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Virginia Commonwealth University

Proposed Intent to Discontinue
Virginia Commonwealth University (VCU) requests approval to discontinue the Master of Science (M.S.) degree program in Nursing (CIP code: 51.3818). The degree is located in the School of Nursing.

Background
Virginia Commonwealth University initiated the Master of Science (M.S.) in Nursing degree program in March 1967. The last modification for the MS degree was approved by the State Council for Higher Education of Virginia (SCHEV) on June 22, 2020, for the fall semester 2020. The program was designed to prepare advanced practice registered nurses with competencies as a nurse practitioner or a nurse leader in one of four concentrations.

In February 2021, the American Association of Colleges of Nursing (AACN) finalized and adopted *The Essentials: Core Competences for Professional Nursing Education (The Essentials).* Between August 2021 and March 2022, the associate deans and program directors of the School of Nursing met monthly to crosswalk existing nursing curricula to *The Essentials* and discuss revisions needed to graduate programs' curricula based on *The Essentials* and other professional organizational standards. Between March 9, 2022 and May 25, 2022, a School of Nursing task force, comprised of faculty members from all SON degree programs and concentrations, and chaired by three faculty leaders appointed by the dean of the School of Nursing, convened to conduct a SWOT analysis, create a plan for proposed revisions to the curriculum, discuss redundancy within existing programs, and review enrollment trends of existing programs. Concurrently, between August 2021 and May 2022 monthly faculty forums were held to discuss the *Essentials,* the curricular crosswalk to the existing graduate programs created by the associate deans and program directors, inform a plan for curricular revisions, and review enrollment trends. On May 25, 2022, the School of Nursing task force held a meeting and presented the School of Nursing faculty with the SWOT analysis, recommended revisions to graduate programs, elimination of redundancies, and a proposal to discontinue a degree program. The task force worked on curricular revisions and specifics of the recommended program changes from June of 2022 until June of 2023. On June 29, 2023, School of Nursing faculty voted unanimously to adopt the revisions to the graduate programs and the recommendation to discontinue the M.S. in Nursing degree program. On July 7, 2023, the School of Nursing administration, in agreement with faculty recommendation, determined that the M.S. in Nursing degree program should be discontinued.

Rationale
There are three considerations that prompted the decision for the discontinuance of the degree program. The first factor is the endorsement, in 2004, by members of AACN for the *Position Statement on the Practice Doctorate in Nursing* which called for moving the level of preparation for advanced practice nursing roles from the master's degree to the doctorate level. The Doctor of Nursing Practice (DNP) in Nursing Practice degree better prepares advanced practice nurses for their current roles given the new models of care delivery and complexity of health care. In 2018, the National Organization of Nurse Practitioner Faculties (NONPF) called for moving to the DNP in Nursing Practice degree as the entry-level preparation for nurse practitioners by 2025. The NONPF reaffirmed this position statement in April 2023.

The second factor prompting the discontinuance of the degree program is declining enrollment. The program was designed to educate advanced practice nurses and nurse leaders, but the professional organization standards set out by AACN and NONPF, along with national certification requirements for increased content and clinical hours has steadily increased, such that the M.S. degree in Nursing is now duplicating the requirements of those in the DNP in Nursing Practice degree. Given the move of professional organizations in recommending a shift to the DNP degree, enrollment trends show a shift away from existing M.S. degree programs and a shift to DNP degree programs. VCU DNP degree program admissions are steadily increasing while the M.S. degree enrollments have fallen. The M.S. in Nursing enrollment has declined 54% in the past 5 years, from 270 students in 2019 to 146 students in 2024, enrollment in the DNP in Nursing degree program has increased by 157%, from 28 students in 2019 to 161 enrollments in 2024. This movement to the DNP is reflective of a national trend for graduate degree programs in advanced practice nursing.[1,2]

The final factor that led to the decision to discontinue the degree program is redundancy. Currently, the four M.S. in Nursing degree program concentrations are incorporated into the DNP degree program. The goal is to close the M.S. degree program to minimize duplication in line with market demand and professional position statements. Considering these position statements and the increasing student demand, VCU School of Nursing has dedicated the past three years to transitioning advanced practice nursing programs to the DNP degree level as the entry point for nurse practitioners.

Critical Shortage Area
The Master of Science (M.S.) degree in Nursing is in a critical shortage area. The degree program at VCU prepares graduates for the national certification exam as nurse practitioners in three (3) fields: Acute Care Adult Gerontology, Family Nurse Practitioner, and Psychiatric Mental Health. Once nationally certified, nurse practitioners are eligible for licensure as Advanced Practice Registered Nurses with the Virginia Board of Nursing. There is a fourth concentration area for nurse leaders: Nursing Leadership and Organizational Science. National certification as a nurse executive is optional, but not required.

A shortage exists for advanced practice registered nurses in VA. Given the demand for advanced practice registered nurses, VCU offers and will continue to offer another program that produces graduates who will be prepared to become nurse practitioners and nurse leaders: the Doctor of Nursing Practice (DNP) in Nursing Practice degree program. The DNP degree program curriculum requirements include the core and required coursework, along with concentration coursework, to adequately prepare graduates to take the national certification exam in their focus area, and subsequently qualify for licensure as Advanced Practice Registered Nurses. The DNP program will ensure that VCU continues to produce graduates who will be able to address the need for licensed/certified professionals in this critical shortage workforce area.

Teach-out Plan
A total of 137 students are currently enrolled in the Master of Science in Nursing degree program in the spring semester 2024. A total of 55 students are expected to graduate in the spring of 2024;

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[1] American Association of Colleges of Nursing (2023). *2022-2023 Enrollment and graduations in baccalaureate and graduate programs in nursing.* Washington, DC: American Association of Colleges of Nursing, pg. 2
[2] AACN (2023). Fact Sheet: The doctor of nursing practice (DNP). Pgs. 2-3. https://www.aacnnursing.org/news-data/fact-sheets/dnp-fact-sheet

five (5) students are expected to graduate in the fall of 2024; 45 students are expected to graduate in the spring of 2025; two (2) students are expected to graduate in the fall of 2025; and 29 students are expected to graduate in the spring of 2026. The last term that students will be able to complete the M.S. in Nursing degree is Spring of 2027. This timeline will ensure that students with challenges can meet the deadline by extending it one full year beyond the expected date for the last graduates. The M.S. in Nursing degree program will be discontinued after the spring 2027 graduation.

All faculty have been made aware of the impending closure. No faculty positions will be lost as a result of the discontinuance of the degree program. Faculty teaching core and required courses in the Master of Science in Nursing will teach coursework in other degree programs.

<u>"Stopped-out" Students</u>
The 6 students that have "stopped out" have been considered. These students who are on a leave of absence will be contacted and notified in writing about the discontinuation of the M.S. Nursing degree program. They will be advised that the program will no longer graduate students after the spring of 2027. A revised plan of study will be completed for each student, with one year of extra time calculated to graduate by the spring of 2027, should that be necessary. For extenuating circumstances where a course is not offered during a semester that the student needs to graduate by the spring 2027, there will be DNP in Nursing Practice courses that can be substituted on a 1:1 basis to enable the student to complete the program.

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<u>Description of the Proposed Program</u>

Program Background

Virginia Commonwealth University seeks approval for a Master of Science in Nursing (MSN) degree program in Nursing. The proposed degree program will be administered by the School of Nursing. The target date of the program's initiation is Summer 2025.

The purpose of the proposed program is to prepare students with entry-level professional nursing education focused on demonstrating a core set of competencies for the nurse generalist. These competencies teach students to assess and evaluate individuals, families, communities, and populations across the lifespan. The core courses will prepare students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). This is a standardized examination that all nursing graduates are required to take to be able to practice in the United States and Canada.

The field of nursing is currently facing a substantial challenge in the Commonwealth, as the projected nursing shortage is expected to grow by 8.26% over the next decade.[1] A quarter of the current nursing workforce in the Commonwealth indicated that they will retire in the next ten years.[2] By 2047, half of the current nursing workforce will retire.[2] There is an urgent demand for registered nurses in the Commonwealth, with a staggering 7,375 active job openings.[3] Several factors are creating the shortage, including, but not limited to, an aging workforce that is retiring; COVID-19 burnout is causing nurses to leave the profession; nursing schools are turning away hundreds of qualified applicants because of faculty shortages, and many people are not choosing nursing as a career because of the widely publicized negative effects of COVID-19 on the profession. Virginia presently ranks sixth lowest in the nation in terms of its nurse-to-state population ratio, with 7.76 nurses per 1,000 people.[4] Recognizing that current traditional four-year enrollments are unable to keep pace with the growing nursing demand, on a national scale, there has been a 75% increase in the number of Direct Entry Pre-Licensure Master's Degree programs in the past five years.[5] However, there are only two direct-entry programs in the Commonwealth. In response to this pressing need for nursing professionals and the gap in educational pathways, Virginia is poised to align with this nationwide trend.

To efficiently meet this demand, the program targets individuals holding a bachelor's degree in a different field, offering an accelerated pathway to transition into the nursing profession and

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[1] Labor Market Information: Virginia Employment Commission, 2022-2032 (10-Yr). https://svc.mt.gov/dli/careersearch/virginia/Details?occupation=29-1141.00
[2] Virginia Department of Health Professions, Registered Nurse Workforce Survey 2022. https://www.dhp.virginia.gov/PublicResources/HealthcareWorkforceDataCenter/ProfessionReports/NursingReports/
[3] Indeed, Registered Nurse Jobs in Virginia, Accessed 02 November 2023. https://www.indeed.com/jobs?q=Registered+nurses&l=Virginia&from=searchOnHP&vjk=5d2a7ed6adfee8ea.
[4] Virginia State Office of Rural Health, Policy Brief, "Nursing Shortage and Its Consequences in Rural Virginia", Seth Aboolai, Accessed 31 October 2023. https://www.vdh.virginia.gov/content/uploads/sites/76/2022/12/Policy-Brief-The-Nursing-Shortage-and-its-Consequences-in-Rural-Virginia-final.pdf.
[5] American Association of Colleges of Nursing, *2022-2023 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing.*

immediate entry into the healthcare workforce. The proposed degree program provides a solution to address the critical nursing shortage.

Institutional Mission

Virginia Commonwealth University and its academic health sciences center serve as one national urban public research institution dedicated to the success and well-being of our students, patients, faculty, staff and community through:

- Real-world learning that furthers civic engagement, inquiry, discovery and innovation
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve the quality of human life
- Interdisciplinary collaborations and community partnerships that advance innovation, enhance cultural and economic vitality, and solve society's most complex challenges
- Health sciences that preserve and restore health for all people, seek the cause and cure of diseases through groundbreaking research and educate those who serve humanity
- Deeply ingrained core values of diversity, inclusion and equity that provide a safe, trusting and supportive environment to explore, create, learn and serve

The proposed Master of Science in Nursing (MSN) Program aligns with the mission of the University by "promoting real-world learning" with the large experiential learning requirement. During the program, students are engaged civically with service-learning projects across the greater Richmond area that promote health and wellness in at-risk populations. The experiential learning requirements also allow students to develop a spirit of "inquiry" used to develop complex clinical problem-solving skills and competencies. Students are also taught how to "translate research" into evidence-based practice to improve and advance the quality of care. Social determinants of health remain a large cause of illness today. In the program, students work "collaboratively" with other health disciplines to develop holistic care plans for patients throughout the lifespan and in various environments. The program's success heavily depends on establishing and maintaining "community partnerships." That is why the School of Nursing has established experiential learning agreements with healthcare providers, facilities, and community agencies across the greater Richmond area. The program is intentionally designed with the competencies that promote "diversity, inclusion, and equity." Students are taught to understand the "diversity" of the human body and value the differences between people. Students are taught that all people in all populations have a right to "inclusion" and belonging. Lastly, students are taught that all people should be allowed equitable access to health care to promote equitable outcomes across populations.

Delivery Format

The proposed program will offer courses in various delivery formats including face-to-face, online asynchronous, and hybrid with a combination of face-to-face and asynchronous formats. The program will use the University's Canvas learning management system to deliver content. All faculty teaching core courses are required to complete online teaching training including the Quality Matters course for online instructional delivery. The University has a very robust system available to all students and faculty to support online learning. Additionally, the School of Nursing has two dedicated instructional technology and design experts to assist faculty in course

development, regulatory compliance for online learning and best practices and standards for online learning.

Program Accreditation

The School of Nursing is accredited to offer programs at the master's level by the Commission on Collegiate Nursing Education (CCNE). The mission of the CCNE is to serve the public interest by assessing and identifying programs that engage in effective educational practices. Accreditation by CCNE is an indication of confidence in the ability of the parent institution to offer a program of quality, deserving of public approbation. The CCNE is located at 655 K Street NW, Suite 750, Washington, DC 20001.[6]

No new accreditation is required by the CCNE; however the School of Nursing will have to notify the CCNE of a substantive change 90 days before the anticipated change. The School of Nursing will make notification by February 1, 2025. The Master's program was initially accredited on March 30, 2016 and was awarded continuous accreditation on March 24, 2021. Continuous accreditation is good for a period of ten years after the first five years of initial accreditation.

See Appendix A for Program Accreditation Standards.

State Agency Authorization

The proposed program must meet the regulations for nursing education programs established by the Virginia Board of Nursing. The School of Nursing is already an approved pre-licensure program by the Virginia Board of Nursing. A curricular change notification will have to be submitted to the Board within 10 days of the change taking place. The School of Nursing will plan to submit the notification by February 1, 2025.

See Appendix B for the Virginia Board of Nursing Authorization.

Admission Criteria

Minimum admission requirements for graduate study at Virginia Commonwealth University are outlined below as noted in the 2023-2024 Bulletin. Individual departments and programs may set more stringent requirements as described in relevant sections of the Graduate Bulletin. Each department/program determines how to evaluate the individual requirements in a holistic assessment of the applicant's potential for success in graduate study in a particular field. Additional factors, such as prior professional experience, may also be taken into consideration.

1. Graduation from a regionally accredited college or university or its equivalent. Departments may admit graduate applicants with three-year bachelor's degrees provided these three-year degrees allow the students to pursue graduate studies in their countries. Further, the department will require prerequisite/foundation courses as needed to fill in any gaps in the student's educational background.

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[6] Commission on Collegiate Nursing Education, *CCNE Accreditation.*
https://www.aacnnursing.org/ccne-accreditation.

2. Required grade point average. For admission to graduate study at VCU, the Graduate School requires a minimum undergraduate GPA of 3.0. For students with earned graduate degrees from accredited institutions, the graduate GPA may be the primary basis for consideration.
3. Letters of recommendation. Three letters of recommendation from instructors or professional references in the applicant's intended field of study are required. Letters should address the applicant's academic and professional abilities and preparation for graduate study.
4. Statement of intent. Applicants must state their reasons for pursuing graduate education in their planned course of study at VCU.

The School of Nursing uses a holistic approach for graduate admissions and additionally requires the following.

1. Submit a completed application will all required materials to the school of nursing in addition to the graduate school application.
2. Have an earned a bachelor's degree in a field other than nursing form a regionally accredited college or university (This can be outstanding at the time of application but must be completed prior to the start of the program.)
3. Have a minimum cumulative GPA of a 3.0.
4. Present no grades lower than a B in anatomy, physiology, or microbiology.
5. Complete the following prerequisites or equivalent transfer courses if not completed in bachelor's degree:
   a. BIOL 205: Basic Human Anatomy
   b. BIOL 209: Medical Microbiology and BIOZ 209: Medical Microbiology Laboratory **OR** BIOL 303: Microbiology and BIOZ 303: Microbiology Laboratory
   c. BIOL 217 Principles of Nutrition
   d. PHIS 206: Human Physiology and PHIZ 206: Human Physiology Laboratory
   e. PSYC 304: Life Span Developmental Psychology
   f. STAT 208: Statistical Thinking **OR** STAT 210: Basic Practice of Statistics **OR** STAT 212: Concepts of Statistics

Curriculum

The proposed Master of Science in Nursing (MSN) is a 59-credit hour (non-thesis) degree program. Several experiential learning courses and a final practicum are required. The intent of the program is to prepare college graduates (bachelor's degree or higher) with foundational competencies as nurse generalists for direct entry into professional nursing practice.

The focus of the core curriculum is to prepare students as nurse generalists who will take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). This is a standardized examination that all nursing graduates are required to take to be able to practice in the United States and Canada. The curriculum was developed utilizing an educational framework for preparing nurses at four-year colleges and universities. The framework, *The Essentials: Core Competencies for Professional Nursing Education,* is published and endorsed by the

American Association of Colleges of Nursing (AACN).[7] The core curriculum prepares students to function as an entry-level professional nurse. Courses are designed to introduce students to the core competencies of nursing and then reinforce the competencies across the curriculum, with final competence established by the end of the program. Competence is developed to care for patients across the lifespan in various environments and stages of diseases and health. Students also develop competence to care for communities and populations reinforcing community health and wellness. Students will be prepared with core knowledge of the pathophysiology and pharmacology of common diseases and medications used to treat the diseases. Core courses introduce the students to basic skills necessary to care for patients and assess the competence of the student to perform the skills. The skills include performing medical procedures and physical assessments within the scope of practice of a registered nurse. The professional concepts of ethics, professional responsibility, safety, quality, and professional development are reinforced throughout the curriculum. Over the course of the program, students will progress from novice thinkers and problem solvers to advanced thinkers and problem solvers who are able to use a clinical decision model to carry out care of the patient in a competent manner. Students are also taught how to use data to make informed decisions in care.

All students will complete a 225-hour practicum course at the end of the program. Throughout the program, students will complete a series of four faculty-led experiential learning courses for a cumulative total of 315 hours. The purpose of the practicum is to allow students to synthesize their knowledge and skills and demonstrate competency to practice independently by experiencing the real-world responsibilities of developing and implementing interdisciplinary plans of care for a group of patients. The purpose of the experiential learning courses is to develop competence in the application of theory and practice by caring for patients across the lifespan with diverse populations in various care environments. The practicum course and experiential learning courses allow the students to have a total of 540 direct care hours. Students must pass, with a C or better, each experiential learning course before proceeding to the next experiential learning course. After students successfully complete the series of experiential learning courses, the practicum course is the final course for graduation and must be completed with a C or better. Failure to obtain a C in any experiential learning course or the practicum will stop the student's program progression. Students will have to repeat the course and successfully pass before progression can continue.

The curriculum is designed to meet the requirements of the Virginia Board of Nursing in accordance with the rules governing pre-licensure nursing education programs and the laws governing nursing practice (Chapter 30 of Title 54.1 *Code of Virginia*, otherwise known as the *Nurse Practice Act*) for the Commonwealth of Virginia. Additionally, the curriculum is designed to meet the curriculum standards for accreditation of the program by the Commission on Collegiate Nursing Education (CCNE).

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[7] American Association of Colleges of Nursing, *The Essentials: Core Competencies for Professional Nursing Education,* 2022.

New courses are indicated by an asterisk.

Program Requirements
Core Courses: **43 credits**

IPEC 501: Foundations of Interprofessional Practice (1 credit)
IPEC 502: Interprofessional Quality Improvement and Patient Safety (1 credit)
IPEC 560: Interprofessional Care for Older Adults (1 credit) *
NURS 523: Fundamental Nursing Concepts (3 credits) *
NURS 535: Population Health, Prevention, and Wellness Across the Lifespan (4 credits) *
NURS 547: Chronic Care Concepts Across the Lifespan (4 credits) *
NURS 550: Acute Care Concepts Across the Lifespan (4 credits) *
NURS 624: Roles and Responsibilities of the Professional Nurse (2 credits) *
NURS 625: Integration of Pathophysiology and Pharmacology for Nursing Practice I (4 credits) *
NURS 626: Integration of Pathophysiology and Pharmacology for Nursing Practice II (4 credits) *
NURS 633: Integration of Applied Health Assessment Across the Lifespan (3 credits) *
NURS 634: Integration of Evidence-based Practice in Healthcare (3 credits) *
NURS 647: Nursing Informatics and Data Utilization (3 credits) *
NURS 648: Emerging Trends in Nursing Leadership (3 credits) *
NURS 650: Transition to Practice (3 credits) *

Experiential Learning: 16 credits
The Virginia Board of Nursing mandates applied practice to integrate coursework, theories and research, and application. Five (5) mandatory courses for a total of 16 credits and 540 direct care hours are required.

NURS 524: Applied Practice: Health Assessment Across the Lifespan and Fundamental Nursing Concepts (3 credits) (45 direct care hours) *
NURS 536: Applied Practice: Population Health, Prevention, and Wellness Across the Lifespan (2 credits) (45 direct care hours) *
NURS 548: Applied Practice: Chronic Care Concepts Across the Lifespan (3 credits) (90 direct care hours) *
NURS 551: Applied Practice: Acute Care Concepts Across the Lifespan (3 credits) (135 direct care hours) *
NURS 649: Senior Synthesis (5 credits) (225 direct care hours) *

Total: 59 credit hours

See Appendix C for a Sample Plan of Study.
See Appendix D for Course Descriptions.
See Appendix E for Experiential Learning and Practicum Sites.

Time to Degree

The proposed program will take five semesters to complete as a full-time student. There will not be a part-time option for the program. The time to degree includes two summer semesters. The program is 18 months long or approximately a year and a half.

Faculty Resources

The School of Nursing has twenty-two (22) full-time faculty members teaching in the pre-licensure program coursework. All 22 faculty members will be teaching parts of the core courses and experiential learning courses. There are eight faculty members prepared at the Ph.D. level, eleven faculty members prepared at the Master's in Nursing (MSN) level, and three faculty members prepared at the Doctor of Nursing Practice (DNP) level. Collectively, the full-time faculty have more than 350 years of nursing experience.

The proposed program will not have any faculty from other departments teaching core, experiential learning, or practicum courses.

The School of Nursing will not hire new faculty to support the proposed program. The program will be taught by existing faculty within the school.

The School of Nursing will utilize 15-20 adjuncts to support the experiential learning and the practicum courses. Each adjunct faculty member will have a minimum of a Master's Degree in Nursing, hold an unencumbered license as a Registered Nurse in Virginia, and have demonstrated experience in the practice of nursing.

See Appendix F for Faculty Curriculum Vitae (Abbreviated).

Student Learning Assessment

Students who complete the proposed MSN in Nursing will have demonstrated competency in skills, assessments, and implementation of plans of care for individuals across the lifespan in various settings that are needed to serve as a nurse generalist. Students will be assessed in each course through various formative and summative assessments. The assessment measures include, but are not limited to:

- Quizzes
- Exams
- Concept Mapping
- Case Studies
- Group Projects
- Presentations
- Evidence-Based Practice Papers
- Group Discussion
- Active Learning Activities
- Demonstration of Skills in Lab Settings
- High Fidelity and Low Fidelity Patient Simulations
- Nationally Benchmarked Assessment Testing
- Hands-On Direct Patient Care in Various Environments

The experiential learning courses provide the students with opportunities for hands-on direct patient care in a variety of inpatient, outpatient, and community-based settings. During the series of experiential learning courses, students demonstrate competency in the learning outcomes for

each course and the program. The competencies progress from basic to complex and build on demonstrated prior knowledge and competencies. The practicum course, named Senior Synthesis for Direct Entry Students, is an immersive course that builds on the knowledge and skills gained throughout the program and prepares the students for transition into practice as a nurse generalist. The practicum requires students to complete 225 hours of direct patient care. Students will develop clinical logs of care provided and evidence of demonstrating competency in providing safe and effective care by demonstrating high levels or problem-solving and clinical judgment. The practicum allows the student to function in leadership roles to work with interdisciplinary healthcare teams to provide patient-centered care by optimizing the use of evidence-based care and clinical decision-making skills.

The proposed program will use a multilayer assessment approach that includes the requirements for Virginia Commonwealth University program assessment for graduate programs and the internal process at a more granular level for the School of Nursing. At Virginia Commonwealth University, each degree program assesses program-level student learning outcomes annually. Assessment findings and summaries of faculty discussions about the implications of the findings are maintained in VCU's assessment data management system, Taskstream. This system will be utilized for annual assessment of the MSN in Nursing as well as tracking the progress the students are making toward achieving the learning outcomes. The program assessment data related to benchmarking metrics would be collected annually by the Graduate Program Directors and entered into the Taskstream system. Data collection will start once the first students are recruited into the program. Taskstream data will be further analyzed at the meeting of all department faculty.

Data from annual assessment at the program level will be reported to the VCU Director of Assessment within the Office of Academic Affairs. The Office of Academic Affairs and Senior Vice Provost for Academic Affairs ensures the integrity, quality, and transparency of academic programs and oversees policies and procedures governing the undergraduate and graduate curriculum. The Office conducts Academic Program Reviews (APR) on a six-year cycle. The APR will use data from annual program assessments to evaluate a program's contribution to the University missions and towards meeting the needs of the Commonwealth of Virginia. The APR is also used to analyze the productivity and quality of the program.

Internal to the School of Nursing, there are assessment and curriculum sub-committees that evaluate the university assessment data and data provided from the systematic plan for evaluation. The systematic plan for evaluation is a program-level evaluation that utilizes data from the end-of-program student surveys, NCLEX scores, and Mountain Measurement reports that track how students are performing in each area of the NCLEX as compared to internal, state, and national benchmarks. The sub-committees report to a larger program committee that consists of all faculty teaching in the program, student representation, and representatives from the agencies where experiential learning and practicum learning occur.

At the course level, each lead faculty member prepares an end-of-course report immediately after the semester has ended. This report utilizes data on final grade distribution as compared to previous semesters, course maps that delineate the course level objectives mapped to the learning activities, and methods of assessment. The report also includes a breakdown of each learning

activity for the course mapped to how it is assessed, what weighting distribution each assessment has, and any notes for improvement for each assessment. Textbooks are assessed in the report for currency of subject matter and any new editions that may be coming out. At the end of the report, faculty list any changes made to the course for the semester, identify the strengths of the course, identify the areas for improvement for the course, and an action plan for changes and/or improvements. If a course is an experiential learning course or a practicum course, each faculty member evaluates each location where the learning takes place, as well as an evaluation of the faculty assigned to those groups. The report also evaluates any gaps in skills noted and provides a plan for improvement.

Learning Outcomes
Upon completing the proposed degree program, all students will be able to:
- Demonstrate competence to practice person-centered care across the lifespan and across the continuum of healthcare systems.
- Integrate theories and concepts from liberal education and related disciplines into nursing practice.
- Exhibit professionalism that reflects the inherent values fundamental to nursing.
- Display effective interprofessional teamwork skills.
- Demonstrate professional nursing practice grounded in the application of current evidence.
- Utilize information technologies and processes related to patient care delivery.
- Shows competence in leadership, quality improvement, and patient safety to provide quality health care.
- Apply health promotion and disease prevention competencies at the individual and population levels.

See Appendix G of the Curriculum Map for the MSN Degree.

Employment Skills

All graduates of the proposed MSN in Nursing program will be able to:
- Take the NCLEX licensure exam for Registered Nurses.
- Perform a competent level of nursing care by using the nursing process critical thinking model.
- Function as a professional nurse by meeting the following standards of professional performance across the lifespan and in various settings:
    - Assessment
    - Diagnosis
    - Outcomes identification
    - Planning, implementation, and coordination of care
    - Patient teaching and evaluation of teaching
    - Health promotion and evaluation
    - Ethically and culturally congruent practice
    - Communicate and collaborate with interdisciplinary members of the care team
    - Demonstrate practice that is evidence-based
    - Apply nursing research and quality improvement to practice

- Demonstrate leadership abilities including managing stress and conflict management
- Prepare and administer prescribed medications in a safe and therapeutic manner.
- Accurately record all patient care information in a timely and concise manner.
- Develop goals for professional growth.
- Promote a safe and secure environment for all patients.

Expansion of Existing Programs

The proposed MSN in Nursing Program is not an expansion of an existing program offered at Virginia Commonwealth University.

