaton, James Madison University School of Nursing

Dean Tracy Turner, Liberty University School of Nursing
Dr. Kim Little, Longwood University Department of Nursing
Dr. Andrew Wolf, Marymount University, Malek School of Nursing Professions
Dr. Suzanne Wright, Old Dominion University School of Nursing
Dean Wendy Downey, Radford University School of Nursing
Dr. Cynthia Rubenstein, Randolph-Macon College Department of Nursing
Dr. Cynthia Banks, Nursing, Sentara College of Health Sciences
Dean Lisa Levinson, Shenandoah University Eleanor Wade Custer School of Nursing
Dean Jean Johnson, The George Washington University School of Nursing
Dr. Janice Adams, Mary Baldwin University School of Nursing
Dr. Kathy Johnson, University of Lynchburg School of Nursing
Dr. Janet Atarhi-Dugan, University of Mary Washington School of Nursing
Dean Marianne Baernholdt, University of Virginia School of Nursing
Dr. Cathy Collins, UVA College at Wise Department of Nursing
Dean Jean Giddens, Virginia Commonwealth University School of Nursing
Dr. Sibena N. Samuel-Harris, Virginia State University Department of Nursing