



EDUCATION/LICENSING COMMITTEE MEETING

AGENDA

Four Points by Sheraton, Los Angeles International Airport
9750 Airport Blvd.
Los Angeles, CA 90045

August 11, 2016

Thursday, August 11, 2016 09:00 am

7.0 Call To Order/Roll Call/Establishment of a Quorum

7.1 Vote on Whether to Approve Previous Meeting Minutes

7.1.1 May 12, 2016

7.2 Vote on Whether to Recommend Ratification of Minor Curriculum Revision

7.2.1 California State University, San Bernardino Baccalaureate Degree Nursing Program

7.2.2 Chamberlain College of Nursing Baccalaureate Degree Nursing Program

7.2.3 Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program

7.2.4 National University Baccalaureate Degree Nursing Program

7.2.5 San Diego State University Baccalaureate Degree Nursing Program

7.2.6 Western University of Health Sciences Entry Level Master's Degree Nursing Program

7.2.7 Carrington College LVN to RN Associate Degree Nursing Program

7.2.8 College of the Sequoias Associate Degree Nursing Program

7.2.9 Copper Mountain College Associate Degree Nursing Program

7.2.10 Modesto Junior College Associate Degree Nursing Program

7.2.11 Ohlone College Associate Degree Nursing Program

7.2.12 Santa Barbara City College Associate Degree Nursing Program

7.2.13 Weimar Institute Associate Degree Nursing Program

7.2.14 West Hills College Lemoore Associate Degree Nursing Program

7.2.15 California State University, Los Angeles Nurse Practitioner Program

7.2.16 University of California, Los Angeles Nurse Practitioner Program

Acknowledge Receipt of Program Progress Report

7.2.17 Holy Names University LVN to BSN Baccalaureate Degree Nursing Program

7.2.18 California State University, Dominguez Hills Entry Level Master's Degree Nursing Program

7.2.19 Charles R. Drew University of Medicine and Science, Mervyn M. Dymally School of Nursing
Entry Level Master's Degree Nursing Program

7.2.20 American Career College Associate Degree Nursing Program

7.2.21 East Los Angeles College Associate Degree Nursing Program

7.2.22 Napa Valley College Associate Degree Nursing Program

7.2.23 San Joaquin Valley College Associate Degree Nursing Program

7.3 Vote on Whether to Recommend Continuation of Approval of Prelicensure Nursing Program

- 7.3.1 National University Baccalaureate Degree Nursing Program
- 7.3.2 Sonoma State University Baccalaureate Degree Nursing Program
- 7.3.3 Cerritos College Associate Degree Nursing Program
- 7.3.4 College of Marin Associate Degree Nursing Program
- 7.3.5 Long Beach City College Associate Degree Nursing Program
- 7.3.6 Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program
- 7.3.7 Palomar College Associate Degree Nursing Program
- 7.3.8 Pasadena City College Associate Degree Nursing Program
- 7.3.9 Santa Rosa Junior College Associate Degree Nursing Program

7.4 Vote on Whether to Recommend Continuation of Approval of Advanced Practice Nursing Program

- 7.4.1 Sonoma State University Nurse Practitioner Program

7.5 Vote on Whether to Recommend Approval of Major Curriculum Revision

- 7.5.1 American University of Health Sciences Baccalaureate Degree Nursing Program (increase enrollment)
- 7.5.2 California State University, Bakersfield Baccalaureate Degree Nursing Program (curriculum revision)
- 7.5.3 California State University, Los Angeles Baccalaureate Degree Nursing Program (curriculum revision)
- 7.5.4 University of California, Irvine Baccalaureate Degree Nursing Program (curriculum revision, add ELM program)
- 7.5.5 California State University, Bakersfield Nurse Practitioner Program (curriculum revision)
- 7.5.6 California State University, Los Angeles Nurse Practitioner Program (curriculum revision)

7.6 Vote on Whether to Recommend Granting Initial Approval of Prelicensure Nursing Program for California Career College Associate Degree Nursing Program

7.7 Vote on Whether to Recommend Changing Warning Status for East Los Angeles College Associate Degree Nursing Program

7.8 2015-16 ELC Goals and Objectives Achievement Report

7.9 SB466 Education Regulations Rulemaking Process Update With Vote on Whether to Recommend Continuing Rulemaking Process and Adopt Related Guideline

7.10 DCA Office of Information Services Presentation and Discussion – Licensing Process Improvement

7.11 Public Comment For Items Not On The Agenda

7.12 Adjournment

NOTICE:

All times are approximate and subject to change. Items may be taken out of order to maintain a quorum, accommodate a speaker, or for convenience. The meeting may be canceled without notice. For verification of the meeting, call (916) 574-7600 or access the Board's Web Site at <http://www.rn.ca.gov>. Action may be taken on any item listed on this agenda, including information only items. Public comments will be taken on agenda items at the time the item is heard. Total time allocated for public comment may be limited.

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting the Administration Unit at (916) 574-7600 or email webmasterbrn@dca.ca.gov or send a written request to the Board of Registered Nursing Office at 1747 North Market Blvd., Suite 150, Sacramento, CA 95834. (Hearing impaired: California Relay Service: TDD phone # (800) 326-2297). Providing your request at least five (5) business days before the meeting will help to ensure the availability of the requested accommodation.

Board members who are not members of this committee may attend meetings as observers only, and may not participate or vote. Action may be taken on any item listed on this agenda, including information only items. Items may be taken out of order for convenience, to accommodate speakers, or maintain a quorum. The public will be provided an opportunity to comment on each agenda item at the time it is discussed; however, the committee may limit the time allowed to each speaker.

**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE MINUTES**

DRAFT

DATE: May 12, 2016

TIME: 0900

LOCATION: Embassy Suites San Francisco Airport – South San Francisco
250 Gateway Blvd.
South San Francisco, CA 94080

PRESENT: Michael Jackson, MSN, RN, Chairperson
Raymond Mallel
Pilar De La Cruz-Reyes, MSN, RN
Donna Gerber

STAFF PRESENT: Stacy Berumen, AEO; Miyo Minato, SNEC; Janette Wackerly, SNEC; Carol Velas, NEC; Linda Sperling, NEC; Laura Shainian, NEC; Badrieh Caraway, NEC; Katie Daugherty, NEC; Susan Engle, NEC; Lori Chouinard, NEC; Leslie A. Moody, NEC.

7.0 CALL TO ORDER/ROLL CALL/ESTABLISHMENT OF A QUORUM

Michael Jackson called the meeting to order at 0905 am and a quorum was established with all Committee members present.

7.0.1 VOTE ON WHETHER TO APPROVE MINUTES

- **January 14, 2016**
- **March 10, 2016**

ACTION: The minutes of the January 14, 2016 and March 10, 2016 meetings were approved as presented.

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|-------------------------------|----------------|---------------------------------------|--------------------|
| Motion: Raymond Mallel | | Second: Pilar De La Cruz-Reyes | |
| MJ: Aye | RM: Aye | PDLCR: Aye | DG: Recused |

Public Input: None.

7.1 VOTE ON WHETHER TO RECOMMEND RATIFICATION OF MINOR CURRICULUM REVISION

- 7.1.1 California State University, Fresno Entry Level Master’s Degree Nursing Program
- 7.1.2 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- 7.1.3 American Career College Associate Degree Nursing Program
- 7.1.4 Antelope Valley College Associate Degree Nursing Program
- 7.1.5 Merced College Associate Degree Nursing Program
- 7.1.6 MiraCosta College Associate Degree Nursing Program
- 7.1.7 Monterey Peninsula College Associate Degree Nursing Program
- 7.1.8 Mt. San Jacinto College, MVC Associate Degree Nursing Program
- 7.1.9 San Joaquin Delta College Associate Degree Nursing Program
- 7.1.10 Solano Community College Associate Degree Nursing Program
- 7.1.11 California State University, Fresno Nurse Practitioner Program

Acknowledge Receipt of Program Progress Report:

7.1.12 Stanbridge College Associate Degree Nursing Program

ACTION: Ratify Minor Curriculum Revision and Acknowledge Receipt of Program Progress Report as presented. Michael Jackson and Pilar De La Cruz-Reyes recused themselves in regards to one program each due to their relationships with those programs.

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|---|----------------|--|----------------|
| Motion: Michael Jackson | | Second: Raymond Mallel | |
| MJ: Aye with recusal regarding MiraCosta College | RM: Aye | PDLCR: Aye with recusal regarding California State University, Fresno | DG: Aye |

Public Input: None.

7.2 VOTE ON WHETHER TO RECOMMEND CONTINUATION OF APPROVAL OF PRELICENSURE NURSING PROGRAM

7.2.1 Charles Drew University School of Medicine and Science (CDU) Entry Level Master’s Degree (ELM) Nursing Program

Dr. Margaret Avila, Program Director, Dr. Rebecca Harris-Smith, Assistant Director, and Dr. Steve O. Michael, Executive Vice President of Academic Affairs and Provost represented the program.

Laura Shainian, NEC presented this report. Dr. Sheldon D. Fields was the previous Program Director and Dean. In May 2016 Dr. Margaret Avila became the program director. A progress report was provided for review of deferred action taken at the October 2015 ELC meeting subsequent to findings of the June 2015 continuing approval visit which were: non-compliance in two areas CCR 1426.1 Preceptorship, and CCR 1431 NCLEX Pass Rate; and six recommendations involving eight sections: Curriculum: CCR 1424(a) Philosophy, and related section CCR 1426(b) Unifying theme; CCR 1424(b)(1) Total Program Evaluation; CCR 1424(c) Organizational Chart, and related section CCR 1424(f) Assistant Director duties; CCR 1425(f) Content Expert; CCR 1425.1(b) Faculty Orientation; and CCR 1426(f) Clinical Evaluation Tool. The program submitted a progress report at that time addressing the areas of non-compliance (Preceptorship & NCLEX), and faculty and curricular issues (six recommendations). The non-compliance for Preceptorship was corrected. However, the non-compliance for the substandard NCLEX Pass Rate remains, as depicted in the table below.

| Year | Taken | Passed | Annual Percent |
|-----------------------|-------|--------|----------------|
| 2011-2012 | 1 | 1 | 100% |
| 2012-2013 | 20 | 19 | 95.0% |
| 2013-14 | 63 | 30 | 47.62% |
| 2014-15 | 87 | 48 | 55.17% |
| 2015-16(Two quarters) | 30 | 16 | 53.33% |

Initial NCLEX outcomes for the program’s first two cohorts were successful (2011-12, 2012-13). Enrollment in the program increased. NCLEX pass rates with subsequent cohorts fell below 75%. During this time a minor curriculum revision was implemented to provide students more bedside nursing practice before progressing to the final semester (Clinical Nurse Leader curriculum). Continued low NCLEX pass rates prompted a minor curriculum revision to allow students to take the NCLEX upon completion of the prelicensure curriculum instead of waiting until graduation from the CNL. The program also instituted a 1 unit mandatory NCLEX Review course in the curriculum.

The program’s second progress report provided data showing an upward trend in pass rates for the three most recent cohorts. This upward trend indicates an improvement in student performance as success strategies are implemented by in the program, and that more time is needed for full implementation of the

strategies to impact NCLEX pass rates. Program analysis reveals that although students are eligible to take the NCLEX exam one semester before graduation, they continue to delay on average 8 months following their eligibility date. The program currently has 136 students enrolled in the program (cohorts 9-12). Cohort 9 was the last cohort to admit 40 students – 28 remain. Subsequent cohort enrollment was reduced by the program in an effort to concentrate on improving student performance. In addition to NCLEX non-compliance, the program continues to experience leadership changes and faculty turnover. At the June 2015 continuing approval visit, the program had a total of 18 faculty members: 15 full-time and 3 part-time. Of the 18 faculty members, only one had been at the SON since the start of the program (2010), and 10 of the faculty members started in 2014 or later. Concerns regarding leadership changes, program stabilization, and faculty development were discussed at the time of the visit and that the program would address the issues. Since the visit, the program has experienced the loss and addition of faculty, and the program's organizational structure shows changes in personnel.

Continued leadership changes and faculty turnover were also evident at an NEC visit to the program on April 13, 2016, in response to a student complaint regarding the NUR 619 Residency I preceptorship course. The visit revealed: insufficient clinical faculty to begin the course – only 1 clinical group started on time; 2 groups without clinical faculty were directed to the Skills Lab for 57 hours; as faculty were hired, Group 2 started at week 6, and Group 3 started at week 12; the later clinical start for Group 3 resulted in students being scheduled to complete 225 clinical hours between 3/25 to 5/3; Group 2 clinical schedule showed 201 of 225 total clinical hours; clinical evaluations and clinical paperwork inconsistent among clinical groups; course syllabus not updated and did not reflect preceptorship revision changes; didactic schedule showed 45 total hours instead of the 15 approved hours; two student complaints – one in December 2015 and another in January 2016 – identified faculty and course issues.

In conclusion, the findings and program progress report indicate that although NCLEX performance shows some improvement by cohort, the overall pass rate continues below 75%, and faculty turnover and curriculum issues continue to impact the program and student learning.

Ms. Shainian updated that with three quarters of NCLEX outcome data at this time the program has 47% pass rate for the 2015-16 measurement year. Program representatives informed that a new Dean has been hired, solutions are being implemented and university leadership are committed to SON success with Dr. Michael having authority to make financial commitment for providing necessary resources. The Committee was informed by program representatives that tuition charged is \$850/credit hour with 81 credits required which totals approximately \$68,000, and it is estimated that 80% or more of students are financing with student loans. Ms. Gerber noted that the program NCLEX failure increased when enrollment was increased, which the program acknowledged advising that was the reason for the recent decrease of enrollment numbers. Ms. Gerber advised that there is a responsibility of ELM programs to produce qualified nurses and also nursing faculty, and it appears that the program was aware of what was needed but did not follow through resulting in failure to meet student needs. Ms. De La Cruz-Reyes asked about faculty involvement in curriculum to which Dr. Harris-Smith responded that following hire last year she has been working to develop the faculty. Dr. Michael informed that the program has a partnership with UCLA for “Bridge to PhD” and the university is committed to improving the ELM program. Mr. Mallel advised that the ELC has responsibility to conduct a thorough evaluation, and consider that continued admissions into a troubled program combined with graduate's delays in taking NCLEX may indicate a need to slow enrollments of students into the program so the program can concentrate on producing well-prepared graduates. Mr. Jackson asked about the university president's commitment to the SON to which Dr. Michael assured that all of the SON needs will be

met in order to improve performance. It was clarified that the school is private non-profit. Mr. Mallel asked whether the school was able to finance needed improvements without further admissions to which Dr. Michael responded that the preference would be to reduce but not suspend enrollments, and assured the school would finance needed improvements for the program. The Committee further discussed possible actions.

ACTION: Place Charles Drew University School of Medicine and Science (CDU) Entry Level Master’s Degree Nursing Program on Warning Status With Intent to Close the Nursing Program. Allow one-time enrollment of 20 students for Fall 2016 admission, with Board approval required for additional future enrollment. Program to provide monthly progress reports to NEC with program progress to be presented at October 2016 meeting of Education/Licensing Committee for further consideration. NEC may require program to be presented at ELC sooner if the program does not demonstrate acceptable progress for improvement. University president to provide letter indicating commitment to implementation of measures that will ensure school of nursing success.

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| Motion: Michael Jackson | | Second: Donna Gerber | |
| MJ: Aye | RM: Aye | PDLCR: Aye | DG: Aye |

Public Input: Dr. Liz Dietz suggested some resources that could be helpful to the program.

7.2.2 Mount Saint Mary’s University (MSMU), Los Angeles Baccalaureate Degree Nursing Program.

Dr. Mary Ann McCarthy, Director, Nursing-TBSN. Ms. Mary Sloper, Assistant Director, and Dr. Diane Vines, Dean represented the program.

Loretta Chouinard, NEC presented this report. On February 22, 2016 a board approval visit was conducted at MSMU, Los Angeles Chalon and Doheny campuses for their Baccalaureate Degree in Nursing Program by Loretta Chouinard, NEC and Miyoo Minato, SNEC. The visit was conducted because this program has exhibited a pass rate below seventy five percent for first time candidates for two consecutive academic years. There were two findings of non-compliance: 1431 Licensing Examination Pass Rate Standard and 1424 (h) Program Administration and Faculty Qualifications with a related section 1424(d) Sufficiency of Resources, and one recommendation was made for 1424(b)(1) Total Program Evaluation. MSMU’s Baccalaureate Degree Nursing Program was the first BSN program in the state of California (1952), is located in Los Angeles, and is CCNE accredited. The program has 2 tracks, the Traditional (TBSN) and the Accelerated (ABSN). The TBSN enrolls 100 students each fall and the ABSN enrolls 40 students twice a year. Together they have 20 FT faculty and 80 PT faculty. Although faculty are providing instruction, they do not have the availability to actively participate in the total program evaluation plan analysis and implementation for program improvement, are having difficulty fulfilling other faculty responsibilities such as clinical preparedness and faculty mentoring, and do not have resources to assist with student success initiatives. NCLEX scores are : 2011 – 2012 86.21%; 2012 – 2013 85.94%; 2013 – 2014 65.33%; 2014 – 2015 60.56%; with improvement demonstrated in 2015-16 1st qtr = 77.03% and 2nd qtr = 77.78%.

Program director informed that the university administration is demonstrating substantial commitment to program improvement with filling faculty vacancies, increasing nursing faculty salaries and other measures. Program tuition for the traditional option is \$13,000/year and \$55,000 for the 3-year accelerated BSN option.

ACTION: Defer approval of Mount Saint Mary’s University, Los Angeles Baccalaureate Degree Nursing Program. Program to return to ELC in October 2016.

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| Motion: Michael Jackson | | Second: Pilar De La Cruz-Reyes | |
| MJ: Aye | RM: Aye | PDLCR: Aye | DG: Aye |

Public Input: None.

7.2.3 MiraCosta College Associate Degree Nursing Program.

Mrs. Sandy Comstock, Associate Dean of Nursing and Allied Health represented the program.

Carol Velas, NEC presented this report. A regularly scheduled continuing approval visit was conducted on March 15-16, 2016 by Carol A. Velas, Nursing Education Consultant. The program was found to be in full compliance with all BRN rules and regulations. Ms. Comstock has been the Associate Dean of Nursing and Allied Health and the ADN Program Director since January 2007, and is assisted by Assistant Director, Sue Simpson and Department Chair, Rita Barden. Mrs. Comstock has oversight of three other allied health programs, each with their own Program Directors, and spends approximately 85% of her 100% administrative release time on the ADN Program. The ADN Program was approved in 2006, initially as a LVN-RN Step-Up program and then began admitting generic students in 2010. Currently, 40 generic students are admitted annually (Fall and Spring semesters) with 20 LVN students admitted into a summer Role Transition course and then integrated into the third semester in the Fall. Total enrollment for this program is 100 students. Employment of new graduates has followed the same pattern as other schools across the state during the recession; however, MiraCosta students engage in externships and are employed by local hospitals regularly. Program resources are adequate and funded, in a large part, by grants. Dr. Sunny Cooke, College President, has committed to sustaining all current resources with a vision of expanding the enrollment and providing a new building for the Nursing Department in the near future. A \$3,000,000 endowment was recently accepted and bond funding is expected to aid in the building expense. The program has been working on a major curriculum revision for the past year, recognizing that the current curriculum has not been updated since the initial program approval in 2006, except for a few minor changes. The program plans to submit the proposal in the near future. NCLEX 5-year pass rate average is 97.2%, well above the regulatory requirement of 75%.