Relation to Existing VCU Degree Programs

Virginia Commonwealth University School of Nursing offers a pre-licensure Bachelor of Science in Nursing program with two pathways to obtain the degree. The first pathway is a traditional pathway designed for students who do not have a four-year degree and is inclusive of both the university general education core and core nursing classes. The format for the program is a traditional four-year fall and spring semesters with the summer off. The second pathway is designed for students with a four-year degree in a field other than nursing and is known as an accelerated option. Students are given credit for prior learning towards satisfying all of the general education core requirements with the degree already earned and only take the nursing core classes. The format is year-round classes with no summers off. This pathway allows students to complete the program in five semesters.

If the proposed MSN in Nursing is approved, the School of Nursing will discontinue the accelerated pathway for the Bachelor of Science Degree in Nursing and replace it with the MSN in Nursing pathway. The programs are similar in that they are both pre-licensure programs. The difference in the programs is the degree level that is earned. A competency-based curriculum with graduate-level learning outcomes and assessments in the role of the professional nurse, pathophysiology and pharmacology, applied health assessment, evidence-based practice, nursing informatics, leadership, and transition to practice.

Justification of the Proposed Program

Response to Current Needs
(Specific Demand)

Virginia Commonwealth University is proposing a Direct Entry Pre-Licensure Master of Science Nursing program in Nursing. This program would be only the second of its kind in the Commonwealth. Current data from the Virginia Employment Commission (VEC), projects that the nursing shortage in the Commonwealth will grow by 8.26% over the next decade.[8] Virginia currently ranks sixth lowest in the nation for its nurse-to-state population ratio, with only 7.76

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[8] Virginia Employment Commission, Labor Market Information.
https://virginiaworks.com/occupational-projections.

nurses per 1,000 people.[9] Nationally, there has been a notable increase of 75% in the number of Direct Entry Pre-Licensure Master's Degree programs over the past five years.[10] Virginia needs to align with this national trend.

There is a critical need for registered nurses in the Commonwealth, with a staggering 6,300 active job openings. The proposed degree program efficiently prepares students for immediate entry into healthcare. Addressing this demand, the proposed degree program targets individuals with a bachelor's degree in a different field, providing an accelerated pathway and transition into the nursing profession. The American Association of Colleges and Universities has indicated that current four-year traditional enrollments cannot keep up with the nursing demand and calls for innovation in nursing programs including the development of fast-track programs like entry to practice master's degree programs.[11] This program allows for another way to help meet the demand.

The nursing shortage in the Commonwealth is compounded by the fact that many nursing programs are turning away qualified applicants due to the shortage of nursing faculty and clinical placement sites. The School of Nursing at Virginia Commonwealth University has a robust faculty to support the proposed program with no increase in resources. The School of Nursing has 27 experiential and practicum agreements and has placement priority with VCU Health, which is one of the largest level-one trauma centers in the Commonwealth.

The proposed program not only addresses workforce needs but also benefits students in the Commonwealth. The proposed degree program benefits those who have already earned a baccalaureate degree (or higher) and are interested in nursing. The program expedites the time required to become a registered nurse and facilitates degree progression.

See Appendix H for Letters of Support (Specific Demand).

Employment Demand

Graduates of the proposed MSN in Nursing program will be qualified to serve as entry-level registered nurses. Graduates will be able to work in various settings, including but not limited to, in-patient and out-patient healthcare facilities, clinics, public health, correctional centers, and doctor's offices caring for well and sick individuals across the lifespan.

Employment projections in the U.S. Bureau of Labor Statistics, Occupational Outlook Handbook shows the need for registered nurses is expected to "grow at a rate of 6% from 2022-2032, faster than the average for all occupations." The job outlook, as noted by the Bureau of Labor

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[9] Virginia State Office of Rural Health, Policy Brief, "Nursing Shortage and Its Consequences in Rural Virginia", Seth Aboolai, Accessed 31 October 2023, https://www.vdh.virginia.gov/content/uploads/sites/76/2022/12/Policy-Brief-The-Nursing-Shortage-and-its-Consequences-in-Rural-Virginia-final.pdf.

[10] American Association of Colleges of Nursing, Nursing Schools See Enrollment Increases in Entry Level Programs, Signaling Strong Interest in Nursing Careers, Accessed 31 October 2023, https://www.aacnnursing.org/news-data/all-news/article/nursing-schools-see-enrollment-increases-in-entry-level-programs.

[11]American Association of Colleges of Nursing, Facts Sheet: Nursing Shortage, Accessed 31 October 2023, https://www.aacnnursing.org/Portals/0/PDFs/Fact-Sheets/Nursing-Shortage-Factsheet.pdf.

Statistics, indicates the "demand for healthcare services will increase because of the large number of older people, who typically have more medical problems than younger people. Registered nurses also will be needed to educate and care for patients with chronic conditions, such as diabetes and obesity. Job growth is expected across most types of healthcare settings, including hospitals and outpatient care centers that provide same-day services, such as chemotherapy, rehabilitation, and surgery. In addition, because many older people prefer to be treated at home or in residential care facilities, registered nurses will be in demand in those settings."[12]

Additionally, the job outlook indicates that "job growth is expected across most types of healthcare settings, including hospitals and outpatient care centers that provide same-day services, such as chemotherapy, rehabilitation, and surgery. In addition, because many older people prefer to be treated at home or in residential care facilities, registered nurses will be in demand in those settings."[13]

Labor Market Information. Bureau of Labor Statistics, 2022 -2032(10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Registered Nurse	3,130,600	3,326,000	6.2%	Bachelor's degree or higher

Data from the Virginia Employment Commission show the demand for registered nurses will be even higher than the national outlook in the Commonwealth. As a result, Virginia will have an even larger shortage of nurses than the national average by over 2%.[14]

Virginia Employment Commission, 2022 -2032 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Annual Change #	Education
Registered Nurse	67,340	72,900	8.26%	556	Bachelor's degree or higher

See Appendix I for Employment Demand Job Announcements.
See Appendix J for Letters of Support (Employment Demand).

Duplication

Virginia Commonwealth University would be the second institution in Virginia to offer an MSN in Nursing that is direct entry into the nursing profession. The University of Virginia offers an MSN in Nursing, a direct entry program with a specialization as a clinical nurse leader.

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[12] The U.S Bureau of Labor Statistics. Occupational Outlook Handbook.
https://www.bls.gov/ooh/healthcare/registered-nurses.htm.
[13] The U.S Bureau of Labor Statistics. Occupational Outlook Handbook.
https://www.bls.gov/ooh/healthcare/registered-nurses.htm.
[14] Virginia Employment Commission. Labor Market Information.
https://virginiaworks.com/Occupational-Projections.

Similarities

The University of Virginia's program is related to the proposed degree program. A similarity exists between the MSN in Nursing pre-licensure, entry-level into nursing. The core course work in both programs includes the same content-specific areas and curriculum requirements in accordance with the Virginia Board of Nursing, and the CCNE.

Differences

The University of Virginia's (UVA) Program is different from the proposed program. UVA's program includes specialization in clinical nurse leadership. UVA's program is 75 credits in length and takes six semesters to complete. The additional 16 credits are in the clinical nurse leadership specialization content area. Additionally, Virginia's program has 253 more experiential learning clock hours. The differences in experiential learning hours are related to the nurse leadership specialization.

Location

Virginia Commonwealth's proposed program is the only program located in the south-central part of the Commonwealth. The proposed program serves to increase the number of students graduating at the pre-licensure entry to practice level.

<div align="center">

Student Demand

</div>

In the fall of 2023, The School of Nursing conducted a survey of students who have inquired about accelerated programs at Virginia Commonwealth University. The survey was sent to 350 students. The survey is ongoing, and currently, six respondents have completed the survey. All six respondents answered "strongly agree" when asked if VCU offered the proposed degree, would they consider enrolling in the program. Additionally, all six respondents held bachelor's degrees in a field other than nursing.

See Appendix K for the Student Demand Survey.

<div align="center">

State Council of Higher Education for Virginia
Summary of Projected Enrollments in Proposed Program

</div>

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2024-2025		2025-2026		2026-2027		2027-2028			2028-2029		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
30	30	58	58	68	68	88	88	38	107	107	47

The following assumptions were used to calculate the projected enrollment:
- Retention percentage: 5%
- Percentage of full-time students 100% / Percentage of part-time students: 0%
- Full-time students average credit hours per semester: 12
- Full-time students graduate in 1.5 years

Projected Resource Needs for the Proposed Program

Resource Needs

Full-time Faculty

The proposed degree program will require 22 FTE of full-time faculty in the initial and subsequent years of the degree. Faculty will teach core courses (faculty to student ratio 1:30), including experiential learning courses (faculty to student ratio 1:10). A faculty member currently serving in the School of Nursing will be the program director and teach in the program. There will be no increased FTE allotted for this as she is already providing these duties in her current position.

Part-Time Faculty

No part-time faculty will be used to initiate the program or sustain it.

Graduate Assistants

No graduate assistants with teaching responsibilities will be used to initiate the program. It is possible that graduate assistants may have non-teaching responsibilities like grading and tutoring, but they will not have formal teaching responsibilities. This is dependent upon their qualifications. If used, there could be a maximum of six graduate assistants. The graduate assistant position provides no benefits but does provide full tuition and fee support for fall and spring semesters and a stipend of $11,025 for fall and spring semesters.

Classified Positions

No new classified staff will be needed to initiate or sustain the program.

Equipment (including computers)

No new equipment (including computers) will be needed to initiate or sustain the program.

Library

No additional library resources will be required to initiate or sustain the program.

Telecommunications

No additional telecommunication equipment will be required to initiate or sustain the program.

Space

No additional space will be needed to initiate or sustain the program. The School of Nursing has adequate classroom, office, student support, clinical learning laboratory, and computer laboratory space.

Targeted Financial Aid

No targeted financial aid is required to initiate or sustain the program.

Special Tuition or Fee Charges

No special tuition will be used to initiate or sustain the program. There is a special program fee of $1,035 that is paid each semester. This fee is used to replace consumable supplies in the clinical learning labs, assessment testing each semester, criminal background checks and drug screens necessary to attend experiential learning and practicum courses, cost of database to house the background checks, drug screens, student immunizations, and direct patient care hours necessary for the Virginia Board of Nursing.

Other Resources (specify)

No other resources are needed to initiate or sustain the proposed program.

Funds to Initiate and Operate the Degree Program

Cost and Funding Sources to Initiate and Operate the Program		
Informational Category	**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2026 - 2027**
1. Projected Enrollment (Headcount)	30	60
2. Projected Enrollment (FTE)	30	60
3. Projected Enrollment Headcount of In-State Students	25	55
4. Projected Enrollment Headcount of Out-of-State Students	5	5
5. Estimated Annual Tuition and E&G Fees for In-State Students in the Proposed Program	$ 192,250	$ 1,364,550
6. Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	$ 74,500	$ 234,300
7. Projected Total Revenue from Tuition and E&G Fees Due to the Proposed Program	$ 266,750	$1,598,850
8. Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$ 0	$ 0

Part V: Certification Statements

1. A request of any kind will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the proposed degree program.

    Yes ☐

    No ☐

    If "Yes" is checked, include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

2. The proposed degree program is included in the institution's most recent six-year plan.

    Yes ☐

    No ☐

    If "No" is checked, include narrative text to explain why the program is being advanced at the present time despite not being included in the six-year plan.

3. The institution's governing board has been provided information regarding duplication (if applicable) and labor market projections as part of its approval action.

    Yes ☐

    No ☐

    If "No" is checked, include narrative text to explain why the governing board has not been provided the information.

The institution's Chief Academic Officer attests to the accuracy of the above statements.
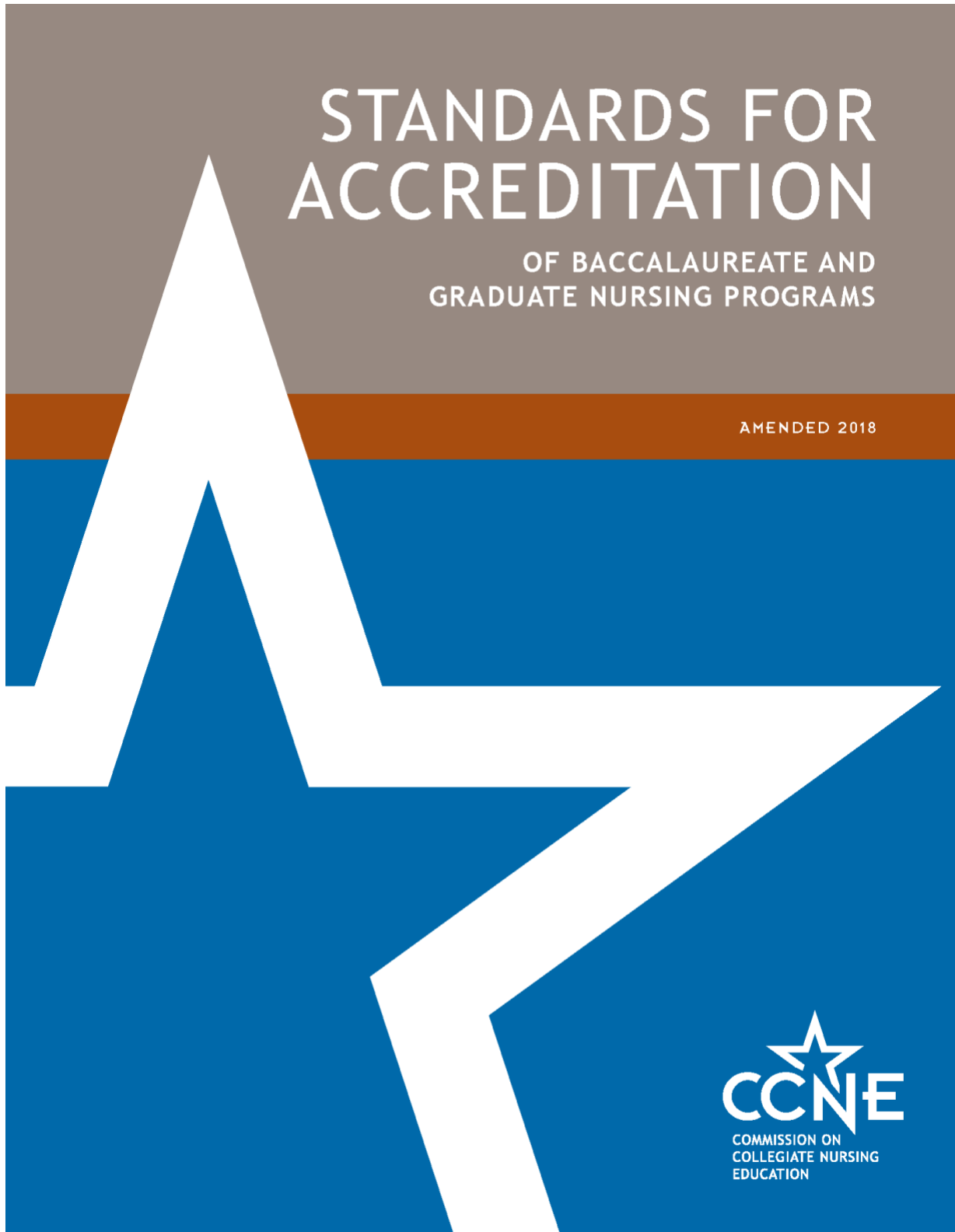
_____

Name (Printed)

_____

Signature   Date

Appendices

Appendix A - Program Accreditation

STANDARDS FOR ACCREDITATION

OF BACCALAUREATE AND GRADUATE NURSING PROGRAMS

AMENDED 2018

CCNE
COMMISSION ON
COLLEGIATE NURSING
EDUCATION

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INTRODUCTION

ACCREDITATION OVERVIEW

Accreditation is a nongovernmental process conducted by members of postsecondary institutions and professional groups. As conducted in the United States, accreditation focuses on the quality of institutions of higher and professional education and on the quality of educational programs within those institutions. Two forms of accreditation are recognized: one is institutional accreditation, and the other is professional or specialized accreditation. Institutional accreditation concerns itself with the quality and integrity of the total institution, assessing the achievement of the institution in meeting its own stated mission, goals, and expected outcomes. Professional or specialized accreditation is concerned with programs of study in professional or occupational fields. Professional accrediting agencies assess the extent to which programs achieve their stated mission, goals, and expected outcomes. In addition, consideration of the program's mission, goals, and expected outcomes is of importance to the accrediting agency in determining the quality of the program and the educational preparation of members of the profession or occupation.

COMMISSION ON COLLEGIATE NURSING EDUCATION

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE strives to promote the quality and integrity of baccalaureate and graduate nursing programs. Specifically, CCNE accredits baccalaureate degree nursing programs, master's degree nursing programs, nursing doctorates that are practice-focused and have the title Doctor of Nursing Practice (DNP), and post-graduate certificate programs that prepare Advanced Practice Registered Nurses (APRNs) (see glossary). CCNE also accredits nurse residency programs and uses a separate set of accreditation standards for these programs.

CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuous quality improvement in nursing education and nurse residency programs. As accreditation is a voluntary process, CCNE strives to provide a process that is collegial and fosters continuous quality improvement.

CCNE is recognized by the U.S. Department of Education for the accreditation of baccalaureate, master's, doctoral, and certificate programs in the United States and its territories. Accreditation by CCNE serves as a statement of good educational practice in the field of nursing. Accreditation evaluations are useful to the program in that they serve as a basis for continuing or formative self-assessment as well as for periodic or summative self-assessment through which the program, personnel, procedures, and services are improved. The results of such assessments form the basis for planning and the setting of priorities at the institution in relation to nursing education.

The CCNE comprehensive accreditation process consists of a review and assessment of the program's mission and governance, institutional commitment and resources, curriculum and teaching-learning practices, and assessment and achievement of program outcomes.

In evaluating a baccalaureate, master's, DNP, and/or post-graduate APRN certificate program for accreditation, the CCNE Board of Commissioners assesses whether the program meets the standards and complies with the key elements presented in this publication. A self-study conducted by the sponsoring institution prior to the on-

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site evaluation provides data indicating the extent to which the program has complied with the key elements and, ultimately, whether the program has met the overall standards for accreditation.

The Commission formulates and adopts its own accreditation standards and procedures for baccalaureate and graduate nursing programs and for nurse residency programs, all of which are publicly available on the CCNE website.

ACCREDITATION PURPOSES

Accreditation by CCNE is intended to accomplish at least five general purposes:

1. To hold nursing programs accountable to the community of interest — the nursing profession, consumers, employers, institutions of higher education, students and their families, nurse residents — and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles.

2. To evaluate the success of a nursing program in achieving its mission, goals, and outcomes.

3. To assess the extent to which a nursing program meets accreditation standards.

4. To inform the public of the purposes and values of accreditation and to identify nursing programs that meet accreditation standards.

5. To foster continuing improvement in nursing programs and, thereby, in professional practice.

CCNE ACCREDITATION: A VALUE-BASED INITIATIVE

CCNE accreditation activities are premised on a statement of values. These values are that the Commission will:

1. Foster *trust* in the process, in CCNE, and in the professional community.

2. Focus on stimulating and supporting *continuous quality improvement* in nursing programs and their outcomes.

3. Be *inclusive* in the implementation of its activities and maintain openness to the *diverse institutional and individual issues and opinions* of the community of interest.

4. Rely on *review and oversight* by peers from the community of interest.

5. Maintain *integrity* through a consistent, fair, and honest accreditation process.

6. Value and foster *innovation* in both the accreditation process and the programs to be accredited.

7. Facilitate and engage in *self-assessment*.

8. Foster an educational climate that supports program students, graduates, and faculty in their pursuit of *life-long learning*.

9. Maintain a high level of *accountability* to the publics served by the process, including consumers, students, employers, programs, and institutions of higher education.

10. Maintain a process that is both *cost-effective and cost-accountable*.

11. Encourage programs to develop graduates who are *effective professionals and socially responsible citizens*.

12. Provide *autonomy and procedural fairness* in its deliberations and decision-making processes.

GOALS FOR ACCREDITING NURSING EDUCATION PROGRAMS

In developing the educational standards for determining accreditation of baccalaureate, master's, DNP, and post-graduate APRN certificate programs, CCNE has formulated specific premises or goals on which the standards are based. These goals include the following:

1. Developing and implementing accreditation standards that foster continuous improvement within nursing education programs.

2. Enabling the community of interest to participate in significant ways in the review, formulation, and validation of accreditation standards and policies and in determining the reliability of the accreditation process.

3. Establishing and implementing an evaluation and recognition process that is efficient, cost-effective, and cost-accountable.

4. Assessing whether nursing education programs consistently fulfill their stated missions, goals, and expected outcomes.

5. Ensuring that nursing education program outcomes are in accordance with the expectations of the nursing profession to adequately prepare individuals for professional practice, life-long learning, and graduate education.

6. Encouraging nursing education programs to pursue academic excellence through improved teaching/learning and assessment practices and in scholarship and public service in accordance with the unique mission of the institution.

7. Ensuring that nursing education programs engage in self-evaluation of personnel, procedures, and services; and that they facilitate continuous improvement through planning and resource development.

8. Acknowledging and respecting the autonomy of institutions and the diversity of programs involved in nursing education.

9. Ensuring consistency, peer review, agency self-assessment, procedural fairness, confidentiality, and identification and avoidance of conflict of interest, as appropriate, in accreditation practices.

10. Enhancing public understanding of the functions and values inherent in nursing education accreditation.

11. Providing to the public an accounting of nursing education programs that are accredited and merit public approbation and support.

12. Working cooperatively with other agencies to minimize duplication of review processes.

CURRICULAR INNOVATION

CCNE standards and key elements are designed to encourage innovation and experimentation in teaching and instruction. CCNE recognizes that advancements in technology have enabled programs to facilitate the educational process in ways that may complement or supplant traditional pedagogical methods.

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ABOUT THIS DOCUMENT

This publication describes the standards and key elements used by CCNE in the accreditation of baccalaureate, master's, DNP, and post-graduate APRN certificate programs. The standards and key elements, along with the accreditation procedures, serve as the basis for evaluating the quality of the educational program offered and to hold the nursing program(s) accountable to the educational community, the nursing profession, and the public. All nursing programs seeking CCNE accreditation, including those with distance education offerings, are expected to meet the accreditation standards presented in this document. The standards are written as broad statements that embrace several areas of expected institutional performance. Related to each standard is a series of key elements. Viewed together, the key elements provide an indication of whether the broader standard has been met. The key elements are considered by the evaluation team, the Accreditation Review Committee, and the Board of Commissioners in determining whether the program meets each standard. The key elements are designed to enable a broad interpretation of each standard in order to support institutional autonomy and encourage innovation while maintaining the quality of nursing programs and the integrity of the accreditation process.

Accompanying each key element is an elaboration, which is provided to assist program representatives in addressing the key element and to enhance understanding of CCNE's expectations. Following each standard is a list of supporting documentation that assists program representatives in developing self-study materials and in preparing for the on-site evaluation. Supporting documentation is included in the self-study document or provided for review on site. CCNE recognizes that reasonable alternatives exist when providing documentation to address the key elements. Supporting documentation may be provided in paper or electronic form.

At the end of this document is a glossary that defines terms and concepts used in this document.

The standards are subject to periodic review and revision. The next scheduled review of this document will include both broad and specific participation by the CCNE community of interest in the analysis and discussion of additions and deletions. Under no circumstances may the standards and key elements defined in this document supersede federal or state law.

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STANDARD I

PROGRAM QUALITY: MISSION AND GOVERNANCE

T he mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

KEY ELEMENTS

I-A. **The mission, goals, and expected program outcomes are:**
  - **congruent with those of the parent institution; and**
  - **reviewed periodically and revised as appropriate.**

Elaboration: The program's mission, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. The mission may relate to all nursing programs offered by the nursing unit, or specific programs may have separate missions. Program goals are clearly differentiated by level when multiple degree/certificate programs exist. Expected program outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.

There is a defined process for periodic review and revision of program mission, goals, and expected program outcomes that has been implemented, as appropriate.

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

Elaboration: The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:
  - *The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];*
  - *The Essentials of Master's Education in Nursing (AACN, 2011);*
  - *The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and*
  - *Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2016].*

A program may select additional standards and guidelines that are current and relevant to program offerings.

A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education.

An APRN education program (degree or certificate) prepares students for one of the four APRN roles and in at least one population focus, in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education *(July 2008).*

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

Elaboration: The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are considered in the periodic review of the mission, goals, and expected program outcomes.

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

Elaboration: Expectations for faculty are congruent with those of the parent institution. The nursing unit's expectations for faculty, whether in teaching, scholarship, service, practice, or other areas, may vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other).

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

Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation. Nursing faculty are involved in the development, review, and revision of academic program policies.

I-F. **Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:**
- **fair and equitable;**
- **published and accessible; and**
- **reviewed and revised as necessary to foster program improvement.**

Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program's mission, goals, and expected outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs, and revisions are made as needed.

I-G. **The program defines and reviews formal complaints according to established policies.**

Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program's definition of formal complaints includes, at a minimum, student complaints. The program's definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.

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

Elaboration: References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.[1,2]

If a program chooses to publicly disclose its CCNE accreditation status, the program uses either *of the following statements:*

"The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org)."

"The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791."

SUPPORTING DOCUMENTATION FOR STANDARD I

The supporting documentation listed below is included in the self-study document or provided for review on site. CCNE recognizes that reasonable alternatives exist when providing documentation to address the key elements.

1. Mission, goals, and expected program outcomes.

2. Copies of all professional nursing standards and guidelines used by the program. CCNE requires the following professional nursing standards and guidelines:
    *   **Baccalaureate degree programs**: *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
    *   **Master's degree programs**: *The Essentials of Master's Education in Nursing* (AACN, 2011).
    *   **Doctor of Nursing Practice programs**: *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006).
    *   **Graduate degree (master's or DNP) or certificate programs preparing nurse practitioners**: *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).
    *   **Graduate-entry programs**: *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and other relevant standards based on the degree outcome (e.g., *The Essentials of Master's Education in Nursing* for master's degree programs, *The Essentials of Doctoral Education for Advanced Nursing Practice* for DNP programs, and *Criteria for Evaluation of Nurse Practitioner Programs* for nurse practitioner programs).
    *   **All programs**: Any additional relevant professional nursing standards and guidelines used by the program.

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[1] *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education* (July 2008).
[2] *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2016).

3. For APRN education programs (degrees/certificates), evidence that transcripts or other official documentation specify the APRN role and population focus of the graduate.

4. Identification of the program's community of interest.

5. Appointment, promotion, and, when applicable, tenure policies or other documents defining faculty expectations related to teaching, scholarship, service, practice, or other areas.

6. Major institutional and nursing unit reports and records for the past three years, such as strategic planning documents and annual reports.

7. Reports submitted to and official correspondence received from applicable accrediting and regulatory agencies since the last accreditation review of the nursing program.

8. Catalogs, student handbooks, faculty handbooks, personnel manuals, or equivalent information, including (among other things) academic calendar, recruitment and admission policies, grading policies, and degree/post-graduate APRN certificate program completion requirements.

9. Program advertising and promotional materials directed at prospective students.

10. Documents that reflect decision-making (e.g., minutes, memoranda, reports) related to program mission and governance.

11. Organizational charts for the parent institution and the nursing unit.

12. Program policies related to formal complaints.

PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

KEY ELEMENTS

II-A. **Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.**

Elaboration: The budget enables achievement of the program's mission, goals, and expected outcomes. The budget supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of faculty and staff.

A defined process is used for regular review of the adequacy of the program's fiscal resources. Review of fiscal resources occurs, and modifications are made as appropriate.

II-B. **Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.**

Elaboration: Physical space and facilities (e.g., faculty and staff work space, classrooms, meeting areas) are sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning materials) are sufficient to achieve the program's mission, goals, and expected outcomes. The program is responsible for ensuring adequate physical resources and clinical sites. Clinical sites are sufficient, appropriate, and available to achieve the program's mission, goals, and expected outcomes.

A defined process is used to determine currency, availability, accessibility, and adequacy of resources (e.g., clinical simulation, laboratory, computing, supplies, and clinical sites), and modifications are made as appropriate.

II-C. **Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.**

Elaboration: Academic support services, which may include library, technology, distance education support, research support, and admission and advising services, foster achievement of program

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outcomes. A defined process is used for regular review of academic support services, and improvements are made as appropriate.

II-D.   **The chief nurse administrator of the nursing unit:**
- **is a registered nurse (RN);**
- **holds a graduate degree in nursing;**
- **holds a doctoral degree if the nursing unit offers a graduate program in nursing;**
- **is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and**
- **provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.**

Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is an effective leader of the nursing unit.

II-E.   **Faculty are:**
- **sufficient in number to accomplish the mission, goals, and expected program outcomes;**
- **academically prepared for the areas in which they teach; and**
- **experientially prepared for the areas in which they teach.**

Elaboration: The faculty (full-time, part-time, adjunct, tenured, non-tenured, or other) for each degree and post-graduate APRN certificate program are sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. The program defines faculty workloads. Faculty-to-student ratios provide adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.

Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a justification for the use of any faculty who do not have a graduate degree.

Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.

II-F.   **Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.**

This key element is not applicable to a degree or certificate program that does not use preceptors.

Elaboration: The roles and performance expectations for preceptors with respect to teaching, supervision, and student evaluation are:
- *clearly defined and communicated to preceptors;*
- *congruent with the mission, goals, and expected student outcomes;*

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- *congruent with relevant professional nursing standards and guidelines; and*
- *reviewed periodically and revised as appropriate.*

Preceptors have the expertise to support student achievement of expected outcomes. The program ensures that preceptor performance meets expectations.

II-G. **The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.**

Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role (full-time, part-time, adjunct, tenured, non-tenured, or other) and in support of the mission, goals, and expected faculty outcomes.
- *Faculty have opportunities for ongoing development in teaching.*
- *If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.*
- *If service is an expected faculty outcome, expected service is clearly defined and supported.*
- *If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence.*
- *Institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.*

SUPPORTING DOCUMENTATION FOR STANDARD II

The supporting documentation listed below is included in the self-study document or provided for review on site. CCNE recognizes that reasonable alternatives exist when providing documentation to address the key elements.

1. Nursing unit budget for the current and previous two fiscal years.

2. Current curricula vitae of the chief nurse administrator and faculty.

3. Summary (e.g., list, narrative, table) of name, title, educational degrees with area of specialization, certification, relevant work experience, and teaching responsibilities of each faculty member and administrative officer associated with the nursing unit.

4. Schedule of courses for the current academic year and faculty assigned to those courses.

5. Policies regarding faculty workload.

6. Current collective bargaining agreement, if applicable.

7. Policies and/or procedures regarding preceptor qualifications and evaluation. Documentation of preceptor qualifications and evaluation.

8. Policies and/or procedures that support professional development (e.g., release time, workload reduction, funding).

9. Documents that reflect decision-making (e.g., minutes, memoranda, reports) related to institutional commitment and resources.

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STANDARD III

PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

KEY ELEMENTS

III-A. **The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:**
- **are congruent with the program's mission and goals;**
- **are congruent with the roles for which the program is preparing its graduates; and**
- **consider the needs of the program-identified community of interest.**

Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.

III-B. **Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).**

This key element is not applicable if the baccalaureate degree program is not under review for accreditation.

Elaboration: The baccalaureate degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.

III-C. **Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).**
- **Master's program curricula incorporate professional standards and guidelines as appropriate.**

a. All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.
b. All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).
- Graduate-entry master's program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

This key element is not applicable if the master's degree program is not under review for accreditation.

Elaboration: The master's degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

Master's degree APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:
- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Master's degree programs that have a direct care focus but are not APRN education programs (e.g., nurse educator and clinical nurse leader) incorporate graduate-level content addressing the APRN core. These programs are not required to offer this content as three separate courses.

III-D. **DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).**
- DNP program curricula incorporate professional standards and guidelines as appropriate.
  a. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.
  b. All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).
- Graduate-entry DNP program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

This key element is not applicable if the DNP program is not under review for accreditation.

Elaboration: The DNP program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

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DNP APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program deems this necessary.

III-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).

This key element is not applicable if the post-graduate APRN certificate program is not under review for accreditation.

Elaboration: The post-graduate APRN certificate program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role- and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for certificate students who have already completed such courses, unless the program deems this necessary.

III-F. The curriculum is logically structured to achieve expected student outcomes.
- **Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.**
- **Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge.**

- **DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.**
- **Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base.**

Elaboration: Baccalaureate degree programs demonstrate that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Graduate-entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice *(AACN, 2008) as well as advanced nursing knowledge.*

Graduate programs are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire the baccalaureate-level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice *(AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.*

DNP programs, whether post-baccalaureate or post-master's, demonstrate how students acquire the doctoral-level knowledge and competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice *(AACN, 2006). If the program awards the master's degree as part of the DNP program, the program demonstrates how students acquire the master's-level knowledge and competencies delineated in* The Essentials of Master's Education in Nursing *(AACN, 2011) and, if applicable,* Criteria for Evaluation of Nurse Practitioner Programs *(NTF, 2016).*

The program provides a rationale for the sequence of the curriculum for each program.

III-G. Teaching-learning practices:
- **support the achievement of expected student outcomes;**
- **consider the needs and expectations of the identified community of interest; and**
- **expose students to individuals with diverse life experiences, perspectives, and backgrounds.**

Elaboration: Teaching-learning practices (e.g., simulation, lecture, flipped classroom, case studies) in all environments (e.g., virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives.

Teaching-learning practices are appropriate to the student population (e.g., adult learners, second-language students, students in a post-graduate APRN certificate program), consider the needs of the program-identified community of interest, and broaden student perspectives.

III-H. The curriculum includes planned clinical practice experiences that:
- **enable students to integrate new knowledge and demonstrate attainment of program outcomes;**
- **foster interprofessional collaborative practice; and**
- **are evaluated by faculty.**

Elaboration: To prepare students for a practice profession, each track in each degree program and each track in the post-graduate APRN certificate program affords students the opportunity to develop

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professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. Clinical practice experiences include opportunities for interprofessional collaboration. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared.

Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.

III-I. **Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.**

Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

III-J. **The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.**

Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. The curriculum is regularly evaluated by faculty and revised as appropriate.

SUPPORTING DOCUMENTATION FOR STANDARD III

The supporting documentation listed below is included in the self-study document or provided for review on site. CCNE recognizes that reasonable alternatives exist when providing documentation to address the key elements.

1. Evidence that faculty participate in the development, implementation, and revision of curricula.

2. Course syllabi for all courses included in the curricula.

3. Examples of course content and/or assignments reflecting incorporation of professional nursing standards and guidelines in the curriculum.

4. Evidence that APRN education programs incorporate separate comprehensive graduate-level courses to address the APRN core.

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5. Evidence that graduate-level content related to the APRN core is taught in master's degree programs that have a direct care focus (e.g., nurse educator and clinical nurse leader).

6. The program of study/curricular plan for each track/program under review.

7. Examples of student work reflecting student learning outcomes (both didactic and clinical).

8. Examples of clinical practice experiences that prepare students for interprofessional collaborative practice.

9. Evidence of direct care clinical experiences for all programs/tracks preparing students for a direct care role (including, but not limited to, post-licensure baccalaureate and nurse educator tracks).

10. Current affiliation agreements with institutions at which student instruction occurs.

11. Examples of student performance evaluations (didactic and clinical), including evaluation tools (e.g., exams, quizzes, projects, presentations).

12. Documentation that faculty are responsible for grading all courses and clinical experiences.

13. Examples of tools for curriculum assessment (e.g., end-of-course and faculty evaluations, student and faculty evaluations of clinical experiences).

14. Documents (e.g., minutes, memoranda, reports) that demonstrate data analysis of student and/or faculty evaluations to support ongoing improvement of curriculum and teaching-learning practices.

PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

KEY ELEMENTS

IV-A. **A systematic process is used to determine program effectiveness.**

Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) uses a systematic process to obtain relevant data to determine program effectiveness. The process:
- *is written, is ongoing, and exists to determine achievement of program outcomes;*
- *is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; faculty outcomes; and other program outcomes);*
- *identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;*
- *includes timelines for data collection, review of expected and actual outcomes, and analysis; and*
- *is periodically reviewed and revised as appropriate.*

IV-B. **Program completion rates demonstrate program effectiveness.**

This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.

Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) demonstrates achievement of required program outcomes regarding completion in <u>any one</u> of the following ways:
- *the completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher;*
- *the completion rate is 70% or higher over the three most recent calendar years;*
- *the completion rate is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education; or*
- *the completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.*

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The program identifies the cohort(s), specifies the entry point, and defines the time period to completion, each of which may vary by track; however, the program provides the completion rate for the overall degree/certificate program. The program describes the formula it uses to calculate the completion rate. The program identifies the factors used and the number of students excluded if some students are excluded from the calculation.

IV-C. **Licensure pass rates demonstrate program effectiveness**.

This key element is not applicable to a program that does not prepare individuals for licensure examinations or does not yet have individuals who have taken licensure examinations.

Elaboration: Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways:
- *the NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- *the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- *the pass rate for each campus/site and track is 80% or higher for all first-time takers over the three most recent calendar years; or*
- *the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*

For each campus/site and track, identify which of the above options was used to calculate the pass rate.

IV-D. **Certification pass rates demonstrate program effectiveness**.

This key element is not applicable to a degree or certificate program that does not prepare individuals for certification examinations or does not yet have individuals who have taken certification examinations.

Elaboration: The master's, DNP, and post-graduate APRN certificate programs demonstrate achievement of required program outcomes regarding certification. For programs that prepare students for certification, certification pass rates are obtained and reported for those completers taking each examination, even when national certification is not required to practice in a particular state.

For programs that prepare students for certification, data are provided regarding the number of completers taking each certification examination and the number that passed. A program is required to provide these data regardless of the number of test takers.

A program that prepares students for certification demonstrates that it meets the certification pass rate of 80%, for each examination, in any one of the following ways:
- *the pass rate for each certification examination is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- *the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- *the pass rate for each certification examination is 80% or higher for all first-time takers over the three most recent calendar years; or*

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- *the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*

The program identifies which of the above options was used to calculate the pass rate. The program provides certification pass rate data for each examination but, when calculating the pass rate described above, may combine certification pass rate data for multiple examinations relating to the same role and population.

IV-E. **Employment rates demonstrate program effectiveness.**

This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.

Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.
- *The employment rate is provided separately for each degree program (baccalaureate, master's, and DNP) and the post-graduate APRN certificate program.*
- *Data are collected within 12 months of program completion. Specifically, employment data are collected at the time of program completion or at any time within 12 months of program completion.*
- *The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.*

IV-F. **Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.**

This key element is applicable if one or more of the following key elements is applicable: Key Element IV-B (completion), Key Element IV-C (licensure), Key Element IV-D (certification), and Key Element IV-E (employment).

Elaboration: The program uses outcome data (completion, licensure, certification, and employment) for improvement.
- *Discrepancies between actual and CCNE expected outcomes (program completion rates 70%, licensure pass rates 80%, certification pass rates 80%, employment rates 70%) inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

IV-G. **Aggregate faculty outcomes demonstrate program effectiveness.**

Elaboration: The program demonstrates achievement of expected faculty outcomes. In order to demonstrate program effectiveness, outcomes are consistent with and contribute to achievement of the program's mission and goals and are congruent with institution and program expectations. Expected faculty outcomes:
- *are identified for the faculty as a group;*
- *specify expected levels of achievement for the faculty as a group; and*
- *reflect expectations of faculty in their roles.*

Actual faculty outcomes are compared to expected levels of achievement. Actual faculty outcomes are presented in the aggregate. If expected faculty outcomes vary for different groups of faculty (full-

time, part-time, adjunct, tenured, non-tenured, or other), actual faculty outcomes may be presented separately for each different group of faculty.

IV-H. **Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.**

Elaboration: The program uses faculty outcome data for improvement.
- *Faculty outcome data are used to promote ongoing program improvement.*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to foster achievement of faculty outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

IV-I. **Program outcomes demonstrate program effectiveness.**

Elaboration: The program demonstrates achievement of outcomes <u>other than</u> those related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), employment rates (Key Element IV-E), and faculty (Key Element IV-G).

Program outcomes are defined by the program and incorporate expected levels of achievement. The program describes how outcomes are measured. Actual levels of achievement, when compared to expected levels of achievement, demonstrate that the program, overall, is achieving its outcomes. Program outcomes are appropriate and relevant to the degree and certificate programs offered.

IV-J. **Program outcome data are used, as appropriate, to foster ongoing program improvement.**

Elaboration: For program outcomes defined by the program:
- *Actual program outcomes are used to promote program improvement*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

SUPPORTING DOCUMENTATION FOR STANDARD IV

The supporting documentation listed below is included in the self-study document or provided for review on site. CCNE recognizes that reasonable alternatives exist when providing documentation to address the key elements.

1. Evidence of a systematic, written, comprehensive process to determine program effectiveness (e.g., evaluation or assessment plan).

2. Examples of periodic review of the systematic process (e.g., meeting minutes, supplemental documents).

3. Summary of aggregate student outcomes with comparison of actual levels of aggregate student achievement to expected levels of aggregate student achievement. Aggregate student outcome data (applicable only to programs with completers), including:
   - Completion rates for each degree and post-graduate APRN certificate program;
   - NCLEX-RN® pass rates for each campus/site and track;

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- Certification pass rates for each degree/certificate program for each APRN role, population focus, and/or specialty for which the program prepares graduates;
- Certification pass rates for each degree program by roles/areas other than APRN roles for which the program prepares graduates; and
- Employment rates for each degree/certificate program.

4. Summary of aggregate faculty outcomes for the past three years with comparison of actual levels of aggregate faculty achievement to expected aggregate faculty achievement.

5. Summary of aggregate program-identified outcomes for the past three years with comparison of actual levels of aggregate achievement in relation to expected levels of achievement.

6. Documents (e.g., minutes, memoranda, reports) that demonstrate data analysis, explanations of variances between actual and expected outcomes, and use of the analysis for ongoing program improvement.

GLOSSARY

Academic Policies: Published rules that govern the implementation of the academic program, including, but not limited to, policies related to admission, retention, progression, graduation/completion, grievance, and grading.

Academic Support Services: Services available to the nursing program that facilitate faculty and students in any teaching/learning modality, including distance education, in achieving the expected outcomes of the program (e.g., library, computer and technology resources, advising, counseling, placement services).

Advanced Nursing: Nursing roles requiring advanced nursing education beyond the basic baccalaureate preparation. Academic preparation for advanced nursing may occur at the master's, doctoral, or post-graduate APRN certificate level.

Advanced Practice Registered Nurse (APRN): The title given to a nurse who has obtained a license to practice as an APRN in one of the four APRN roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), and certified nurse practitioner (CNP).

Advanced Practice Registered Nurse (APRN) Education Program: A master's degree program in nursing, a Doctor of Nursing Practice (DNP) program, or a post-graduate certificate program that prepares an individual for one of the four recognized APRN roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), and certified nurse practitioner (CNP). The education program must also prepare the individual in one of six population foci:
- family/individual across the lifespan
- adult-gerontology
- pediatrics
- neonatal
- women's health/gender-related
- psychiatric/mental health

Chief Nurse Administrator: A registered nurse with a graduate degree in nursing, and a doctoral degree if a graduate nursing program is offered, who serves as the administrative head of the nursing unit.

Clinical Practice Experiences: Planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level. Clinical practice experiences may be known as clinical learning opportunities, clinical practice, clinical strategies, clinical activities, experiential learning strategies, or practice.

Community of Interest: Groups and individuals who have an interest in the mission, goals, and expected outcomes of the nursing unit and its effectiveness in achieving them. The community of interest comprises the stakeholders of the program and may include both internal (e.g., current students, institutional administration) and external constituencies (e.g., prospective students, regulatory bodies, practicing nurses, clients, employers, the community/public). The community of interest might also encompass individuals and groups of diverse backgrounds, races, ethnicities, genders, values, and perspectives who are served and affected by the program.

Curriculum: All planned educational experiences that facilitate achievement of expected student outcomes. Nursing curricula include clinical practice experiences.

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Distance Education: As defined by the Higher Education Opportunity Act of 2008:

(A) Education that uses one or more of the technologies described in subparagraph (B)-

(i) to deliver instruction to students who are separated from the instructor; and

(ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously.

(B) INCLUSIONS.—For the purposes of subparagraph (A), the technologies used may include—

(i) the Internet;

(ii) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(iii) audio conferencing; or

(iv) video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in clauses (i) through (iii). [The Higher Education Opportunity Act of 2008, Pub. L. No. 110-315, § 103(a)(19)]

Formal Complaint: A statement of dissatisfaction that is presented according to a nursing unit's established procedure.

Goals: General aims of the program that are consistent with the institutional and program missions and reflect the values and priorities of the program.

Mission: A statement of purpose defining the unique nature and scope of the parent institution or the nursing program.

Nursing Program: A system of instruction and experience coordinated within an academic setting and leading to acquisition of the knowledge, skills, and attributes essential to the practice of professional nursing at a specified degree level (baccalaureate, master's, doctorate) or certificate level (for post-graduate APRN certificate programs).

Nursing Unit: The administrative segment (e.g., college, school, division, or department of nursing) within an academic setting in which one or more nursing programs are conducted.

Parent Institution: The entity (e.g., university, academic health center, college, or other entity) accredited by an institutional accrediting agency (regional or national) recognized by the U.S. Secretary of Education that has overall responsibility and accountability for the nursing program.

Post-Graduate APRN Certificate Program: A post-master's or post-doctoral certificate program that prepares APRNs in one or more of the following roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), and certified nurse practitioner (CNP). CCNE only reviews certificate programs that prepare APRNs in at least one role and population focus, in accordance with the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education* (July 2008). Although other types of nursing certificates may be offered by an institution, they are outside CCNE's scope of review.

Preceptor: An experienced practitioner who facilitates and guides students' clinical learning experiences in the preceptor's area of practice expertise.

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Professional Nursing Standards and Guidelines: Statements of expectations and aspirations providing a foundation for professional nursing behaviors of graduates of baccalaureate, master's, professional doctoral, and post-graduate APRN certificate programs. Standards are developed by a consensus of professional nursing communities who have a vested interest in the education and practice of nurses. CCNE recognizes that professional nursing standards and guidelines are established through: state rules and regulations, nationally recognized accrediting agencies and professional nursing specialty organizations, national and institutional educational organizations, and health care agencies used in the education of nursing graduates.

CCNE requires that pre- and post-licensure baccalaureate and graduate pre-licensure programs in nursing use *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); that master's degree programs use *The Essentials of Master's Education in Nursing* (AACN, 2011); that DNP programs use *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006); and that nurse practitioner programs use *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016). Programs incorporate additional professional nursing standards and guidelines, as appropriate, consistent with the mission, goals, and expected outcomes of the program.

Program Improvement: The process of using results of assessments and analyses of actual outcomes in relation to expected outcomes to validate or revise policies, practices, and curricula as appropriate.

Program Outcomes: Results that participants (individually or in the aggregate) derive from their association with the nursing program. The results are measurable and observable and may be quantitative or qualitative, broad or detailed.

> **Student Outcomes:** Results reflecting competencies, knowledge, values, or skills attained by students through participation in program activities.
>
> **Faculty Outcomes:** Results demonstrating achievements in teaching, scholarship, service, practice, or other areas appropriate to the mission and goals of the nursing program attained by faculty as part of their participation in the program.
>
> **Expected Outcomes:** Anticipated results expressed as predetermined, measurable levels of student, faculty, and program achievement.
>
> **Actual Outcomes:** Results describing real student, faculty, and program achievement.

Teaching-Learning Practices: Strategies that guide the instructional process toward achieving expected student outcomes.

NOTES

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COLLEGIATE NURSING
EDUCATION**
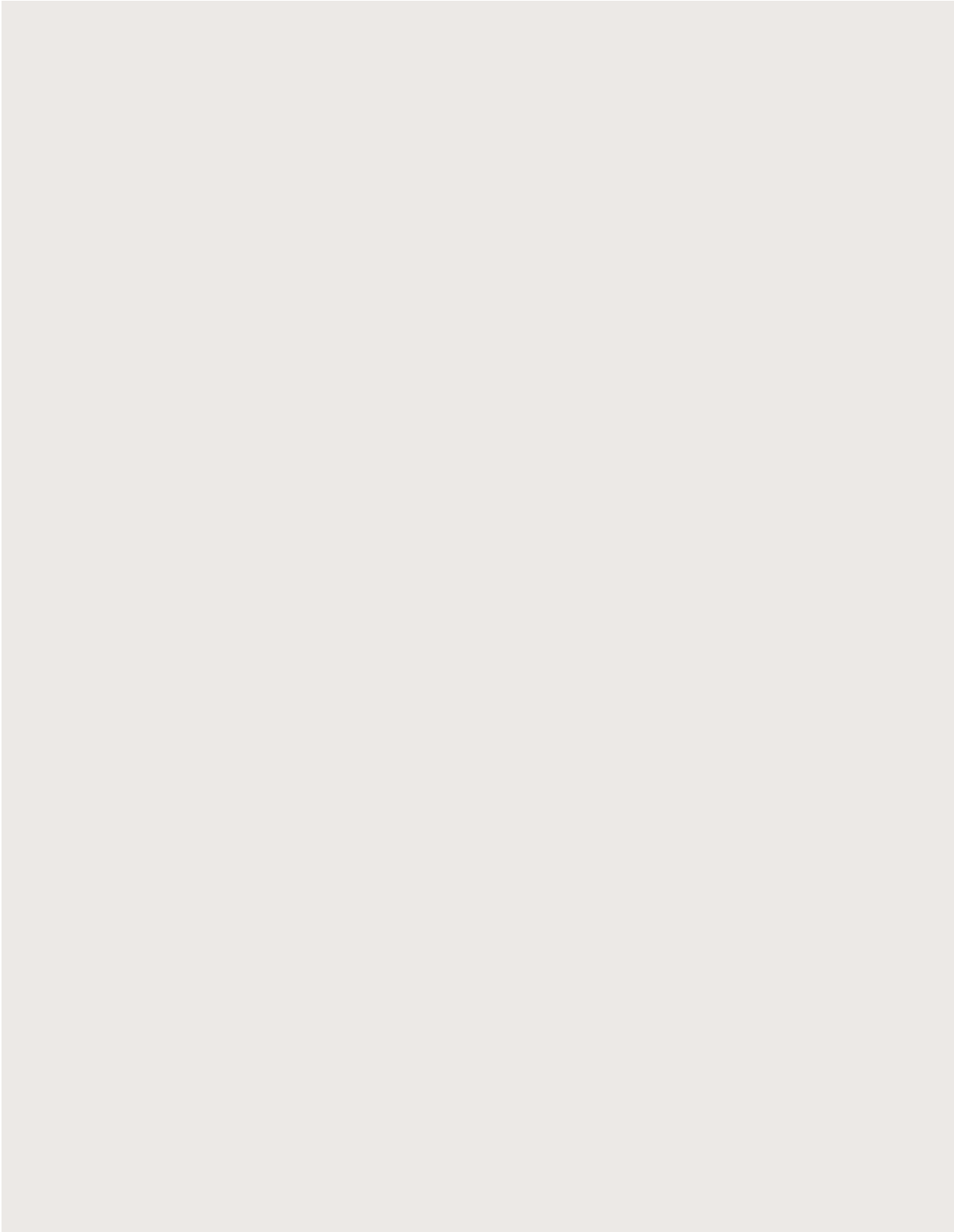
Serving the Public Interest Through Quality Accreditation

Commonwealth of Virginia

REGULATIONS FOR
NURSING EDUCATION
PROGRAMS

VIRGINIA BOARD OF NURSING

Title of Regulations: 18 VAC 90-27-10 et seq.

Statutory Authority: §§ 54.1-2400 and Chapter 30 of Title 54.1 of the *Code of Virginia*

Revised Date: February 2, 2022

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CHAPTER 27
REGULATIONS FOR NURSING EDUCATION PROGRAMS

Part I
General Provisions

18VAC90-27-10. Definitions.

In addition to words and terms defined in § 54.1-3000 of the Code of Virginia, the following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"Accreditation" means having been accredited by an agency recognized by the U.S. Department of Education to include the Accreditation Commission for Education in Nursing, the Commission on Collegiate Nursing Education, the Commission for Nursing Education Accreditation, or a national nursing accrediting organization recognized by the board.

"Advisory committee" means a group of persons from a nursing education program and the health care community who meets regularly to advise the nursing education program on the quality of its graduates and the needs of the community.

"Approval" means the process by which the board or a governmental agency in another state or foreign country evaluates and grants official recognition to nursing education programs that meet established standards not inconsistent with Virginia law.

"Associate degree nursing program" means a nursing education program preparing for registered nurse licensure, offered by a Virginia college or other institution and designed to lead to an associate degree in nursing, provided that the institution is authorized to confer such degree by SCHEV.

"Baccalaureate degree nursing program" or "prelicensure graduate degree program" means a nursing education program preparing for registered nurse licensure, offered by a Virginia college or university and designed to lead to a baccalaureate or a graduate degree with a major in nursing, provided that the institution is authorized to confer such degree by SCHEV.

"Board" means the Board of Nursing.

"Clinical setting" means any location in which the clinical practice of nursing occurs as specified in an agreement between the cooperating agency and the school of nursing.

"Conditional approval" means a time-limited status that results when an approved nursing education program has failed to maintain requirements as set forth in this chapter.

"Cooperating agency" means an agency or institution that enters into a written agreement to provide clinical or observational experiences for a nursing education program.

"Diploma nursing program" means a nursing education program preparing for registered nurse licensure, offered by a hospital and designed to lead to a diploma in nursing, provided the hospital is licensed in this state.

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"Direct client care" means nursing care provided to patients or clients in a clinical setting supervised by qualified faculty or a designated preceptor.

"Full approval" means the status granted to a nursing education program when compliance with regulations pertaining to nursing education programs has been verified.

"Initial approval" means the status granted to a nursing education program that allows the admission of students.

"National certifying organization" means an organization that has as one of its purposes the certification of a specialty in nursing based on an examination attesting to the knowledge of the nurse for practice in the specialty area.

"NCLEX" means the National Council Licensure Examination.

"NCSBN" means the National Council of State Boards of Nursing.

"Nursing education program" means an entity offering a basic course of study preparing persons for licensure as registered nurses or as licensed practical nurses. A basic course of study shall include all courses required for the degree, diploma, or certificate.

"Nursing faculty" means registered nurses who teach the practice of nursing in nursing education programs.

"Practical nursing program" means a nursing education program preparing for practical nurse licensure that leads to a diploma or certificate in practical nursing, provided the school is authorized by the Virginia Department of Education or by an accrediting agency recognized by the U.S. Department of Education.

"Preceptor" means a licensed nurse who is employed in the clinical setting, serves as a resource person and role model, and is present with the nursing student in that setting, providing clinical supervision.

"Program director" means a registered nurse who holds a current, unrestricted license in Virginia or a multistate licensure privilege and who has been designated by the controlling authority to administer the nursing education program.

"Recommendation" means a guide to actions that will assist an institution to improve and develop its nursing education program.

"Requirement" means a mandatory condition that a nursing education program must meet to be approved or maintain approval.

"SCHEV" means the State Council of Higher Education for Virginia.

"Simulation" means an evidence-based teaching methodology utilizing an activity in which students are immersed into a realistic clinical environment or situation and in which students are required to learn and use critical thinking and decision-making skills.

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"Site visit" means a focused onsite review of the nursing program by board staff, usually completed within one day for the purpose of evaluating program components such as the physical location (skills lab, classrooms, learning resources) for obtaining initial program approval, in response to a complaint, compliance with NCLEX plan of correction, change of location, or verification of noncompliance with this chapter.