Mrs. Comstock assured that outpatient clinical experiences are part of the student’s learning plan and tuition for this community college nursing program is approximately \$3,400 total with opportunity for graduates to complete RN-BSN through partnership with Point Loma Nazarene University for approximately \$16,000 (15 month program).

ACTION: Continue approval of MiraCosta College Associate Degree Nursing Program.

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| Motion: Raymond Mallel | | Second: Pilar De La Cruz-Reyes | |
| MJ: Recused | RM: Aye | PDLCR: Aye | DG: Aye |

Public Input: None.

7.2.4 Rio Hondo College Associate Degree Nursing Program.

Ms. Deborah Chow, Dean Health Science and Nursing represented the program.

Badrieh Caraway, NEC presented this report. Ms. Chow was appointed as the Nursing Program Director on 7/06/2015. Gail Biesemeyer, Professor/Assistant Director on 8/19/2002. A regularly scheduled continuing approval visit was conducted on March 15 & 16, 2016 by Nursing Education Consultants Laura Shainian and Badrieh Caraway. The program was found to be in non-compliance in two areas, CCR Section 1424 (b) (1) Total Program Evaluation Plan, and CCR Section 1426.1(b) (6) Preceptorship, and four recommendations were given in CCR SECTION 1426(b) - Curriculum, CCR Section 1424 (d) Sufficiency of Resources, CCR Section 1424(e) Program Director /Assistant Director release time, and CCR Section 1424(g) Faculty responsibility. The program director responded to the areas of non-compliance and recommendations with a progress report on April 11, 2016. The total evaluation plan was reviewed and revised and plan is in place for full implementation; preceptorship records are tabulated and the preceptor training guide was revised and is currently being utilized; assistant director release time was increased from 10% to 30% (to take effect in July 2016) and is paid for with district funds. The college wide planning process is in progress to insure that grant funded resources will be supported by district funding if the grant funds are no longer available. Faculty are currently working on revising the

curriculum to integrate QSEN competencies throughout the curriculum. The program is now in compliance for all areas.

At the time of the visit, a total of 185 students were enrolled in the Rio Hondo college nursing program. Currently, students are admitted twice a year (40 in spring and 40 in the summer). These 80 students will join together in the fall which creates a large cohort. The majority of nursing classes are offered once a year. Limiting course offering creates an issue when students have to drop and repeat the course. Student must wait one year, provided space availability. Faculty recognize that offering all courses once a semester will benefit the returning students and plan is in progress to address this issue. Simulation was increasingly integrated in all courses since 2010, without any additional resources. In fall 2015, the college approved one new full-time faculty who will have 100% release time to be the Simulation Coordinator and assist with student remediation. Faculty raised concerns with lack of sufficient administrative support staff. The college administration is aware of the department's need for additional support staff to assist with the day-to-day operation of the nursing program. Students of all levels conveyed a high level of satisfaction with the program, program director and the faculty. NCLEX pass rate has ranged from 89.90 % (2011-2012) to 92.11% (2015-2016).

The Committee asked about student outpatient clinical experiences, and the amount of clinical time spent in simulation and whether it was adequate. Ms. Chow described student experiences in outpatient clinics, and reported that simulation was utilized for approximately 18% of clinical hours which was felt to be adequate. Tuition reported for this public community college program is \$46.00/unit with 84 program units for a total cost of approximately \$3,800.

ACTION: Continue approval of Rio Hondo College Associate Degree Nursing Program.

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| Motion: Raymond Malle | | Second: Michael Jackson | |
| MJ: Aye | RM: Aye | PDLCR: Aye | DG: Aye |

Public Input: None.

7.3 VOTE ON WHETHER TO APPROVE MAJOR CURRICULUM REVISION

7.3.1 Simpson University (SU) Baccalaureate Degree Nursing Program (increase enrollment)

Ms. Kristie Stephens, Program Director/Dean, Dr. Robin Dummer, President, and Dr. Gayle Copeland, Provost represented the program.

Katie Daugherty, NEC presented this report. Ms. Stephens has been the program director since 2014. SU is WASC and CCNE accredited. Annual program attrition rates remain in the range of 3-10%. NCLEX pass rates: 2013-14 95.45%, 2014-15 100%; first two quarters of 2015/2016 80%. The program's proposal to increase enrollment was initially presented at the January 14, 2016 ELC meeting. Based on that meeting discussion including public comments from two of the three other nursing programs in the Redding/Yreka/Chico area, the ELC requested the NEC conduct site visits to SU's proposed clinical sites to re-verify the proposed SU expansion did not displace clinical placements used by other programs or adversely impact immediate or future placements. The ELC also requested the NEC attend a meeting (1/22/16) at Mercy Medical Center in Redding concerning cancellation of the OB clinical contract between a neighboring pre-licensure program, College of the Siskiyous(COS), and Mercy Medical Center Redding (MMCR). Both sets of activities have been accomplished and the SU proposal is presented for approval consideration.

The proposed SU enrollment plan is to admit twice a year (Fall and Spring terms) instead of once a year (Spring-presently 30-32 students) beginning in Fall 2016. The proposed enrollment pattern is as follows: Fall 2016 admit 18 students; Spring 2017 admit 27 students; Fall 2017 admit 24 students; Spring 2018 admit 27 students; Fall 2018 admit 27 students; Spring 2019 admit 27 students; From Fall 2018 forward,

SU would admit up to 27 each Fall and Spring semesters. The total number admitted each term will include any re-entry/returning students or admissions to “back fill” vacant slots in a cohort. Information submitted by the program indicates there is a sufficient applicant pool of pre-nursing and transfer students and resources to support the proposed enrollment plan.

Since the January 2016 ELC meeting, the NEC conducted in-person interviews with the 20 plus clinical sites that support SU implementation of the proposed increased enrollment pattern. BRN written clinical verification forms were also updated to ensure the most current information was in evidence. There is no evidence that SU will displace other nursing program students, nor is there evidence the proposed SU expansion will negatively impact clinical agency staff based on NEC discussions with clinical agency representatives during site visits. Clinical agency representatives told the NEC agency leadership consistently and carefully considers the impact of any student clinical placements on staff at all levels of the organization before agreeing to any clinical placements/schedules. Agency representatives reported use of a variety of methods to assess immediate and long term impact and feasibility for any clinical placements, and most particularly the impact on unit level staff that will be working directly with the students each term. A few agencies mentioned changing agency priorities requires or may require all nursing programs be open, flexible and responsive to possible shift schedule changes as needed in order to meet agency needs. All clinical agencies visited reported high levels of satisfaction with the SU students, faculty supervision of students, planning/preparation for clinical assignments, the level of professionalism in relating to patients and agency staff and SU’s effective, timely communication with the agencies. During two of the visits, at the request of the agencies, schedule adjustments were made by SU to accommodate unexpected and very recent agency leadership or facility changes.

Additionally, the NEC attended the 1/22/16 meeting at MMCR concerning the reconsideration of a clinical contract for OB placements between COS and MMCR. A week after the 1/22/16 meeting, MMCR notified COS in writing once again, that the clinical agency was unable to renew the COS contract for OB clinical placements for Spring 2017 because MMCR needed the day clinical slots that had been used by COS for its own Nurse Residency Program to replace retiring MMCR staff in OB. Subsequently, COS successfully secured a three years contract with a different acute care healthcare facility for suitable inpatient OB clinical placements to support full implementation of the COS nursing education program.

In summary, the written evidence and NEC interview data of the 20 plus clinical sites provide sufficient evidence that SU has secured and accurately reported sufficient resources to support the increased enrollment pattern presented.

Ms. Daugherty recommended approval of the enrollment increase as presented. The program reported that tuition is \$14,000/year after discounts are applied. Mr. Mallel expressed concern regarding the rate of enrollment increase. Ms. Daugherty suggested the program’s success with increased enrollment could be monitored through progress reports and continued monitoring. ACTION: Approve enrollment increase as proposed by Simpson University Baccalaureate Degree Nursing Program with program to provide annual progress report to NEC.

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| Motion: Raymond Mallel | | Second: Michael Jackson | |
| MJ: Aye | RM: Aye | PDLCR: Aye | DG: Aye |

Public Input: None.

7.3.2 San Joaquin Delta College Associate Degree Nursing Program (curriculum)

Ms. Lisa Lucchesi, Program Director and Ms. Julie Kay, Dean represented the program.

Katie Daugherty, NEC presented this report. San Joaquin Delta College is located in the Stockton area. SJDC graduated the first AD cohort in 1965 and has been continuously accredited by ACEN, since June 1969. Over the last couple of years the program faculty has been working on an in-depth curriculum review to identify and eliminate unnecessary content redundancies and achieve compliance with ACEN's curriculum unit requirements as well as AB 1295 and SB 1440 expectations for streamlining associate degree nursing units and degree requirements. Specifics regarding all revision elements were presented. The proposed new curriculum meets BRN requirements.

ACTION: Approve major curriculum revision for San Joaquin Delta College Associate Degree Nursing Program.

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| Motion: Michael Jackson | | Second: Pilar De La Cruz-Reyes | |
| MJ: Aye | RM: Aye | PDLCR: Aye | DG: Aye |

Public Input: None.

7.4 VOTE ON WHETHER TO RECOMMEND GRANTING INITIAL APPROVAL OF PRELICENSURE NURSING PROGRAM FOR GLENDALE CAREER COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

Dr. Gloria M. Blatti, Program Director, Dr. James R. Kennett, Assistant Program Director, and Mr. Mitchell Fuerst, President/CEO represented the school.

Laura Shainian, NEC presented this report. An initial program approval visit for Glendale Career College Associate Degree Nursing Program, Glendale, CA, was conducted on February 16, 2016 by Laura Shainian, NEC and Miyo Minato, SNEC. The program was found to be in compliance with all BRN rules and regulations. The feasibility study for the program had been accepted by the Board in June 2014. History, organizational structure, and accreditation was reviewed.

The Glendale Career College nursing program is located on the second floor of a two-story commercial building to provide three classrooms (45+ seats) with smart technology, science labs (18 seats), Nursing Skills Lab (4 beds with static, mid-fidelity manikins), and hospital equipment to simulate settings for adult, obstetric & newborn patient care. The college has plans for a Mobile Simulation Lab (2 patient care areas which can be used as alternate debriefing areas) with high fidelity manikins (Sim-Man, Sim-Mom, Sim-Newborn). A certified simulation coordinator will be hired. Student support services at the college include career services, admissions, registrar, financial aid, student advisors, and counseling. The campus is Wi-Fi capable and students have access to library databases and resources specific to the ADN program both on and off campus via the internet. Program tuition includes textbooks, uniforms, science and nursing laboratory supplies, Wonderlik admission exam to the college, and Kaplan services (admission exam, final course exams, and review courses).

The program director, assistant program director, and administrative assistant are hired. The program intends to hire 5 full-time faculty (theory & clinical instructors/content experts) and 14 part-time faculty beginning in June 2016, adding faculty as students advance in the first two years of the program. The program director is also responsible for the recruitment/hiring of additional faculty support positions: Nursing Education Resources Specialist, Nursing Laboratory Coordinator, Program Coordinator, and Certified Simulation Coordinator. The recruitment/hiring of science course faculty (Anatomy, Physiology, Microbiology) will be jointly shared by the ADN program director and Science Chair. A faculty hiring and staffing plan based on the enrollment of 30 students three times a year, March/July/November, for the first two years (6 cohorts) of the program has been generated. Clinical information provided and sites visited verified there are enough clinical placements to accommodate each admission cycle.

The generic ADN program curriculum is intended to be completed in 24 continuous months and includes the content required for licensure and college degree requirements. It is designed to offer an Associate of Arts Degree in Nursing upon program completion. The curriculum is delivered in six 16-week semesters. Each semester has 12-14 units of instruction. Total Units for Licensure = 74 semester units. Total Units for Graduation = 76 semester units. Clinical nursing courses begin in the third semester and continue in each semester until program completion. The curriculum’s unifying theme is based upon The Nursing Process, Jean Watson’s Science of Human Caring, and Quality and Safety Education for Nurses (QSEN), with correlating competencies embedded in the curriculum. The use of clinical simulation is included in the curriculum design. The college has 21 clinical sites that have signed Facility Verification Forms (EDP-I-01) and clinical affiliation agreements for the proposed ADN program. Based on this information, the program will have access to adequate sites for clinical practice when the program is initiated.

The NEC will visit the program and review the Mobile Simulation Laboratory prior to use by the program. The NEC will make a site visit one year after the program starts (July 2017), and prior to the first cohort of students completing the program in July 2018.

School representatives presented images and description of planned lab resources. Mr. Jackson asked about the percentage of simulation planned for student clinical experiences and was informed that 20-25% of clinical experiences would be conducted in simulation format. Ms. De La Cruz-Reyes asked if the program would align with other educational institutions to encourage students to complete BSN and was informed of active collaboration with multiple other schools to facilitate seamless transition to BSN completion. Cost of the program was reported as \$75,000. It was noted that clinical experiences include outpatient clinics. Ms. Gerber noted an ADN program recently closed suddenly without notice due to financial collapse of the parent company, and asked what safeguards Glendale Career College would provide to protect students against a similar occurrence. The program informed that the school is in its 50th year of operation with demonstrated stability and that the institution pays into the CA Student Tuition Recovery Fund which refunds 100% of tuition in the event of school/program closure. The Committee expressed concern regarding the initial enrollment plan of 90 students per year.

ACTION: Grant initial approval for Glendale Career College Associate Degree Nursing Program with enrollment of 60 students per year.

| | | | |
|--------------------------------|----------------|---------------------------------------|----------------|
| Motion: Michael Jackson | | Second: Pilar De La Cruz-Reyes | |
| MJ: Aye | RM: Aye | PDLCR: Aye | DG: Aye |

Public Input: None.

7.5 VOTE ON WHETHER TO RECOMMEND GRANTING EXTENSION FOR CALIFORNIA CAREER COLLEGE ASSOCIATE DEGREE NURSING PROGRAM INITIAL APPROVAL

Ms. Susan Naimi, President represented the school.

Susan Naimi, MSN, RN founded California Career College in 2001 and has served as President for the school’s LVN program since its inception in 2002. The Board approved the CCC’s Feasibility Study on April 3, 2014. Elizabeth Estrada, MSN, RN, has been hired as Director of the ADN program to complete the initial program approval of the proposed nursing program. The Board’s policy on initial program approval permits a new program a two-year period to complete the new program application process from the time of the feasibility approval to starting the program and initial enrollment of students. When this timeline is missed, the program is required to restart the initial process from the beginning, submitting a letter of intent. CCC’s two-year period deadline for approval process completion was April 3, 2016.

The program submitted their first self-study on October 14, 2015. Miyo Minato, SNEC and Dr. Linda Sperling, NEC have been working closely with the program to assist with the Self-Study phase and revisions of the report to meet board requirements and deadlines. Board staff met with CCC representatives on December 2, 2015. A final revision of the self-study was submitted on March 31, 2016. The preliminary review of the self-study report and related documents shows they are complete in addressing Board rules and regulations. However, additional time is needed for the NEC to complete the initial approval process, including site visit to the school and verification of resources such as clinical placements. An extension of the initial approval process deadline is requested to allow completion of NEC evaluation with report to be presented to Education/Licensing Committee at the August 2016 meeting.

ACTION: Grant extension to August 2016 for California Career College Associate Degree Nursing Program initial approval.

| | | | |
|-------------------------------|----------------|--------------------------------|----------------|
| Motion: Raymond Mallel | | Second: Michael Jackson | |
| MJ: Aye | RM: Aye | PDLCR: Aye | DG: Aye |

Public Input: None.

7.6 DISCUSSION OF 2014-2015 POST LICENSURE PROGRAM ANNUAL REPORT – DRAFT

Julie Campbell-Warnock, Research Program Specialist presented this report. In 2004-2005, as part of the pre-licensure nursing program survey, the BRN also began inviting programs to provide data on their post-licensure programs. The 2014-2015 Post-Licensure Nursing Program Report presents analysis of the current year data in comparison with data from previous years of the survey. Since post-licensure nursing programs offer a wide range of degrees, this report is presented in program sections, including RN to BSN Programs, Master’s Degree Programs and Doctoral Programs. Data items addressed in each program section include the number of nursing programs, enrollments, graduations, and student census data. Faculty census data is included in a separate section as it is collected by school, not by degree program. Data is being updated and finalized which will be presented in a draft report at the June Board meeting.

Public Input: None.

7.7 DISCUSS 16 CCR SECTION 1456 REGARDING ACCEPTABLE CONTINUING EDUCATION COURSES, RESOURCES NEEDED FOR BRN TO CONDUCT CEP AUDITS, AND WHETHER BRN SHOULD CONTINUE TO APPROVE CEPs

Janette Wackerly, SNEC and Stacie Berumen, AEO presented this report. Proposed SB 1039 requires the BRN will implement regulations that specify continuing education courses “be related to the scientific knowledge and/or technical skills required for the practice of nursing, or be related to direct and/or indirect patient or client care” (BPC, Article 6 Revenue § 2811.5, 2811.6 and CCR § Article 5 Continuing Education 1450-1459.1). The BRN has been approving CE providers but does not approve course content and or materials of every course that providers present. Providers currently renew every 2 years. There are currently approximately 3,200 providers presenting an unknown number of courses. The BRN has not been performing required audits of continuing education providers due to lack of resources, but is working to address the identified issues and working with the author of SB 1039 to accomplish the necessary conformance to laws and regulations. The BRN will work with Senator Hill to identify the resources needed for complete compliance with the continuing education laws and regulations, which may include personnel, technology and professional staff.

Mr. Mallel identified the need to expand regulations specifying requirements for continuing education providers and the need to advise the Legislature regarding budget needed to support additional staff needed to perform audits. Ms. De La Cruz-Reyes expressed concern regarding confusion about what is or is not accepted for continuing education content. Ms. Gerber requested

clarification regarding the scope of the issue and whether the BRN has received a significant number of complaints regarding continuing education course content, and Ms. Berumen informed that there are approximately 5-10 complaints received each year. Ms. Gerber suggested the issue be explored to identify areas needing to be addressed and wondered if the primary concern was in respect to the requirement for periodic review. Mr. Jackson suggested an every 5-year evaluation of continuing education providers such as is done for BRN approved nursing programs. The committee recommended that the application be updated with specific guidelines which would include identifying qualifications for non-nurse continuing education providers.

ACTION: The Committee provided direction for further staff action.

Public Input: Ms. Tricia Hunter expressed that there have been complaints to the BRN but that there were not adequate criteria to successfully eliminate questionable CE content. Ms. Sara Huchel, Consultant to Senator Hill office expressed that a lack of complaints in regards to some CE courses would indicate the students appreciated the courses but is not evidence of appropriate content; there has been work with Stacie Berumen to increase budget for auditing activities; and, Senator Hill is willing to add provision in the Bill (June 21st to the Assembly) to provide funding for staff and other resources as needed. Jessica North spoke in favor of recognizing complimentary alternative therapy such as Reiki, healing touch, and aroma therapy as appropriate CE content; rejection of this content affects progress made toward acceptance of alternative therapies. Dr. Liz Dietz of the ANAC clarified that it is 'contact hours' awarded and not 'CEUs'. CNA representative asked for caution in limiting provider content which may limit nurses' knowledge and lead to higher costs. Ms. Gerber asked for clarification regarding Senator Hill's definition of appropriate content. Ms. Huchel responded that the content should be based in scientific principles of nursing practice in regards to what the State recognizes as valid for continuing education, however nurses would not be limited in what courses they are allowed to attend. Ms. Jeannie King spoke in favor of public review.

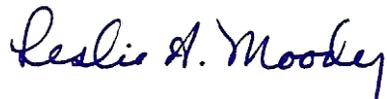
7.8 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

Dr. KT Waxman spoke in favor of allowing increased use (50%) of simulated experiences to substitute for live-patient clinical experiences in prelicensure nursing education programs. A printed packet including cover letter and informational materials was presented to the Committee by Dr. Waxman.

7.9 ADJOURNMENT

The meeting was adjourned at 1200 noon.

Submitted by:



Leslie A. Moody, MSN, MAEd, RN
Nursing Education Consultant/ELC Liaison

Accepted by:

Michael Jackson, MSN, RN
Chairperson

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2
DATE: August 11, 2016

ACTION REQUESTED: Vote On Whether To Recommend Ratification Of Minor Curriculum Revision and Acknowledge Receipt Of Program Progress Report

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- 7.2.1 California State University, San Bernardino Baccalaureate Degree Nursing Program
- 7.2.2 Chamberlain College of Nursing Baccalaureate Degree Nursing Program
- 7.2.3 Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program
- 7.2.4 National University Baccalaureate Degree Nursing Program
- 7.2.5 San Diego State University Baccalaureate Degree Nursing Program
- 7.2.6 Western University of Health Sciences Entry Level Master's Degree Nursing Program
- 7.2.7 Carrington College LVN to RN Associate Degree Nursing Program
- 7.2.8 College of the Sequoias Associate Degree Nursing Program
- 7.2.9 Copper Mountain College Associate Degree Nursing Program
- 7.2.10 Modesto Junior College Associate Degree Nursing Program
- 7.2.11 Ohlone College Associate Degree Nursing Program
- 7.2.12 Santa Barbara City College Associate Degree Nursing Program
- 7.2.13 Weimar Institute Associate Degree Nursing Program
- 7.2.14 West Hills College Lemoore Associate Degree Nursing Program
- 7.2.15 California State University, Los Angeles Nurse Practitioner Program
- 7.2.16 University of California, Los Angeles Nurse Practitioner Program

Acknowledge Receipt of Program Progress Report

- 7.2.17 Holy Names University LVN to BSN Baccalaureate Degree Nursing Program
- 7.2.18 California State University, Dominguez Hills Entry Level Master's Degree Nursing Program
- 7.2.19 Charles R. Drew University of Medicine and Science, Mervyn M. Dymally School of Nursing Entry Level Master's Degree Nursing Program
- 7.2.20 American Career College Associate Degree Nursing Program
- 7.2.21 East Los Angeles College Associate Degree Nursing Program
- 7.2.22 Napa Valley College Associate Degree Nursing Program
- 7.2.23 San Joaquin Valley College Associate Degree Nursing Program

NEXT STEP: Place on Board agenda.

PERSON TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: August 11, 2016

| SCHOOL NAME | APPROVED BY NEC | DATE APPROVED | SUMMARY OF CHANGES |
|---|-----------------|---------------|--|
| California State University, San Bernardino Baccalaureate Degree Nursing Program | B. Caraway | 06/29/2016 | Effective Fall 2016, change course numbers and units for the following courses: NURS 401-Psych/Mental Health Nursing: Clinical (4 units) to NURS 415-Psych/Mental Health Nursing: Clinical (3 units); NURS 407-Community/Public Health Nursing Clinical(4 units) to NURS 417- Community/Public Health Nursing Clinical(3 units). No changes in course objectives, or content. The changes were reflected in the revised” Total Curriculum Plan” and the “Required Curriculum: Content Required for Licensure” forms. |
| Chamberlain College of Nursing Baccalaureate Degree Nursing Program | S. Engle | 04/13/2016 | Minor curriculum revision to change course numbers: NR 226CA to NR 227 Fundamentals-Patient Care; NR 324CA to NR 329 Adult Health; NR 325CA to NR 330 Adult Health II NR 442CA to NR 444 Community Health Nursing. Received revised EDP-P-06 Content Required for Licensure, EDP-P-05a Total Curriculum Plan, EDP-P-17 Educational Requirements for a Public Health Certificate. No changes made in course content, units, or objectives. |
| Mount Saint Mary’s University, Los Angeles Baccalaureate Degree Nursing Program | L. Chouinard | 06/08/2016 | NUR10 decreased from 1 to 0.5 units, NUR55 increased from 6 to 7 units, NUR62 decreased from 8 to 7.5 units, corrected content area in NUR172 from P to C (mistakenly marked P thinking it was pediatrics instead of Psych), removed a medical surgical designation from NUR186, overall nursing theory decreased by 0.5 unit, nursing clinical increased by 1 unit and other degree requirements increased by 1 unit due to calculation errors on previous approved curriculum. This did not affect the total number of units for the nursing program or degree requirements. This approval was backdated to Fall 2015 when these changes were implemented. |
| National University Baccalaureate Degree Nursing Program | L. Moody | 07/07/2016 | Geriatric content was moved from other courses and concentrated in the Fundamentals course. BRN curriculum forms were revised to more accurately reflect major content inclusion by course. LVN 30/45 Unit Option was revised to coincide with generic track movement of Geri content and continue to ensure Option students receive Geri theory and clinical instruction. |

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| SCHOOL NAME | APPROVED BY NEC | DATE APPROVED | SUMMARY OF CHANGES |
|--|-----------------|---------------|--|
| San Diego State University Baccalaureate Degree Nursing Program | L. Moody | 05/03/2016 | <p>In 2014-15, the program revised enrollment/admission pattern from small cohort admission each Fall and Spring, to one large annual admission cohort each Fall. This required development of two tracks of the curriculum (Track 1 and Track 2) so that for each program year, there are two sub-cohorts of half the students, each of which complete the same course set in opposite semesters (Spring and Fall). The faculty has now further refined the 3rd and 4th year course sequences so that both Track 1 and 2 courses within each semester for each year are the same. For Track 2, this required moving NURS 307 Research & EBP from Year 4 Fall Semester to Year 3 Fall Semester, and GE Exploration (required PHIL330-Medical Ethics) from Year 3 Fall Semester to Year 4 Spring Semester. Faculty additionally recognized that prior sequencing plan resulted in a gap of 1 year between NURS300 Acute Adult/Gero and NURS400 Acute Adult/Gero II courses in one of the subcohort tracks. To improve opportunity for successful student progression, the Fall and Spring semester block of Year 4 courses for both Track 1 and Track 2 were switched so that both tracks' sequence now only has a single semester gap between the NURS300 and NURS400 courses. These revisions do not result in any change to course content or units, or total program units.</p> |
| Western University of Health Sciences Entry Level Master's Degree Nursing Program | B. Caraway | 07/11/2016 | <p>Program submitted curriculum revision in response to the BRN recommendations to ensure consistency in the clinical experiences for the students enrolled in the Leadership & Management course (CGN 6801- 6802). Preceptorships are no longer available. Clinical rotation for the Leadership & Management course is revised to offer the following two faculty led clinical options • Focus Clinical Group: The students are scheduled in an acute care specialty unit with a clinical instructor. •RN partnered clinical rotation: The RN partner is assigned by faculty to the student. The University has policies and procedures regarding RN Nurse Partner qualifications, roles, responsibilities, and the orientation program. Students choose the preferred option. There are no changes in the Total Curriculum Plan (EDP-P05), and the Required Curriculum (EDP-P06) forms. The anticipated date of implementation of the new curriculum will be Fall 2016.</p> |
| | | 07/20/2016 | Program submitted curriculum revision in response to the March 2016, |

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| SCHOOL NAME | APPROVED BY NEC | DATE APPROVED | SUMMARY OF CHANGES |
|---|-----------------|---------------|--|
| | | | <p>accreditation visit's recommendation by the Commission on Collegiate Nursing Education (CCNE). According to the CCNE standards, the APRN core courses are defined as Advanced Physiology/Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology. ELM-Ambulatory Care track currently does not have an Advanced Pharmacology course. By adding the Advanced Pharmacology- GN5505 (3 units) – Pharmacotherapeutic & Technology course, the program will meet the CCNE standards requirements for APRN core courses.</p> <p>The unit for GN7570-Clinical Experience has changed from 1unit to 2 units in 9th semester. The one unit addition will increase the total clinical experience units (1unit in semesters 6, 7, 8, 9) from 4 to 5 units. This will result to 10% of total clinical hours that can be credited towards the Ambulatory Care Nurse Certification requirements and increase students exposure to various ambulatory care settings. The two FNP Role Specific courses (GN 5820 & GN5840, 2 units each) were deleted from the ELM- Ambulatory Care track.</p> <p>The above changes were reflected in the revised Total Curriculum Plan (EDP-P05), and the Required Curriculum (EDP-P06) forms. The anticipated date of implementation of the new curriculum will be Fall 2016.</p> |
| Carrington College LVN to RN Associate Degree Nursing Program | K. Daugherty | 02/27/2016 | Effective immediately program instructional hours will now be M-Sat. With no other curriculum or program changes. CRL/TCP unchanged. |
| College of the Sequoias Associate Degree Nursing Program | S. Engle | 06/20/2016 | Program has signed an agreement with the University of Phoenix for a transfer pathway-concurrent enrollment for students enrolled in the COS ADN program. The optional enrollment BSN curriculum will be offered during COS semester breaks. There is no change in program philosophy, objectives, content or units. |
| Copper Mountain College Associate Degree Nursing Program | L. Sperling | 06/02/2016 | Upon completion and review of first cycle of new curriculum, faculty are making the following changes to their curriculum: move Cancer content from course N-020 to course N-030 and replacing the cancer content in N-020 with the Renal Failure and Dialysis content from N-030; move Introduction to Basic Laboratory Values from N-015 to N-010. Course descriptions, hours, units, Student Learning Outcomes or terminal outcomes will not be affected by these changes. |

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| SCHOOL NAME | APPROVED BY NEC | DATE APPROVED | SUMMARY OF CHANGES |
|---|-----------------|---------------|--|
| Modesto Junior College Associate Degree Nursing Program | S. Engle | 7/1/2016 | Combine Nurse 276 and 277 to form Nurse 278 Nursing Process: Advanced M/S- this revision will combine Advanced M/S and preceptorship into a single course. Reduce the total units for licensure from 67.5 to 65.5. This reduction in units is the result of the science division changing the anatomy and physiology courses from 5 units to 4 units. 30 Unit LVN option: include two-unit LVN Transition course (leadership/management) to total 30-units. Fall 2016 changes do not alter the philosophy, objectives or content. Revised EDP-P-05a & EDP-P-06 submitted. |
| Ohlone College Associate Degree Nursing Program | S. Engle | 05/24/2016 | Plan to change the admission criteria Fall 2017 from random selection lottery using the Chancellor's Pre-requisite Advisory Cut Score to the blended combination of random selection and multi-criteria screening based on AB 548. This change is in response to decreased NCLEX pass rates, increased attrition & decreased retention rates. No change in program philosophy, objectives, content or units. |
| Santa Barbara City College Associate Degree Nursing Program | C. Velas | 06/10/2016 | Through program review and faculty consideration, Advanced Placement LVN students admitted to the Generic ADN program, Nurs 119-Introduction to RN for the LVN will be taught only in the Fall, course will increase from 8 weeks to 16 weeks to allow for content/instruction to be spread over a longer period of time. Content will not change, units remain the same. Nurs 165-Psych/Mental Health Nursing will move from Spring to Fall, no content or unit change. Student will then be integrated into the 3rd semester Generic ADN program with the exception of course Nurs164 Maternal/Newborn but taking Nurs 166-Beg M/SIII and Nurs 167VN-Pediatrics, no change in content or units. Course names for the generic ADN Program have been changed and clinical courses have been integrated into existing theory courses, no change in content or units. Theory and Clinical calculations have been corrected from previous approved curriculum, correction does not change the previously approved units. Math 104 is no longer offered as a course to satisfy "other degree requirements". BSM 157-General Microbiology has been added as an acceptable course for science units. |

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| SCHOOL NAME | APPROVED BY NEC | DATE APPROVED | SUMMARY OF CHANGES |
|---|-----------------|---------------|--|
| Weimar Institute Associate Degree Nursing Program | K. Daugherty | 06/27/2016 | Split the existing 3units N222 Pharmacology course into two separate Pharm courses. N222 now titled Intro to Pharm (1) unit will still be taken in first semester of nursing and the new N226 course titled Pharmacology (2) units will be taken in second semester. The more complex pharm content from N222 will be moved to the new N226 Pharm course and N226 will be taken with M/S I course N223. CRL and TCP forms to be revised accordingly. In Fall 2016 WI plans to admit up to 15 rather than 20 students into its second cohort of program students. First cohort of (9) students is expected to complete the program Spring 2017. |
| West Hills College Lemoore Associate Degree Nursing Program | L. Chouinard | 06/29/2016 | Due to department personnel changes and hiring of a new Direction of Nursing, two cohorts of students were provided a curriculum that was not in compliance with the current approved BRN curriculum. A minor curriculum change was approved 4/15/2013 that removed NURS13 Leadership and was to be implemented in August of 2013. This change did not occur and students who graduated in May of 2014 and May of 2015. This error has now been noticed and the currently enrolled cohort that is scheduled to graduate May 2016 will not take NUR13 and will be in full compliance with the approved BRN curriculum. |
| California State University, Los Angeles Nurse Practitioner Program | L. Moody | 05/23/2016 | The CSULA-NP program, FNP option will admit an additional special cohort of 20 students in Fall 2016. The curriculum will be the same in objectives, hours and content as for the regular FNP option and will be presented in an 18-month timeframe. This one-time event is supported in part by grant funds in response to needs of the Los Angeles Department of Health Services for advanced practice education/training of the agency's RN staff so that services can be expanded to additional populations. In addition to the regular FNP curriculum students in this cohort will also complete an additional course N5421 PSYCH Individual Diagnosis & Treatment Across the Lifespan to meet LA DHS requirements. |
| University of California, Los Angeles Nurse Practitioner Program | C.Velas | 04/27/2016 | Post-Masters NP Program has been suspended, effective January 1, 2016 as a result of central UCLA administrative requirements. The program anticipates reopening for enrollment in Fall 2018. All other Advanced Practice programs remain active. |

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| SCHOOL NAME | APPROVED BY NEC | DATE APPROVED | PROGRESS REPORT |
|---|-----------------|---------------|---|
| Holy Names University LVN to BSN Baccalaureate Degree Nursing Program | K. Daugherty | 06/27/2016 | For the annual period of July 1, 2015- June 30, 2016, NCLEX pass rate as of 3/31/16 73.33% (33/45 passed on first attempt). HNU continues to carefully monitor course and NCLEX testing and all aspects of the action plan. HNU's BRN approved "teach out" is expected to be completed on time in December 2016. When the BRN approved the teach out plan in October 2015, HNU planned to pursue submission of a major curriculum change in October 2016 to offer a "generic BSN degree option beginning in Fall 2017". When HNU returns to ELC in October 2016, the program may pursue Board approval for official program closure effective December 2016 even if the program successfully achieves an annual rate of 75% or > for 2015/2016. Eighteen are expected to graduate from the program in August, and the last 5 of the program students are expected to graduate in December 2016. First time pass rates for the August and December graduates are not expected to be available until January-late April 2017. |
| California State University, Dominguez Hills Entry Level Master's Degree Nursing Program | L. Moody | 06/09/2016 | The last cohort of students was admitted in Fall 2013 after which enrollment was suspended. The program had experienced below threshold NCLEX-RN outcomes for the past three years: 2012-13 70% (20 taken; 14 passed), 2013-14 66.67% (12 taken, 8 passed), 2014-15 69.57% (23 taken, 16 passed). The program has now notified the BRN they will not request review to resume enrollment and are closing the program. The final cohort was graduated August 2015 and there are no remaining students with pending coursework. Two past students who have not yet passed the NCLEX-RN examination will continue to receive support to prep for the exam. Student records will be maintained and available per the California State University system practices. The program was previously notified (letter from BRN dated 9/30/2015) of the process for requesting to re-open the program within 5 years from August 2015. |
| Charles R. Drew University of Medicine and Science, Mervyn M. Dymally School of Nursing Entry Level Master's Degree Nursing Program | L. Shainian | 06/04/2016 | CDU required monthly progress report June 2016: program evaluation data for Sp 2016 to be analyzed for action plans (due August 2016); changes in program org chart to receive institutional approval this week; Dr. Avila in process of assessing faculty & courses – to provide updated faculty list including content experts; faculty reviewing major curriculum revision proposal drafted 2015 – plan to submit Sp 2017 for implementation Fall 2017; newer faculty participating in faculty development modules and mentorship; students reps elected for each cohort – to attend faculty meetings; faculty in process of revising clinical evaluation tools. |

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: August 11, 2016

| SCHOOL NAME | APPROVED BY NEC | DATE APPROVED | PROGRESS REPORT |
|---|-----------------|---------------|---|
| American Career College Associate Degree Nursing Program | L.Shainian | 04/27/2016 | Progress Report: American Career College one-year Interim Visit for new A.D.N. program on April 27, 2016. Program has taught thru 6 (now) of 8 Terms. 19 Faculty: 5 FT & 14 PT (not including PD/Asst. PD). First cohort to graduate in November 2016. Current enrollment is 95 students (3 cohorts; admitted 33 per cohort). NEC met with 3 cohorts separately. Students doing well (97% Retention). Feedback from student meetings shared with faculty, PD & Asst. Program Director. Students expressed overwhelming desire to have hard copy texts instead of eBooks – ACC Executive Director to follow-up with request. Program to include 30 unit option information to prospective students, as well as in college catalogue. NEC to return for visit in October before first cohort graduates (November 2015). |
| East Los Angeles College Associate Degree Nursing Program | L.Shainian | 06/10/2016 | Quarterly Progress Report for East Los Angeles College includes how the majority of 2015 graduates are testing within 3 months, but others wait as long as 7-10 months. Jan 2016 – March 2016 NCLEX 66.67% (20 passed/30 taken). Program continues to reach out to students delaying – offering NCLEX reviews. Long-term and short-term faculty substitutes for MS and Psych have applied for two tenure-track positions within Nursing Dept. 166 students in program – decreased enrollment continues at 48 twice a year (summer/winter). Final semester of new curriculum to be implemented Fall 2016 – graduates will take NCLEX in Spring 2017. |
| Napa Valley College Associate Degree Nursing Program | J. Wackerly | 06/30/2016 | Program faculty working with curriculum specialist toward completing a major curriculum change. Major curriculum change request will be presented to Education Licensing Committee fall 2016. Faculty work to date also has included changes to program philosophy, unifying theme revisions, requirement for entrance and continuation in ADN program, standardized testing (HESI) policy and remediation, and Safe Medication Administration Policy. Faculty handbook revision in progress, five year evaluation plan in progress, and the major curriculum plan. |
| San Joaquin Valley College Associate Degree Nursing Program | L.Shainian | 06/27/2016 | Letter from Program Director Janine Spencer addressing enrollment of 39 students in Spring 2016 instead of the approved 24 students at the SJVC alternate/secondary Ontario campus. In Sept 2015, the Board approved a maj curr revision for SJVC to start an alternate/secondary site at the Ontario campus that would allow for displaced Everest College students to continue their nursing education. The Ontario site would start with a cohort of 24 in May 2016, followed by a second cohort of 36 |

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| SCHOOL NAME | APPROVED BY NEC | DATE APPROVED | PROGRESS REPORT |
|--------------------|----------------------------|--------------------------|--|
| | | | in April 2017. The admission cycle would be 36 students annually (Apr/May) for a total of 72 students at any one time. However, the program's intention was to admit 40 students twice a year (Apr/Nov) for a total of 80, including an admission of 40 students Fall 2016. As the program is seeking approval for stand-alone SJVC Ontario ADN program, with enrollment of 40 students twice a year (first cohort to be admitted Nov 2016), the issue of enrollment is addressed. |

BOARD OF REGISTERED NURSING
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AGENDA ITEM: 7.3.1

DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval For National University (NU) Baccalaureate Degree Nursing Program

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Dr. Richard Guertin is the program director (current appointment 1/2016, previously served 2-9/2014 as program director and 9/2014-1/2016 as assistant director). Dr. Margaret (Peggy) Howarth is the Assistant Director at the RB campus appointed January 14, 2016; Ms. Mickie Shuerger is the Assistant Director, LA campus appointed July 1, 2015 (BRN approval 2/25/2016); Dr. Mariamma Mathai is the Assistant Director, FR campus appointed January 14, 2016.