"Survey visit" means a comprehensive onsite review of the nursing program by board staff, usually completed within two days (depending on the number of programs or campuses being reviewed) for the purpose of obtaining and maintaining full program approval. The survey visit includes the program's completion of a self-evaluation report prior to the visit, as well as a board staff review of all program resources, including skills lab, classrooms, learning resources, and clinical facilities, and other components to ensure compliance with this chapter. Meetings with faculty, administration, students, and clinical facility staff will occur.

18VAC90-27-20. Fees.

Fees required by the board are:

1. Application for approval of a nursing education program.	$1.650
2. Survey visit for nursing education program.	$2.200
3. Site visit for NCLEX passage rate for nursing education program.	$1,500

Part II
Initial Approval of a Nursing Education Program

18VAC90-27-30. Application for initial approval.

An institution wishing to establish a nursing education program shall:

1. Provide documentation of attendance by the program director at a board orientation on establishment of a nursing education program prior to submission of an application and fee.

2. Submit to the board an application to establish a nursing education program along with a nonrefundable application fee as prescribed in 18VAC90-27-20.

a. The application shall be effective for 12 months from the date the application was received by the board.

b. If the program does not meet the board's requirements for approval within 12 months, the institution shall file a new application and fee.

3. Submit the following information on the organization and operation of a nursing education program:

a. A copy of a business license and zoning permit to operate a school in a Virginia location, a certificate of operation from the State Corporation Commission, evidence of approval from the Virginia Department of Education or SCHEV, and documentation of accreditation, if applicable;

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b. The organizational structure of the institution and its relationship to the nursing education program therein;

c. The type of nursing program, as defined in 18VAC90-27-10;

d. An enrollment plan specifying the beginning dates and number of students for each class for a two-year period from the date of initial approval including (i) the planned number of students in the first class and in all subsequent classes and (ii) the planned frequency of admissions. Any increase in admissions that is not stated in the enrollment plan must be approved by the board. Also, transfer students are not authorized until full approval has been granted to the nursing education program; and

e. A tentative time schedule for planning and initiating the program through graduation of the first class and the program's receipt of results of the NCLEX examination.

4. Submit to the board evidence documenting adequate resources for the projected number of students and the ability to provide a program that can meet the requirements of this part to include the following information:

a. The results of a community assessment or market analysis that demonstrates the need for the nursing education program in the geographic area for the proposed school. The assessment or analysis shall include employment opportunities of nurses in the community, the number of clinical facilities or employers available for the size of the community to support the number of graduates, and the number and types of other nursing education programs in the area;

b. A projection of the availability of qualified faculty sufficient to provide classroom instruction and clinical supervision for the number of students specified by the program;

c. Budgeted faculty positions sufficient in number to provide classroom instruction and clinical supervision;

d. Availability of clinical training facilities for the program as evidenced by copies of contracts or letters of agreement specifying the responsibilities of the respective parties and indicating sufficient availability of clinical experiences for the number of students in the program, the number of students, and clinical hours permitted at each clinical site and on each nursing unit;

e. Documentation that at least 80% of all clinical experiences are to be conducted in Virginia, unless an exception is granted by the board. There shall be documentation of written approval for any clinical experience conducted outside of Virginia by the agency that has authority to approve clinical placement of students in that state. The use of any clinical site in Virginia located 50 miles or more from the school shall require board approval;

f. A diagram or blueprint showing the availability of academic facilities for the program, including classrooms, skills laboratory, and learning resource center. This information shall include the number of restrooms for the student and faculty population, classroom and skills laboratory space large enough to accommodate the number of the student body, and sufficient faculty office space; and

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g. Evidence of financial resources for the planning, implementation, and continuation of the program with line-item budget projections for the first three years of operations beginning with the admission of students.

5. Respond to the board's request for additional information within a timeframe established by the board.

18VAC90-27-40. Organization and administration.

A. The governing or parent institution offering Virginia nursing education programs shall be approved by the Virginia Department of Education or SCHEV or accredited by an accrediting agency recognized by the U.S. Department of Education.

B. Any agency or institution used for clinical experience by a nursing education program shall be in good standing with its licensing body.

C. The program director of the nursing education program shall:

1. Hold a current license or multistate licensure privilege to practice as a registered nurse in the Commonwealth without any disciplinary action that currently restricts practice;

2. Have additional education and experience necessary to administer, plan, implement, and evaluate the nursing education program;

3. Ensure that faculty are qualified by education and experience to teach in the program or to supervise the clinical practice of students in the program;

4. Maintain a current faculty roster, a current clinical agency form, and current clinical contracts available for board review and subject to an audit; and

5. Only serve as program director at one location or campus.

D. The program shall provide evidence that the director has authority to:

1. Implement the program and curriculum;

2. Oversee the admission, academic progression, and graduation of students;

3. Hire and evaluate faculty; and

4. Recommend and administer the program budget, consistent with established policies of the controlling agency.

E. An organizational plan shall indicate the lines of authority and communication of the nursing education program to the controlling body, to other departments within the controlling institution, to the cooperating agencies, and to the advisory committee for the nursing education program.

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F. There shall be evidence of financial support and resources sufficient to meet the goals of the nursing education program as evidenced by a copy of the current annual budget or a signed statement from administration specifically detailing its financial support and resources.

18VAC90-27-50. Philosophy and objectives.

Written statements of philosophy and objectives shall be the foundation of the curriculum and shall be:

1. Formulated and accepted by the faculty and the program director;

2. Descriptive of the practitioner to be prepared; and

3. The basis for planning, implementing, and evaluating the total program through the implementation of a systematic plan of evaluation that is documented in faculty or committee meeting minutes.

18VAC90-27-60. Faculty.

A. Qualifications for all faculty.

1. Every member of the nursing faculty, including the program director, shall (i) hold a current license or a multistate licensure privilege to practice nursing in Virginia as a registered nurse without any disciplinary action that currently restricts practice and (ii) have had at least two years of direct client care experience as a registered nurse prior to employment by the program. Persons providing instruction in topics other than nursing shall not be required to hold a license as a registered nurse.

2. Every member of a nursing faculty supervising the clinical practice of students, including simulation in lieu of direct client care, shall meet the licensure requirements of the jurisdiction in which that practice occurs and shall provide evidence of education or experience in the specialty area in which they supervise student clinical experience for quality and safety. Prior to supervision of students, the faculty providing supervision shall have completed a clinical orientation to the site in which supervision is being provided. Faculty members who supervise clinical practice by simulation shall also demonstrate simulation knowledge and skills in that methodology and shall engage in ongoing professional development in the use of simulation.

3. The program director and each member of the nursing faculty shall maintain documentation of professional competence through such activities as nursing practice, continuing education programs, conferences, workshops, seminars, academic courses, research projects, and professional writing. Documentation of annual professional development shall be maintained in employee files for the director and each faculty member until the next survey visit and shall be available for board review.

4. For baccalaureate degree and prelicensure graduate degree programs:

a. The program director shall hold a doctoral degree with a graduate degree in nursing.

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b. Every member of the nursing faculty shall hold a graduate degree; the majority of the faculty shall have a graduate degree in nursing. Faculty members with a graduate degree with a major other than in nursing shall have a baccalaureate degree with a major in nursing.

5. For associate degree and diploma programs:

a. The program director shall hold a graduate degree with a major in nursing.

b. The majority of the members of the nursing faculty shall hold a graduate degree, preferably with a major in nursing.

c. All members of the nursing faculty shall hold a baccalaureate or graduate degree with a major in nursing.

6. For practical nursing programs:

a. The program director shall hold a baccalaureate degree with a major in nursing.

b. The majority of the members of the nursing faculty shall hold a baccalaureate degree, preferably with a major in nursing.

B. Number of faculty.

1. The number of faculty shall be sufficient to prepare the students to achieve the objectives of the educational program and to ensure safety for clients to whom students provide care.

2. When students are giving direct care to clients, the ratio of students to faculty shall not exceed 10 students to one faculty member, and the faculty shall be on site solely to supervise students.

3. When preceptors are utilized for specified learning experiences in clinical settings, the faculty member may supervise up to 15 students.

C. Functions. The principal functions of the faculty shall be to:

1. Develop, implement, and evaluate the philosophy and objectives of the nursing education program;

2. Design, implement, teach, evaluate, and revise the curriculum. Faculty shall provide evidence of education and experience necessary to indicate that they are competent to teach a given course;

3. Develop and evaluate student admission, progression, retention, and graduation policies within the framework of the controlling institution;

4. Participate in academic advisement and counseling of students in accordance with requirements of the Financial Educational Rights and Privacy Act (20 USC § 1232g);

5. Provide opportunities for and evidence of student and graduate evaluation of curriculum and teaching and program effectiveness; and

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6. Document actions taken in faculty and committee meetings using a systematic plan of evaluation for total program review.

18VAC90-27-70. Admission of students.

A. Requirements for admission to a registered nursing education program shall not be less than the requirements of § 54.1-3017 A 1 of the Code of Virginia that will permit the graduate to be admitted to the appropriate licensing examination. The equivalent of a four-year high school course of study as required pursuant to § 54.1-3017 shall be considered to be:

1. A General Educational Development (GED) certificate for high school equivalence; or

2. Satisfactory completion of the college courses required by the nursing education program.

B. Requirements for admission to a practical nursing education program shall not be less than the requirements of § 54.1-3020 A 1 of the Code of Virginia that will permit the graduate to be admitted to the appropriate licensing examination.

C. Requirements for admission, readmission, advanced standing, progression, retention, dismissal, and graduation shall be available to the students in written form.

D. Except for high school students, all students enrolled in a nursing education program shall be required to submit to a criminal background check prior to a clinical experience involving direct patient care.

E. Transfer students may not be admitted until a nursing education program has received full approval from the board.

18VAC90-27-80. Resources, facilities, publications, and services.

A. Classrooms, conference rooms, laboratories, clinical facilities, and offices shall be sufficient to meet the objectives of the nursing education program and the needs of the students, faculty, administration, and staff and shall include private areas for faculty-student conferences. The nursing education program shall provide facilities that meet federal and state requirements, including:

1. Comfortable temperatures;

2. Clean and safe conditions;

3. Adequate lighting;

4. Adequate space to accommodate all students; and

5. Instructional technology and equipment needed for simulating client care.

B. The program shall have learning resources and technology that are current, pertinent, and accessible to students and faculty and sufficient to meet the needs of the students and faculty.

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C. Current information about the nursing education program shall be published and distributed to applicants for admission and shall be made available to the board. Such information shall include:

1. Description of the program to include whether the program is accredited by a nursing education accrediting body;

2. Philosophy and objectives of the controlling institution and of the nursing program;

3. Admission and graduation requirements, including the policy on the use of a final comprehensive exam;

4. Fees and expenses;

5. Availability of financial aid;

6. Tuition refund policy;

7. Education facilities;

8. Availability of student activities and services;

9. Curriculum plan, to include course progression from admission to graduation, the name of each course, theory hours, skills lab hours, simulation hours (if used in lieu of direct client care hours), and clinical hours;

10. Course descriptions, to include a complete overview of what is taught in each course;

11. Faculty-staff roster;

12. School calendar;

13. Student grievance policy; and

14. Information about implications of criminal convictions.

D. Administrative support services shall be provided.

E. There shall be written agreements with cooperating agencies that:

1. Ensure full control of student education by the faculty of the nursing education program, including the selection and supervision of learning experiences, to include the dismissal of students from the clinical site if client safety is or may be compromised by the acts of the student;

2. Provide that faculty members or preceptors are present in the clinical setting when students are providing direct client care;

3. Provide for cooperative planning with designated agency personnel to ensure safe client care; and

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4. Provide that faculty be readily available to students and preceptors while students are involved in preceptorship experiences.

F. Cooperating agencies shall be approved by the appropriate accreditation, evaluation, or licensing bodies, if such exist.

18VAC90-27-90. Curriculum.

A. Both classroom and online curricula shall reflect the philosophy and objectives of the nursing education program and shall be consistent with the law governing the practice of nursing.

B. Nursing education programs preparing for licensure as a registered or practical nurse shall include:

1. Evidence-based didactic content and supervised clinical experience in nursing, encompassing the attainment and maintenance of physical and mental health and the prevention of illness for individuals and groups throughout the life cycle and in a variety of acute, nonacute, community-based, and long-term care clinical settings and experiences to include adult medical/surgical nursing, geriatric nursing, maternal/infant (obstetrics, gynecology, neonatal) nursing, mental health/psychiatric nursing, nursing fundamentals, and pediatric nursing;

2. Concepts of the nursing process that include conducting a focused nursing assessment of the client status that includes decision making about who and when to inform, identifying client needs, planning for episodic nursing care, implementing appropriate aspects of client care, contributing to data collection and the evaluation of client outcomes, and the appropriate reporting and documentation of collected data and care rendered;

3. Concepts of anatomy, physiology, chemistry, microbiology, and the behavioral sciences;

4. Concepts of communication, growth and development, nurse-client interpersonal relations, and client education, including:

a. Development of professional socialization that includes working in interdisciplinary teams; and

b. Conflict resolution;

5. Concepts of ethics and the vocational and legal aspects of nursing, including:

a. Regulations and sections of the Code of Virginia related to nursing;

b. Client rights, privacy, and confidentiality;

c. Prevention of client abuse, neglect, and abandonment throughout the life cycle, including instruction in the recognition, intervention, and reporting by the nurse of evidence of child or elder abuse;

d. Professional responsibility, to include the role of the practical and professional nurse;

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e. Professional boundaries, to include appropriate use of social media and electronic technology; and

f. History and trends in nursing and health care;

6. Concepts of pharmacology, dosage calculation, medication administration, nutrition, and diet therapy;

7. Concepts of client-centered care, including:

a. Respect for cultural differences, values, and preferences;

b. Promotion of healthy life styles for clients and populations;

c. Promotion of a safe client environment;

d. Prevention and appropriate response to situations of bioterrorism, natural and man-made disasters, and intimate partner and family violence;

e. Use of critical thinking and clinical judgment in the implementation of safe client care; and

f. Care of clients with multiple, chronic conditions; and

8. Development of management and supervisory skills, including:

a. The use of technology in medication administration and documentation of client care;

b. Participation in quality improvement processes and systems to measure client outcomes and identify hazards and errors; and

c. Supervision of certified nurse aides, registered medication aides, and unlicensed assistive personnel.

C. In addition to meeting curriculum requirements set forth in subsection B of this section, registered nursing education programs preparing for registered nurse licensure shall also include:

1. Evidence-based didactic content and supervised clinical experiences in conducting a comprehensive nursing assessment that includes:

a. Extensive data collection, both initial and ongoing, for individuals, families, groups, and communities addressing anticipated changes in client conditions as well as emerging changes in a client's health status;

b. Recognition of alterations to previous client conditions;

c. Synthesizing the biological, psychological, and social aspects of the client's condition;

d. Evaluation of the effectiveness and impact of nursing care;

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e. Planning for nursing interventions and evaluating the need for different interventions for individuals, groups, and communities;

f. Evaluation and implementation of the need to communicate and consult with other health team members; and

g. Use of a broad and complete analysis to make independent decisions and nursing diagnoses; and

2. Evidence-based didactic content and supervised experiences in:

a. Development of clinical judgment;

b. Development of leadership skills and unit management;

c. Knowledge of the rules and principles for delegation of nursing tasks to unlicensed persons;

d. Supervision of licensed practical nurses;

e. Involvement of clients in decision making and a plan of care; and

f. Concepts of pathophysiology.

18VAC90-27-100. Curriculum for direct client care.

A. A nursing education program preparing a student for licensure as a registered nurse shall provide a minimum of 500 hours of direct client care supervised by qualified faculty. A nursing education program preparing a student for licensure as a practical nurse shall provide a minimum of 400 hours of direct client care supervised by qualified faculty. Direct client care hours shall include experiences and settings as set forth in 18VAC90-27-90 B 1.

B. Licensed practical nurses transitioning into prelicensure registered nursing programs may be awarded no more than 150 clinical hours of the 400 clinical hours received in a practical nursing program. In a practical nursing to registered nursing transitional program, the remainder of the clinical hours shall include registered nursing clinical experience across the life cycle in adult medical/surgical nursing, maternal/infant (obstetrics, gynecology, neonatal) nursing, mental health/psychiatric nursing, and pediatric nursing.

C. Any observational experiences shall be planned in cooperation with the agency involved to meet stated course objectives. Observational experiences shall not be accepted toward the 400 or 500 minimum clinical hours required. Observational objectives shall be available to students, the clinical unit, and the board.

D. Simulation for direct client clinical hours.

1. No more than 25% of direct client contact hours may be simulation. For prelicensure registered nursing programs, the total of simulated client care hours cannot exceed 125 hours (25% of the required 500 hours). For prelicensure practical nursing programs, the total of simulated client care hours cannot exceed 100 hours (25% of the required 400 hours).

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2. No more than 50% of the total clinical hours for any course may be used as simulation. If courses are integrated, simulation shall not be used for more than 50% of the total clinical hours in different clinical specialties and population groups across the life span.

3. Skills acquisition and task training alone, as in the traditional use of a skills laboratory, do not qualify as simulated client care and therefore do not meet the requirements for direct client care hours.

4. Clinical simulation must be led by faculty who meet the qualifications specified in 18VAC90-27-60. Faculty with education and expertise in simulation and in the applicable subject area must be present during the simulation experience.

5. Documentation of the following shall be available for all simulated experiences:

   a. Course description and objectives;

   b. Type of simulation and location of simulated experience;

   c. Number of simulated hours;

   d. Faculty qualifications;

   e. Methods of pre-briefing and debriefing;

   f. Evaluation of simulated experience; and

   g. Method to communicate student performance to clinical faculty.

18VAC90-27-110. Clinical practice of students.

A. In accordance with § 54.1-3001 of the Code of Virginia, a nursing student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which he has been assigned.

B. Faculty shall be responsible for ensuring that students perform only skills or services in direct client care for which they have received instruction and have been found proficient by the instructor. Skills checklists shall be maintained for each student.

C. Faculty members or preceptors providing onsite supervision in the clinical care of clients shall be responsible and accountable for the assignment of clients and tasks based on their assessment and evaluation of the student's clinical knowledge and skills. Supervisors shall also monitor clinical performance and intervene if necessary for the safety and protection of the clients.

D. Clinical preceptors may be used to augment the faculty and enhance the clinical learning experience. Faculty shall be responsible for the designation of a preceptor for each student and shall communicate such assignment with the preceptor. A preceptor may not further delegate the duties of the preceptorship.

E. Preceptors shall provide to the nursing education program evidence of competence to supervise student clinical experience for quality and safety in each specialty area where they supervise students. The clinical preceptor shall be licensed as a nurse at or above the level for which the student is preparing.

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F. Supervision of students.

1. When faculty are supervising direct client care by students, the ratio of students to faculty shall not exceed 10 students to one faculty member. The faculty member shall be on site in the clinical setting solely to supervise students.

2. When preceptors are utilized for specified learning experiences in clinical settings, the faculty member may supervise up to 15 students. In utilizing preceptors to supervise students in the clinical setting, the ratio shall not exceed two students to one preceptor at any given time. During the period in which students are in the clinical setting with a preceptor, the faculty member shall be available for communication and consultation with the preceptor.

G. Prior to beginning any preceptorship, the following shall be required:

1. Written objectives, methodology, and evaluation procedures for a specified period of time to include the dates of each experience;

2. An orientation program for faculty, preceptors, and students;

3. A skills checklist detailing the performance of skills for which the student has had faculty-supervised clinical and didactic preparation; and

4. The overall coordination by faculty who assume ultimate responsibility for implementation, periodic monitoring, and evaluation.

18VAC90-27-120. Granting of initial program approval.

A. Initial approval may be granted when all documentation required in 18VAC90-27-30 has been submitted and is deemed satisfactory to the board and when the following conditions are met:

1. There is evidence that the requirements for organization and administration and the philosophy and objectives of the program, as set forth in 18VAC90-27-40 and 18VAC90-27-50, have been met;

2. A program director who meets board requirements has been appointed, and there are sufficient faculty to initiate the program as required in 18VAC90-27-60;

3. A written curriculum plan developed in accordance with 18VAC90-27-90 has been submitted and approved by the board;

4. A written systematic plan of evaluation has been developed and approved by the board; and

5. The program is in compliance with requirements of 18VAC90-27-80 for resources, facilities, publications, and services as verified by a satisfactory site visit conducted by a representative of the board.

B. If initial approval is granted:

1. The advertisement of the nursing program is authorized.

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2. The admission of students is authorized, except that transfer students are not authorized to be admitted until the program has received full program approval.

3. The program director shall submit quarterly progress reports to the board that shall include evidence of progress toward full program approval and other information as required by the board.

18VAC90-27-130. Denying or withdrawing initial program approval.

A. Denial of initial program approval.

1. Initial approval may be denied for causes enumerated in 18VAC90-27-140.

2. If initial approval is denied:

a. The program shall be given an option of correcting the deficiencies cited by the board during the time remaining in its initial 12-month period following receipt of the application.

b. No further action regarding the application shall be required of the board unless the program requests, within 30 days of the mailing of the decision, an informal conference pursuant to §§ 2.2-4019 and 54.1-109 of the Code of Virginia.

3. If denial is recommended following the informal conference, the recommendation shall be presented to the board or a panel thereof for review and action.

4. If the recommendation of the informal conference committee to deny initial approval is accepted by the board or a panel thereof, the decision shall be reflected in a board order, and no further action by the board is required. The program may request a formal hearing within 30 days from entry of the order in accordance with § 2.2-4020 of the Code of Virginia.

5. If the decision of the board or a panel thereof following a formal hearing is to deny initial approval, the program shall be advised of the right to appeal the decision to the appropriate circuit court in accordance with § 2.2-4026 of the Code of Virginia and Part 2A of the Rules of the Supreme Court of Virginia.

B. Withdrawal of initial program approval.

1. Initial approval shall be withdrawn and the program closed if:

a. The program has not admitted students within six months of approval of its application;

b. The program fails to submit evidence of progression toward full program approval; or

c. For any of the causes enumerated in 18VAC90-27-140.

2. If a decision is made to withdraw initial approval, no further action shall be required by the board unless the program within 30 days of the mailing of the decision requests an informal conference pursuant to §§ 2.2-4019 and 54.1-109 of the Code of Virginia.

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3. If withdrawal of initial approval is recommended following the informal conference, the recommendation shall be presented to the board or a panel thereof for review and action.

4. If the recommendation of the informal conference committee to withdraw initial approval is accepted by the board or a panel thereof, the decision shall be reflected in a board order, and no further action by the board is required unless the program requests a formal hearing within 30 days from entry of the order in accordance with § 2.2-4020 of the Code of Virginia.

5. If the decision of the board or a panel thereof following a formal hearing is to withdraw initial approval, the program shall be advised of the right to appeal the decision to the appropriate circuit court in accordance with § 2.2-4026 of the Code of Virginia and Part 2A of the Rules of the Supreme Court of Virginia.

18VAC90-27-140. Causes for denial or withdrawal of nursing education program approval.

A. Denial or withdrawal of program approval may be based upon the following:

1. Failing to demonstrate compliance with program requirements in Part II (18VAC90-27-30 et seq.), III (18VAC90-27-150 et seq.), or IV (18VAC90-27-210 et seq.) of this chapter.

2. Failing to comply with terms and conditions placed on a program by the board.

3. Advertising for or admitting students without authority, board approval, or contrary to a board restriction.

4. Failing to progress students through the program in accordance with an approved timeframe.

5. Failing to provide evidence of progression toward initial program approval within a timeframe established by the board.

6. Failing to provide evidence of progression toward full program approval within a timeframe established by the board.

7. Failing to respond to requests for information required from board representatives.

8. Fraudulently submitting documents or statements to the board or its representatives.

9. Having had past actions taken by the board, other states, or accrediting entities regarding the same nursing education program operating in another jurisdiction.

10. Failing to maintain a pass rate of 80% on the NCLEX for graduates of the program as required by 18VAC90-27-210.

11. Failing to comply with an order of the board or with any terms and conditions placed upon it by the board for continued approval.

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12. Having the program director, owner, or operator of the program convicted of a felony or a misdemeanor involving moral turpitude or his professional license disciplined by a licensing body or regulatory authority.

13. Failing to pay the required fee for a survey or site visit.

B. Withdrawal of nursing education program approval may occur at any stage in the application or approval process pursuant to procedures enumerated in 18VAC90-27-130, 18VAC90-27-160, and 18VAC90-27-230.

C. Programs with approval denied or withdrawn may not accept or admit additional students into the program effective upon the date of entry of the board's final order to deny or withdraw approval. Further, the program shall submit quarterly reports until the program is closed, and the program shall comply with board requirements regarding closure of a program as stated in 18VAC90-27-240.

Part III
Full Approval for a Nursing Education Program

18VAC90-27-150. Granting full program approval.

A. Full approval may be granted when:

1. A self-evaluation report of compliance with Part II (18VAC90-27-30 et seq.) of this chapter and a survey visit fee as specified in 18VAC90-27-20 have been submitted and received by the board;

2. The program has achieved a passage rate of not less than 80% for the program's first-time test takers taking the NCLEX based on at least 20 graduates within a two-year period; and

3. A satisfactory survey visit and report have been made by a representative of the board verifying that the program is in compliance with all requirements for program approval.

B. If full approval is granted, the program shall continue to comply with all requirements in Parts II (18VAC90-27-30 et seq.) and III (18VAC90-27-150 et seq.) of this chapter, and admission of transfer students is authorized.

18VAC90-27-160. Denying full program approval.

A. Denial of full program approval may occur for causes enumerated in 18VAC90-27-140.

B. If full program approval is denied, the board shall also be authorized to do one of the following:

1. The board may continue the program on initial program approval with terms and conditions to be met within the timeframe specified by the board; or

2. The board may withdraw initial program approval.

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C. If the board takes one of the actions specified in subsection B of this section, the following shall apply:

1. No further action will be required of the board unless the program within 30 days of the mailing of the decision requests an informal conference pursuant to §§ 2.2-4019 and 54.1-109 the Code of Virginia.

2. If continued initial program approval with terms and conditions or withdrawal of initial approval is recommended following the informal conference, the recommendation shall be presented to the board or a panel thereof for review and action.

3. If the recommendation of the informal conference committee is accepted by the board or a panel thereof, the decision shall be reflected in a board order, and no further action by the board regarding the application is required. The program may request a formal hearing within 30 days from entry of the order in accordance with § 2.2-4020 and subdivision 11 of § 54.1-2400 of the Code of Virginia.

4. If the decision of the board or a panel thereof following a formal hearing is to deny full approval or withdraw or continue on initial approval with terms or conditions, the program shall be advised of the right to appeal the decision to the appropriate circuit court in accordance with § 2.2-4026 of the Code of Virginia and Part 2A of the Rules of the Supreme Court of Virginia.

D. If a program is denied full approval and initial approval withdrawn, no additional students may be accepted into the program, effective upon the date of entry of the board's final order to deny or withdraw approval. Further, the program shall submit quarterly reports until the program is closed, and the program shall comply with board requirements regarding closure of a program as stated in 18VAC90-27-240.

18VAC90-27-170. Requests for exception to requirements for faculty.

After full approval has been granted, a program may request board approval for exceptions to requirements of 18VAC90-27-60 for faculty as follows:

1. Initial request for exception.

a. The program director shall submit a request for initial exception in writing to the board for consideration prior to the academic year during which the nursing faculty member is scheduled to teach or whenever an unexpected vacancy has occurred.

b. A description of teaching assignment, a curriculum vitae, and a statement of intent from the prospective faculty member to pursue the required degree shall accompany each request.

c. The executive director of the board shall be authorized to make the initial decision on requests for exceptions. Any appeal of that decision shall be in accordance with the provisions of the Administrative Process Act (§ 2.2-4000 et seq. of the Code of Virginia).