NU is a private non-profit WASC accredited university with nursing program accreditation by CCNE through 2021. The NU BSN program received initial BRN approval in August 2004 for enrollment at the San Diego/Rancho Bernardo primary campus. Additional campuses began enrolling students at Fresno in 2008 and at Los Angeles in 2009. Generic option students complete two years of prerequisite courses and then apply for admission to the two year program of nursing coursework; ABSN option students have a previously earned Baccalaureate Degree and are admitted directly into the nursing program after completion of any nursing specific prerequisites they may be lacking. Attendance for the nursing program is continuous and courses are presented in condensed 4-8 week timeframes. The approved admission pattern is 50 generic and/or ABSN students four times/year (Oct, Jan, Apr, July) and 20 LVN-RN advanced placement students two times/year at the San Diego campus; 20 students admitted twice yearly (Oct, Apr) at each of the Los Angeles and Fresno campuses. Number of students enrolled for all options at all campuses at the time of visit was reported as approximately 559.

In late 2014 a regularly scheduled continuing approval visit was conducted and reported to ELC on March 5, 2015 and the Board on April 2, 2015. The Board took action to continue approval of National University Baccalaureate Degree Nursing Program with direction that the NEC was to conduct an Interim Visit with Self-Study required in Spring 2016. The repeat visit was deemed necessary because many of the 2014 visit findings were recurrent issues noted during previous visits in 2008 and 2010 for which the program had implemented corrective actions that were not sustained to ensure ongoing compliance with BRN regulations. Findings of the May-June 2016 visit (detailed in attached report): Noncompliance 3 sections 1424(d) Resources (with related sections 1424(h), 1425, and 1425.1(b)), 1424(3) Program Administration, and 1427(a) and (b) Clinical Facilities; recommendations were written for sections 1424(b)(1) Total Program Evaluation, 1424(d) Resources (skills lab), and 1428 Student Participation.

Areas of recurring noncompliance and recommendations:

| Section | Description | 2008 | 2010 | 2014 | 2016 |
|------------------------|--|------|------|------|------|
| 1424(b)(1) | total program evaluation | | | X | X |
| 1424(d) & (h), 1425 | Inadequate/unapproved faculty & assistant director | X | X | X | X |

| | | | | | |
|-----------|--|---|---|---|---|
| | Lab resources (availability to students/faculty) | X | X | X | X |
| 1424(e) | sufficient time allotted for assistant director | | | X | X |
| 1425.1(b) | faculty orientation | X | | X | X |
| 1427(a) | Clinical facilities (approvals) | | | X | X |
| 1427(b) | learning objectives in clinical facilities | | | X | X |
| 1428 | student participation | | | X | X |

Areas of improvement noted during the visit included total program evaluation plan and execution, data gathering/ analysis/application, simulation lab facilities, classroom space, student support services including availability of nursing content tutors, faculty organization and committee processes, student clinical performance evaluation process and tools, and communication systems and processes. Program completion rate is reported at >80% and there is a high rate of graduate success on the NCLEX-RN exam: 2010-11 75.53%; 2011-12 81.56%; 2012-13 92.34%; 2013-14 92.92%; 2014-15 94.04%. During and immediately following the visit the program took action to resolve noncompliance issues of faculty and assistant director approvals and clinical facility approvals, and recommendation regarding total program evaluation plan. Faculty also reviewed curriculum, resulting in a minor curriculum revision to more accurately depict in which courses content for the five major areas occurs and consolidation of geriatric content into a single course, which resolved many of the issues of improper assignment of faculty where faculty were not approved for a content area. The program has submitted a plan of action (see attached) which addresses each of the findings of the May-June 2016 visit.

Frequent turnover in program leadership roles of program director and assistant director, program director managing multiple geographically remote campuses, scope of program director duties and insufficient time allotted to program director and assistant director positions have been identified by the program as causes of incomplete program oversight and management, and hindered ability to sustain improvements. The program director continues to work at improving his understanding of the BRN prelicensure nursing program regulations to maintain compliance. Release time for the program director will be increased to 90% and the Rancho Bernardo assistant director release time increased to 50%; release time of 40% for assistant directors at Los Angeles and Fresno campuses will remain the same. Restructuring of the administrative clerical position assigned to the program director is being done to improve support.

Strengthened systems for onboarding new faculty have been identified to ensure approvals are obtained prior to faculty hiring and instructional assignment, that faculty will be properly oriented to their role and responsibilities. The program assured they will not assign to the assistant director role prior to obtaining BRN approval for the desired candidate, will obtain approval of faculty prior to instructional assignment, and will obtain clinical facility approval prior to placement of students in the facilities and ensure clinical facility agreements are current. Staff responsibilities have been defined to ensure these issues are managed. The role of Regional Skills Lab Director will be further refined to ensure effective availability of lab resources to students and faculty. Student representation practices and systems have been revised to improve participation and input opportunities into program decisions.

Number of faculty were found to be inadequate due to evidence including assistant director reports of heavy instructional assignment, and student and faculty reports of 'just-in-time' hiring of adjunct faculty for clinical instruction assignment resulting in last-minute revision of clinical course schedules. The program provided a map to demonstrate adequate scheduled faculty for theory and clinical courses through the end of the current academic year. Regular program meetings are being held to manage faculty instructional assignment commitment to ensure

students are provided reliable course schedules at least 4 weeks in advance of course beginning. Additional faculty have been hired since the visit:

| Campus | FT | PT/Adjunct | Content Areas | Faculty Level |
|--------|----|------------|---------------|-----------------------------|
| RB | | 1 | C | Assistant Instructor |
| | 1 | | PMH.G | Instructor |
| | 1 | | O.C | I |
| | | 1 | PMH | AI |
| | | 1 | MS | AI |
| LA | | 1 | MS.PMH.G | I |
| | | 1 | MS | Clinical Teaching Assistant |
| | 1 | | MS.C.G | I |
| FR | | 4 | MS | AI |
| | 1 | | MS.G | I |

Note: included in the above are one MS-AI for RB campus and one MS-AI for FR campus in hiring process at time of this report

University and program leadership are analyzing existing challenges to sustained compliant program delivery and considering possible future modifications to enrollment patterns and number of campuses among other potential solutions. The July 17, 2016 program report indicates that these deliberations are ongoing. Measures described in the program's action response to findings are similar to those previously implemented following past visit findings. At the time of this report, actions taken during and immediately following the visit have brought the program into compliance with regulatory requirements. Ongoing compliance will depend upon the ability to sustain implemented corrective processes and systems. The next regularly scheduled continuing approval visit is slated to occur in Fall 2019.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant



NEC DOCUMENTATION OF CONTACT WITH PROGRAM INTERIM VISIT

Date of Report: June 17, 2016

Program Name: National University Baccalaureate Degree Nursing Program

Dates of Visit: San Diego/Rancho Bernardo Campus (RB): May 25-26, 2016
Fresno Campus (FR): June 1, 2016
Los Angeles Campus (LA): June 6, 2016

Nursing Education Consultants: Leslie A. Moody was assisted in the 2016 campus visits by NECs Dr. Carol Velas and Dr. Wayne Boyer. All three NECs conducted the visit at the primary RB campus, Leslie A. Moody and Wayne Boyer visited the FR campus, and Carol Velas visited the LA campus.

Purpose of Visit: In late 2014 a regularly scheduled continuing approval visit was conducted and reported to ELC on March 5, 2015 and the full Board on April 2, 2015. The Board took action to continue approval of National University Baccalaureate Degree Nursing Program with direction that the NEC was to conduct an Interim Visit in Spring 2016 with program required to submit a Self-Study. The repeat visit was deemed necessary because many of the 2014 visit findings were recurrent issues noted during previous visits in 2008, 2010 and 2012 for which the program had implemented corrective actions that were not sustained to ensure ongoing compliance with BRN regulations.

Program Contact: Dr. Richard Guertin is the Program Director (PD) appointed January 14, 2016 following the resignation of Dr. Dianne Breckenridge who was program director October 2014 – January 2016. Dr. Margaret (Peggy) Howarth is the Assistant Director at the RB campus appointed January 14, 2016 when Dr. Guertin was appointed program director. Ms. Mickie Shuerger is the Assistant Director, LA campus appointed July 1, 2015 (BRN approval 2/25/2016). Dr. Mariamma Mathai is the Assistant Director, FR campus appointed January 14, 2016.

Program Description: NU is private non-profit and WASC accredited. The nursing program is accredited by CCNE through 2021. The NU BSN program received initial BRN approval in August 2004 for enrollment at the San Diego/Rancho Bernardo primary campus. Additional campuses began enrolling students at Fresno in 2008 and at Los Angeles in 2009 with BRN approval. Generic option students complete two years of prerequisite courses and then apply for admission to the two year program of nursing coursework; ABSN option students have a previously earned Baccalaureate Degree and are admitted directly into the nursing program after completion of any nursing specific prerequisites they may be lacking. Attendance for the nursing program is continuous and courses are presented in condensed 4-8 week timeframes. The approved admission pattern is 50 generic or ABSN students four times/year (Oct, Jan, Apr, July) and 20 LVN-RN advanced placement students two times/year at the San Diego campus; 20 students are admitted twice yearly (Oct, Apr) at each of the Los Angeles and Fresno campuses. Number of students enrolled for all options at all campuses at the time of visit was reported as approximately 559.

Summary of Interim Visit

University Administration: NECs met with Dr. Gloria McNeal - Dean; Dr. Gangaram Singh – Provost, and Dr. David Andrews – President who has only been with the university for a few weeks. The university leadership is currently conducting an evaluation of all institutional programs to identify fundamental issues affecting the probability of student and program success and implement any necessary corrections related to size, operations, retention of faculty and students, and other measures to ensure effective compliant program delivery. The leadership group has become aware of the challenges faced by the prelicensure nursing program which may be related to enrollment volume and geographic separation of the three campuses. Immediate future plans for the prelicensure nursing program are to identify whether revisions of enrollment size and number of campuses might ensure the ability to present a high quality and compliant program. The group anticipates this visit report will help provide information for that decision-making process. Leadership is additionally evaluating university admission practices to ensure the number of students admitted for nursing prerequisite study who intend to apply for nursing program admission does not excessively exceed the number of nursing program available seats.

Program Administration: Dr. Richard Guertin (PD) is the Chair/Director of the Department of Nursing and program director for the BSN prelicensure program and Assistant Directors (AD) are appointed for each of the three campuses. In meetings with the PD and ADs at all three campuses, inadequate time allotted for program administration was reported.

PD responsibilities include: development/ implementation/promotion/daily operation of the undergraduate, graduate and doctoral programs of study; serve as program director for the BSN prelicensure program (three campuses); assume a 20% instructional assignment; serve as Psych/Mental Health content expert for the prelicensure program. During the visit, PD assigned a qualified faculty to the role of PMH content expert so that he would be relieved of that responsibility. PD's primary office is at the university's Torrey Pines South location which is some distance from the campus where nursing program instruction and student attendance takes place. He reports spending 2-3 days/week at the RB campus where the nursing program operations are located, and visiting the LA and FR campuses at least twice monthly.

ADs are allotted 40% release time. All three campus assistant directors are new to their positions. Fresno campus continues a pattern of frequent turnover in the assistant director role: J. Holt 9/2013 – 10/2014; E. Wider 11/2014-6/2015; D. Small 6/2015-1/2016; Dr. Marriama Matthai appointed assistant director January 14, 2016. Frequent turnover of program director and assistant program directors at RB and FR campuses, inadequate release time (PD and all ADs) to perform duties, and administrative clerical support staff without appropriate skill set were reported as challenges to sustaining systems for compliant program delivery. LA campus AD is teaching a full instructional assignment plus overload in addition to AD duties due to unavailability of faculty for assignment. AD at the FR campus is being required to assume instructional duties for the MS II course beginning on the day of this BRN visit due to lack of available qualified faculty – this is in addition to existing instructional assignment for this term of Leadership course and Nursing Theories course. FR faculty report they “have not had a full-time AD in three years.”

Students: Meetings were held with students at all three campuses. Students felt well prepared by the pre-enrollment orientation for the challenges of this program and have confidence in the program quality. Strong satisfaction was expressed regarding clinical experiences and most of the time course schedules are now received 30 days in advance with the exception being only when there is the rare unexpected occurrence beyond the program's control such as abrupt faculty resignation. Simulation activities were felt to be strong learning experiences. Students at LA and FR campuses felt access to skills lab was adequate; students at RB campus felt they were not always provided adequate practice supplies and that hours for open skills lab access were limited. When the RB lab concerns were relayed to the Lab Coordinator the posted lab schedule was clarified to indicate total open hours and availability of her and the tutors in offices

immediately adjacent to the lab as resources to ensure access and additional supplies as needed. FR students find the problem resolution process too cumbersome in light of the short duration of courses (4-8 weeks) but do feel that Dr. Guertin responds quickly to their e-mail questions and concerns, and express strong confidence in new FR assistant director Dr. Matthai. The FR students feel that exam questions are often not congruent with material presented (theory lectures and direction per syllabus) and report this is explained to them to be due to the RB campus creating all course syllabi and exams which other campuses must follow. Upon further exploration of this issue with program leadership and faculty, this issue may have stemmed from inexperience of new adjunct faculty. FR students have not been able to regularly participate in meetings where decisions are made regarding program policy/procedure/curriculum due to meetings being scheduled when students are regularly in scheduled classes and students at RB campus report similar conflict. Student participation in faculty committee meetings could not be validated by meeting minutes since there is no record of roll-call or attendees maintained with minutes. RB students report improvement to timely provision of course schedules with faculty identified; FR students report ongoing frequency of course schedules published "TBD" for faculty assignment and last-minute change of schedules to accommodate availability of a late-assigned adjunct faculty.

Faculty:

The lack of systematic orientation for all faculty was identified as an area of concern during visits in 2008 and 2014 at which time the program demonstrated evidence and faculty reported that the newly developed plan for faculty orientation was being implemented. Discussions with faculty indicate that orientation of new faculty is not being consistently conducted, and faculty are not always provided forms necessary for documentation of courses and the faculty and student handbooks. Faculty report hiring of new faculty is frequently done just-in-time for course start which does not provide adequate time for orientation, and that the course syllabus is made available only a few days before class start date. Faculty and committee meetings are held regularly and faculty are provided the schedule of meetings well in advance so that they can plan for attendance/participation. Zoom technology is utilized so that all campuses have participation in faculty and committee meetings. Faculty handbook development committee structure has been developed and initiated which is perceived as being helpful to effect positive "culture change". FR faculty express some feeling of being disconnected from program operations and desire more timely and complete communications. PD is planning in the future to hold monthly faculty meetings from each site in rotation to increase team cohesiveness.

Curriculum:

The program is following BRN approved curriculum. The curriculum needs to be reviewed to identify more accurately where content is presented for the five major content areas, particularly Geriatrics. For example, the Psych/Mental Health course currently reflects Geri content which imposes the requirement that all faculty are competent and approved in both content areas yet review of the course objectives and content per syllabus do not truly reflect Geri specific content is a focus of this course. Revision of this type of issue will resolve many of the faculty approval concerns. PD and faculty are currently reviewing and will submit an updated and more accurate curriculum plan within a month. Students are being required to complete ATI exams for Nutrition and Pharmacology in the terminal course of the program which is not where the content is presented. Passing score is required on these exams for program completion. It was reviewed with program leadership and faculty that this was a one-time measure previously implemented when the program was converting from one curriculum version to a new one, to ensure all content was adequately addressed. Faculty and PD advise that the curriculum will be revised so that content and evaluation examinations are more closely aligned.

Resources:

Faculty: The program had great difficulty providing an accurate current faculty roster which the PD attributed to clerical support staff not possessing adequate skills to produce the report. When the roster was

provided and reviewed in comparison to the record of faculty instructional assignments it was found there were faculty assigned to instruction without approval and the AD appointed to the LA campus on 7/1/2015 had not been submitted for BRN approval until 2/2016. The PD was notified of these issues prior to the visit and is continuing work to resolve them. Although the course syllabi and other self-study documents submitted indicate that Assistant Instructor faculty have sometimes been assigned as primary theory faculty, the PD reports that this has not occurred. PD reports that the previously implemented (2012, 2014) system for ensuring BRN approval of faculty prior to instructional assignment will be strengthened and diligently followed. The PD expresses intent to monitor faculty assignment more closely but identifies his scope of duties, inadequate release time for both PD and ADs, and need for more skilled administrative clerical support as factors contributing to noncompliance. As of the date of this report some issues remain but the program director assured unapproved faculty are not being assigned to instruction at this time. Many of the Report of Faculty documents submitted in the visit Self-Study did not contain adequate information to demonstrate faculty competency and currency of knowledge for assigned content areas and for some assigned content experts. Dr. Guertin acknowledged they were incomplete and expressed intent to supply completed forms but they have not been received as of the date of this report. PD explained there is no process in place to ensure review of faculty competency is regularly done, and that the scope of his assigned duties does not allow adequate time. PD made reassignment during the visit period of pediatric content expert responsibility to a different faculty for whom experience and continuing education documentation demonstrated meeting qualifications. Faculty appears adequate in number and variety at each campus but program administration identifies that a university policy allowing faculty to choose assignment and complete required annual workload requirement results in less effective utilization of faculty. This causes episodic inadequacy of faculty for certain instructional assignments creating the need for last-minute course schedule and faculty assignment revisions, sometimes resulting in assignment of less experienced adjunct faculty placed in an assignment without orientation to the role. For example, AD at the FR campus is being required to assume instructional duties for the MS II course beginning on the day of BRN visit due to lack of available qualified faculty – this is in addition to existing instructional assignment for this term of Leadership course and Nursing Theories course. The LA campus AD is carrying a full + overload instructional assignment due to lack of faculty.