2. Request for continuing exception.

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a. Continuing exception will be based on the progress of the nursing faculty member toward meeting the degree required by this chapter during each year for which the exception is requested.

b. The program director shall submit the request for continuing exception in writing prior to the next academic year during which the nursing faculty member is scheduled to teach.

c. A list of courses required for the degree being pursued and college transcripts showing successful completion of a minimum of two of the courses during the past academic year shall accompany each request.

d. Any request for continuing exception shall be considered by the informal factfinding committee, which shall make a recommendation to the board.

18VAC90-27-180. Records and provision of information.

A. Requirements for admission, readmission, advanced standing, progression, retention, dismissal, and graduation shall be readily available to the students in written form.

B. A system of records shall be maintained and be made available to the board representative and shall include:

1. Data relating to accreditation by any agency or body.

2. Course outlines.

3. Minutes of faculty and committee meetings, including documentation of the use of a systematic plan of evaluation for total program review and including those faculty members in attendance.

4. Record of and disposition of complaints.

C. A file shall be maintained for each student. Provision shall be made for the protection of student and graduate files against loss, destruction, and unauthorized use. Each file shall be available to the board representative and shall include the student's:

1. Application, including the date of its submission and the date of admission into the program;

2. High school transcript or copy of high school equivalence certificate, and if the student is a foreign graduate, a transcript translated into English;

3. Current record of achievement to include classroom grades, skills checklists, and clinical hours for each course; and

4. A final transcript retained in the permanent file of the institution to include dates of admission and completion of coursework, graduation date, name and address of graduate, the dates of each semester or term, course grades, and authorized signature.

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D. Current information about the nursing education program shall be published and distributed to students and applicants for admission and shall be made available to the board. In addition to information specified in 18VAC90-27-80 C, the following information shall be included:

1. Annual passage rates on NCLEX for the past five years; and

2. Accreditation status.

18VAC90-27-190. Evaluation of resources; written agreements with cooperating agencies.

A. Periodic evaluations of resources, facilities, and services shall be conducted by the administration, faculty, students, and graduates of the nursing education program, including an employer evaluation for graduates of the nursing education program. Such evaluation shall include assurance that at least 80% of all clinical experiences are conducted in Virginia unless an exception has been granted by the board.

B. Current written agreements with cooperating agencies shall be maintained and reviewed annually and shall be in accordance with 18VAC90-27-80 E.

C. Upon request, a program shall provide a clinical agency summary on a form provided by the board.

D. Upon request and if applicable, the program shall provide (i) documentation of board approval for use of clinical sites located 50 or more miles from the school, and (ii) for use of clinical experiences conducted outside of Virginia, documented approval from the agency that has authority to approve clinical placement of students in that state.

18VAC90-27-200. Program changes.

A. The following shall be reported to the board within 10 days of the change or receipt of a report from an accrediting body:

1. Change in the program director, governing body, or parent institution;

2. Adverse action taken by a licensing authority against the program director, governing body, or parent institution;

3. Conviction of a felony or misdemeanor involving moral turpitude against the program director, owner, or operator of the program;

4. Change in the physical location of the program;

5. Change in the availability of clinical sites;

6. Change in financial resources that could substantively affect the nursing education program;

7. Change in content of curriculum, faculty, or method of delivery that affects 25% or more of the total hours of didactic and clinical instruction;

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8. Change in accreditation status; and

9. A final report with findings and recommendations from the accrediting body.

B. Other curriculum or faculty changes shall be reported to the board with the annual report required in 18VAC90-27-220 A.

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Part IV
Continued Approval of Nursing Education Programs

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18VAC90-27-210. Passage rate on national examination.

A. For the purpose of continued approval by the board, a nursing education program shall maintain a passage rate for first-time test takers on the NCLEX that is not less than 80%, calculated on the cumulative results of the past four quarters of all graduates in each calendar year regardless of where the graduate is seeking licensure.

B. If an approved program falls below 80% for one year, it shall submit a plan of correction to the board. If an approved program falls below 80% for two consecutive years, the board shall place the program on conditional approval with terms and conditions, require the program to submit a plan of correction, and conduct a site visit. Prior to the conduct of such a visit, the program shall submit the fee for a site visit for the NCLEX passage rate as required by 18VAC90-27-20. If a program falls below 80% for three consecutive years, the board may withdraw program approval.

C. For the purpose of program evaluation, the board may provide to the program the NCLEX examination results of its graduates. However, further release of such information by the program shall not be authorized without written authorization from the candidate.

18VAC90-27-220. Maintaining an approved nursing education program.

A. The program director of each nursing education program shall submit an annual report to the board.

B. Prior to February 7, 2021, each registered nursing education program shall be reevaluated as follows:

1. Every registered nursing education program that has not achieved accreditation as defined in 18VAC90-27-10 shall be reevaluated at least every five years by submission of a comprehensive self-evaluation report based on Parts II (18VAC90-27-30 et seq.) and III (18VAC90-27-150 et seq.) of this chapter and a survey visit by a representative or representatives of the board on dates mutually acceptable to the institution and the board.

2. A registered nursing education program that has maintained accreditation as defined in 18VAC90-27-10 shall be reevaluated at least every 10 years by submission of a comprehensive self-evaluation report as provided by the board. As evidence of compliance with specific requirements of this chapter, the board may accept the most recent study report, site visit report, and final decision letter from the accrediting body. The board may require additional information or a site visit to ensure compliance with requirements of this chapter. If accreditation has been withdrawn or a program has been placed on probation by the accrediting body, the board may

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require a survey visit. If a program fails to submit the documentation required in this subdivision, the requirements of subdivision 1 of this subsection shall apply.

After February 7, 2021, each registered nursing education program shall have accreditation or candidacy status and shall be reevaluated at least every 10 years by submission of a comprehensive self-evaluation report as provided by the board. As evidence of compliance with specific requirements of this chapter, the board may accept the most recent study report, site visit report, and final decision letter from the accrediting body. The board may require additional information or a site visit to ensure compliance with requirements of this chapter. If a program has been placed on probation by the accrediting body, the board may require a survey visit. If a program fails to submit the documentation required in this subdivision, the requirements of subdivision 1 of this subsection shall apply.

C. Each practical nursing education program shall be reevaluated as follows:

1. Every practical nursing education program that has not achieved accreditation as defined in 18VAC90-27-10 shall be reevaluated at least every five years by submission of a comprehensive self-evaluation report based on Parts II (18VAC90-27-30 et seq.) and III (18VAC90-27-150 et seq.) of this chapter and a survey visit by a representative or representatives of the board on dates mutually acceptable to the institution and the board.

2. A practical nursing education program that has maintained accreditation as defined in 18VAC90-27-10 shall be reevaluated at least every 10 years by submission of a comprehensive self-evaluation report as provided by the board. As evidence of compliance with specific requirements of this chapter, the board may accept the most recent study report, site visit report, and final decision letter from the accrediting body. The board may require additional information or a site visit to ensure compliance with requirements of this chapter. If accreditation has been withdrawn or a program has been placed on probation by the accrediting body, the board may require a survey visit. If a program fails to submit the documentation required in this subdivision, the requirements of subdivision 1 of this subsection shall apply.

D. Interim site or survey visits shall be made to the institution by board representatives at any time within the initial approval period or full approval period as deemed necessary by the board. Prior to the conduct of such a visit, the program shall submit the fee for a survey visit as required by 18VAC90-27-20.

E. Failure to submit the required fee for a survey or site visit may subject an education program to board action or withdrawal of board approval.

18VAC90-27-230. Continuing and withdrawal of full approval.

A. The board shall receive and review the self-evaluation and survey reports required in 18VAC90-27-220 B or C or complaints relating to program compliance. Following review, the board may continue the program on full approval so long as it remains in compliance with all requirements in Parts II (18VAC90-27-30 et seq.), III (18VAC90-27-150 et seq.), and IV (18VAC90-27-210 et seq.) of this chapter.

B. If the board determines that a program is not maintaining the requirements of Parts II, III, and IV of this chapter or for causes enumerated in 18VAC90-27-140, the board may:

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1. Place the program on conditional approval with terms and conditions to be met within the timeframe specified by the board; or

2. Withdraw program approval.

C. If the board either places a program on conditional approval with terms and conditions to be met within a timeframe specified by the board or withdraws approval, the following shall apply:

1. No further action will be required of the board unless the program requests an informal conference pursuant to §§ 2.2-4019 and 54.1-109 of the Code of Virginia.

2. If withdrawal or continued program approval with terms and conditions is recommended following the informal conference, the recommendation shall be presented to the board or a panel thereof for review and action.

3. If the recommendation of the informal conference committee is accepted by the board or a panel thereof, the decision shall be reflected in a board order and no further action by the board is required unless the program requests a formal hearing within 30 days from entry of the order in accordance with § 2.2-4020 of the Code of Virginia.

4. If the decision of the board or a panel thereof following a formal hearing is to withdraw approval or continue on conditional approval with terms or conditions, the program shall be advised of the right to appeal the decision to the appropriate circuit court in accordance with § 2.2-4026 of the Code of Virginia and Part 2A of the Rules of the Supreme Court of Virginia.

D. If a program approval is withdrawn, no additional students may be admitted into the program effective upon the date of entry of the board's final order to withdraw approval. Further, the program shall submit quarterly reports until the program is closed, and the program must comply with board requirements regarding closure of a program as stated in 18VAC90-27-240.

18VAC90-27-240. Closing of an approved nursing education program; custody of records.

A. When the governing institution anticipates the closing of a nursing education program, the governing institution shall notify the board in writing, stating the reason, plan, and date of intended closing.

The governing institution shall assist in the transfer of students to other approved programs with the following conditions:

1. The program shall continue to meet the standards required for approval until all students are transferred and shall submit a quarterly report to the board regarding progress toward closure.

2. The program shall provide to the board a list of the names of students who have been transferred to approved programs, and the date on which the last student was transferred.

3. The date on which the last student was transferred shall be the closing date of the program.

B. When the board denies or withdraws approval of a program, the governing institution shall comply with the following procedures:

1. The program shall be closed according to a timeframe established by the board.

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2. The program shall provide to the board a list of the names of students who have transferred to approved programs and the date on which the last student was transferred shall be submitted to the board by the governing institution.

3. The program shall provide quarterly reports to the board regarding progress toward closure.

C. Provision shall be made for custody of records as follows:

1. If the governing institution continues to function, it shall assume responsibility for the records of the students and the graduates. The governing institution shall inform the board of the arrangements made to safeguard the records.

2. If the governing institution ceases to exist, the academic transcript of each student and graduate shall be transferred by the institution to the board for safekeeping.

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Appendix C - Sample Plan of Study

Summer term		
NURS 523	Fundamental Nursing Concepts	3
NURS 524	Applied Practice: Health Assessment Across the Lifespan and Fundamental Nursing Concepts	3
NURS 624	Roles and Responsibilities of the Professional Nurse	2
NURS 625	Integration of Pathophysiology and Pharmacology for Nursing Practice I	4
NURS 633	Integration of Applied Health Assessment Across the Lifespan	3
	Term Hours:	**15**
Fall term		
NURS 547	Chronic Care Concepts Across the Lifespan	4
NURS 548	Applied Practice: Chronic Care Concepts Across the Lifespan	3
NURS 626	Integration of Pathophysiology and Pharmacology for Nursing Practice II	4
NURS 634	Application of Evidence-Based Practice in Health Care	3
IPEC 501	Foundations of Interprofessional Practice	1
	Term Hours:	**15**
Spring term		
NURS 535	Population Health, Prevention, and Wellness Across the Lifespan	4
NURS 536	Applied Practice: Population Health, Prevention, and Wellness Across the Lifespan	2
NURS 647	Nursing Informatics and Data Utilization	3
IPEC 502	Interprofessional Quality Improvement and Patient Safety	1
	Term Hours:	**10**
Summer term		

NURS 550	Acute Care Concepts Across the Lifespan	4
NURS 551	Applied Practice: Acute Care Concepts Across the Lifespan	3
	Term Hours:	**7**
Fall term		
NURS 649	Senior Synthesis for Direct Entry Students	5
NURS 648	Emerging Trends in Nursing Leadership	3
NURS 650	Transition to Practice	3
IPEC 560	Interprofessional Collaborative Care for Older Adults	1
	Term Hours:	**12**
	Total Hours:	**59**

Appendix D - Course Descriptions

New courses are denoted with an asterisk.

NURS 523*   Fundamental Nursing Concepts
This course provides an overview of the foundations of nursing practice and person-centered care across the lifespan. Students are introduced to the nursing process, clinical reasoning and decision making in various settings. The course highlights the role of a nurse as a collaborative team member and underscores the importance of professional accountability in providing safe, quality care. **Prerequisite/Corequisite:** Admission to the School of Nursing **Credits:** 3 lecture hours. 3 credits.

NURS 524*   Applied Practice: Health Assessment Across the Lifespan and Fundamental Nursing Concepts
This course provides opportunities to demonstrate foundational nursing knowledge, assessment techniques, and introductory skills across the lifespan in clinical settings. Emphasis will be placed on fostering a culture of safety, effective communication, and collaboration in the healthcare environment. **Prerequisite/Corequisite:** Admission to the School of Nursing **Credits:** 45 clinical and 60 laboratory hours. 3 credits.

NURS 535*   Population Health, Prevention, and Wellness Concepts Across the Lifespan
This course provides an overview of the principles of health and wellness across populations and the lifespan. Students will be introduced to the role of the nurse in improving the health of populations through health promotion and disease prevention. **Prerequisite/Corequisite:** NURS 523, 524, 624, 625, 633 or NURS 350, 380, 450, 523, 524 **Credits:** 4 lecture hours. 4 credits.

NURS 536*   Applied Practice: Population Health, Prevention, and Wellness Concepts Across the Lifespan
This course provides opportunities to demonstrate nursing competencies related to health promotion and disease prevention to improve the health of populations. Emphasis will be placed on using a holistic approach to address health and wellness needs for patients across the lifespan. **Prerequisite/Corequisite:** NURS 523, 524, 624, 625, 633 or NURS 350, 380, 450, 523, 524 **Credits:** 45 clinical and 30 laboratory hours. 2 credits.

NURS 547*   Chronic Care Concepts Across the Lifespan
This course focuses on chronic disease management including self-management, care coordination, and support during transitions in care for patients and caregivers across the lifespan. Content will emphasize effective communication and collaboration skills and strategies

to promote patient empowerment. **Prerequisite/Corequisite:** NURS 523, 524, 624, 625, 633 or NURS 350, 380, 450, 523, 524 **Credits:** 4 lecture hours. 4 credits.

NURS 548* **Applied Practice: Chronic Care Concepts Across the Lifespan**

This course provides opportunities for students to provide care for patients with chronic disease in a variety of clinical settings and at various points along the disease trajectory across the lifespan. Emphasis will be placed on demonstrating techniques for ongoing patient assessment and engagement in chronic disease management across the lifespan. **Prerequisite/Corequisite:** NURS 523, 524, 624, 625, 633 or NURS 350, 380, 450, 523, 524 **Credits:** 90 clinical and 30 laboratory hours. 3 credits.

NURS 550* **Acute Care Concepts Across the Lifespan**

This course introduces students to the nursing management of disease states, critical conditions, and health events commonly seen in acute care across the lifespan. **Prerequisite/Corequisite:** NURS 535, 536, 547, 548, 626 or NURS 451, 535, 536, 547, 548 **Credits:** 4 lecture hours. 4 credits.

NURS 551* **Applied Practice: Acute Care Concepts Across the Lifespan**

This course provides opportunities to demonstrate nursing care in a variety of acute care settings across the lifespan. Students will build upon previously learned skills to develop, implement, and evaluate a plan of care as part of an interprofessional team. **Prerequisite/Corequisite:** NURS 535, 536, 547, 548, 626 or NURS 451, 535, 536, 547, 548 **Credits:** 135 clinical hours. 3 credits.

NURS 624* **Roles and Responsibilities of the Professional Nurse**

This course provides an overview of the history and current state of the nursing profession including regulatory, licensing, and professional standards. Emphasis is on the professional nurse's role in the healthcare environment as well as the impact of self-care for career longevity. **Prerequisite/Corequisite:** Admission to the School of Nursing MS program or permission of course faculty **Credits:** 2 lecture hours. 2 credits.

NURS 625* **Integration of Pathophysiology and Pharmacology for Nursing Practice I**

This course introduces pathophysiological foundations of disorders and pharmacological concepts. Emphasizes the connection among underlying pathophysiology, clinical manifestations, pharmacological treatments, and nursing care for selected concepts. **Prerequisite/Corequisite:** Admission to the School of Nursing MS program or permission of course faculty **Credits:** 4 lecture hours. 4 credits.

NURS 626*   Integration of Pathophysiology and Pharmacology for Nursing Practice II

This course builds on pathophysiological foundations of disorders and pharmacological concepts. Emphasizes the connection among underlying pathophysiology, clinical manifestations, pharmacological treatments, and nursing care for selected concepts.
Prerequisite/Corequisite: NURS 625 or permission of course faculty **Credits:** 4 lecture hours. 4 credits.

NURS 633*   Integration of Applied Health Assessment Across the Lifespan

This course focuses on development of nursing knowledge, skills, and techniques necessary for history-taking, physical examination, and interpretation of data across the lifespan. Emphasizes the integration of these skills and techniques into the role of the professional nurse.
Prerequisite/Corequisite: Admission to the School of Nursing MS program or permission of course faculty **Credits:** 3 lecture hours. 3 credits.

NURS 634*   Application of Evidence-Based Practice in Health Care

This course introduces the basic principles of the research process, evidence-based practice (EBP), and quality improvement (QI) in health care. **Prerequisite/Corequisite:** Admission to the School of Nursing MS program or permission of course faculty **Credits:** 3 lecture hours. 3 credits.

NURS 647*   Nursing Informatics and Data Utilization

This course focuses on the use of informatics in nursing practice. Students will explore the implications of legal, ethical, professional, and regulatory standards for data utilization in health care settings. **Prerequisite/Corequisite:** Admission to the School of Nursing MS program or permission of course faculty **Credits:** 3 lecture hours. 3 credits.

NURS 648*   Emerging Trends in Nursing Leadership

This course introduces nursing leadership and management principles and emerging trends. Emphasis is placed on the development of leadership skills and behaviors in the context of systems-based care in diverse settings. **Prerequisite/Corequisite:** Admission to the School of Nursing MS program or permission of course faculty **Credits:** 3 lecture hours. 3 credits.

NURS 649*   Senior Synthesis for Direct Entry Students

This immersive clinical course builds on the knowledge and skills gained throughout the program to prepare the student to transition to practice as a novice nurse generalist.
Prerequisite/Corequisite: Admission to the School of Nursing MS program or permission of course faculty **Credits:** 225 clinical hours. 5 credits.

NURS 650*   Transition to the Nursing Profession

This course integrates and synthesizes the skills, knowledge, and perspectives gained throughout the program of study. Students will prepare for licensure and transition to practice as novice nurse generalists. **Prerequisite/Corequisite:** NURS 550, 551 or permission of course faculty **Credits:** 3 lecture hours. 3 credits.

Appendix E - Experiential Learning and Practicum Locations

Name of Experiential Learning Site	Location
Chesterfield Co Public School System	Chesterfield County, VA
Chesterfield Health District	Chesterfield County, VA
HCA Hospitals - Richmond	Johnston Willis Hospital, Richmond, VA Chippenham Hospital, Richmond, VA Henrico Doctor's Forest, Richmond, VA Chippenham Tuckers Pavilion, Richmond, VA Retreat Hospital, Richmond, VA
Henrico Co Public School System	Richmond/Henrico County, VA
Medarva	Richmond, VA
VCU School of Nursing Mobile Health and Wellness Project Site (MHWP) - Tappahannock	Tappahannock, VA
Richmond Behavioral Health Authority	Richmond, VA
Richmond City Public School System	Richmond, VA
Richmond Health and Wellness Project Grant Location (RHWP)	Richmond, VA
Richmond VA Medical Center (VAMC)	Richmond, VA
Richmond-Henrico Co Health Departments	Richmond/Henrico County, VA
Sheltering Arms	Richmond, VA
VCU Health System - Community Memorial Hospital	South Hill, VA
VCU Health System - Richmond	Richmond, VA
VCU Health System - Tappahannock Hospital	Tappahannock, VA

Appendix F - Faculty Curriculum Vitae (Abbreviated)

Full-Time Faculty

Battle, Kimberly, PhD in Nursing, 2010, The Catholic University of America, Clinical Assistant Professor of Nursing. Specialization Area: Adult Health and Community Health.

Beaird, Genevieve, PhD in Nursing, 2019, University of Virginia, Clinical Associate Professor of Nursing. Specialty Area: Adult Health and Care Coordination.

Brown, Lisa, PhD in Nursing, 2004, University of Wisconsin, Associate Professor of Nursing. Specialization Area: Women's Health.

Burlar, Amy, PhD in Nursing Education, 2019, University of Northern Colorado, Clinical Assistant Professor of Nursing. Specialization Area: Adult Health and Fundamental Nursing.

Clark, Kimberly, MSN in Nursing, 2016, Grand Canyon University, Clinical Instructor of Nursing. Specialization Area: Adult Health.

Corker, Jane Marie, MSN in Nursing, 2015, Walden University, Clinical Instructor of Nursing. Specialization Area: Adult Health.

Davis, Kimberly, MS in Nursing Education, 2011, Virginia Commonwealth University, Clinical Assistant Professor of Nursing. Specialization Area: Adult Health and Community Health.

Dobbins, Garvey, MS in Nursing Education, 2016, University of Phoenix, Clinical Instructor of Nursing, Specialization Area: Psychiatric Mental Health.

Faber, Megan, MS in Nursing Education, 2016, Duke University, Clinical Instructor of Nursing. Specialization Area: Adult Health and Nursing Fundamentals.

Falk, Mary, MSN in Nursing, 2012, University of Virginia, Clinical Assistant Professor of Nursing. Specialization Area: Adult Health.

Goeke, Lauren, MSN in Nursing, 2017, Georgetown University, Pediatric Clinical Faculty of Nursing. Specialization Area: Pediatrics.

Headley, Sara, MSN in Nursing, 2021, Old Dominion University, Clinical Instructor of Nursing. Specialization Area: Pediatrics.

Husson, Nancy, DNP in Nursing, 2018, Vanderbilt University, Clinical Assistant Professor of Nursing. Specialization Area: Community Health and Nursing Informatics.

Lantz, Leslie, MS in Nursing Education, 2011, Walden University, Maternal Child Clinical Instructor of Nursing. Specialization Area: Pediatrics and Women's Health.

Legg, Michelle, MSN in Nursing, 2016, George Mason University, Clinical Instructor of Nursing. Specialization Area: Adult Health.

Milburn, Juliane, PhD in Nursing, 2014, University of Virginia, Clinical Assistant Professor of Nursing. Specialization Area: Women's Health and Community Health.

Mohanraj, Lathika, PhD in Biochemistry, Virginia Commonwealth University, Assistant Professor of Nursing. Specialization Area: Pathophysiology and Pharmacology.

Pretzer-Aboff, Ingrid, PhD in Nursing, 2007, University of Maryland, Associate Professor of Nursing Specialization Area: Geriatrics.

Roberts, Rebekah, MSN in Nursing, 2018, George Washington University, Clinical Instructor of Nursing. Specialization Area: Adulty Health and Community Health.

Terrell, Daphne, DNP in Nursing, 2021, Virginia Commonwealth University, Clinical Assistant Professor of Nursing. Specialization Area: Adult Health.

Tanner, Mark, DNP in Nursing, 2015, University of Arkansas for Medical Sciences, Clinical Associate Professor of Nursing. Specialization Area: Adult Health.

Williams, Tammy, PhD in Education, 2017, Capella University, Clinical Assistant Professor of Nursing. Specialization Area: Adult Health.

Appendix G - Curriculum Map for MSN Degree

Learning Outcome	Core Courses	Assessment Measures
Demonstrate competence to practice person-centered care across the lifespan and across the continuum of healthcare systems	NURS 523: Fundamental Nursing Concepts (3 credits) NURS 524: Applied Practice: Health Assessment Across the Lifespan and Fundamental Nursing Concepts (3 credits) NURS 535: Population Health, Prevention, and Wellness Across the Lifespan (4 credits) NURS 536: Applied Practice: Population Health, Prevention, and Wellness Across the Lifespan (2 credits) NURS 547: Chronic Care Concepts Across the Lifespan (4 credits) NURS 548: Applied Practice: Chronic Care Concepts Across the Lifespan (3 credits) NURS 550: Acute Care Concepts Across the Lifespan (4 credits) NURS 551: Applied Practice: Acute Care	Formative: Concept mapping; group discussion; quizzes; patient case studies; written papers; presentations; learning activities, clinical evaluations; high fidelity patient simulations; low fidelity patient simulations; virtual simulations Summative: Exams; group projects; high fidelity patient simulations; low fidelity patient simulations; virtual simulations; nationally benchmarked testing; hands-on direct patient care logs

	Concepts Across the Lifespan (3 credits)	
	NURS 649: Senior Synthesis for Direct Entry Students (5 credits)	
	NURS 624: Roles and Responsibilities of the Professional Nurse (2 credits)	
	NURS 625: Integration of Pathophysiology and Pharmacology for Nursing Practice I (4 credits)	
	NURS 626: Integration of Pathophysiology and Pharmacology for Nursing Practice II (4 credits)	
	NURS 633: Integration of Applied Health Assessment Across the Lifespan (3 credits)	
	NURS 650: Transition to Practice (3 credits)	
	IPEC 501: Foundations of Interprofessional Practice (1 credit)	
	IPEC 502: Interprofessional Quality Improvement	

	and Patient Safety (1 credit) IPEC 560: Interprofessional Collaborative Care for Older Adults (1 credit)	
Integrate theories and concepts from liberal education and related disciplines into nursing practice	NURS 523: Fundamental Nursing Concepts (3 credits) NURS 535: Population Health, Prevention, and Wellness Across the Lifespan (4 credits) NURS 536: Applied Practice: Population Health, Prevention, and Wellness Across the Lifespan (2 credits) NURS 547: Chronic Care Concepts Across the Lifespan (4 credits) NURS 548: Applied Practice: Chronic Care Concepts Across the Lifespan (3 credits) NURS 624: Roles and Responsibilities of the Professional Nurse (3 credits) NURS 625: Integration of Pathophysiology and Pharmacology for	Formative: Patient case studies; written papers; presentations; learning activities, clinical evaluations Summative: Group projects and individual; hands-on direct patient care logs

	Nursing Practice I (4 credits) NURS 626: Integration of Pathophysiology and Pharmacology for Nursing Practice II (4 credits) NURS 633: Integration of Applied Health Assessment Across the Lifespan (3 credits) NURS 634: Integration of Evidence-based Practice in Healthcare (3 credits) NURS 648: Emerging Trends in Nursing Leadership (3 credits) NURS 649: Senior Synthesis for Direct Entry Students (5 credits) NURS 650: Transition to Practice (3 credits)	
Exhibit professionalism that reflects the inherent values fundamental to nursing.	NURS 523: Fundamental Nursing Concepts (3 credits) NURS 524: Applied Practice: Health Assessment Across the Lifespan and Fundamental Nursing Concepts (3 credits)	Formative: Group discussion; quizzes; patient case studies; written papers; presentations; learning activities, clinical evaluations Summative: Exams; group projects; high fidelity patient simulations; low fidelity patient simulations; virtual simulations; nationally benchmarked testing; hands-on direct patient care logs

	NURS 535: Population Health, Prevention, and Wellness Across the Lifespan (4 credits) NURS 547: Chronic Care Concepts Across the Lifespan (4 credits) NURS 548: Applied Practice: Chronic Care Concepts Across the Lifespan (3 credits) NURS 550: Acute Care Concepts Across the Lifespan (4 credits) NURS 551: Applied Practice: Acute Care Concepts Across the Lifespan (3 credits) NURS 624: Roles and Responsibilities of the Professional Nurse (2 credits) NURS 633: Integration of Applied Health Assessment Across the Lifespan (3 credits) NURS 647: Nursing Informatics and Data Utilization (3 credits) NURS 648: Emerging Trends in Nursing Leadership (3 credits)	

	NURS 649: Senior Synthesis for Direct Entry Students (5 credits) NURS 650: Transition to Practice (3 credits) IPEC 501: Foundations of Interprofessional Practice (1 credit) IPEC 502: Interprofessional Quality Improvement and Patient Safety (1 credit) IPEC 560: Interprofessional Collaborative Care for Older Adults (1 credit)	
Display effective interprofessional teamwork skills	NURS 535: Population Health, Prevention, and Wellness Across the Lifespan (4 credits) NURS 547: Chronic Care Concepts Across the Lifespan (4 credits) NURS 548: Applied Practice: Chronic Care Concepts Across the Lifespan (3 credits) NURS 550: Acute Care Concepts Across	Formative: Group discussion; learning activities, clinical evaluations, case studies; high fidelity patient simulations; low fidelity patient simulations; virtual simulations Summative: Interprofessional high fidelity patient simulations; virtual simulations; hands-on direct patient care logs

	the Lifespan (4 credits)	
	NURS 551: Applied Practice: Acute Care Concepts Across the Lifespan (3 credits)	
	NURS 624: Roles and Responsibilities of the Professional Nurse (2 credits)	
	NUSR 633: Integration of Applied Health Assessment Across the Lifespan (3 credits)	
	NURS 634: Integration of Evidence-based Practice in Healthcare (3 credits)	
	NURS 649: Senior Synthesis for Direct Entry Students (5 credits)	
	NURS 650: Transition to Practice (3 credits)	
	IPEC 501: Foundations of Interprofessional Practice (1 credit)	
	IPEC 502: Interprofessional Quality Improvement and Patient Safety (1 credit)	

	IPEC 560: Interprofessional Collaborative Care for Older Adults (1 credit)	
Demonstrate professional nursing practice grounded in the application of current evidence	NURS 535: Population Health, Prevention, and Wellness Across the Lifespan (4 credits) NURS 536: Applied Practice: Population Health, Prevention, and Wellness Across the Lifespan (2 credits) NURS 547: Chronic Care Concepts Across the Lifespan (4 credits) NURS 548: Applied Practice: Chronic Care Concepts Across the Lifespan (3 credits) NURS 550: Acute Care Concepts Across the Lifespan (4 credits) NURS 551: Applied Practice: Acute Care Concepts Across the Lifespan (3 credits) NURS 624: Roles and Responsibilities of the Professional Nurse (2 credits)	Formative: Group discussion; quizzes; patient case studies; written papers; presentations; learning activities, clinical evaluations Summative: Exams; group projects; high fidelity patient simulations; low fidelity patient simulations; virtual simulations; nationally benchmarked testing; hands-on direct patient care logs

	NURS 633: Integration of Applied Health Assessment Across the Lifespan (3 credits)	
	NURS 634: Integration of Evidence-based Practice in Healthcare (3 credits)	
	NURS 647: Nursing Informatics and Data Utilization (3 credits)	
	NURS 648: Emerging Trends in Nursing Leadership (3 credits)	
	NURS 649: Senior Synthesis for Direct Entry Students (5 credits)	
	NURS 650: Transition to Practice (3 credits)	
Utilize information technologies and processes related to patient care delivery	NURS 524: Applied Practice: Health Assessment Across the Lifespan and Fundamental Nursing Concepts (3 credits) NURS 535: Population Health, Prevention, and Wellness Across the Lifespan (4 credits) NURS 536: Applied Practice: Population Health, Prevention, and Wellness Across	Formative: Patient case studies; learning activities, clinical evaluations; high fidelity patient simulations; low fidelity patient simulations; virtual simulations Summative: Exams; high fidelity patient simulations; low fidelity patient simulations; virtual simulations; nationally benchmarked testing; hands-on direct patient care logs

	the Lifespan (2 credits) NURS 550: Acute Care Concepts Across the Lifespan (4 credits) NURS 633: Integration of Applied Health Assessment Across the Lifespan (3 credits) NURS 634: Integration of Evidence-based Practice in Healthcare (3 credits) NURS 647: Nursing Informatics and Data Utilization (3 credits) NURS 649: Senior Synthesis for Direct Entry Students (5 credits) NURS 650: Transition to Practice (3 credits)	
Shows competence in leadership, quality improvement, and patient safety to provide quality health care	NURS 524: Applied Practice: Health Assessment Across the Lifespan and Fundamental Nursing Concepts (3 credits) NURS 535: Population Health, Prevention, and Wellness Across the Lifespan (4 credits)	Formative: Patient case studies; written papers; presentations; learning activities, clinical evaluations; high fidelity patient simulations; low fidelity patient simulations; virtual simulations Summative: Exams; group projects; high fidelity patient simulations; low fidelity patient simulations; virtual simulations; nationally benchmarked testing; hands-on direct patient care logs

	NURS 547: Chronic Care Concepts Across the Lifespan (4 credits) NURS 548: Applied Practice: Chronic Care Concepts Across the Lifespan (3 credits) NURS 550: Acute Care Concepts Across the Lifespan (4 credits) NURS 551: Applied Practice: Acute Care Concepts Across the Lifespan (3 credits) NURS 624: Roles and Responsibilities of the Professional Nurse (2 credits) NURS 634: Integration of Evidence-based Practice in Healthcare (3 credits) NURS 648: Emerging Trends in Nursing Leadership (3 credits) NURS 649: Senior Synthesis for Direct Entry Students (5 credits) NURS 650: Transition to Practice (3 credits)	

| | IPEC 502: Interprofessional Quality Improvement and Patient Safety (1 credit)

IPEC 560: Interprofessional Collaborative Care for Older Adults (1 credit) | |
|---|---|---|
| Apply health promotion and disease prevention competencies at the individual and population level. | NURS 535: Population Health, Prevention, and Wellness Across the Lifespan (4 credits)

NURS 536: Applied Practice: Population Health, Prevention, and Wellness Across the Lifespan (2 credits)

NURS 547: Chronic Care Concepts Across the Lifespan (4 credits)

NURS 548: Applied Practice: Chronic Care Concepts Across the Lifespan (3 credits)

NURS 550: Acute Care Concepts Across the Lifespan (4 credits)

NURS 624: Roles and Responsibilities of the Professional Nurse (2 credits) | Formative: Concept mapping; group discussion; quizzes; patient case studies; written papers; presentations; learning activities, clinical evaluations

Summative: Exams; group projects; high fidelity patient simulations; low fidelity patient simulations; virtual simulations; nationally benchmarked testing; hands-on direct patient care logs |

	NURS 625: Integration of Pathophysiology and Pharmacology for Nursing Practice I (4 credits) NURS 626: Integration of Pathophysiology and Pharmacology for Nursing Practice II (4 credits) NURS 649: Senior Synthesis for Direct Entry Students (5 credits) NURS 650: Transition to Practice (3 credits) IPEC 502: Interprofessional Quality Improvement and Patient Safety (1 credit) IPEC 560: Interprofessional Collaborative Care for Older Adults (1 credit)	

Appendix H - Letters of Support (Specific Demand)

Appendix I - Employment Demand Job Announcements

indeed

| What | Job title, keywords, or co | Where | Charlottesville, VA | Find Jo |

Registered Nurse - Med/Oncology

Sentara Healthcare ★★★★☆ 2,752 reviews

Harrisonburg, VA 22801

Full-time

Sentara Healthcare >
★★★★☆ 2,752 reviews
Read what people are saying about working here.

Apply on company site   ▐ Saved

Profile insights

Your profile ⬀ might be **missing** qualifications mentioned in the job description

🛄 **Licenses**

RN License ˅

Do you have this license: RN License?

Yes   No   Skip

🏅 **Certifications**

NRP Certification ˅   BLS Certification ˅

Do you have this certification: NRP Certification?

Yes   No   Skip

Skills

Critical care experience ∨   **Oncology** ∨

Do you have this skill: Critical care experience?

| Yes | | No | | Skip |

Education

Doctoral degree ∨

Do you have a Doctoral degree?

| Yes | | No | | Skip |

Job details

Here's how the job details align with your job preferences. Manage job preferences anytime in your profile ⧉.

Job type

Full-time ∨

Shift and schedule

Night shift ∨

Benefits
Pulled from the full job description

- Dental insurance
- Health insurance
- Loan forgiveness
- Opportunities for advancement
- Paid time off
- Tuition reimbursement
- Vision insurance

Full Job Description

We are currently seeking customer service focused registered nurses to join our med oncology team. Ideal position for RN candidates who specialize or have an interest in providing compassionate end of life care to patients and their families. This position is full-time with night shift hours. Sign-on bonus up to $20,000 for qualifying candidates.

As a Registered Nurse with Sentara, you can excel in your career. There are many different specialties where you can perform and grow your nursing skills in areas of interest to you. If you desire, there are promotional opportunities into leadership or to advance your level of care in a variety of settings. This position's primary duties include assessing/admitting patients, rounding checks, giving medications, talking with family members, and being responsible for the overall care of your patients. You will find that teamwork is exceptional, with everyone working together to ensure the best care for our patients. Click https://youtu.be/lmqEzvkewIU to hear Felicia tell us about a day in the life of a Registered Nurse (RN) with Sentara Healthcare.

Sentara offers an attractive array of full-time benefits to include:

- Medical, Dental, and Vision insurance
- Paid Time Off and sick time
- Tuition Reimbursement and loan forgiveness
- Retirement Savings
- Performance Plus Bonus
- Career Advancement Opportunities
- Work Perks and more.

Visit http://bit.ly/3K1YI3C to view what great benefits we have to offer!

Sentara's Nurse Residency Program

Sentara values our new graduate RNs and we want you to have a strong foundation and a successful first year in your new profession. We know that your first year of nursing practice can be challenging and that is why Sentara provides every new grad the support of our Nursing Residency Program.

This 12-month, immersive program provides guidance from trained preceptors and offers nursing development support, practice-based learning, and networking with peers. Learn from our trained preceptors and experience a supportive, protected environment for questions and concerns.

Our success is supported by a culture that encourages community involvement and creates unlimited opportunities for development and growth. Be a part of an excellent healthcare organization that cares about our People, Quality, Patient Safety, Service, and Integrity. Join a team that has a mission to improve health every day and a vision to be the healthcare choice of the communities that we serve!

Keywords: #indeed, Oncology, RN, Staff RN, Registered Nurse

The Registered Nursing (RN) is responsible to perform a competent level of nursing care as demonstrated by the critical thinking model known as the nursing process. The standards of practice (assessment, diagnosis, outcomes identification, planning, implementation, coordination of care- teaching and health promotion and evaluation) along with the standards of professional performance (ethics, culturally congruent practice, communication, collaboration, leadership, education, evidence- based practice /nursing research, quality, evaluation, resource utilization, and environmental health) encompass the actions and foundation of professional nursing. The RN possesses clinical knowledge and skills to meet

standards as required by specific clinical areas. BSN or MSN preferred. New Hire Education Requirement: All new RNs who do not have their BSN will be required to sign a BSN Agreement committing to enrollment in an accredited RN to BSN program within 24 months of hire and successfully obtaining their BSN within 5 years of hire. Meets and maintains any requirements defined by specific specialty; Critical Care/IMCU ACLS within 1 year of hire; Emergency Care - ACLS & PALS or ENPC within 1 year of hire; Oncology Care ONS/ONCC or Sentara approved course Chemotherapy & Biotherapy Provider Card within 6 months of hire. Women's Care - Perinatal departments; NRP within 6 months of hire. Inpatient Pediatrics. PALS within 6 months of hire. All Direct Care RN's required to have BLS within 90 days of hire.

- Registered Nurse (RN) Single State - Nursing License - Maryland
- Registered Nurse (RN) Single State - Nursing License - Maine
- Registered Nurse (RN) Single State - Nursing License - Louisiana
- Registered Nurse (RN) Single State - Nursing License - Kentucky
- Registered Nurse (RN) Single State - Nursing License - Kansas
- Registered Nurse (RN) Single State - Nursing License - Iowa
- Registered Nurse (RN) Single State - Nursing License - Indiana
- Registered Nurse (RN) Single State - Nursing License - Idaho
- Registered Nurse (RN) Single State - Nursing License - Georgia
- Registered Nurse (RN) Single State - Nursing License - Florida
- Registered Nurse (RN) Single State - Nursing License - Delaware
- Registered Nurse (RN) Single State - Nursing License - Colorado
- Registered Nurse (RN) Single State - Nursing License - Arkansas
- Registered Nurse (RN) Single State - Nursing License - Arizona
- Registered Nurse (RN) Single State - Nursing License - Alabama
- Basic Life Support (BLS) - Other/National
- Registered Nurse License (RN) - Other/National
- Registered Nurse (RN) Single State - Nursing License - Wyoming
- Registered Nurse (RN) Single State - Nursing License - Wisconsin
- Registered Nurse (RN) Single State - Nursing License - West Virginia
- Registered Nurse (RN) Single State - Nursing License - Virginia
- Registered Nurse (RN) Single State - Nursing License - Utah
- Registered Nurse (RN) Single State - Nursing License - Texas
- Registered Nurse (RN) Single State - Nursing License - Tennessee
- Registered Nurse (RN) Single State - Nursing License - South Dakota
- Registered Nurse (RN) Single State - Nursing License - South Carolina
- Registered Nurse (RN) Single State - Nursing License - Oklahoma
- Registered Nurse (RN) Single State - Nursing License - North Dakota
- Registered Nurse (RN) Single State - Nursing License - North Carolina
- Registered Nurse (RN) Single State - Nursing License - New Mexico
- Registered Nurse (RN) Single State - Nursing License - New Jersey
- Registered Nurse (RN) Single State - Nursing License - New Hampshire
- Registered Nurse (RN) Single State - Nursing License - Nebraska
- Registered Nurse (RN) Single State - Nursing License - Montana
- Registered Nurse (RN) Single State - Nursing License - Missouri
- Registered Nurse (RN) Single State - Nursing License - Mississippi

- RN-Doctorate Level Degree
- RN-Master's Level Degree
- RN-Diploma (Non-degree)

- RN-Bachelor's Level Degree
- RN-Associate's Degree

Report job

Registered Nurse - Oncology jobs in Harrisonburg, VA

Jobs at Sentara Healthcare in Harrisonburg, VA

Registered Nurse - Oncology salaries in Harrisonburg, VA

Registered Nurse (Critical Care)- MICU

US Veterans Health Administration ☑(part of U.S. Government)★★★★☆ 12,062 reviews

📍 1201 Broad Rock Blvd, Richmond, VA 23249

$74,060 - $135,589 a year - Full-time

US Veterans Health Administration   ›

★★★★☆ 12,062 reviews

Read what people are saying about working here.

Apply on company site	🔖 Saved

Profile insights

Here's how your profile ☑ aligns with the job description

📋 **Licenses**

RN License ⌄

Do you have this license: RN License?

Yes	No	Skip

💡 **Skills**

Nursing ⌄   Heavy lifting ⌄

Do you have this skill: Nursing?

Yes	No	Skip

Education

✓ **Master's degree** ⌄   ✓ **Bachelor's degree** ⌄   ✓ **Associate's degree** ⌄   Doctoral degree ⌄

Do you have a Doctoral degree?

[**Yes**]   [**No**]   **Skip**

Job details

Here's how the job details align with your job preferences.
Manage job preferences anytime in your profile ⬈.

Pay

$74,060 - $135,589 a year ⌄

Job type

Full-time ⌄

Full Job Description

Duties

The Registered Nurse is directly responsible to the designated manager in the assigned area. The registered nurse is responsible and accountable for the provision of industry standard direct patient care to a culturally diverse veteran or active duty patient population. The registered nurse possesses the knowledge and skills to effectively apply all aspects of the nursing process within a collaborative, interdisciplinary practice setting, which will then enable effective implementation of health promotion and prevention practices, management of acute and chronic illnesses, attainment of optimal levels of functioning, appropriate care coordination, and appropriate care for the dying patient and their significant others. Role responsibilities and accountabilities also include demonstration of knowledge and skills necessary to provide care appropriate to the age-related needs of patients served in the assigned area of practice. Acute Care Services requires potential flexibility in schedule and assignments, as this is a 24/7 hospital. VA Nurses are integrally involved in the greater federal, national, and international communities of nursing: advocating for informed nursing practice so we can constantly improve nursing care for our nation's heroes with our nursing colleagues. **Duties include, but are not limited to:**

- Responsible and accountable for all elements of the nursing process when providing and/or supervising direct patient care
- Assesses, plans, implements and evaluates care based on age-specific components
- Assumes responsibility for the coordination of care focused on patient transition through the continuum of care, patient and family education, patient self-management after discharge, and supporting factors that impact customer satisfaction

- Considers all characteristics of the individual, including age and life stages, state of health, race and culture, values, and previous experiences
- Administers medications and procedures per established policies and guidelines
- Influences care outcomes by collaborating with members of the interdisciplinary team
- Core elements of performance include knowledge and active participation in unit/program level quality improvement processes and initiatives as well as customer service programs
- Provide population specific and age-specific care for patients from young adulthood to older veterans/groups in the senior years of life.
- Manage a defined but dynamic caseload of patients in collaboration with an interdisciplinary healthcare team.
- Initiate, plan, implement, evaluate, and appropriately document patient care based on identified measurable outcomes in the applicable assigned patient care environment.
- Anticipate and respond appropriately to emergencies, coordinate interventions, and evaluate responses through critical analysis of patient systems/operational situations.
- Initiate and lead individuals or groups through the educational process to optimize health. Monitor and document all applicable clinical reminders and performance measure outcomes timely and appropriately.
- Use Computerized Patient Record System (CPRS) and Bar Code Medication Administration (BCMA) documentation in compliance with designated facility programs.
- Implement the National Patient Safety Goals to support positive outcomes for the patient group.
- May provide direct supervision and be assigned as a preceptor to new or less experienced staff or nursing students.

Work Schedule: Various shifts to choose from, to be discussed during interview
Compressed/Flexible: Not Available
Telework: Not Available
Virtual: This is not a virtual position.
Relocation/Recruitment Incentives: Not Authorized
Permanent Change of Station (PCS): Not Authorized
PCS Appraised Value Offer (AVO): Not Authorized
Financial Disclosure Report: Not required

Requirements

Conditions of Employment

- U.S. Citizenship; non-citizens may only be appointed when it is not possible to recruit qualified citizens in accordance with VA Policy.
- All applicants tentatively selected for VA employment in a testing designated position are subject to urinalysis to screen for illegal drug use prior to appointment. Applicants who refuse to be tested will be denied employment with VA.
- Selective Service Registration is required for males born after 12/31/1959.
- Must be proficient in written and spoken English.
- You may be required to serve a probationary period.
- Subject to background/security investigation.
- Selected applicants will be required to complete an online onboarding process.
- Must pass pre-employment physical examination
- Participation in the seasonal influenza vaccination program is a requirement for all Department of Veterans Affairs Health Care Personnel (HCP).

- Participation in the Coronavirus Disease 2019 (COVID-19) vaccination program is a requirement for all Veterans Health Administration Health Care Personnel (HCP) - See "Additional Information" below for details.

Qualifications

Applicants pending the completion of educational or certification/licensure requirements may be referred and tentatively selected but may not be hired until all requirements are met.

Basic Requirements:

- **United States Citizenship:** Non-citizens may only be appointed when it is not possible to recruit qualified citizens in accordance with VA Policy.
- **English Language Proficiency.** In accordance with 38 U.S.C. 7402(d), no person shall serve in direct patient care positions unless they are proficient in basic written and spoken English.
- **Graduate of a school of professional nursing** approved by the appropriate State-accrediting agency and accredited by one of the following accrediting bodies at the time the program was completed by the applicant: The Accreditation Commission for Education in Nursing (ACEN) or The Commission on Collegiate Nursing Education (CCNE). In cases of graduates of foreign schools of professional nursing, possession of current, full, active and unrestricted registration will meet the requirement of graduation from an approved school of professional nursing. **OR** The completion of coursework equivalent to a nursing degree in a MSN Bridge Program that qualifies for professional nursing registration constitutes the completion of an approved course of study of professional nursing. Students should submit the certificate of professional nursing to sit for the NCLEX to the VA along with a copy of the MSN transcript. (Reference VA Handbook 5005, Appendix G6) **OR** In cases of graduates of foreign schools of professional nursing, possession of a current, full, active and unrestricted registration will meet the requirement for graduation from an approved school of professional nursing.
- **Current, full, active, and unrestricted registration** as a graduate professional nurse in a State, Territory or Commonwealth (i.e., Puerto Rico) of the United States, or the District of Columbia.

Grade Determinations: The following criteria must be met in determining the grade assignment of candidates, and if appropriate, the level within a grade:

- Nurse I Level I - An Associate Degree (ADN) or Diploma in Nursing, with no additional nursing practice/experience required.
- Nurse I Level II - An ADN or Diploma in Nursing and approximately 1 year of nursing practice/experience; OR an ADN or Diploma in Nursing and a bachelor's degree in a related field with no additional nursing practice/experience; OR a Bachelor's of Science in Nursing (BSN) with no additional nursing practice/experience.
- Nurse I Level III - An ADN or Diploma in Nursing and approximately 2-3 years of nursing practice/experience; OR an ADN or Diploma in Nursing and a Bachelor's degree in a related field and approximately 1-2 years of nursing practice/experience; OR a BSN with approximately 1-2 years of nursing practice/experience; OR a Master's degree in nursing (MSN) or related field with a BSN and no additional nursing practice/experience.
- Nurse II - A BSN with approximately 2-3 years of nursing practice/experience; OR ADN or Diploma in Nursing and a Bachelor's degree in a related field and approximately 2-3 years of nursing practice/experience; OR a Master's degree in nursing or related field with a BSN and approximately 1-2 years of nursing practice/experience; OR a Doctoral degree in nursing or meets basic

requirements for appointment and has doctoral degree in a related field with no additional nursing practice/experience required.

- Nurse III - Master's degree in nursing or related field with BSN and approximately 2-3 years of nursing practice/experience; OR a Doctoral degree and approximately 2-3 years of nursing practice/experience.

Note regarding MSN degrees: If your MSN was obtained via a Bridge Program that qualifies for professional nursing registration, a BSN is not required.

Reference: VA Regulations, specifically VA Handbook 5005, Part II, Appendix G-6 Nurse Qualification Standard. This can be found in the local Human Resources Office.

Physical Requirements: See VA Directive and Handbook 5019. This position requires potentially long periods of continued walking, standing, and sitting, lifting, carrying, pushing, reaching above shoulder, use of fingers, both hands, both legs and repeated bending. Heavy lifting (45 lbs. and over); Heavy Carrying (45 lbs. and over); Straight Pulling (up to 4 hours); Pushing (up to 4 hours); Reaching above shoulder; Use of fingers; Both hands required; Walking (up to 8 hours); Standing (up to 8 hours); Repeated bending (up to 8 hours); Both legs required; Ability for rapid mental and muscular coordination simultaneously; Specific visual requirement: Read typed Chapters; Correctable vision :20/40 in one eye; Ability to distinguish basic colors and shades of colors; Hearing (aid permitted). The incumbent may occasionally be exposed to patients who are combative secondary to delirium, dementia, or psychiatric disorders; Emotional and Mental Stability: The incumbent must be a mature, flexible, sensible individual capable of working effectively in stressful situations, able to shift priorities based on patient needs. Must complete annual Employee Health requirements, such as annual TB screening or testing, as a condition of employment.

Education

IMPORTANT: A transcript must be submitted with your application if you are basing all or part of your qualifications on education.

Note: Only education or degrees recognized by the U.S. Department of Education from accredited colleges, universities, schools, or institutions may be used to qualify for Federal employment. You can verify your education here: http://ope.ed.gov/accreditation/. If you are using foreign education to meet qualification requirements, you must send a Certificate of Foreign Equivalency with your transcript in order to receive credit for that education. For further information, visit: http://www.ed.gov/about/offices/list/ous/international/usnei/us/edlite-visitus-forrecog.html.

Additional information

This job opportunity announcement may be used to fill additional vacancies.

This position is in the Excepted Service and does not confer competitive status.

VA encourages persons with disabilities to apply. The health-related positions in VA are covered by Title 38, and are not covered by the Schedule A excepted appointment authority.

Pursuant to VHA Directive 1193.01, VHA health care personnel (HCP) are required to be fully vaccinated against COVID-19 subject to such accommodations as required by law (i.e., medical, religious or pregnancy). VHA HCPs do not include remote workers who only infrequently enter VHA locations. If

selected, you will be required to be fully vaccinated against COVID-19 and submit documentation of proof of vaccination before your start date. The agency will provide additional information regarding what information or documentation will be needed and how you can request a legally required accommodation from this requirement using the reasonable accommodation process.

If you are unable to apply online or need to fax a document you do not have in electronic form, view the following link for information regarding an Alternate Application.

- Benefits

  A career with the U.S. government provides employees with a comprehensive benefits package. As a federal employee, you and your family will have access to a range of benefits that are designed to make your federal career very rewarding. Opens in a new windowLearn more about federal benefits.

  Review our benefits

  Eligibility for benefits depends on the type of position you hold and whether your position is full-time, part-time or intermittent. Contact the hiring agency for more information on the specific benefits offered.

How You Will Be Evaluated

You will be evaluated for this job based on how well you meet the qualifications above.

IN DESCRIBING YOUR EXPERIENCE, PLEASE BE CLEAR AND SPECIFIC. WE MAY NOT MAKE ASSUMPTIONS REGARDING YOUR EXPERIENCE. Your application, résumé, C.V., and/or supporting documentation will be verified. Please follow all instructions carefully. Errors or omissions may affect consideration for employment.

NOTE: Candidate's education, scope, and length of nursing practice (experience) will be considered by a Nurse Professional Standards Board in determining the grade and salary of the applicant selected. The recommended salary may be at any point in the range listed for this vacancy.

Experience as an RN will be evaluated to determine if the experience is of an acceptable level of quality with regard to the following four dimensions of nursing: Practice, Professional Development, Collaboration and Scientific Inquiry. Each dimension of practice has criteria that demonstrate essential core competencies for VHA Nursing Personnel.

Experience refers to paid and unpaid experience, including volunteer work done through National Service programs (e.g., Peace Corps, AmeriCorps) and other organizations (e.g., professional; philanthropic; religions; spiritual; community; student; social). Volunteer work helps build critical competencies, knowledge, and skills and can provide valuable training and experience that translates directly to paid employment. You will receive credit for all qualifying experience, including volunteer experience.

The Department of Veterans Affairs performs pre-employment reference checks as an assessment method used in the hiring process to verify information provided by a candidate (e.g., on resume or during interview or hiring process); gain additional knowledge regarding a candidate's abilities; and assist

a hiring manager with making a final selection for a position.

It is the policy of the VA to not deny employment to those that have faced financial hardships or periods of unemployment.

Veterans and Transitioning Service Members: Please visit the VA for Vets site for career-search tools for Veterans seeking employment at VA, career development services for our existing Veterans, and coaching and reintegration support for military service members.

- Benefits

  A career with the U.S. government provides employees with a comprehensive benefits package. As a federal employee, you and your family will have access to a range of benefits that are designed to make your federal career very rewarding. Opens in a new windowLearn more about federal benefits.

  Review our benefits

  Eligibility for benefits depends on the type of position you hold and whether your position is full-time, part-time or intermittent. Contact the hiring agency for more information on the specific benefits offered.

- Required Documents

  As a new or existing federal employee, you and your family may have access to a range of benefits. Your benefits depend on the type of position you have - whether you're a permanent, part-time, temporary or an intermittent employee. You may be eligible for the following benefits, however, check with your agency to make sure you're eligible under their policies.

  To apply for this position, you must provide a complete Application Package which includes:

  - Resume

  VA Form 10-2850a - Application for Nurses and Nurse Anesthetists can be found at: About VA Form 10-2850A | Veterans Affairs.