Clinical Facilities/Clinical Site Visits: Information provided in the self-study reflected no BRN approval for some listed clinical facilities and some facilities with expired agreements. These issues were resolved during the visit. Clinical site visits were conducted at the RB and LA campuses. Students were engaged in appropriate clinical experiences and reported they were well prepared, and clinical facility staff had an understanding of the student role and focus. Practices regarding posting of learning objectives varied between campuses, clinical facilities and instructors, with the variations sometimes related to clinical facility preferences and other times related to instructor practices.

Physical Plant: Improvements have been made at the RB campus skills and simulation labs. Lab, classroom, faculty offices and support service areas continue the same or increased from the previous visit and are adequate at all campuses to provide instruction and services to students. The posted calendar for open skills lab access by students at the RB campus reflected only start times but no end times which was corrected during the visit. Students and faculty report adequate supplies are not always quickly available for intended practice. The Lab/Sim Director informed that she or another assigned faculty or tutor were always available during open lab hours to provide assistance. Students did not perceive this availability. Faculty communicated some dissatisfaction with planning for scheduled lab instruction sessions in that there were sometimes an excessive number and variety (in terms of learning needs) of students assigned, adequate supplies not always made available for planned skills instruction and faculty not provided access to the supply storage areas. The Lab/Sim Director reported that she is fairly new to this position and systems continue to be developed which will ensure faculty and student needs are met while ensuring

security of the lab environment and supplies. Students and faculty at the LA and FR campuses were satisfied with lab availability and services.

Admissions/Enrollment: Gwendolyn Smith, Director of Enrollment and Support Services informs that “Pre-Nursing Forum” information sessions are provided twice monthly at the RB campus and monthly at both LA and FR campuses. Program applicants must attend a session prior to submitting an application for admission to the nursing program. Currently enrolled students report they were well prepared and informed by these information sessions. Ms. Smith reports there are approximately 150 applications total for all campuses for each enrollment period.

Total Program Evaluation (TPE) Plan: There has been much improvement in the TPE plan and consistency in executing the plan including monitoring/survey activities, collation and interpretation of data collected, and analysis and application of data to program improvement. Faculty feel that additional improvement is needed to ensure all data reports reach the faculty committees for review and action planning. The plan does not clearly reflect inclusion of admission/selection procedures assessment although there is evidence in program documents of this activity being regularly conducted. Data tracking attrition and retention reflects improvement in the number of students completing the program and the program feels the data now reliably reflects attrition at 18% for the overall program 2014 year per self-study report. This improvement in retention as reflected by the current data is likely the result of both improved data collection and implementation of student success measures including better utilization of an expanded ATI assessment program.

NCLEX-RN Exam Pass Rates/Student Success:

| | | | | | |
|---------|--------|------------------------|---------|---|-------------------------------|
| 2009-10 | 77.70% | (115 passed/148 taken) | 2013-14 | 92.92% | (197 passed/212 taken) |
| 2010-11 | 75.53% | (142 passed/188 taken) | 2014-15 | 94.04% | (221 passed/235 taken) |
| 2011-12 | 81.56% | (146 passed/179 taken) | 2015-16 | 1 st -3 rd quarters | 92.90% (183 taken/170 passed) |
| 2012-13 | 92.34% | (241 passed/261 taken) | | | |

NCLEX-RN exam pass rate for first time test-takers has been consistently above minimum performance threshold.

Total program enrollment for all options and campuses for the four academic years 2010-2013 is reported by the program as 1004. The corresponding period of NCLEX measurement reflects 840 graduates took the NCLEX-RN exam. The program has improved methods of capture, analysis and application of attrition and retention data, and reports program attrition has been reduced to 21% or less. The university has initiated an Office of Enrollment & Support Services, and the program has implemented a comprehensive Learning Support Plan, an across-curriculum knowledge mastery assessment system (ATI), an improved remediation plan, more strict criteria for program progression, and a newly formed faculty committee for review of program admission criteria which will be revised as needed to further ensure student success. In 2015 a complaint was received from a student desiring to re-enter the program and the subsequent inquiry by NEC revealed that the program had a backlog of students awaiting re-entry. The program took steps across the next few admission cycles to ensure that students desiring re-entry in compliance with the program’s policy were admitted. The program director and enrollment advising staff report that the backlog is resolved and enrollment practices now routinely account for students awaiting re-entry so that they are accommodated timely and within the program’s approved enrollment numbers.

Conclusions:

Areas of improvement include total program evaluation plan and execution, data gathering/analysis/application, simulation lab facilities, classroom space, student support services including availability of nursing content tutors, faculty organization and committee processes, and student clinical performance

evaluation process and tools. Program completion rate is >80% and there is a high rate of graduate success on the NCLEX-RN exam.

Areas of noncompliance and recommendations noted at this visit which were recurrent from past visits:

| Section | Description | 2008 | 2010 | 2014 | 2016 |
|------------------------|--|------|------|------|------|
| 1424(b)(1) | total program evaluation | | | X | X |
| 1424(d) & (h), 1425 | Inadequate/unapproved faculty & assistant director | X | X | X | X |
| | Clinical facilities | | | X | X |
| | Lab resources | X | X | X | X |
| 1424(e) | sufficient time allotted for assistant director | | | X | X |
| 1425.1(b) | faculty orientation | X | | X | X |
| 1427(b) | learning objectives in clinical facilities | | | X | X |
| 1428 | student participation | | | X | X |

Frequent turnover in program leadership roles of program director and assistant director, program director managing multiple geographically remote campuses, scope of program director duties, and limited time allotted to program director and assistant director positions results in incomplete program oversight and management, and hinders the ability to sustain improvements. Communication continues to be a source of some dissatisfaction for faculty and students, particularly where it may delay problem-solving.

REPORT OF FINDINGS:

Noncompliance:

SECTION 1424(d) Resources. The program shall have sufficient resources, including faculty, library staff and support services, physical space and equipment, including technology to achieve the program’s objectives.

The program does not have adequate faculty to implement the program.

RELATED SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

The number of faculty are inadequate to implement the approved program. Faculty do not always meet requirements for competency, especially in regards to content expert designation.

RELATED SECTION 1425 Faculty-Qualifications and Changes. All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, “faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 09/2012), which is incorporated herein by reference.

Faculty have been assigned to instruction without BRN approval; assistant director has been appointed without BRN approval.

RELATED SECTION 1425.1(b) Faculty Responsibilities. Each faculty member shall participate in an orientation program, including, but not limited to, the program’s curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.

Faculty do not consistently participate in an orientation program.

SECTION 1424(e) Program Administration. The director and the assistant director shall dedicate sufficient time for the administration of the program.

Adequate time is not allotted for program director and assistant directors to administer the program.

SECTION 1427 Clinical Facilities

(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board.

Some clinical facilities were utilized without BRN approval; some clinical facility agreements were expired.

(b) Clinical Facilities. A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.

Clinical objectives are not consistently maintained at all clinical facilities.

Recommendations:

SECTION 1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

Revise the total program evaluation plan to clearly reflect inclusion of periodic review of admission and selection procedures. Ensure that faculty consistently receive all evaluation reports for review and application to program improvement activities.

SECTION 1424(d) Resources: System for faculty arranging skills lab practice is sometimes ineffective with lab not properly prepared for scheduled skills instruction. Students do not have a clear understanding regarding availability of open skills lab hours, supplies and instructional support.

Improve coordination and communication between Lab Coordinator, and faculty and students.

1428. Student Participation. Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.

Ensure students consistently have opportunity to participate in program decision-making meetings with faculty.



DRAFT

**EDUCATION/LICENSING
COMMITTEE MEETING**

AGENDA

Four Points by Sheraton, Los Angeles International Airport
9750 Airport Blvd.
Los Angeles, CA 90045

August 11, 2016

Thursday, August 11, 2016 09:00 am

7.0 Call To Order/Roll Call/Establishment of a Quorum

7.1 Vote on Whether to Approve Minutes

7.1.1 May 12, 2016

7.2 Vote on Whether to Recommend Ratification of Minor Curriculum Revision

7.2.1 California State University, San Bernardino Baccalaureate Degree Nursing Program

7.2.2 Chamberlain College of Nursing Baccalaureate Degree Nursing Program

7.2.3 Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program

7.2.4 National University Baccalaureate Degree Nursing Program

7.2.5 San Diego State University Baccalaureate Degree Nursing Program

7.2.6 Western University of Health Sciences Entry Level Master's Degree Nursing Program

7.2.7 Carrington College LVN to RN Associate Degree Nursing Program

7.2.8 College of the Sequoias Associate Degree Nursing Program

7.2.9 Copper Mountain College Associate Degree Nursing Program

7.2.10 Modesto Junior College Associate Degree Nursing Program

7.2.11 Ohlone College Associate Degree Nursing Program

7.2.12 Santa Barbara City College Associate Degree Nursing Program

7.2.13 Weimar Institute Associate Degree Nursing Program

7.2.14 West Hills College Lemoore Associate Degree Nursing Program

7.2.15 California State University, Los Angeles Nurse Practitioner Program

7.2.16 University of California, Los Angeles Nurse Practitioner Program

Acknowledge Receipt of Program Progress Report

7.2.17 Holy Names University LVN to BSN Baccalaureate Degree Nursing Program

7.2.18 California State University, Dominguez Hills Entry Level Master's Degree Nursing Program

7.2.19 Charles R. Drew University of Medicine and Science, Mervyn M. Dymally School of Nursing
Entry Level Master's Degree Nursing Program

7.2.20 American Career College Associate Degree Nursing Program

7.2.21 East Los Angeles College Associate Degree Nursing Program

7.2.22 Napa Valley College Associate Degree Nursing Program

7.2.23 San Joaquin Valley College Associate Degree Nursing Program

- 7.3 Vote on Whether to Recommend Continuation of Approval of Prelicensure Nursing Program**
 - 7.3.1 National University Baccalaureate Degree Nursing Program
 - 7.3.2 Sonoma State University Baccalaureate Degree Nursing Program
 - 7.3.3 Cerritos College Associate Degree Nursing Program
 - 7.3.4 College of Marin Associate Degree Nursing Program
 - 7.3.5 Long Beach City College Associate Degree Nursing Program
 - 7.3.6 Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program
 - 7.3.7 Palomar College Associate Degree Nursing Program
 - 7.3.8 Pasadena City College Associate Degree Nursing Program
 - 7.3.9 Santa Rosa Junior College Associate Degree Nursing Program

- 7.4 Vote on Whether to Recommend Continuation of Approval of Advanced Practice Nursing Program**
 - 7.4.1 Sonoma State University Nurse Practitioner Program

- 7.5 Vote on Whether to Recommend Approval of Major Curriculum Revision**
 - 7.5.1 American University of Health Sciences Baccalaureate Degree Nursing Program (increase enrollment)
 - 7.5.2 California State University, Bakersfield Baccalaureate Degree Nursing Program (curriculum revision)
 - 7.5.3 California State University, Los Angeles Baccalaureate Degree Nursing Program (curriculum revision)
 - 7.5.4 University of California, Irvine Baccalaureate Degree Nursing Program (curriculum revision, add ELM program)
 - 7.5.5 California State University, Bakersfield Nurse Practitioner Program (curriculum revision)
 - 7.5.6 California State University, Los Angeles Nurse Practitioner Program (curriculum revision)

- 7.6 Vote on Whether to Recommend Granting Initial Approval of Prelicensure Nursing Program for California Career College Associate Degree Nursing Program**

- 7.7 Vote on Whether to Recommend Changing Warning Status for East Los Angeles College Associate Degree Nursing Program**

- 7.8 2015-16 ELC Goals and Objectives Achievement Report**

- 7.9 SB466 Education Regulations Rulemaking Process Update With Vote on Whether to Recommend Continuing Rulemaking Process and Adopt Related Guideline**

- 7.10 Public Comment For Items Not On The Agenda**

- 7.11 Adjournment**



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Louise R. Bailey, MEd, RN, Executive Officer

NOTICE:

All times are approximate and subject to change. Items may be taken out of order to maintain a quorum, accommodate a speaker, or for convenience. The meeting may be canceled without notice. For verification of the meeting, call (916) 574-7600 or access the Board's Web Site at <http://www.rn.ca.gov>. Action may be taken on any item listed on this agenda, including information only items. Public comments will be taken on agenda items at the time the item is heard. Total time allocated for public comment may be limited.

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Board members who are not members of this committee may attend meetings as observers only, and may not participate or vote. Action may be taken on any item listed on this agenda, including information only items. Items may be taken out of order for convenience, to accommodate speakers, or maintain a quorum. The public will be provided an opportunity to comment on each agenda item at the time it is discussed; however, the committee may limit the time allowed to each speaker.



**OFFICE OF THE DEAN
SCHOOL OF HEALTH AND HUMAN SERVICES**

3678 Aero Court, San Diego, CA 92123-1788
858.309.3473 • 858.309.3480 (fax) • www.nu.edu

To: Leslie Moody, NEC, California Board of Registered Nursing

From: Richard Guertin, Chair/Director Pre-Licensure BSN Program
National University
San Diego, CA 92123

July 17, 2016

Ms. Moody,

As director of the National University Pre-Licensure BSN program I am submitting our response to the Consultant Approval Report sent on June 22, 2016. There are three attachments:

1. The Response Report
2. Appendix A- The Total Evaluation Plan for the program
3. Appendix B- A staffing plan for the AY 16-17. Of note with Appendix B I am sending it as both an excel spread sheet and a PDF. You will note the following annotations:
 - a. RED box with ADJUNCT*- these are vacancy areas that will be staffed with FT/PT or Adjuncts.
 - b. Any faculty with an * after their name are committed adjuncts for those scheduled classes
 - c. Any ** signifies that the faculty is in the process or hire or will be supervised by the Campus Associate Director as noted in Fresno with Dr. Mathai or in Rancho Bernardo by Professor Soliman or Dr. DeLa Cruz

If there are additional documents that you need please advise. The report is felt collectively to address many of the areas outlined in your report in a systematic approach with the goal of achieving and sustaining compliance. All levels of the University have reviewed the report and are in full support to achieve our goals of quality student education, full regulatory compliance and the level of consistency and sustainability needed for the program.

A handwritten signature in black ink, appearing to read "Richard Guertin".

Richard Guertin, DHA, MSN, RN-C
Director



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To: Leslie Moody, NEC, California Board of Registered Nursing
From: Richard Guertin, DHA, RN 
Director, Department of Nursing, School of Health and Human Services
Subject: Progress Report from On-Site visits to Rancho Bernardo (May 25-26, 2016),
Fresno (June 1, 2016), and Los Angeles (June 6, 2016)
Date: July 17, 2016

Introduction

The National University Department of Nursing has prepared this follow up response to address the areas of non-compliance and recommendations provided in the June 17, 2016 Report of the Findings of the Program Interim Visit. The format of our response report will be structured as follows:

Areas of Non-Compliance

- Cite the citation
- State action taken to correct the problem
- Plans for the items not corrected including time frame
- Process for monitoring and evaluating action
- Documentation to support action

Recommendations

- Cite the recommendation
- Action taken to address the recommendation

National University has offered the Bachelor of Science in Nursing since 2004. Originally being offered at only the Rancho Bernardo campus, by 2010 it had expanded to two additional campuses, enrolling 320 students a year and teaching over 600 pre-licensure students. As cited in the report, the lack of sustainability within the leadership of the Department of Nursing has led to areas of non-compliance. The current University leadership, which includes senior administration officials, understands the mandate of achieving and maintaining compliance with all regulatory precepts. Recently, the university appointed a new President, Dr. David Andrews, an experienced educator and higher education executive. His previous position was Dean of the School of Education at Johns Hopkins University. His guidance in our overall strategic plan to achieve and maintain compliance is critical to our success. Dr. Gangaram Singh was appointed permanent Provost this year after previously serving as Interim Provost for one year. The leadership of the Department of Nursing has been working closely with Dr. Singh in achieving a systematic plan of infrastructure, oversight, shared self-assessment and evaluation. Dr. Gloria McNeal, who has been Dean of the

School of Health and Human Services since 2013, provides oversight for the School of Health and Human Services, which houses the Department of Nursing. The Department of Nursing leadership team is composed of the Director/Chair, three associate directors (one for each campus), Department Course Leads and Campus Course Leads for various courses. The plan of action as delineated in this report is designed to meet the needs of the students, the regulatory precepts of the state and the policies of the University.

Findings of Non-Compliance

SECTION 1424(d) Resources. The program shall have sufficient resources, including faculty, library staff and support services, physical space and equipment, including technology to achieve the program's objectives.

The program does not have adequate faculty to implement the program.

The issue of inadequate faculty to meet the regulatory needs has been a priority topic of concern within the Department and the University. The overall area of concern and scrutiny revolves around the central question: What are the resources needed to meet the BRN regulatory criteria for faculty-student ratios to provide a quality education for our students? As addressed at the on-site Rancho Bernardo NEC Interim Visit with Senior Administration, we are reviewing several options with the Provost and President to ensure that the regulatory priorities are met. Toward that end, we are in the process of preparing a comprehensive and systematic review of all factors to be taken into consideration, with regard to the financial, educational, and quality implications that will impact the final decision. The commitment to ensure compliance with all regulatory concerns has been the focus of several serious discussions with Senior Administration since the visits and the submission of this response report.

Corrective Action Plan

Current Practice

1. The Provost has requested a complete and comprehensive analysis of the current utilization of Nursing Faculty and Support personnel to identify and fill gaps with a systematic and sustainable approach. Since the Visit, the Dean, Dr. McNeal and the Director, Dr. Guertin have been meeting regularly with Dr. Singh to determine a solution that is academically and financially sustainable. The current analysis of the faculty coverage is documented in the attached vacancy table (Appendix B).
2. During the period of Academic Year 2015-2016 the Department has reviewed and interviewed over 25 candidates. To ensure we are meeting all state and federal guidelines we have developed a multiple accountable process for every candidate that presents an equitable review, and attracts potential faculty of the highest quality and projects personnel that will sustain the high achievements of National University students.

Gap

1. There is no structured hiring plan for the Department
2. current total student enrollment needs to be re-evaluated

Response to the Gap Issues

1. Faculty Hiring Plan - The Director will submit a request to conduct a search for a new faculty position. The hiring plan will be in accordance with the University's Strategic Plan, Department needs, the Faculty Policies, and the BRN regulations. The hiring plan will address the following items:
 - **BRN Requirements.** The position request must be in compliance with BRN regulations. A signed and dated BRN approval form will be finalized at the time of the faculty appointment
 - **Teaching Responsibilities.** A position request must describe the teaching contributions that can be expected from the proposed new hire, including the individual's expected role in helping the Department respond to its student enrollment demands.
 - **Scholarship.** The Department's hiring plan will include the expected future directions for the discipline, and the position request will be consistent with these directions.
 - **Financial requirements.** Each position request must include an estimate of the starting salary as well as an indication of the expected setup requirements. A position request should provide an indication of the expected composition of the applicant pool, based on demographics for the field.
 - **Space.** The location of office space for the new faculty member must be identified. If any renovation of this space is anticipated details must be provided.
 - **Diversity.** The Department of Nursing is committed to the National University's policy of equal opportunity hiring, and it is therefore important to seek representation of men and underrepresented minority candidates for open nursing faculty positions
 - **Nursing Content Areas.** The advertisements for the open faculty positions must be specific to the BRN nursing content area for which there is a vacancy. The Department will conduct an open search in which candidates will be sought from multiple areas of the discipline.
2. The University is currently in deliberation regarding several enrollment options, which will be given very careful consideration:
 - a. Keep all enrollments at their present levels but supplement support with the following:
 - i. Appropriate level of credentialed faculty
 - ii. Initiate support positions of higher skill sets for Chairs of the Dept. Nursing
 - iii. Initiate the use of alternative technologies to expedite some of the higher volumes processes
 - b. Reduce enrollment from 300 a year to 220.
 - i. RB-2 cohorts of 50 and 2 cohorts of LVN/BSN=140
 - ii. LA- 2 cohorts of 20=40

- iii. Fresno-2 cohorts of 20=40
- c. Reduce enrollment from 320 to 270
 - i. RB-3 cohorts of 50 and 2 cohort of 20=190
 - ii. LA-2 cohorts of 20=40
 - iii. Fresno-2 cohorts of 20=40
- d. Change the Fresno campus course offerings from a pre-licensure option to an RN/BSN campus. Discontinue enrollment of any pre-licensure students and initiate a teach out plan for existing students
- e. Discontinue enrollment at the Los Angeles campus. This campus has proven the most difficult to recruit capable and competent faculty. This option would reduce the total enrollment from 300 to 260.