  The following documents are accepted, and may be required if applicable to your eligibility and/or qualifications for this position. Please use this checklist to ensure you have included all documents required for your application, such as a copy of your transcript (if using education to qualify), SF-50's (current/former Federal employees), etc.
  - Cover Letter
  - DD-214/ Statement of Service
  - Disability Letter (VA)
  - License
  - Resume
  - Transcript

  Veterans' Preference Note: Preference eligible candidates and other Veterans will be given preference when qualification of candidates are approximately equal for Title 38 positions in VHA.

When applying for Federal Jobs, eligible Veterans should claim preference for 5pt (TP), 10pt (CP/CPS/XP), or for Sole Survivor Preference (SSP) in the questionnaire. You must provide a legible copy of your DD214(s) which shows dates and character of service (honorable, general, etc.). If you are currently serving on active duty and expect to be released or discharged within 120 days you must submit documentation related to your active duty service which reflects the dates of service, character of service (honorable, general, etc.), and dates of impending separation. Additionally, disabled veterans and others eligible for 10-point preference (such as widows or mothers of eligible Veterans) must also submit an SF-15 "Application for 10 Point Veteran Preference" with required proof as stated on the form. Documentation is required to award preference. For more information on Veterans' Preference, please visit Feds Hire Vets - Veterans - Job Seekers - Veterans' Preference.

If you are relying on your education to meet qualification requirements:

Education must be accredited by an accrediting institution recognized by the U.S. Department of Education in order for it to be credited towards qualifications. Therefore, provide only the attendance and/or degrees from schools accredited by accrediting institutions recognized by the U.S. Department of Education.

Failure to provide all of the required information as stated in this vacancy announcement may result in an ineligible rating or may affect the overall rating.

- How to Apply

All applicants are encouraged to apply online. To apply for this position, you must complete the full questionnaire and submit the documentation specified in the Required Documents section below. The complete application package must be submitted by 11:59 PM (ET) on 02/07/2024 to receive consideration. To preview the questionnaire click https://apply.usastaffing.gov/ViewQuestionnaire/11803276.

  - To begin, click Apply Online to create a USAJOBS account or log in to your existing account. Follow the prompts to select your USA JOBS resume and/or other supporting documents and complete the occupational questionnaire.
  - Click Submit My Answers to submit your application package.

NOTE: It is your responsibility to ensure your responses and appropriate documentation is submitted prior to the closing date.

To verify your application is complete, log into your USA JOBS account, https://my.usajobs.gov/Account/Login, select the Application Status link and then select the more information link for this position. The Details page will display the status of your application, the documentation received and processed, and any correspondence the agency has sent related to this application. Your uploaded documents may take several hours to clear the virus scan process. To return to an incomplete application, log into your USA JOBS account and click Update Application in the vacancy announcement. You must re-select your resume and/or other documents from your USA JOBS account or your application will be incomplete.

Agency contact information

Maria Espinosa Solis

110

Phone

909-583-6137

Email

MARIA.ESPINOSASOLIS@va.gov

Address

Hunter Holmes McGuire VA Medical Center
1201 Broad Rock Boulevard
Richmond, VA 23249
US

Next steps

Once your online application is submitted you will receive a confirmation notification by email. After we receive application packages (including all required documents) and the vacancy announcement closes, we will review applications to ensure qualification and eligibility requirements are met. After the review is complete, a referral certificate(s) is issued and applicants will be notified of their status by email. Referred applicants will be notified as such and may be contacted directly by the hiring office for an interview. All referred applicants receive a final notification once a selection decision has been made.

You may check the status of your application at any time by logging into your USA Jobs account and clicking on Applications. Information regarding your application status can be found in the USAJobs Help Center.

NOTE: Participation in the seasonal influenza program is a condition of employment and a requirement for all Department of Veterans Affairs Health Care Personnel (HCP). It is a requirement that all HCP to receive annual seasonal influenza vaccination or obtain an exemption for medical or religious reasons. Wearing a face mask is required when an exemption to the influenza vaccination has been granted. HCP in violation of this directive may face disciplinary action up to and including removal from federal service. HCP are individuals who, during the influenza season, work in VHA locations or who come into contact with VA patients or other HCP as part of their duties. VHA locations include, but are not limited to, VA hospitals and associated clinics, community living centers (CLCs), community-based outpatient clinics (CBOCs), domiciliary units, Vet centers and VA-leased medical facilities. HCP include all VA licensed and unlicensed, clinical and administrative, remote and onsite, paid and without compensation, full- and part-time employees, intermittent employees, fee basis employees, VA contractors, researchers, volunteers and health professions trainees (HPTs) who are expected to perform any or all of their work at these facilities. HPTs may be paid or unpaid and include residents, interns, fellows and students. HCP also includes VHA personnel providing home-based care to Veterans and drivers and other personnel whose duties put them in contact with patients outside VA medical facilities.

- Fair and Transparent

  The Federal hiring process is set up to be fair and transparent. Please read the following guidance.

- Equal Employment Opportunity (EEO) Policy
- Reasonable accommodation policy
- Financial suitability
- Selective Service
- New employee probationary period
- Signature and false statements
- Privacy Act
- Social security number request

Required Documents

To apply for this position, you must provide a complete Application Package which includes:

- Resume

VA Form 10-2850a - Application for Nurses and Nurse Anesthetists can be found at: About VA Form 10-2850A | Veterans Affairs.

The following documents are accepted, and may be required if applicable to your eligibility and/or qualifications for this position. Please use this checklist to ensure you have included all documents required for your application, such as a copy of your transcript (if using education to qualify), SF-50's (current/former Federal employees), etc.

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- DD-214/ Statement of Service
- Disability Letter (VA)
- License
- Resume
- Transcript

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Education must be accredited by an accrediting institution recognized by the U.S. Department of Education in order for it to be credited towards qualifications. Therefore, provide only the attendance

and/or degrees from schools accredited by accrediting institutions recognized by the U.S. Department of Education.

Failure to provide all of the required information as stated in this vacancy announcement may result in an ineligible rating or may affect the overall rating.

Help

This job is open to

- **The public**

  U.S. Citizens, Nationals or those who owe allegiance to the U.S.

Clarification from the agency

Open to U.S. Citizens. Open to current permanent employees of the Department of Veterans Affairs (including the facility and CBOCs where this vacancy is located) serving on career/career-conditional appointments and past, current, upcoming VHA Health Professional Trainee eligible (HPT) (HPT NOTE: Veteran's Preference applies only when equally qualified [Per HRML 05-09-02].

Report job

Registered Nurse - ICU jobs in Richmond, VA

Jobs at US Veterans Health Administration in Richmond, VA

Registered Nurse - ICU salaries in Richmond, VA

Inova

RN New Graduate Residency

Inova Health System ★★★★☆ 1,793 reviews

Virginia

Full-time

Inova Health System   ›
★★★★☆ 1,793 reviews
Read what people are saying about working here.

| Apply on company site | 🔖 Saved |

Profile insights

Your **profile** ☑ might be **missing** qualifications mentioned in the job description

☑ **Licenses**

RN License ⌄   Compact State Nurse License ⌄

Do you have this license: RN License?

114

Yes	No	Skip

🏅 Certifications

BLS Certification ⌄   Healthcare Provider Certification ⌄

Do you have this certification: BLS Certification?

Yes	No	Skip

💡 Skills

Leadership ⌄   Conflict management ⌄

Do you have this skill: Leadership?

Yes	No	Skip

Job details

Here's how the job details align with your job preferences.
Manage job preferences anytime in your profile ⧉.

💼 Job type

Full-time ⌄

Benefits

Pulled from the full job description

- 401(k)
- 403(b)
- Dental insurance
- Employee assistance program

Show more ⌄

Full Job Description

Our Nurse Graduate Residency program offers a safe environment for the necessary learning and support needed for a successful transition into the role of a professional practicing RN in an acute care setting including focusing on time management, communication, dealing with stress, conflict management, as well as working with complex clinical scenarios. The residency also provides an opportunity for learners to apply the principles of evidence based practice to unit-based issues and provide solutions to real-time identified problems.

Program Summary:

At Inova, we want you to succeed; that is why our New Graduate Residency program focuses on preparing you for your nursing career. Our nurse residency program is not a repeat of nursing school. As a resident of this one-year program, you'll be given ample opportunities to expand your clinical reasoning, communication, and leadership skills in the acute care setting.

During this 1-year program, you will meet monthly for four (4) hours in a cohort setting. The cohorts provide for educational and emotional support as New Graduate Nurses transition from being a student to the role of the professional nurse. Our program includes:

- An evidence-based, blended learning curriculum with online modules, in person classes, and hands on simulation training
- Interactive group exercises
- A final evidence-based group project that will help improve patient care
- Access to state-of-the-art medical and training facilities, including:
  - ASTEC (Advanced Surgical Technology and Education Center)
  - ICAMS (Inova Center for Advanced Medical Simulation)

To learn more about the RN New Graduate Residency program, please visit: https://www.inova.org/new-grad-nurse-residency

Requirements:

Required Experience: This opportunity is for RN New Graduate candidates, which includes those with 1 year or less of Registered Nurse clinical experience in the acute care setting. **This posting is strictly for New Graduate nurses.**

General Requirements:

-
  - Proficient in English, strong verbal, and written communication skills
  - Exceptional interpersonal skills and the ability to display a caring demeanor towards others
  - Values team collaboration
  - Proficient computer skills required
- **Minimum Education Requirement:** Bachelor of Science in Nursing (BSN); Master of Science Degree in Nursing (MSN); OR Associates Degree in Nursing (ADN)
  - *If Associates Degree RN, the following requirements will apply* :
    - Enroll in an accredited BSN program within 6 months of start date
    - Complete BSN within 24 months of start date
- **Minimum Licensure/ Certification Requirement** :
  - Currently licensed as a Registered Nurse in the State of Virginia or hold a privilege to practice in the State of Virginia under the Enhanced Nurse Licensure Compact (eNLC).
  - Basic Life Support (BLS) for Healthcare Provider certification from the American Heart Association required upon start

Benefits:

- Medical, Dental, Vision
- 401(k); 403(b)
- PTO
- Extended Paid Parental Leave
- Student Loan Refinancing
- Student Loan Assistance Program – This new benefit offers eligible Inova team members up to $10,000 in financial assistance for unpaid student loans
- Tuition reimbursement for higher education and certification
- Inova Scholarships for Dependents Pursuing Healthcare Careers
- Dedicated on-site EAP Counselors at all hospitals

Positions available for various shifts and specialty areas at the following facilities :

- **Inova Alexandria Hospital** *4320 Seminary Rd, Alexandria, VA 22304*
- **Inova Fairfax Medical Campus** *3300 Gallows Rd, Falls Church, VA 22042*
- **Inova Fair Oaks Hospital** *3600 Joseph Siewick Dr, Fairfax, VA 22033*
- **Inova Loudoun Hospital** *44045 Riverside Pkwy, Leesburg, VA 20176*
- **Inova Mount Vernon Hospital** *2501 Parkers Ln, Alexandria, VA 22306*

Want to learn more about Nursing at Inova Health System? Follow the link below:

https://www.inova.org/about-inova/nursing-inova

Please note that this posting is for consideration on any current and future positions in our Nurse New Graduate Residency Program at Inova.

Report job

Registered Nurse jobs in Virginia

Jobs at Inova Health System in Virginia

Registered Nurse salaries in Virginia

RN New Graduate Nurse - Burn Unit

UNC Health ⬈ ★★★★☆ 1,534 reviews

📍 101 Manning Dr, Chapel Hill, NC 27514

$29.25 an hour - Part-time, Full-time

UNC Health ⟩
★★★★☆ 1,534 reviews
Read what people are saying about working here.

| Apply on company site | 🔖 Saved |

Job   Company

Profile insights

Here's how your **profile** ⬈ aligns with the job description

💼 Licenses

RN License ⌄

Do you have this license: RN License?

| Yes | No | **Skip** |

🎖 Certifications

BLS Certification ⌄   **Healthcare Provider Certification** ⌄

Do you have this certification: BLS Certification?

118

Yes   No   Skip

💡 **Skills**

    Care plans ⌄

    Do you have this skill: Care plans?

    Yes   No   Skip

📖 **Education**

    ✓ **Master's degree** ⌄   ✓ **Bachelor's degree** ⌄

Job details

Here's how the job details align with your job preferences.
Manage job preferences anytime in your profile ☑.

💳 **Pay**

    $29.25 an hour

💼 **Job type**

    Part-time   Full-time

🕐 **Shift and schedule**

    Rotating weekends

Benefits
Pulled from the full job description

- Health insurance
- Opportunities for advancement

Full Job Description

Description

Become part of an inclusive organization with over 40,000 diverse employees, whose mission is to improve the health and well-being of the unique communities we serve.

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Learn more about this unit, what makes it so unique, and why our UNC Health employees find it special. Watch video here:https://vimeo.com/536511139

New Graduate RN needed for the Burn Center at UNC Medical Center in Chapel Hill, NC. This is a 36 hour/week position, day/night and weekend rotation, with flexible self-scheduling and is eligible for an extensive State benefit package. It is expected that applicants will have their RN license and be able to practice in North Carolina prior to the first day of employment.

Our 21-bed ICU capable Burn Center has the most state of the art and innovative equipment. We provide care to burn victims of every age, from pediatric to geriatric, and provide care at every level of acuity, from the most critical through the rehabilitation phase. The Burn Center undergoes a rigorous verification process by the American Burn Association and the American College of Surgeons to ensure we continue provide the most advanced, highest quality burn care. The NC Jaycee Burn Center in North Carolina's only burn care center of excellence specializing in burns.

Our nursing team works closely with many others to achieve our goals of restoration of health and function. They are an integral part of a collaborative burn team including physicians, physician assistants, nursing assistants, physical, occupational and recreational therapists, chaplains, a rehabilitation counselor, social workers, a dietician, pharmacist, and a teacher. The staff have the opportunity to provide care at the most critical level and be part of a team that works to assist a burn injured patient through all phases of the recovery. The nursing staff of the Burn Center is truly involved in the relief of suffering and promotion of healing and restoration of functional capacity. We provide an environment that supports personal and professional growth with opportunities to advance up the clinical ladder.

This opportunity is for a new grad nurse who is currently in their final semester of nursing school or who have graduated from nursing school within the past 12 months of the anticipated start date and have worked as an RN for less than 6 months. New Graduate Nurses are part of the UNC Medical Center Residency Program (NRP). This program is a yearlong program supporting transition from academia to practice for new graduate nurses. The program is layered on top of orientation to provide mentored clinical relationships which support development as a professional nurse.

Summary:
Provides competent clinical nursing care consistent with professional standards. Reporting and accountable to the Nurse Manager/Director, the Clinical Nurse is responsible for coordinating and delivering patient care utilizing the nursing process in a hospital setting.

Responsibilities:
1. Education - Participates in identifying and meeting learning needs of self. Attends education programs based on identified learning needs. With assistance, uses patient education materials relevant to patient population. Assesses readiness to learn of the patient/family/caregivers. Assesses developmental level of patient and factors affecting ability to learn.
2. Evaluation of Care - Identifies expected patient outcomes. Seeks guidance as needed in revision of plan of care. Participates in discussion with members of the interdisciplinary team in evaluation of patient care. Communicates relevant information to promote continuity of care.
3. Implementation - Demonstrates competence in care of patients with complex problems, including population-appropriate physical, psychosocial, educational and safety aspects of care. Performs bedside point of care testing as required for patient care plan. Utilizes healthcare organization and nursing standards, policies and procedures in delivery of care. Organizes and prioritizes care according to patient/family needs. Consults with appropriate resources in a timely fashion regarding patients with

complex care issues, unusual teaching needs and/or those at high risk for discharge planning.

4. Leadership - With assistance, develops goals to promote professional growth or minimize limitations. Achieves goals and objectives within identified time frame or renegotiates with supervisor. Is knowledgeable about activities which facilitate intra/interdepartmental collaboration. Participates in development and achievement of unit goals and performance improvement activities. Effectively uses communication systems. Participates in promoting cost-effective care. Gives feedback to co-workers. Is aware of public policy and regulatory guidelines affecting the health care environment. Promotes a safe, clean and secure hospital environment for all

5. Patient Assessment - Recognizes data from complex situations to determine priorities for care. Includes appropriate physical, psychosocial, education and safety needs. Synthesizes assessment data into meaningful whole prior to communication to others. Assesses and anticipates discharge needs of individual patients and families. Develops relationships with families that promote their ability to advocate for the patient and their own needs.

6. Planning - Collaborates with patient/family to prepare or update the plan of care. Makes use of available multidisciplinary resources in planning care. Begins to use full range of communication as a means to convey planning. Identifies and addresses cultural and ethnic issues in planning patient care. Demonstrates ability to prioritize tasks for patients with complex problems.

7. Research - Reads journals that contain studies or articles that may be applicable to practice. Brings ideas and questions to the staff at large for assessment of applicability.

Other Information

Other information:
Education Requirements:

- Graduation from a school of professional nursing.
- If hired after January 6, 2014, must be enrolled within four years of employment, and obtain a Bachelor's degree with a major in Nursing or a Master's degree with a major in Nursing within seven years of employment date.

Licensure/Certification Requirements:

- Licensed to practice as a Registered Nurse in the state of North Carolina by the day of clinical care.
- Basic Life Support (BLS) for Healthcare Provider certification

Professional Experience Requirements:

- No prior experience required.

Knowledge/Skills/and Abilities Requirements:

Job Details

Legal Employer: STATE

Entity: UNC Medical Center

Organization Unit: Burn Center Intensive

Work Type: Full Time

Standard Hours Per Week: 36.00

Work Schedule: Rotating

Salary Range: $29.25/hr

Location of Job: US:NC:Chapel Hill

Exempt From Overtime: Exempt: No

This is a State position employed by UNC Health Care System.

Qualified applicants will be considered without regard to their race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or status as a protected veteran.

UNC Health makes reasonable accommodations for applicants' and employees' religious practices and beliefs, as well as applicants and employees with disabilities. All interested applicants are invited to apply for career opportunities. Please email applicant.accommodations@unchealth.unc.edu if you need a reasonable accommodation to search and/or to apply for a career opportunity.

Report job

Registered Nurse jobs in Chapel Hill, NC

Jobs at UNC Health in Chapel Hill, NC

Registered Nurse salaries in Chapel Hill, NC

RN New Graduate Nurse-Cardiothoracic Stepdown Unit

UNC Health ☑ ★★★★☆ 1,534 reviews

📍 101 Manning Dr, Chapel Hill, NC 27514

Part-time, Full-time

UNC Health   ›
★★★★☆ 1,534 reviews
Read what people are saying about working here.

[Apply on company site]   [🔖 Saved]

Job   **Company**

Profile insights

Your profile ☑ might be **missing** qualifications mentioned in the job description

💼 **Licenses**

RN License ⌄

Do you have this license: RN License?

[Yes] [No] **Skip**

🎖 **Certifications**

BLS Certification ⌄   **Healthcare Provider Certification** ⌄

Do you have this certification: BLS Certification?

123

Yes	No	Skip

💡 **Skills**

Care plans ⌄   Patient monitoring ⌄

Do you have this skill: Care plans?

Yes	No	Skip

Job details

Here's how the job details align with your job preferences.
Manage job preferences anytime in your profile ⬏.

💼 **Job type**

✓ Part-time ⌄   Full-time ⌄

Full Job Description

Description

UNC Medical Center is hiring New Grad Nurses for the Cardiothoracic Stepdown Unit

The Cardiothoracic Stepdown Unit is an intermediate critical care 13 bed unit responsible for the care of the cardiothoracic and vascular surgery patients. Nurses in this clinical area have the unique opportunity to care for our specialized surgical population:

- major cardiac, vascular or thoracic surgery
- heart/lung transplantation or mechanical device implantation
- procedures requiring postoperative telemetry and/or respiratory monitoring

Nurses also manage patients with ventricular assist devises, including those used for destination therapy and bridge to transplant. In addition, RNs gain valuable experience managing intrapleurual drainage devices, interpreting cardiac rhythms and monitoring cardiac drips.

It is expected that candidates will have their North Carolina RN license prior to their start date.

Nurses who have less than 6 months of RN experience and have graduated less than 12 months before their anticipated start date will qualify for the UNC Medical Center New Graduate Residency program. This program is a yearlong program supporting transition from academia to practice for new graduate nurses. The program is layered on top of orientation to provide mentored clinical relationships which support development as a professional nurse.

124

A resume outlining clinical rotations in nursing school and a cover letter attached to the application are strongly encouraged.

Become part of an inclusive organization with over 40,000 diverse employees, whose mission is to improve the health and well-being of the unique communities we serve.

Summary:
Provides competent clinical nursing care consistent with professional standards. Reporting and accountable to the Nurse Manager/Director, the Clinical Nurse is responsible for coordinating and delivering patient care utilizing the nursing process in a hospital setting.

Responsibilities:
1. Education - Participates in identifying and meeting learning needs of self. Attends education programs based on identified learning needs. With assistance, uses patient education materials relevant to patient population. Assesses readiness to learn of the patient/family/caregivers. Assesses developmental level of patient and factors affecting ability to learn.
2. Evaluation of Care - Identifies expected patient outcomes. Seeks guidance as needed in revision of plan of care. Participates in discussion with members of the interdisciplinary team in evaluation of patient care. Communicates relevant information to promote continuity of care.
3. Implementation - Demonstrates competence in care of patients with complex problems, including population-appropriate physical, psychosocial, educational and safety aspects of care. Performs bedside point of care testing as required for patient care plan. Utilizes healthcare organization and nursing standards, policies and procedures in delivery of care. Organizes and prioritizes care according to patient/family needs. Consults with appropriate resources in a timely fashion regarding patients with complex care issues, unusual teaching needs and/or those at high risk for discharge planning.
4. Leadership - With assistance, develops goals to promote professional growth or minimize limitations. Achieves goals and objectives within identified time frame or renegotiates with supervisor. Is knowledgeable about activities which facilitate intra/interdepartmental collaboration. Participates in development and achievement of unit goals and performance improvement activities. Effectively uses communication systems. Participates in promoting cost-effective care. Gives feedback to co-workers. Is aware of public policy and regulatory guidelines affecting the health care environment. Promotes a safe, clean and secure hospital environment for all
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- Licensed to practice as a Registered Nurse in the state of North Carolina by the day of clinical care.
- Basic Life Support (BLS) for Healthcare Provider certification

Professional Experience Requirements:

- No prior experience required.

Knowledge/Skills/and Abilities Requirements:

Job Details

Legal Employer: STATE

Entity: UNC Medical Center

Organization Unit: Cardiothoracic Stepdown Unit

Work Type: Full Time

Standard Hours Per Week: 36.00

Work Schedule: Variable

Location of Job: US:NC:Chapel Hill

Exempt From Overtime: Exempt: No

This is a State position employed by UNC Health Care System.

Report job

Registered Nurse jobs in Chapel Hill, NC

Jobs at UNC Health in Chapel Hill, NC

Registered Nurse salaries in Chapel Hill, NC

New Grad RN- Sentara Martha Jefferson Hospital!

Sentara Healthcare ⤢ ★★★★☆ 2,752 reviews

Charlottesville, VA 22911

Full-time

Sentara Healthcare   ›
★★★★☆ 2,752 reviews
Read what people are saying about working here.

| Apply on company site | 🔖 Saved |

Profile insights

Here's how your profile ⤢ aligns with the job description

📋 **Licenses**

RN License ⌄   Compact State Nurse License ⌄

Do you have this license: RN License?

| Yes | No | Skip

🎖 **Certifications**

PALS Certification ⌄   NRP Certification ⌄   BLS Certification ⌄

Do you have this certification: PALS Certification?

| Yes | No | Skip

128

Skills

Critical care experience ⌄   **Oncology** ⌄

Do you have this skill: Critical care experience?

[Yes] [No]   Skip

Education

✓ **Master's degree** ⌄   ✓ **Bachelor's degree** ⌄   ✓ **Associate's degree** ⌄   Doctoral degree ⌄

Do you have a Doctoral degree?

[Yes] [No]   Skip

Job details

Here's how the job details align with your job preferences. Manage job preferences anytime in your profile ⎘.

Job type

Full-time ⌄

Benefits
Pulled from the full job description

- 401(k)
- 403(b)
- Caregiver leave
- Dental insurance

Show more ⌄

Full Job Description

Sentara Martha Jefferson Hospital is hiring New Grad Registered Nurses

Offering a Generous Sign on bonus of up to $7,500!

129

Facility Highlights: Sentara Martha Jefferson Hospital, located in Charlottesville, VA, is a Magnet status, 176-bed facility featuring all patient-friendly private rooms. Since its founding more than 100 years ago, Sentara Martha Jefferson has constantly evolved to meet the diverse healthcare needs of the patients who trust us with their care. Today, our vision is as clear as it was to our founders. We will continue to set the standard for clinical quality and personalized healthcare services. Sentara Martha Jefferson Hospital was recognized by Soliant Health as the 2012 Most Beautiful Hospital in America.

Welcome to Sentara Healthcare's New Graduate RN application.

With this process, **you only need to apply one time** and we can help you with any location or department with whom you would like to connect.

Click here to learn more about Sentara Martha Jefferson Hospital!

Sentara has a fast-track application process designed just for our new grads and a RN Student Liaison to help you through the process so we can quickly connect you with the hiring managers you want to talk with most. **Apply, just once, and we will take it from here.**

Sentara considers you a new graduate RN if you are about to graduate or have graduated and have less than one year of practice. Qualified students will be graduating or have graduated from an accredited nursing program. All new graduate RNs are automatically enrolled into our Residency Program upon hire.

What Sentara offers you when you join our team:

- Competitive starting salaries with an automatic raise at one year.

- A competitive and comprehensive benefits package including Medical, Dental, Vision, Paid Time Off, Sick, Tuition Reimbursement, a 401k/403B, Career Advancement Opportunities, Work Perks and more. Or if you don't need benefits, be sure to talk to your Recruiter about Pay In Lieu of benefits.

*Sign on bonuses for qualified candidates (**talk to your Recruiters for details; terms are subject to change at Sentara's discretion)

- Relocation for qualified candidates.
- Automatic enrollment into Sentara's Nurse Residency Program which offers you that extra support that will give you the support you need to be successful in your first year of practice.

Sentara's Nurse Residency Program

Sentara values our new graduate RNs and we want you to have a strong foundation and a successful first year in your new profession. We know that your first year of nursing practice can be challenging and that is why Sentara provides every new grad the support of our Nursing Residency Program.

This 12-month, immersive program provides guidance from trained preceptors and offers nursing development support, practice-based learning, and networking with peers. Learn from our trained preceptors and experience a supportive, protected environment for questions and concerns.

At Sentara Healthcare, we strive to be the healthcare of choice for the communities we serve. To do that, we look for the best-of-the-best, patient-focused professionals that are dedicated to Sentara's mission to improve health every day! If that is a mission that is important to you, we would like to welcome you to consider joining our team.

Hear about our NRP program from our new grads that have been through the program: https://bit.ly/3deDUquStudent RN

Who we are: Sentara is a dynamic team of medical professionals that are committed to our mission to "improve health every day" and our nursing team is vital to our community. We are dedicated to nurturing and supporting our new grad RNs, offering a robust Nurse Residency Program for the first year of your career.

Award-winning: Sentara Healthcare is a Virginia and Northeast North Carolina-based not-for-profit integrated healthcare provider offering more than 500 sites of care including 12 hospitals, home health, hospice, medical groups, imaging services, therapy, outpatient surgery centers, and an 858,000-member health plan. The people of the communities that we serve have nominated Sentara "Employer of Choice" for over ten years. U.S. News and Report has recognized Sentara as having the Best Hospitals for 15+ years. Sentara offers professional development and a continued employment philosophy!