Time Line for Corrective Action Plan

| Action | Person Responsible | Due Date | Status |
|--|--|---------------|----------------------------------|
| Implementation of Corrective Action Plan to address hiring plan, adequacy of faculty, vacancy report, and enrollment options | Director Department of Nursing in collaboration with the Dean, Provost and President | July 17, 2016 | University deliberations ongoing |

Process for Evaluating and Monitoring Corrective Action

| TABLE 1: PROCESS AND PLAN | | | | | IMPLEMENTATION | |
|--|---|---|----------------------------------|---|--|---|
| Criteria | Expected Level of Achievement | Assessment Method | Time and Frequency of Assessment | Person Responsible | Report of the Data | Analysis of Results |
| Faculty shall be adequate in type and number to develop and implement the BRN approved program | Faculty /student ratios in the classroom and clinical settings are sufficient to ensure adequate teaching, supervision and evaluation | Review Faculty activity plans for workload allocation | Each quarter | Director/Chair Chair Faculty Affairs Committee | Faculty Development Plans document faculty assignments in compliance with BRN regulations | Faculty student ratios in the didactic and clinical settings are maintained |
| | Faculty are assigned to teach content for which BRN approval has been obtained | Review of BRN approval forms to ensure compliance | Each quarter | Director/Chair | Signed and dated BRN approval forms document 100% compliance | Faculty teach course content related to area of competency |
| Faculty credentials meet governing organization and state requirements | Number of nursing faculty hired to teach meet BRN regulations | Review of faculty profile table, computation worksheets, and contractual agreements | Quarterly | Director/Chair Dean Provost | Faculty profile table, computation worksheets, and contractual agreements document 100% compliance | Adequacy of faculty assigned to teach meets BRN requirements |

| | | | | | | |
|--|--|---|-----------|----------------|--|---|
| | | Faculty vacancy table to detail future scheduled courses lacking faculty coverage | Quarterly | Director/Chair | Faculty vacancy table completed and reviewed with Dean and Provost | Hiring Plan initiated for qualified faculty |
|--|--|---|-----------|----------------|--|---|

Process of Oversight and Sustainability

1. The Office of the Provost will conduct a carefully structured systematic review of enrollment processes and faculty vacancies.
2. The Faculty Search Committee will review the hiring plan and make recommendations for change as needed
3. The Director of Nursing will ensure adherence to faculty/student ratio consistent with BRN regulations

Documentation to Support Action

Report of the Office of the Provost

Report of the Department Search Committee

Report of the Department Faculty Affairs Committee

Most recent edition of the *National University Faculty Policies* (2009)

RELATED SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

The number of faculty are inadequate to implement the approved program. Faculty do not always meet requirements for competency, especially in regards to content expert designation

Corrective Action Plan

Current Practice

Most recently the School of Health and Human Services (SHHS) created the Office of Enrollment and Student Services (OESS), which is designed to manage the registrar functions of the School to include admissions, enrollment, class scheduling, clinical placements and requirements, transfer credit requests, student recordkeeping (academic, health records, background checks), staff HIPAA/FERPA training and compliance, affiliation agreements, student academic progression, retention, graduation clearance, and post-graduation follow up. The OESS provides oversight for the scheduling of faculty to teach within their approved content areas.

Gap

1. The BRN approval form is not consistently obtained prior to the assignment of faculty to teach clinical courses

Response to the Gap Issue

To ensure compliance with BRN faculty competency requirements, the OESS has implemented a more structured scheduling process to include the following plan of action:

1. Scheduling meetings are conducted each week under the leadership of the OESS Director. In attendance at these weekly meetings is the Director, Assistant Directors and Department and Course Leads.
2. Prior to the scheduling of any class, a computation worksheet for each class is sent to all assigned faculty members. The computation worksheet contains the dates, times, locations, assigned faculty, and clinical sites for all scheduled courses 30 days prior to the start of class
3. The computation worksheet is signed by each faculty member verifying acceptance of the assignment and returned to the OESS Director for scheduling
4. The Director of the Department of Nursing provides verification that the assigned faculty member has been approved to teach the assigned content area, as documented by a signed and dated BRN approval form
5. At the weekly meeting, each campus shares the upcoming schedule of classes and faculty assignments and ensures that there is sufficient coverage for the future classes by faculty holding the required BRN approved content expertise
6. The Director of the Department of Nursing provides the final approval for the faculty assignments

Time Line for Corrective Action Plan

| Action | Person Responsible | Due Date | Status |
|--|--------------------------------|---------------|-------------------------------|
| Implementation of Corrective Action Plan to address areas of non-compliance in faculty assignments | Director Department of Nursing | July 17, 2016 | Plan has been operationalized |

Process for Evaluating and Monitoring Corrective Action

| TABLE 2: PROCESS AND PLAN | | | | | IMPLEMENTATION | |
|--|---|---|----------------------------------|--|---|--|
| Criteria | Expected Level of Achievement | Assessment Method | Time and Frequency of Assessment | Person Responsible | Report of the Data | Analysis of Results |
| Faculty members are academically and experientially qualified and maintain expertise in their areas of | Nursing Faculty are credentialed with a minimum of a master's degree a majority of whom are doctorally prepared | Review of curriculum vitae, transcripts, California Board of Registered Nursing Faculty approval forms, and CEUs obtained in the respective areas of expertise. Review of Human Resources personnel files | Upon appointment | Chair, Faculty Affairs Committee Chair, Faculty Search Committee Director, Human Resources | Faculty are adequate in number to meet BRN regulations academically and experientially qualified, and maintain expertise in areas of responsibility as evidenced by the signed and dated BRN approval forms | Faculty workload and teaching assignments document maintenance of faculty/student ratio of 1:25 in the classroom setting and 1:10 in the |
| | Academic and experiential preparation of | Comparison of Faculty vitae and transcripts with program needs | Upon appointment | Chair, Faculty Affairs Committee | | |

| | | | | | | |
|---------------------|--|---|----------|---------------------------------|--|---|
| responsi- bility | Faculty are appropriate | | | Chair, Faculty Search Committee | Faculty clinical assignments | clinical setting |
| | Maintenance of Faculty expertise at BRN approved level of competence | Review of Faculty evaluations, BRN approval forms, and CEUs earned | Annually | Chair Faculty Affairs Committee | document adherence to BRN regulations | A remediation plan for all Faculty in need of expertise has been formalized. |
| | Faculty evaluation of performance will follow guidelines established by the NU Faculty Policies document | Review of Faculty activity plans, annual reports, continuing education certificates, and Faculty development programs | Annually | Chair/Director Dean | Evaluation of Faculty includes teaching, service, research, advisement, clinical practice and administrative responsibilities. | Student evaluations of Faculty performance are included in the Faculty assessment of performance. |

Process of Oversight and Sustainability

1. The Director of Nursing will attend the weekly scheduling meetings to ensure that all clinical faculty meet BRN regulations and are assigned to teach in approved area of expertise
2. The Faculty Affairs Committee will review faculty schedules bi-annually and provide recommendations based on regulatory criteria and/or faculty feedback
3. The OESS Director will ensure adherence to the scheduling of faculty to teach in clinical courses for which they hold clinical competence as documented by BRN approval

Documentation to Support Action

Report of the Department Faculty Affairs Committee

Minutes of the OESS Weekly Scheduling Meetings

Most recent edition of the *National University Faculty Policies (2009)*

RELATED SECTION 1425 Faculty-Qualifications and Changes. All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, “faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 09/2012), which is incorporated herein by reference.

Faculty have been assigned to instruction without BRN approval; assistant director has been appointed without BRN approval

Corrective Action Plan

Current practice

1. All Faculty development plans have been reviewed by the Chair, Dean and Provost ensuring all FT/PT faculty have optimized their requirements according to their University Contract

2. Weekly meetings, as described above, have been held and are continuing to evaluate the current staffing and any gaps that affect regulatory or accreditation compliance mandates
3. BRN faculty approval forms are on file for review and document the approval of the Director and Assistant Directors.

Gap

1. The hiring process needs to be reorganized to prioritize the completion of the BRN approval form prior to the scheduling of faculty assignments to teach clinical courses

Response to Gap Issue

1. Prior to the appointment of any new hires the following faculty hiring procedures have been implemented:

A. Full Time Faculty Hiring Procedure

Steps in the Procedure

1. Applicant applies to the position and uploads resume
2. Assistant to the faculty sends the resume to the Search Committee
3. Search Committee screens the resume and determines eligibility
4. If eligible, assistant to the faculty schedules a telephone interview
5. Search Committee conducts the telephone interview
6. Upon the approval of the Search Committee, the candidate is moved forward for an in-person interview
7. The assistant to the faculty schedules the in person interview
8. The Search Committee meets with the candidate for one hour (recorded session)
9. The candidate meets with the faculty for a one hour presentation (recorded session)
10. The candidate meets with the Department Chair, who prepares and submits the BRN approval form for review by the BRN NEC
11. The candidate meets with the Dean
12. The faculty and Search Committee complete surveys and forward to the Dean
13. The Dean summarizes the findings of the surveys and completes the hiring packet
 - a. Dean completes the Faculty Search and Hiring Request Form and attaches:
 - i. The signed and dated BRN approval form indicating the approved clinical area and classification
 - ii. Recommendation letter
 - iii. Resume
 - iv. California RN license verification
 - v. Search Committee Survey results
 - vi. Faculty Survey results
 - vii. Secondary candidate resume, if applicable
14. Upon the approval of the Provost, the hiring packet is submitted to Academics
15. Academics conducts background check, etc
16. If cleared by Academics, the Dean is informed and offer is made
17. If the candidate accepts the offer, the remaining hiring documents are processed
18. Academics sends the contract to the candidate
19. The candidate signs and returns the contract
20. The Department on boarding process is initiated.

B. Adjunct Faculty Hiring Procedure

Steps in the Procedure

1. Program Lead recruits faculty candidate
2. Program Lead completes the interview checklist
3. Telephone interview is conducted
4. References are contacted
5. Interview checklist is submitted to Scheduling Coordinator who begins adjunct hire process.
6. The hiring packet is submitted to scheduler who sends to the Chair the following
 - a. Checklist
 - b. Application
 - c. Resume
 - d. Verification of RN license (Breeze)
 - e. Transcripts copy
 - f. BRN approval form
7. Upon approval of the Chair the packet is forwarded to the Dean
8. Upon approval of the Dean background check request is emailed to applicant by the Scheduler.
9. Upon successful completion of background screening a new hire packet is emailed to applicant.
 - a. I-9
 - b. Faculty Information Form
 - c. Agreement regarding Intellectual Property and Software
 - d. Confidentiality Statement
 - e. Education Verification
 - f. Faculty Transcript Form – complete for highest degree from regionally accredited institution
10. Applicant submits all documents to Scheduling Coordinator.
 - a. Interview checklist
 - b. I-9
 - c. Faculty Information Form
 - d. Agreement regarding Intellectual Property and Software
 - e. Confidentiality Statement
 - f. Education Verification
 - g. Faculty Transcript Form – complete for highest degree from regionally accredited institution
 - h. Application
 - i. Resume
 - j. BRN approval form, if needed
 - k. RN license verification
 - l. Request for BSN authorization, if needed (not required by BRN)
11. A scanned copy of the packet is uploaded to Share Drive by the Scheduler
12. The original files are sent to Academics
13. Academics notifies Scheduling Coordinator about finalization of hire.
14. Scheduling Coordinator notifies adjunct faculty about finalization of hire to include faculty ID number (CC: Program/Course Lead)

Vacancy Table

1. The attached faculty vacancy table is currently under review by the Director, Dean and Provost to ensure that there are at least two full-time instructors for each of the clinical courses on the Rancho Bernardo Campus, and at least one full time instructor for each of the clinical courses on the Los Angeles and Fresno campuses.
2. All courses are currently sufficiently staffed with BRN approved faculty. To ensure that all courses are appropriately staffed on all three campuses, faculty coverage has been secured with the approval of overload requests and with the utilization of adjunct faculty. With this staffing process in place, no classes have been cancelled.
3. The attached faculty vacancy table documents areas still in need of coverage through to the end of the calendar year.

Time Line for Corrective Action Plan

| Action | Person Responsible | Due Date | Status |
|--|--------------------------------|---------------|-------------------------------|
| Implementation of Corrective Action Plan to address areas of non-compliance in faculty appointments without BRN approval | Director Department of Nursing | July 17, 2016 | Plan has been operationalized |

Process for Evaluating and Monitoring Corrective Action

| TABLE 3: PROCESS AND PLAN | | | | | IMPLEMENTATION | |
|---|---|---|----------------------------------|---|---|--|
| Criteria | Expected Level of Achievement | Assessment Method | Time and Frequency of Assessment | Person Responsible | Report of the Data | Analysis of Results |
| All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "faculty Qualifications and Changes" | Nursing Faculty and Directors are credentialed and appointed after the attainment of BRN approval as documented via the BRN approval form | Review of curriculum vitae, transcripts, California Board of Registered Nursing Faculty approval forms, | Upon appointment | Chair, Faculty Affairs Committee Chair, Faculty Search Committee Dean | Faculty holding administrative appointments are approved by the BRN prior to assuming administrative duties | Faculty Administrative workload and teaching assignments document maintenance of time/effort allotment |
| | Academic and experiential preparation of Faculty are appropriate | Comparison of Faculty vitae and transcripts with program needs | Upon appointment | Chair, Faculty Affairs Committee Chair, Faculty Search Committee | | |
| | Maintenance of Faculty expertise at BRN approved level of competence and administrative experience | Review of Faculty evaluations, BRN approval forms, and CEUs earned | Annually | Chair Faculty Affairs Committee | | |
| | Faculty evaluation of administrative performance will follow guidelines established by the NU Faculty Policies document | Review of Faculty activity plans, annual reports, continuing education certificates | Annually | Chair/Director Dean | | |

Process of Oversight and Sustainability

1. The Director of Nursing will ensure that only BRN approved faculty are assigned to teach clinical courses according to their expertise
2. The Faculty Search Committee will ensure adherence to the newly revised steps in the procedures for faculty hiring to include the attainment of BRN approval forms.
3. The Faculty Affairs Committee will review bi-annually the manuals for any revisions or recommendations based on regulatory changes and/or faculty feedback

Documentation to Support Action

Report of the Department Director and Assistant Directors

Most recent edition of the *National University Faculty Policies* (2009)

RELATED SECTION 1425.1(b) Faculty Responsibilities. Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.

Faculty do not consistently participate in an orientation program

Corrective Action Plan

Current Practice

Faculty Orientation - Orientation for new faculty is a multi-step process consisting of university, school, department, and course level information. Adjunct faculty members are required to complete the University orientation to be fully aware of the policies, procedures, and operations of the University and the Department of Nursing (DON). Approval to staff a course requires, at minimum, completion of the State of California mandated sexual harassment prevention training (good for two years) and the online Faculty Foundations modules located in the learning management system (LMS). Adjunct faculty who teach ONLY clinical courses do not need to complete the modules specific to online teaching use of the LMS systems. The campus nursing team, consisting of the Assistant Director, Full-time faculty, Department Course Lead, or Campus Course Coordinator, supports the orientation process.

Employment Documentation:

1. University online application for faculty employment
2. Current curriculum vitae/resume
3. Unencumbered California RN license
4. California State Board of Nursing (BRN) faculty approval prior to hire
5. Names of three references
6. Official degree transcripts
7. Background check
8. After Hire: Annual updated CV and separate list of Continuing Education Units (CEU) on file in the DON

All faculty must maintain an unencumbered active California Registered Nurse license. Orientation Day is arranged by the campus Assistant Director. Topics include the following:

1. NU ID number, Photo ID badge, parking regulations/permits, department key, mailboxes, phone system, business cards
2. Introductions to local administrators/managers/staff/faculty
3. Access to University computer software systems: SOAR, LMS, Email
4. Issue and review University Catalog, Faculty Policies (Full Time and Part-time), Faculty
5. Bylaws, and DON policies (DON Faculty, Student, and Skills Laboratory Handbooks)
6. Review organizational structure and functions: University mission/vision/values, committees, DON shared governance committees, and Course Team functions, and role expectations.
7. Schedule of routine faculty meetings Review of teaching-learning resources to include, but not limited to: Library, Attendance procedures, student Learning Support Plan (remediation), anti-plagiarism software, ATI.
8. Obtain access to ATI products and Nursing Central resources Review Nursing Curriculum sequence, course passing requirements, and risks to students for non-progression.
9. Review campus logistics for scheduling onsite and online classes
10. Review Information System functions: email, SOAR, LMS, Faculty Community, DON information repository

Gap

1. Inconsistency in follow through for the implementation of a more structured orientation process

Response to the Gap Issue

School/Departmental Orientation - It is the responsibility of the Assistant Director to oversee the orientation of Full Time & Part Time Faculty. The Orientation is comprised of two components that consist of online learning management system (LMS) training and review of policies and procedures. Each Department of Nursing campus will maintain an Orientation Binder for reference.

Included in the LMS training is information pertaining to the Faculty Center in Excellence in Teaching and Technology (FCETT) and the NU Faculty Foundations. The On-Line NU Faculty Foundations “course” is to be completed prior to teaching the first course. This may be modified under special circumstances at the discretion of the Assistant Director.

Upon hire, the faculty member should receive an electronic version of the Department Orientation Document. If desired, a paper copy is available in the Department of Nursing office on campus. It is the faculty member’s responsibility to complete a review of this

information within their first month of hire prior to teaching their first course. Upon completion, the new faculty member will be responsible to make an appointment to meet with their Assistant Director who will answer any questions that may arise. The Assistant Director will review, complete, and sign the New Faculty Orientation Checklist for inclusion in the faculty's department file. University policy documents are available online in the Faculty Community and the Provost's Channel university website located at community@nu.edu/provost

Course Team Orientation - The Campus Course Coordinator (CCC) provides information pertaining to individual course details, Clinical Affiliate Faculty orientation requirements, and general use of the Skills Lab/SIM.

Time Line for Corrective Action Plan

| Action | Person Responsible | Due Date | Status |
|---|--------------------------------|---------------|-------------------------------|
| Implementation of Corrective Action Plan to address inconsistency in follow through regarding the implementation of the faculty orientation process | Director Department of Nursing | July 17, 2016 | Plan has been operationalized |

Process for Evaluating and Monitoring Corrective Action

| TABLE 4: PROCESS AND PLAN | | | | | IMPLEMENTATION | |
|--|---|---|----------------------------------|---|---|---|
| Criteria | Expected Level of Achievement | Assessment Method | Time and Frequency of Assessment | Person Responsible | Report of the Data | Analysis of Results |
| Faculty are oriented and mentored in their areas of responsibility | Nursing Faculty are oriented at all campus locations in their respective areas of responsibility | Review of orientation checklist | Upon appointment | Director and Assistant Directors, Chair Faculty Affairs Committee Faculty Mentor | Documentation of orientation and faculty mentoring is maintained by the faculty mentors and Faculty Affairs Committee | Completed revisions of the Faculty Handbook |
| | Faculty survey results will document the highest level of satisfaction with the orientation process | Results of the faculty survey | Within 6 months of employment | Director and Assistant Directors, Chair Faculty Affairs Committee Chair Faculty Evaluation Committee Faculty Mentor | | Review of Faculty Orientation Manual |
| | A stand-alone faculty orientation manual will be developed and disseminated | Results of faculty survey Review of Faculty Orientation Manual | September 2016 | Chair Faculty Evaluation Committee | | Review of the faculty survey results |

Process of Oversight and Sustainability

1. An annual survey of faculty will be initiated on the utility of the manuals and orientation process in general.

2. The Faculty Affairs Committee will review bi-annually the manuals for any revisions or recommendations based on regulatory changes and/or faculty feedback
3. The Evaluation Committee will also review all manuals for currency and regulatory compliance

Documentation to Support Action

Report of the Department Faculty Affairs Committee

Report of the Faculty Evaluation Committee

Findings of the Faculty Survey Instrument

Department of Nursing Faculty Handbook

Department of Nursing Faculty Orientation Manual

SECTION 1424(e) Program Administration. The director and the assistant director shall dedicate sufficient time for the administration of the program.

Adequate time is not allotted for program director and assistant directors to administer the program

Corrective Action Plan

Current Practice

1. Current BRN guidelines as described in previous BRN reports identified the need for 40 percent of each Assistant Director's time be dedicated to the Service Administrative duties commensurate with the position. The guidelines also recommend 100 percent of the Director's time be dedicated to overall administrative supervision and direction of the Department.

Gap(s)

1. The enrollment on the Rancho Bernardo campus constitutes over 70 percent of the entire student body. The Rancho Bernardo Assistant Director is responsible for overseeing and coordinating 121 theory classes and 245 clinical rotations each academic year
2. The Los Angeles and Fresno Assistant Directors are responsible for total enrollments of 80 students each, and 28 theory classes and 44 clinical rotations each academic year. The Los Angeles and Fresno Assistant Directors are given a two course reduction under University policies. Currently, the time allotment for Los Angeles and Fresno administrators is adequate, and permits 40% of their respective time to be devoted to administrative duties. In comparison, the two course reduction (40%) time allotment for the Rancho Bernardo Assistant Director does not provide the time needed to meet the requirements to achieve and sustain regulatory and accreditation compliance.
3. Per NEC recommendations, the Director of the Department of Nursing should have a dedicated assistive staff member whose job duties and time/effort percentage constitutes a 100% assignment devoted to maintaining the compliance and regulatory affairs for the Department across all campuses. The current skill level of personnel assigned to assist the Director is not meeting the operational needs to sustain compliance

Response to Gap Issues

1. The Rancho Bernardo Assistant Director's time allotment will increase to 50 percent, equivalent to a three course reduction
2. As University policy requires all Chairs to teach at least one class, the Director of Nursing's time allotment will be increased to 90%, or in University terms a six course reduction, which translates to a course teaching assignment of one per year.
3. Discussions with the Provost to elevate the skill set of the Director's assistant to a higher level of performance activities are underway. This change in work responsibilities will require a re-evaluation of the job description and reclassification of the position to recruit a more qualified candidate.

Time Line for Corrective Action Plan

| Action | Person Responsible | Due Date | Status |
|--|--------------------------------|---------------|---|
| Implementation of Corrective Action Plan to address time allotment to implement administrative duties for the Director and Assistant Directors | Director Department of Nursing | July 17, 2016 | Plan is under review by the Office of the Provost |

Process for Evaluating and Monitoring Corrective Action

| TABLE 5: PROCESS AND PLAN | | | | | IMPLEMENTATION | |
|--|--|---|---|--|---|--|
| Criteria | Expected Level of Achievement | Assessment Method | Time and Frequency of Assessment | Person Responsible | Report of the Data | Analysis of Results |
| The nurse administrator will have authority and responsibility for the development and administration of the program and have adequate time and resources to fulfill the role and responsibilities | The nurse administrator will have authority and responsibility for development and administration of the program | Review of nurse director job description Director of Nursing allotted 90% time for administrative duties | Upon appointment, every 6 months and thereafter | Dean Director of Human Resources Provost | Documentation of job descriptions accurately reflects time/effort allotment to carry out duties and responsibilities The nurse administrator(s) has/have resources to fulfill job duties | Results of completed six month review Review of Faculty Development Plans of Department of Nursing Directors and Assistant Directors Report of the Office of the Provost |
| | An Assistant Director is assigned to each campus: Rancho Bernardo, LA and Fresno | Review of Assistant Director job descriptions LA and Fresno directors are allotted 40% time for administrative duties Rancho Bernardo director is allotted 50% time for administrative duties | Upon appointment, every 6 months and thereafter | Director of the Nursing Program Dean Provost | | |
| | An admin assistant is assigned to devote 100% time to the Director of the Department of Nursing | Review of job description for the assistant to the Director | September 2016 | Director of the Nursing Program Dean Provost | | |

Process of Oversight and Sustainability

1. Quarterly meetings with the senior leadership will be held to assess the effectiveness of this time management model
2. At least two support personnel will be trained on all regulatory requirements and be held accountable to ensure all regulatory processes are being followed and all faculty meet BRN regulations. Any variances to the process will be reported to the Assistant Directors and escalated when deemed appropriate.

Documentation to Support Action

Findings of the Faculty Development Plan

Findings of the Six-Month Review

Report of the Office of the Provost

SECTION 1427 Clinical Facilities

(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board.

Some clinical facilities were utilized without BRN approval; some clinical facility agreements were expired.

Corrective Action Plan

Current Practice

In advance of the execution of an affiliation agreement, the Department Chair/Director completes the BRN Clinical Site Approval Form (EDP-P-08) to obtain approval to place students at the facility. Upon receipt of BRN approval, a standard National University affiliation agreement is submitted electronically to the agency by the Internship Director. The document is converted to a web-based online signature management system, to facilitate routing of the agreement for authorization and approval by both the agency and the University. In the event that revisions to the document are needed, or if the agency desires to use its own agreement, modifications are made and electronically re-routed for signature, or wet signatures are affixed to hardcopy printouts. These agreements are renewed before the expiration period, or at the request of the Department of Nursing or clinical agency.

The original approved affiliation agreement is stored in the office of the Vice Chancellor of Business and Administration. Scanned copies of all affiliation agreements for all three campuses are maintained in one central location, and uploaded electronically to a password protected portal on a shared drive accessible by the Dean, Department Chair/Director, Department Assistant Directors, and the Internship Director. An individual affiliation agreement is obtained for each clinical setting in which the students are observing, assessing or providing care. The clinical agency affiliation agreements address the responsibilities of the Department of Nursing, the student, the faculty, and the agency. All affiliation agreements are reviewed annually.

Gap

1. A more structured approach to be developed and implemented to ensure compliance in obtaining BRN approval for all clinical agencies

Response to the Gap Issue

1. Under the direct supervision of the Dean, the Internship Director was appointed to establish and maintain all affiliation agreements with the clinical agencies. In addition, the Internship Director works most closely with the Director of the Office of Enrollment and Student Services (OESS) and the OESS Clinical Placement Coordinator, to ensure that open channels of communication are maintained between the Office of the Dean and OESS. The Internship Director obtains the affiliation agreement for each agency and secures the signatures of the Dean and the Vice Chancellor for Business and Administration, for each clinical setting in which the students are observing, assessing or providing care. The clinical agency affiliation agreements address the responsibilities of the Department of Nursing, the student, the faculty, and the agency. The Internship Director regularly reviews all affiliation agreements to monitor expiration dates and renewals needed.
2. The Internship Director ensures compliance with the required practicum courses in the Department of Nursing, in accordance with departmental guidelines and university policies. In collaboration with the Dean, Chair/Director and lead faculty, the Internship Director supports the initial and ongoing development and evaluation of required practicum courses; and, trains, supervises and manages supporting staff, including but not limited to, the Internship Coordinator. Overall, the Internship Director manages and integrates ongoing practicum needs across all department programs, and supports student success, student graduation, and student satisfaction.

Time Line for Corrective Action Plan

| Action | Person Responsible | Due Date | Status |
|--|--------------------------------|---------------|-------------------------------|
| Implementation of Corrective Action Plan to address inconsistency in utilization of clinical agencies without BRN approval | Director Department of Nursing | July 17, 2016 | Plan has been operationalized |

Process for Evaluating and Monitoring Corrective Action

| TABLE 6: PROCESS AND PLAN | | | | | IMPLEMENTATION | |
|--|---|---|--|---------------------|---|---|
| Criteria | Expected Level of Achievement | Assessment Method | Time and Frequency of Assessment | Person Responsible | Report of the Data | Analysis of Results |
| A nursing program shall not utilize any agency or facility for clinical experience without | BRN approved clinical sites will be used for clinical placements 100% of the time | Review of clinical affiliation agreements | Quarterly and as needed | Internship Director | Documentation of affiliation agreements maintained in the Office of the Vice Chancellor for Business and Administration and stored on | Review of expiration dates and BRN approval documents 100% compliance |
| | Lead faculty will initiate contact | Review of clinical agency binder | Prior to start of all clinical rotations | Lead Faculty | | |

| | | | | | | |
|-----------------------------|----------------------|--|--|--|---------------------------|---|
| prior approval by the board | with clinical agency | | | | password protected portal | Review of clinical binder documents course objectives and weekly assignments posted to each clinical ward |
|-----------------------------|----------------------|--|--|--|---------------------------|---|

Process of Oversight and Sustainability

1. All Affiliations and BRN approvals are now handled by the Internship Director for all Departments within the School of Health and Human Services
2. This office has now created a central data base for all approvals and affiliations with governing parameters to indicate when affiliation require renewals

Documentation to Support Action

Report of the Internship Director

Report of the Office of the Vice Chancellor for Business and Administration

(b) Clinical Facilities. A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.

Clinical objectives are not consistently maintained at all clinical facilities

Corrective Action Plan

Current practice

1. Prior to the opening of an agency for student clinical rotations, there is discussion between the lead faculty and the agency to determine the value of the learning experience available, as well as the interest of the agency to engage in a formal relationship. Guidelines are as follows:
 - a. The lead faculty and the faculty member assigned to the agency meet with the education director or other appropriate key agency administrative nursing personnel to discuss clinical placement of students.
 - b. The initial conference with the agency includes a sharing of the following:
 - i. Philosophies of the Department and the agency
 - ii. Course objectives and the student’s level of preparation
 - iii. Responsibilities and roles of the faculty, students, and agency
 - iv. Agency’s expectation of the faculty and students
 - v. Use of conference space, parking facility, and electronic health record

- vi. Procedure to secure name badges, schedule orientation days, and post clinical assignments
- vii. Availability of the clinical units and the list of schools currently using the facility
- viii. Plan for ongoing communication and evaluation of the experience for both the students and the agency
- ix. Brief description of the affiliation agreement and the process for verification of student health records, immunization history, and malpractice insurance

GAP(s)

- 1. There is no consistent process for all Clinical Instructors to follow to ensure facility staff and students are aware of weekly objects, Student Learning Objects being addressed a process to consistently respond to concerns of the facility.

Response to the Gap Issue

- 1. Effective immediately the new process will be implemented which is as follows:
 - a. A three binder with a National University Logo will be placed on every floor of every facility that the Dept. of Nursing utilizes.
 - b. This will occur after discussions with the CNO’s of each facility for their input or suggestions of an alternative format
 - c. The manual will contain the course outlines of each course utilizing the indicated floors
 - d. The Course outlines will have the Student Learning Outcomes and weekly objectives posted on each clinical floor contained in a three-ring binder, and included in the Student and Faculty Handbooks
 - e. A list of students with their assignments will be inserted into the manual by the Clinical Instruct after pre-clinical discussions with the Unit Charge Nurse. All HIPAA regulations will be maintained.
 - f. Weekly objectives will be posted as directed by the facility.
 - g. The clinical instructor will ensure that the Unit Charge and related staff know the location of all material

Time Line for Corrective Action Plan

| Action | Person Responsible | Due Date | Status |
|--|---|---------------|-------------------------------|
| Implementation of Corrective Action Plan to address inconsistency in posting of course objectives and syllabi on each clinical floor | Director Department of Nursing Course Lead | July 17, 2016 | Plan has been operationalized |

Process for Evaluating and Monitoring Corrective Action

| TABLE 7: PROCESS AND PLAN | | | | | IMPLEMENTATION | |
|---|--|---|--|---|--|--|
| Criteria | Expected Level of Achievement | Assessment Method | Time and Frequency of Assessment | Person Responsible | Report of the Data | Analysis of Results |
| A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives. | Clinical objectives and course syllabi will be posted to each floor and discussed with clinical staff 100% of the time | Review of clinical binders at each facility | Quarterly and as needed | Director of Department of Nursing Lead Faculty | Documentation of clinical binders containing course objectives and syllabi maintained on each clinical floor | Review of clinical binders documents 100% compliance |
| | Lead faculty will initiate contact with clinical agency | Review of clinical agency binder | Prior to start of all clinical rotations | Lead Faculty | | Review of clinical binder documents course objectives and weekly assignments posted to each clinical floor |

Process of Oversight and Sustainability

1. A facility evaluation will be done at the end of each course by the Clinical Instructor and submitted to the Course Lead covering all aspects of regulatory requirement or concern
2. The Course leads will report monthly at the Department meeting on compliance with these processes. Variances will be resolved by the Assistant Director and escalated appropriately

Documentation to Support Action

Report of the Director and Assistant Directors
Report of the Course Leads

RECOMMENDATIONS

SECTION 1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

Revise the total program evaluation plan to clearly reflect inclusion of periodic review of admission and selection procedures. Ensure that faculty consistently receive all evaluation

reports for review and application to program improvement activities.

Immediate Action(s)

A written plan for evaluation of the total BSN program is provided in Appendix A. The evaluation plan addresses admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs as well as other areas critical to the success of the program. The evaluation plan determines the effectiveness of the program and identifies areas for improvement to ensure that the program's goals and objectives are achieved. A critical component needed for the implementation of the plan was the establishment of the Evaluation and Admissions and Progressions Committees, which were incorporated in the e Department of Nursing's Shared Governance Policies, and were revised on April 6th after a faculty vote in March to create an evaluation committee and to increase the scope and membership of the Admissions committee which was renamed the Admissions/Progression Committee.

1. The purpose of the Admissions and Progression Committee is to review the admissions process and the academic progress of students in the baccalaureate program, to utilize develop and implement progression policies of the University and of the Department, and to make decisions regarding progression of students in academic jeopardy.
2. The purpose of the Evaluation Committee is to oversee all matters related to the assessment of the DON program including the development, monitoring and revisions of the DON Evaluation Plan. The Committee analyzes the results of nationally-standardized testing package examinations currently used; evaluates longitudinal studies to determine graduate satisfaction, employment status, employer satisfaction; formulates recommendations for program revision; and, ensures the implementation of recommendations to achieve and maintain regulatory and accreditation compliance. In addition, the Committee collects and analyzes data obtained on the following tools: clinical site evaluations, end-of-course evaluations, and faculty teaching evaluations. At the end of each course, students are asked to evaluate both theory and clinical courses. Evaluations are collected and collated at the NU institutional level and the aggregate data are shared with faculty. Faculty are then able to review the course feedback and use that for continuous improvements in teaching. Student evaluations and comments are used to improve courses and student satisfaction.

Process of Oversight and Sustainability

1. Both the Evaluation and Admission and Progression Committees have been formed with Chairs and Co-Chairs elected. Their immediate charge:
 - a. Expand and develop evaluation processes for each area of compliance or accreditation
 - b. Generate a report quarterly and report to the Academic Leadership Committee and then the whole faculty on areas of non-compliance or potential non-compliance
 - c. Ensure student involvement with a representative student from each campus and add more students if needed
2. The Admissions/Progression committee will work with the Enrollment and Support Leadership to review current practices and revise accordingly.

- a. A report will be generated quarterly and reported to the Faculty at department meetings

SECTION 1424(d) Resources: System for faculty arranging skills lab practice is sometimes ineffective with lab not properly prepared for scheduled skills instruction. Students do not have a clear understanding regarding availability of open skills lab hours, supplies and instructional support.

Improve coordination and communication between Lab Coordinator, and faculty and students

Immediate Action(s):

To improve coordination and communication, the following plan of action will be implemented. The Regional Skills Lab Director will provide leadership in the:

1. Development and implementation of a skills laboratory manual for each nursing clinical course in collaboration with lead faculty
2. Scheduling of open skills laboratory times for practice that will be posted on the door outside of the labs on all campuses, flyers will be widely distributed to announce open lab times, and a mass mailing to all students will contain the dates and times each month of open lab times that will be easily accessible by both faculty and students
3. Ensuring that embedded within the syllabi of all nursing clinical courses will be specific skills lab activities that meet each course objective
4. Directing students to access the Writing Center Online platform to self-schedule skills lab procedures or simulation training
5. Maintaining open communication with students across all campuses for follow up and assessment of learning via email messaging, direct contact, and walk in sessions
6. Establishing the use of teleconferencing technology to enhance student accessibility to training sessions via distance learning approaches to facilitate tutoring, med math computation, and assistance with care plan development
7. Tabulating the utilization of the skills lab activities via the use of daily log in sheets to document student attendance, and completing reports filed to document improvement of performance

Process of Oversight and Sustainability

The Dean of the School of Health and Human Services has established formal bimonthly meetings between the Regional Skills Laboratory Director and the lead faculty assigned to the clinical nursing courses. The purpose of these meetings is to more effectively coordinate theoretical course content with the skills laboratory clinical practice activities. Prior to the initiation of these meetings, the skills lab clinical practice activities were conducted by individual faculty with limited coordination by the Regional Skills Lab Director. The Dean will ensure adherence to the plan of action detailed above.

1428. Student Participation. Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including

clinical facilities.

Ensure students consistently have opportunity to participate in program decision-making meetings with faculty.

Immediate Action(s)

1. Immediate action was referred to the Student Affairs Committee with the following steps voted on by the faculty
 - a. There will be at least one student on each Shared Governance Committee.
 - b. If the committee warrants more representation it will be implemented
 - c. The Student Affairs Committee will develop specific eligibility criteria for representation to ensure these responsibilities do not place the student at risk for poor academic performance.
 - i. The two main criteria are:
 1. The student must be enrolled in NSG200 Nursing Foundations, the first clinical and 8 week course
 2. The student must maintain a 3.2 GPA to remain a representative
 - ii. These amendments were added to the Shared Governance By-Laws
 - d. New communication tools have been developed to ensure all students know of faculty and department actions.
 - e. A new community board has been created in the University's Learning Management System, BlackBoard.
 - i. This community board will have all announcements, all shared governance meeting minutes and any regulatory changes which will clearly indicate who the student representatives are
 - ii. The BlackBoard System will also be used to survey students on any planned changes to infrastructure or resources being explored to allow student representation on any ad hoc committees initiated to meet changing educational or university requirements
 - f. The faculty approved awarding students who are representing students in any committee a five point assignment to every course they are enrolled in while they are serving in the role of student representative
 - g. Town Hall meetings will be held monthly from the Director form all campuses. A calendar has been sent to the students as well as posted in the new BlackBoard DON Community board.