Diversity: Sentara Healthcare prides itself on the diversity and inclusiveness of its close to an almost 30,000-member workforce. Diversity, inclusion, and belonging are guiding principles of the organization to ensure its workforce reflects the communities it serves. Our success is supported by a family-friendly culture that encourages community involvement and creates unlimited opportunities for development and growth.

Sentara Benefits:

Sentara employees strive to make our communities healthier places to live. We're setting the standard for medical excellence within a vibrant, creative, and highly productive workplace. For more information about our employee benefits, https://www.sentaracareers.com/explore-sentara/benefits/

Benefits: Sentara offers an attractive array of full-time benefits to include Medical, Dental, Vision, Paid Time Off, Sick, Tuition Reimbursement, a 401k/403B, Performance Plus Bonus, Career Advancement Opportunities, Work Perks, and more.

Enhanced Benefits to support you and your family include: Paid Parental Leave, Adoption/Infertility/Surrogacy Reimbursement, Family Caregiver Leave, and Emergency Back-up Care. Enhanced benefits to promote your well-being and secure your financial future include; The Sentara Student Debt Program, Emergency Savings Account and a Floating holiday.

Be a part of an excellent healthcare organization that cares about our People, Quality, Patient Safety, Service and Integrity. Join a team that has a Mission to improve health every day, join the Sentara Team!

Connect with our team!
Check our events page for events that you might want to attend:
https://www.sentaracareers.com/events/

#Indeed

#Talroo- Nursing

Keywords: New Grad RN, Registered Nurse, Nursing, #SMJH, #Magnetblueridge

The Registered Nursing (RN) is responsible to perform a competent level of nursing care as demonstrated by the critical thinking model known as the nursing process. The standards of practice (assessment, diagnosis, outcomes identification, planning, implementation, coordination of care- teaching and health promotion and evaluation) along with the standards of professional performance (ethics, culturally congruent practice, communication, collaboration, leadership, education, evidence- based practice /nursing research, quality, evaluation, resource utilization, and environmental health) encompass the actions and foundation of professional nursing. The RN possesses clinical knowledge and skills to meet standards as required by specific clinical areas. BSN or MSN preferred. New Hire Education Requirement: All new RNs who do not have their BSN will be required to sign a BSN Agreement committing to enrollment in an accredited RN to BSN program within 24 months of hire and successfully obtaining their BSN within 5 years of hire. Meets and maintains any requirements defined by specific specialty; Critical Care/IMCU ACLS within 1 year of hire; Emergency Care - ACLS & PALS or ENPC within 1 year of hire; Oncology Care ONS/ONCC or Sentara approved course Chemotherapy & Biotherapy Provider Card within 6 months of hire. Women's Care - Perinatal departments; NRP within 6 months of hire. Inpatient Pediatrics. PALS within 6 months of hire. All Direct Care RN's required to have BLS within 90 days of hire.

- Advanced Cardiovascular Life Support (ACLS) - Other/National
- Pediatric Advanced Life Support (PALS) - Other/National
- Registered Nurse (RN) Single State - Nursing License - Virginia
- Registered Nurse License (RN) - Compact/Multi-State License
- Registered Nurse (RN) Single State - Nursing License - North Carolina
- Basic Life Support (BLS) - Other/National

- RN-Diploma (Non-degree)
- RN-Bachelor's Level Degree
- RN-Associate's Degree
- RN-Doctorate Level Degree
- RN-Master's Level Degree

Report job

Registered Nurse jobs in Charlottesville, VA

Jobs at Sentara Healthcare in Charlottesville, VA

Registered Nurse salaries in Charlottesville, VA

RN New Grad Fast-Track Application/Nurse Residency Program

Sentara Healthcare ☒ ★★★★☆ 2,752 reviews

Norfolk, VA 23507

Sentara Healthcare   ❯

★★★★☆ 2,752 reviews

Read what people are saying about working here.

Apply on company site   🔖 Saved

Profile insights

Here's how your profile ☒ aligns with the job description

💼 **Licenses**

RN License ˅   Compact State Nurse License ˅

Do you have this license: RN License?

Yes   No   Skip

🎖 **Certifications**

PALS Certification ˅   NRP Certification ˅

Do you have this certification: PALS Certification?

| Yes | No | Skip |

Skills

Critical care experience ⌄   Oncology ⌄

Do you have this skill: Critical care experience?

| Yes | No | Skip |

Education

✓ Master's degree ⌄   ✓ Bachelor's degree ⌄   ✓ Associate's degree ⌄   Doctoral degree ⌄

Do you have a Doctoral degree?

| Yes | No | Skip |

Benefits
Pulled from the full job description

- 401(k)
- 403(b)
- Caregiver leave
- Dental insurance

Show more ⌄

Full Job Description

BEGIN YOUR REMARKABLE NURSING JOURNEY AT SENTARA

Welcome to Sentara Healthcare's New Graduate RN Fast-track application.

At Sentara, we strive to be the healthcare of choice for the communities we serve. To do that, we look for the best-of-the-best, patient-focused professionals that are dedicated to Sentara's mission to improve health every day! If that is a mission that is important to you, we would like to welcome you to consider joining our team.

Choose Sentara and find a supportive team dedicated to your success!

135

Join our award-winning team:

Sentara Healthcare is a Virginia and Northeast North Carolina-based not-for-profit integrated healthcare provider offering more than 500 sites of care including 12 hospitals, home health, hospice, medical groups, imaging services, therapy, outpatient surgery centers, and an 858,000-member health plan.

Diversity

Sentara Healthcare prides itself on the diversity and inclusiveness of its close to an almost 30,000-member workforce. Diversity, inclusion, and belonging are guiding principles of the organization to ensure its workforce reflects the communities it serves. Our success is supported by a family-friendly culture that encourages community involvement and creates unlimited opportunities for development and growth.

Enjoy benefits that support you and your family:

- Competitive starting salaries with an automatic increase at one year.
- A sign on bonus for all new-to-practice RNs joining our team.
- $500 one-time uniform allowance.
- A comprehensive, employee-focused benefits package that includes Medical, Dental, & Vision plans, Paid Time Off, Sick leave, and 4 weeks of paid family leave.
- 401k/403B savings plan.
- Tuition Assistance of $5,250 per year to help you further your education.
- Student Loan Paydown program of $400 per month up to a life-time max of $10,000.
- Enhanced Benefits to support you and your family include Paid Parental Leave, Adoption/Infertility/Surrogacy Reimbursement, Family Caregiver Leave, and Emergency Back-up Care, Emergency Savings Account and a Floating holiday.
- A dynamic health system that offers support and professional development opportunities.
- And so much more!

Sentara Nurse Residency Program:

Sentara supports our new-to-practice RNs with the *Vizient/ACCN Nurse Residency Program,* and we want you to have a strong foundation and a successful first year in your new profession. We know that your first year of nursing practice can be challenging and that is why Sentara provides every new grad the support of our Nursing Residency Program.

This 12-month, immersive program provides guidance from trained preceptors and offers nursing development support, practice-based learning, and networking with peers in a monthly, 4-hour cohort. Learn from our trained preceptors and experience a supportive, protected environment for questions and concerns.

All Sentara new grads are automatically enrolled into the program upon hire; no additional application or work commitment is required for this training; all Sentara hospitals participate.

Hear about our NRP program from our new grads that have been through the program: https://bit.ly/3deDUqu.

FAST-TRACK APPLICATION: Apply, just once, and we'll take it from here:

Applying for your first RN role is exciting but you may have a lot of questions. Sentara's RN Student Liaison is here to support you and can help you move smoothly through Sentara's fast-track application

process. With one application, we can connect you quickly to the Sentara locations and Sentara leaders that you want to talk with most.

Ready to take that first step toward your Sentara career? We can't wait to connect! If you have any questions, please reach out our RN Student Liaison at clberry@sentara.com.

Eligibility:

Sentara considers you a new graduate RN if you are about to graduate or have graduated and have less than one year of practice. Qualified students will be graduating or will have graduated from an accredited nursing program.

Connect with our team:

Be sure to take advantage of connecting in person. Make those all-important face-to-face contacts with our team. We welcome you to join us at these events: https://www.sentaracareers.com/events/.

#indeed

The Registered Nursing (RN) is responsible to perform a competent level of nursing care as demonstrated by the critical thinking model known as the nursing process. The standards of practice (assessment, diagnosis, outcomes identification, planning, implementation, coordination of care- teaching and health promotion and evaluation) along with the standards of professional performance (ethics, culturally congruent practice, communication, collaboration, leadership, education, evidence- based practice /nursing research, quality, evaluation, resource utilization, and environmental health) encompass the actions and foundation of professional nursing. The RN possesses clinical knowledge and skills to meet standards as required by specific clinical areas. BSN or MSN preferred. New Hire Education Requirement: All new RNs who do not have their BSN will be required to sign a BSN Agreement committing to enrollment in an accredited RN to BSN program within 24 months of hire and successfully obtaining their BSN within 5 years of hire. Meets and maintains any requirements defined by specific specialty; Critical Care/IMCU ACLS within 1 year of hire; Emergency Care - ACLS & PALS or ENPC within 1 year of hire; Oncology Care ONS/ONCC or Sentara approved course Chemotherapy & Biotherapy Provider Card within 6 months of hire. Women's Care - Perinatal departments; NRP within 6 months of hire. Inpatient Pediatrics. PALS within 6 months of hire. All Direct Care RN's required to have BLS within 90 days of hire.

- Basic Life Support (BLS) - Other/National
- Registered Nurse (RN) Single State - Nursing License - North Carolina
- Registered Nurse License (RN) - Compact/Multi-State License
- Registered Nurse (RN) Single State - Nursing License - Virginia
- Pediatric Advanced Life Support (PALS) - Other/National
- Advanced Cardiovascular Life Support (ACLS) - Other/National

- RN-Doctorate Level Degree
- RN-Associate's Degree
- RN-Bachelor's Level Degree
- RN-Diploma (Non-degree)
- RN-Master's Level Degree

Report job

Registered Nurse jobs in Norfolk, VA

Jobs at Sentara Healthcare in Norfolk, VA

Registered Nurse salaries in Norfolk, VA

New Graduate Nurse Residency Program (Fishersville,VA)

Augusta Health ⧉ ★★★★☆ 123 reviews

📍 78 Medical Center Drive, Fishersville, VA 22939

Full-time

Augusta Health ›
★★★★☆ 123 reviews
Read what people are saying about working here.

Apply on company site	🔖 Saved

Profile insights

Here's how your profile ⧉ aligns with the job description

▣ Licenses

RN License ⌄

Do you have this license: RN License?

Yes	No	**Skip**

💡 Skills

Nursing ⌄

Do you have this skill: Nursing?

Yes	No	**Skip**

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Job details

Here's how the job details align with your job preferences.
Manage job preferences anytime in your profile ⧉.

💼 **Job type**

　　Full-time ⌄

Benefits

Pulled from the full job description

- Childcare
- Dental insurance
- Employee discount
- Free parking

Show more ⌄

Full Job Description

Job Details

Description

The RN Residency is an evidence based transition to practice program designed for the recent graduate of an RN program or an RN with less than one year of experience. We know the transition from a nursing student to professional nurse is challenging and the Residency program is designed to facilitate the transition from the classroom to the clinical environment. Our program includes collaboration with a unit specific preceptor and clinical nurse educators, and provides support and resources to facilitate educational and professional growth.

Placement in each unit will be determined based upon the hospital's current needs and assessed monthly. Possible placement opportunities include: **Float Pool, Medical, Progressive Care Unit, Inpatient Surgical, Behavioral Health, Maternal/Child, Perioperative, Post-Anesthesia Care, Intensive Care Unit, Home Health, Hospice, Skilled Nursing/Rehab, Emergency Department, and Outpatient Clinics/Urgent Care.**

The staff Registered Nurse (RN) is a vital part of an interdisciplinary team assessing, planning, implementing, evaluating, and documenting in efforts to deliver the highest levels of care to the patient and family. This position requires a full understanding and active participation in fulfilling the Mission of Augusta Health, and demonstrating behavior consistent with the Core Values.

Winter 2024 cohort: December 2023 graduates

For an application to be considered complete applicants must provide their current resume, cover letter and unofficial transcripts. Please attach this information to your active application.

Interviews for the Winter 2024 Nurse Residency Program will begin following receipt of application and will continue until all positions are filled. If you are selected for an interview you will be contacted by a Human Resource representative.

Job Requirements:

- Must be a graduate of an accredited RN Program or an RN with less than one year of full time acute care experience.
- Must be licensed or eligible to be licensed as an RN in the Commonwealth of Virginia.

Premium Incentives:

- **$5,000.00 Sign-On Bonus (24-month commitment, Paid in 1st Check)**
- **Reimbursable Relocation Assistance up to $5,000.00**
- **Student Loan Repayment Assistance ($350.00/month, up to 5 years)**

Some benefits of working at Augusta Health include:
• Insurance package including health, dental, and vision • Retirement savings helping you to plan for your future • Generous paid time off to promote work life balance • Free onsite parking • 24/7 armed security to ensure your safety • Shift and weekend differentials • Flexible scheduling • Clinical ladder career path program • Shared governance • Tuition reimbursement • Onsite child care • Augusta Health Fitness Reimbursement Program • Individualized orientation with dedicated preceptor • Onsite credit union • Employee discounts including the cafeteria, gift shop, pharmacy, and movie tickets

Company Information
Augusta Health is a mission-driven, independent, nonprofit, community health system located in Fishersville Virginia in Virginia's scenic Shenandoah Valley. Augusta Health offers a full continuum of inpatient and outpatient which includes Augusta Medical Center a 255 bed inpatient facility and Augusta Medical Group which is comprised of 40 practice locations and four urgent care locations.

Equal Opportunity
Augusta Health recruits, hires and promotes qualified candidates for employment without regard to age, color, disability, gender identity or expression, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran or military discharge status, and family medical or genetic information.

Report job

Nurse Coordinator jobs in Fishersville, VA

Jobs at Augusta Health in Fishersville, VA

Nurse Coordinator salaries in Fishersville, VA

Hiring Lab   Career Advice   Browse Jobs   Browse Companies   Salaries   Find Certifications

Browse Schools   Indeed Events   Work at Indeed   Countries   About   Help Center

ESG at Indeed

PH Nurse Supervisor

Virginia Department of Health ☑ ★★★★☆ 242 reviews

Newport News, VA

$75,079 - $83,464 a year - Full-time

Virginia Department of Health ＞
★★★☆☆ 242 reviews
Read what people are saying about working here.

Apply on company site   🔖 Saved

Profile insights

Your profile ☑ might be **missing** qualifications mentioned in the job description

🗂 **Licenses**

RN License ˅   Compact State Nurse License ˅

Do you have this license: RN License?

Yes   No   **Skip**

🎖 **Certifications**

BLS Certification ˅

Do you have this certification: BLS Certification?

Yes   No   **Skip**

Skills

Public health ∨   Care plans ∨   Driving ∨

Do you have this skill: Public health?

[Yes] [No] Skip

Languages

Bilingual ∨

Do you know Bilingual?

[Yes] [No] Skip

Job details

Here's how the job details align with your job preferences. Manage job preferences anytime in your profile ↗.

Pay

$75,079 – $83,464 a year ∨

Job type

Full-time ∨

Benefits

Pulled from the full job description

- 401(k)
- 401(k) matching
- Dental insurance
- Health insurance
- Life insurance
- Retirement plan
- Vision insurance

Full Job Description

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Title: PH Nurse Supervisor

State Role Title: RN II/Nurse Prct I/Phy Asst

Hiring Range: $75,079 - $83,464

Pay Band: 5

Agency: Virginia Department of Health

Location: PENINSULA HQ

Agency Website: www.vdh.virginia.gov

Recruitment Type: General Public - G

Job Duties

The Virginia Department of Health (VDH) is dedicated to protecting and promoting the health of Virginia. The VDH is made up a statewide Central Office in Richmond and 35 local health districts.

Are you are interested in helping us become the healthiest cities and counties in the state? If so, the Peninsula Health District is seeking someone who is dedicated, experienced and has the expertise of a Registered Nurse (RN) to be our next Public Health Nurse Supervisor and provide leadership and direct line supervision over our Clinic Nursing Team. The Peninsula Health District includes the localities of Newport News, Poquoson, Williamsburg, James City County, and York County.

The Public Health Nurse Supervisor exercises line supervision over multiple registered nurses by training, scheduling, formally evaluating performance and issuing discipline. Also performs direct nursing service by independently providing professional nursing care to patients in clinics, homes and schools. Performs nursing assessments, may perform lab tests, take measurements, develop and implement care plans, including the administration of medication and case management. Actions performed at this level require licensure as a RN by state code.

Provides leadership, clinical operations management, and supervision of clinical team members. Work is performed with minimal supervision and decisions are made independently. Consults with supervisor for complex or non-routine matters.

Program responsibility consists of Family Planning, Immunizations (infant, child, & adult), Adult Services (Sexually Transmitted Infections, PrEP and the Virginia Medication Assistance Program), Laboratory, and Medication Services.

THE SELECTED CANDIDATE MAY BE ELIGIBLE FOR RECRUITMENT INCENTIVES INCLUDING A SIGN-ON BONUS OR A ONE-TIME LUMP SUM OF ANNUAL LEAVE.

The Virginia Department of Health offers 12 paid holidays, medical, dental, vision and life insurance, retirement plans (including 401(a) Cash Match and 457 Deferred Compensation Plan) as well as sick, family/personal, and annual leave!

APPLICATIONS WILL BE REVIEWED AFTER 5 BUSINESS DAYS OF THE POSTING OPEN DATE

Minimum Qualifications

Requires licensure as an RN in Virginia or compact state. If a new graduate, must obtain RN license within 90 days of the date of hire or subject to termination per the regulations governing the practice of nursing. Requires BLS certification. Requires adherence to all safety policies including a review of immunizations, driver safety policies, and all other state policies.

- Knowledge and demonstrated ability to effectively supervise staff in the areas of public health nursing and population health.
- Knowledge of grants, case management, ambulatory clinic services, and agencies/programs that support the underserved and underinsured populations.
- Knowledge of public and community health principles, and of nursing and health care programs.
- Knowledge of nursing theories related to improving the health of the community.
- Working knowledge of computer programs such as Microsoft Office Suite.

Additional Considerations

- BSN and Masters in Public Health or related field.
- Bi-lingual and experience with diverse cultures.

Special Instructions

You will be provided a confirmation of receipt when your application and/or résumé is submitted successfully. Please refer to "Your Application" in your account to check the status of your application for this position.

VDH accepts only on-line applications. Faxed, mailed, or e-mailed applications will not be considered. Applications are accepted until 11:55 p.m. on the job closing date. Applications and/or resumes should include relevant work history which indicates your qualifications for this position.

Employment is contingent upon satisfactory results of a state and federal criminal history background check and the Department of Social Service's Child Abuse and Neglect Central Registry check, U.S. HHSIG Exclusion List check, employment reference check and E-Verify. Other financial, credit, driving, background checks or completion of Statement of Economic Interests may be required for certain positions.

It is the policy of the Commonwealth and VDH that all aspects of human resource management be conducted without regard to race (or traits historically associated with race including hair texture, hair type, and protective hairstyles such as braids, locks, and twists); sex; color; national origin; religion; sexual orientation; gender identity or expression; age; veteran status; political affiliation; disability; genetic information; and pregnancy, childbirth, or related medical conditions. VDH employees have a shared Code of Ethics, which can be found in the bottom banner of our website: www.vdh.virginia.gov.

If you have been affected by DHRM Policy 1.30 layoff and possess a valid Interagency Placement Screening Form (Yellow Card) or a Preferential Hiring Form (Blue Card), you must submit the card before the closing date for this position. The Card may be submitted with the state application as an attachment.

As a V3 (Virginia Values Veterans) employer VDH Welcomes Veterans to apply!

Supplemental Questions: You may be required to respond to position-specific questions at the end of this

application. This information will help us evaluate your credentials and qualifications for the job. Failure to respond to any questions may disqualify you from further consideration.

VDH requires all Health-Care Personnel (HCP) to provide documentation of immunization or evidence of immunity to the following: hepatitis B, measles, mumps, rubella, and varicella; a one-time dose of tetanus, diphtheria, and pertussis (Tdap)vaccine regardless of the interval since the last dose of tetanus-diphtheria (Td) vaccine was administered (Td or Tdap boosters shall be received every 10 years); and the current year's seasonal influenza vaccination.

A valid State Driver's License is required to operate a state vehicle or if operating a personal vehicle while conducting business on behalf of the agency.

Contact Information

Name: HPHD Human Resources

Phone: 757-594-7906

Email: HPHD.HR@vdh.virginia.gov

In support of the Commonwealth's commitment to inclusion, we are encouraging individuals with disabilities to apply through the Commonwealth Alternative Hiring Process. To be considered for this opportunity, applicants will need to provide their Certificate of Disability (COD) provided by a Vocational Rehabilitation Counselor within the Department for Aging & Rehabilitative Services (DARS), or the Department for the Blind & Vision Impaired (DBVI). Veterans are encouraged to answer Veteran status questions and submit their disability documentation, if applicable, to DARS/DBVI to get their Certificate of Disability. If you need to get a Certificate of Disability, use this link: Career Pathways for Individuals with Disabilities, or call DARS at 800-552-5019, or DBVI at 800-622-2155.

Each agency within the Commonwealth of Virginia is dedicated to recruiting, supporting, and maintaining a competent and diverse work force. **Equal Opportunity Employer**

Report job

Nursing Supervisor jobs in Newport News, VA

Jobs at Virginia Department of Health in Newport News, VA

Nursing Supervisor salaries in Newport News, VA

Hiring Lab   Career Advice   Browse Jobs   Browse Companies   Salaries   Find Certifications
Browse Schools   Indeed Events   Work at Indeed   Countries   About   Help Center
ESG at Indeed

What   Job title, keywords, or co

Where   Charlottesville, VA

Find Jo

RN Unit Director - Progressive Care

Carilion Clinic ⬚ ★★★★☆ 1,143 reviews

📍 1906 Belleview Ave SE, Roanoke, VA 24014

Full-time

Carilion Clinic   >
★★★☆☆ 1,143 reviews
Read what people are saying about working here.

[Apply on company site]   [🔖 Saved]

Profile insights

Here's how your profile ⬚ aligns with the job description

📋 **Licenses**

RN License ⌄

Do you have this license: RN License?

[Yes]   [No]   Skip

🎖 **Certifications**

PALS Certification ⌄   NRP Certification ⌄

Do you have this certification: PALS Certification?

[Yes]   [No]   Skip

Skills

Supervising experience ∨   Leadership ∨   EMR systems ∨

Do you have this skill: Supervising experience?

Yes   No   **Skip**

Education

✓ **Master's degree** ∨

Job details

Here's how the job details align with your job preferences.
Manage job preferences anytime in your profile ⬈.

Job type

Full-time ∨

Shift and schedule

Night shift ∨   Evening shift ∨   Day shift ∨   Monday to Friday ∨

Full Job Description

Here's your opportunity to work in a challenging and impactful environment defined by compassion, innovation, and a deep commitment to your personal well-being and professional development. As a vital member of our team, you'll enjoy working where creating a safe and healthy environment is a top priority. Within a setting renowned for clinical excellence, you will be responsible for the direct nursing unit, providing day-to-day leadership that results in the overall success of your team and department.

- Organize, manage, and control departmental functions and resources in a collaborative and participative manner for optimal performance of service.
- Demonstrate effective team-building and leadership skills. Establish day-to-day priorities and direct staff task assignments. Facilitate teams in problem-solving processes.
- Accurately administer and document treatments and medications for patients of all ages using automated computer systems, including electronic medical records.
- Monitor and evaluate patient experience with services.
- Implement programs to enhance the patient experience.
- Create a safe, comfortable and therapeutic environment for patients and families.

What We Require:

Education: Graduate of school of professional nursing. BSN Required at CMC due to Magnet designation. For outlying community hospitals, BSN is preferred or an ADN in conjunction with a related Masters degree.

Experience: 3-5 years supervisory experience in a healthcare setting preferred.

Licensure/Certifications/Registration: Currently licensed as Registered Nurse in the Commonwealth of Virginia. AHA BLS-HCP required. May be required to obtain/maintain BLS, ACLS, PALS, NRP based on specific work unit. In Psychiatry and Behavioral Health, de-escalation training must be successfully completed within four months of hire and then maintained going forward.

Licensure and/or certification in medical or management related discipline preferred.

Other Minimum Qualifications: Demonstrates excellent problem-solving, interpersonal, communication, team leadership, priority setting and work competency skills. Promotes a respectful, inclusive culture of service excellence. In Psychiatry and Behavioral Health must possess ability to appropriately handle/restrain patients who may be disruptive and/or physically violent.

About Carilion

This is Carilion Clinic ...

An organization where innovation happens, collaboration is expected and ideas are valued. A not-for-profit, mission-driven health system built on progress and partnerships. A courageous team that is always learning, never discouraged and forever curious.

Headquartered in Roanoke, Va., you will find a robust system of award winning hospitals, Level 1 and 3 trauma centers, Level 3 NICU, Institute of Orthopedics and Neurosciences, multi-specialty physician practices, and The Virginia Tech Carilion School of Medicine and Research Institute.

Carilion is where you can make your own path, make new discoveries and, most importantly, make a difference. Here, in a place where the air is clean, people are kind and life is good. Make your tomorrow with us.

Requisition Number: 141359
Employment Status: Full time
Location: CRMH - Carilion Roanoke Memorial Hospital
Shift: Day/Evening/Night
Shift Details: Mainly Monday through Friday with rotating leadership call
Recruiter: EMILY F ALLEN
Recruiter Phone:
Recruiter Email: efallen@carilionclinic.org
For more information, contact the HR Service Center at 1-800-599-2537.

Equal Opportunity Employer

Minorities/Females/Protected Veterans/Individuals with Disabilities/Sexual Orientation/Gender Identity

Carilion Clinic is a drug-free workplace.

Report job

Unit Director jobs in Roanoke, VA

Jobs at Carilion Clinic in Roanoke, VA

Unit Director salaries in Roanoke, VA

Appendix J - Letters of Support (Employment Demand)

Appendix K - Student Demand Survey

Virginia Commonwealth University's School of Nursing is proposing a pre-licensure program that would award a Master of Science in Nursing (MSN). Graduates would be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to become a registered nurse. This program (also known as a Master's Direct Entry program) is designed for students who already have a bachelor's degree awarded by an accredited college or university in another field. The program can be completed in five semesters and provides a pathway for further graduate education in many different areas, including nurse practitioner, safety and quality, healthcare innovation, and/or doctorate of nursing practice.

We have prepared an electronic survey to gauge student interest in the program. Your answers to the survey questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact Alex Fisher at fisheram4@vcu.edu if you would like more information about the proposed program.

1. Many nursing schools in the United States (including in Virginia) offer a pre-licensure master's program. How familiar are you with a nursing program like this?
    1. Very familiar
    2. Somewhat familiar
    3. Not familiar

2. If VCU offered a master's degree in nursing with a pre-licensure focus, I would consider enrolling.
    1. Strongly Agree
    2. Agree
    3. Neutral
    4. Disagree
    5. Strongly Disagree

3. If I was to consider enrolling in this program, which academic year would align with my planning?
    1. 2024-2025
    2. 2025-2026
    3. 2026-2027
    4. 2027-2028
    5. 2028-2029

4. I am currently
    1. A high school student
    2. A college student
    3. A college graduate

5. The highest degree I have earned is
    1. Bachelor's Degree
    2. Master's Degree
    3. Professional Doctorate Degree (DDS, MD, DC, DO, etc.)

        4.   Doctorate Degree (PhD, DSci, EdD, etc.)

6. I am (choose one)
        1.   Female
        2.   Male
        3.   Transgender
        4.   Other

7. My U.S. citizen status is
        1.   U.S. Citizen
        2.   Naturalized U.S. Citizen
        3.   Citizen of another Nation
        4.   Dual Citizenship
        5.   I would rather not say