Process of Oversight and Sustainability

The Director of the Department will ensure compliance with the BRN requirement of student participation through oversight of the Shared Governance Committees. Committee minutes will be reviewed to document student attendance and input. Regularly scheduled student Town Hall meetings will provide an avenue by which students can address concerns and report their involvement with the Shared Governance Committees.

BOARD OF REGISTERED NURSING

Education/Licensing Committee

Agenda Item Summary

AGENDA ITEM: 7.3.2

DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval for Sonoma State University Baccalaureate Degree Nursing Program

REQUESTED BY: Katie Daugherty, Nursing Education Consultant

BACKGROUND: Deborah Roberts, MSN, Ed, RN was the generic BSN program director and elected Chair for the Department of Nursing (DON) from July 2012-July 17, 2016 when she accepted an interim VP position at SSU.

Dr. Mary Ellen Wilkosz, already the program director for the FNP program, was appointed the BSN degree PD and DON Chair effective July 18, 2016. Kathleen Rockett, MSN, RN remains the BSN Assistant Director. At the time of the last continuing approval visit in 2009 the program had both a generic BSN degree and a Master's Entry DEMSN-CNL degree option for three admission cycles (totaling 40 graduates). The DEMSN ELM-CNL option was suspended in AY 2013/ 14 and 2014/15 and officially discontinued in 2015 due to a variety of factors including budgetary considerations. SSU is WASC accredited and all the nursing programs within the SSU DON are ACEN accredited through 2021.

Besides the generic pre-licensure BSN degree program (47-48 students), SSU has an RN to BSN (40-45 students) option and FNP-MSN and Post Master's FNP certificate (FT/PT) program options(108 students). The generic BSN degree program of study consists of 4 semesters of prerequisites and four semesters in the nursing major. The BSN degree option admits 24 students once a year each Fall term. Generic BSN program retention rates range from 91-96%. NCLEX pass rates are consistently strong. The annual pass rate for 2011-2012 was 100% (22/22), for AY 12/13 97.67% (43/42), for 13/14 100% (18/18), for 2014-2015 83.33% (12/10) and for 2015/16 with three quarters of results available is 100% (21/21) testers. The program's commitment to educational excellence is exemplary and evaluative evidence reflects consistently high teacher effectiveness scores.

The generic BSN degree program continuing approval visit was conducted April 20-22, 2016 by Katie Daugherty, NEC and Janette Wackerly, SNEC. One area of non-compliance related to CCR 1424 (d) and (h) Sufficiency of faculty resources and one recommendation related CCR 1426 (d) Curriculum were identified. Please refer to the attached report of findings and continuing approval visit report documents for more detail.

The program had a strong core of 5 FT faculty in 2009 to staff the two pre-licensure degree options. Only a core (2) FT faculty besides the program director were funded at the time of the 2016 visit, Well in advance of the visit, because of known retirements and partial retirements of

full time tenure track faculty, the program director informed institutional administration of the need to fund a total of (4) FT faculty positions, however this need had not been funded. Visit discussion with institutional leadership in collaboration with the program director resulted in the institution taking prompt action to replace/fund two additional full time tenure track faculty positions so the core of full time faculty for the generic BSN degree option will total (4 FT faculty) plus the PD as originally requested by the PD/ DON Chair for the Fall 2016 semester and moving forward. SSU's prompt action corrects the area of non-compliance. The program's written response and correction of the one area of non-compliance is attached along with program comments on addressing the area of recommendation. Effective 6/18/16, SSU reports interviews and selection of two new FT faculty have been made; one of the two new faculty has already accepted the position and a response from the selected second potential faculty member is expected shortly. This provides evidence of compliance with all the board regulations and appropriate actions to address the one recommendation.

NEXT STEPS:

Place on Board Agenda

PERSON TO CONTACT:

Katie Daugherty, MN, RN
Nursing Education Consultant
(916) 574-7685

Sonoma State University
Baccalaureate Degree Nursing Program
Continuing Approval Visit: April 20-22, 2016
Report of Findings

Non-Compliance:

CCR Program Administration-1424 (d) Program Resources and 1424 (h): Faculty Resources-Adequate Type and Number of Faculty: CCR 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.

CCR 1424(h)Faculty: The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

- A lack of a sufficient type and number of full time faculty in the five specialty areas.

Recommendation:

CCR 1426(d) Curriculum: Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.

- Pursue additional Pediatric clinical experiences in ambulatory and community based settings as planned/discussed during the visit.

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

PROGRAM NAME:

Sonoma State University (SSU) Baccalaureate Degree Nursing Program

C= Compliance

NC= Non-Compliance

SHB=Student Handbook FHB=Faculty Handbook

APPROVAL CRITERIA

School Background information

Dates of Visit: April 20-22, 2016

COMMENTS

C NC

| | | | | |
|--|--|--|--|--|
| <p>SSU is one of 23 universities in the California State University system. The SSU Department of Nursing (DON) enjoys a 43 years history at SSU. The first RN to BSN degree nursing program class graduated in 1974. The first generic BSN degree class graduated in 1998. SSU is WASC accredited and the DON holds ACEN national nursing accreditation through 2021.</p> | | | | <p>In December 2012, SSU DON eliminated its LVN to BSN Partnership with Indiana State University when the existing contract extension expired.</p> <p>In 2015, after suspending its highly successful DEMSN-ELM –CNL option for a couple of years, SSU officially discontinued this degree option. During existence of this option, there were three admission cycles totaling 40 ELM degree graduates achieving an impressive 100% NCLEX-RN first time pass rate. Graduates were also eligible to sit for the CNL certification exam.</p> <p>At the time of the April 2016 visit, the SON reported a total of ~ 119 pre-nursing undergraduates and 48 students enrolled in the 4 semesters nursing major. The enrollment pattern for the generic BSN degree option is admission of 24 new students each Fall.</p> |
| | | | | <p>Dr. Deborah Roberts has been the Chair for the DON and Program Director since July 10, 2012. She replaced former/retiring Chair/PD Dr. Liz Close. Dr. Roberts is in her second elected three years term serving as DON Chair.</p> <p>Dr. Roberts completed an EdD in Educational Management/Leadership at the University of LaVerne in 2002 and her MSN in Nursing Education/Administration at</p> |

SECTION 1: PROGRAM DIRECTOR/ASSISTANT DIRECTOR

1425(a) The director of the program shall meet the following minimum qualifications:

(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;

X

X

X

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| APPROVAL CRITERIA | C | NC | COMMENTS |
|--|---|----|--|
| (2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h); | | | CSU Chico in 1990. She served as the Assistant Director (AD) for the BSN degree program from July 2007-July 2012. |
| 3) Two (2) years' experience teaching in pre- or post- registered nursing programs; and | X | | From 2007 to July 2012, Dr. Roberts taught full time at SSU in various courses including M/S, Peds, and OB. She was previously a program director and faculty member at CSU-Humboldt State from 2001-2007. |
| (4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or | X | | Dr. Roberts has a wealth of direct patient care experience and continues to work as the clinical agency director and a volunteer RN at the Jewish Community Free Clinic in the local area. |
| (5) Equivalent experience and/or education, as determined by the board. | | | |
| 1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent. | X | | Ms. Rockett has served as the program AD since July 2015 replacing retired faculty member Dr. Koshar. Ms. Rockett completed her BSN (1979) and MSN in Nursing Administration at SSU in 1995. She is BRN approved as an instructor in M/S and Geriatrics with over 30 years of teaching experience. Ms. Rockett is presently part time and teaches in the classification of program lecturer/faculty under her current 10 months three years contract. |
| 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program. | X | | Dr. Roberts has 100% assigned administrative time and works 12 months in her administrative role to manage all aspects of the program as defined in CCR 1420 (h). AD Ms. Rockett has .33% (3 hours/wk=45hrs/term) for AD activities. Appropriate program director/DON chair and Assistant Director job descriptions are in place. The duties and responsibilities for PD and AD are well described and in the DON FHB. |

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

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| APPROVAL CRITERIA | | C | NC | COMMENTS |
|---|--------|---|----|--|
| 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence. | X | | | Ms. Rockett has an excellent working knowledge of the program processes, policies and curriculum as well as the board regulations. She attended the annual 2015 Fall BRN Deans and Directors orientation /update and is an active participant in program related administrative and faculty activities. |
| SECTION 2: TOTAL PROGRAM EVALUATION | | | | |
| 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students. | X | | | There are well developed DON and program specific written policies and procedures in place; these are included in SHB, FHB, the DON and program's Moodle learning system platform and as appropriate in the SSU catalog. Preceptor policies and procedures are well developed and included in the preceptor handbook. No policy issues were identified by students, faculty or administration during this program review. Evidence indicates there is consistent access and adherence/implementation of policies. |
| 1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs. | X X | | | In 2012-2013 the program implemented a very robust comprehensive Systematic Program Evaluation (SPE) plan based on ACEN's national nursing accreditation standards. These include: Mission/Administrative Capacity 1-1.1.1; Faculty and Staff 2-2.10; Students 3- 3.9; Curriculum 4-4.12; Resources 5-5.4; Outcomes 6-6.4.5. The SPE clearly delineates all aspects of data collection, analyses, reporting and includes |

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APPROVAL CRITERIA

| | C | NC | COMMENTS |
|---|---|----|---|
| | | | <p>action planning strategies and outcomes achieved.</p> <p>Completion rates for 2012-2015: 100%, 100%, 91.6%, and 93%.</p> <p>Attrition rates are consistently low. From 2009-2013 ranging from 4-9% and 2-4% over the last couple of years.</p> <p>Program satisfaction ratings by graduates from 2012-2015 are highly favorable. Employment rates within 6-12 months of graduation are @97-100%.</p> <p>Employer survey response rates are low; the SS indicates graduates are employed in a variety to acute care, ambulatory and community settings. Informal anecdotal feedback from employers attending the Advisory Council meetings describes SSU graduates as "strong" in four main areas: interpersonal communication, leadership/supervisory functions, working with diverse populations and effective critical thinking applied to clinical decision making. Graduates are viewed as enthusiastic, professional and responsible.</p> <p>Faculty teaching effectiveness scores submitted by students are consistently highly rated. Student satisfaction with program educational preparation is also highly rated.</p> |
| 1424(b)(2) The program shall have a procedure for resolving student grievances. | X | | <p>The program strictly follows the university policy and procedures for grievances and grade appeals as included in the SSU SHB and catalog.</p> <p>Students and faculty alike indicate student issues or concerns are addressed promptly and appropriately.</p> <p>From 2013 to present no formal student grievances have been made.</p> |

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

PROGRAM NAME:

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| 1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution. | | X | | Organizational chart evidence meets all elements of the regulation. PD Dr. Roberts serves as the pre-licensure program director and the Department of Nursing (DON) Chair reporting to the Dean of the School of Science and Technology (STT), Dr. Lynn Stauffer. Dr. Stauffer reports to SSU Provost, Dr. Andrew Rogerson. Dr. Roberts is a member of the STT Department Chairs Committee. The STT committee is responsible for considering curricula and resource matters. |
| 1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online. | | X | | Policies and processes are in place to grant appropriate credit for previous education via challenge exam and competency validation, when applicable. |
| 1431. Licensing Examination Pass Rate Standard The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall | | X X | | SSU has excellent NCLEX-RN pass rates as evidenced below. The ATI standardized predictive test package (8 tests) is highly integrated throughout the program. ATI tests are worth 15% of the course grade. Level 2 proficiency is required on the proctored exams including the ATI comprehensive predictive exam taken in the last term of the program. First Time testers NCLEX-RN annual pass rates as reported by NCSBN July 1-June 30 are: |

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| <p>submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.</p> <p>(b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive academic years.</p> <p>(c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to section 2788 of the code.</p> | | | | <p>2010/11: 34/32= 94.12%</p> <p>2011/12: 22/22=100%</p> <p>2012/13: 43/42=97.67%</p> <p>2013/14: 18/18=100%</p> <p>2014/15: 12/10=83.33%</p> <p>2015/2016: for the first three quarters of this annual period rates are 21/21=100%</p> |
| <p>1432. Changes to an Approved Program</p> <p>(a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing</p> | | X | | <p>In the past, the program had a highly successful ELM-CNL degree option with impressive program outcomes and exemplary 100% 40/40 NCLEX results. In 2015, the program submitted the required BRN notification to eliminate/discontinue the DEMSN Entry Level Master's degree option.</p> |

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| <p>program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:</p> <ol style="list-style-type: none"> (1) Change in location. (2) Change in ownership. (3) Addition of a new campus or location. (4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated. | | X | | |
| <p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.</p> | | | | <p>There are adequate resources in relation to physical space, library, administrative support staff, and student services support. Equipment/supplies/technology is sufficient. The IT issues identified during the last approval visit have been addressed.</p> <p>The SSU DON and faculty offices are housed on the second floor and the simulation/skills lab and FNP Health Maintenance skills lab area on the first floor of the Nichols Hall campus building. The majority of generic BSN degree simulation activities take place at a nearby local simulation facility, Critical Care Training Institute (CCTI). CCTI replaced the simulation space at the College of Marin Indian</p> |

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| <p>SECTION 4:PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS:</p> <p>1425All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p> | X | | <p>Valley Campus when partnership funding was eliminated. The CCTI written contract provides necessary simulation technology, manikins, equipment, supplies and simulation space to support SSU faculty-led simulation learning activities across the curriculum.</p> <p>Clerical/Administrative staff to support the DON includes two full time staff.</p> <p>Please refer to section 4 of this report for the findings related to faculty resources.</p> <p>Appropriate BRN approvals are evidenced.</p> |

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1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

There is a lead faculty member for each nursing course assigned by the program director/assistant director. The course lead faculty job description is well developed. Lead faculty work closely with part time faculty in each course. Department and course team meetings are used to accomplish program planning, implementation and evaluation activities. Lead faculty is responsible for the supervision of student performance. Leads also provide new FT and PT faculty development and mentoring.

1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

X

Non-compliance: A lack of a sufficient type and number of full-time faculty in the five specialty areas.

Findings: In 2016, a total of (2) FT program faculty were listed in the SS report. The program reports in 2009 it had a total of 5 FT faculty supporting program instruction. The two FT teaching pre-licensure program faculty (Napoli and Wolcott- who just moved from PT to FT to replace one of the retired faculty) cover M/S, Geri, and OB specialty teaching assignments; there are no FT faculty for PEDS and Psych/MH. These vacancies are due to retirements/resignations and partial retirements. PD Dr. Roberts requested funding for two more FT faculty (PEDS and Psych/MH) well in advance of the current AY and visit; however these FT faculty requests had not been funded when the continuing approval site visit took place in April 2016. Additionally, during the visit, Dr. Roberts reported several of existing PT faculty listed in the self-study (SS) report (Flynn-Garcia, Orozco, Reinhard, Robinson, and VonColl) were no longer going to be teaching at SSU due to resignations, relocations, and new job opportunities etc. Visit findings indicate the need for two additional FT faculty hires in the content areas of PEDS and MH/Psych. The area of non-compliance related to this faculty resource need was discussed with the PD, faculty, Dean, Provost, and retiring President during the site visit.

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| 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor. | X | | | Ms. Rockett functions under the supervision of the program director/DON Chair, Dr. Roberts and faculty compliance is evidenced. |
| 1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); and (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing. | X X X X | | | SSU characteristically seeks highly qualified MSN or higher prepared faculty with one or more areas of specialty preparation. At the time the self-study was submitted in January 2016 the total number of BRN approved instructors included: *S. Biscofberger, * R. Biscoard, * A. Brogan, * K. Canepa, M. Kelly (FT-teaching PHN/Community courses not CRL courses), *D. Kindy, R. Napoli, R. Orozco, K. *Ratliff, H. Reinhard; D. Roberts (no teaching assignment), K. Robinson, * K. Rockett, *N. Shaffer, K. Wolcott. By April 2016, faculty changes included PT faculty: Orozco, Reinhard, Robinson, Von Coll and Maureen Flynn-Garcia (not teaching in BRN CRL courses). Remaining *PT faculty will now total only (9) regular PT. |
| 1425(d) An assistant instructor shall meet the following | | | | |

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| minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency. | X | | BRN approved AIs/PT= (2): *M. Schreiber; and S. VonColl. Schreiber will be eligible for reclassification at the instructor level after teaching two terms as an AI. |
| 1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care. | n/a | | No CTAs are utilized by the program. The CTA classification is not a faculty classification recognized by the program's national nursing accreditation body, ACEN. |
| 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications: (1) A master's degree in the designated nursing area; or (2) A master's degree that is not in the designated nursing area | X | | Content experts: Geriatrics: M. Kelly, FNP-DNP (FT; no CRL pre-licensure course teaching assignment; teaches in the post-licensure PHN/community health courses for the |

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and shall:

(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and

(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.

generic and RN to BSN degree options

Med.Surg: K. Rockett, MSN (PT-contract)

OB: R. Napoli, MSN, DNP (FT)

PEDS: D. Roberts, MSN, EdD (FT-PD-no teaching assignment, temporary CE in the absence of a FT PEDS teaching faculty;)

Psych/MH: D. Kindy, BSN, Psych Nursing PhD (PT-FERP-partial retirement)

All of the existing content experts have extensive background and experience in their content area. There is a need to ensure adequate type and number of FT faculty teaching the pre-licensure CRL courses responsible for the content expert role moving forward.

SECTION 5: CURRICULUM

1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.

The SSU Department of Nursing (DON) undergraduate and graduate programs use a common philosophy and conceptual framework to organize the curriculum .The philosophical foundation of the DON is based upon Humanistic Nursing Theory (HMT- Paterson & Zderad, 1988), a multidimensional metatheory centered on the essence of nursing, nurse client interaction and providing an inclusive bridge from

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| | | | theory to practice. There are nine terminal objectives aligned with the nine concepts organizing the curriculum. These concepts are: caring, critical thinking, communication, advocacy/social justice, leadership, teaching, professionalism, research and cultural competency. |
| 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content. | X | | Evidence shows faculty work in a very collaborative and cohesive manner to plan, implement and evaluate the curriculum. Evaluative data shows exemplary teacher effectiveness ratings on a consistent basis. |
| 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation. | X | | SSU DON Faculty Handbook is comprehensive and part of the SPE review processes. The FHB guides orientation and mentoring activities. The policies, procedures and processes for orienting and mentoring new and part time faculty are well established and consistently followed. |
| 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference. | X | | Evidence and interviews with clinical agency representatives and students validate the exemplary knowledge and competency of faculty in delivering the didactic and clinical instruction across the curriculum. |
| 1426(a) The curriculum of a nursing program shall be that set | | | In preparation for self-study submission and visit, program review activities identified |

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| forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation. | | X | | need for several minor curriculum revisions to reflect university course numbering and GE/graduation requirements. These CRL/TCP updates were made prior to the visit. The plan moving forward is to ensure all curriculum changes continue to be timely. |
| 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse. | | X | | The nine foundational concepts organizing the curriculum are well integrated throughout the curriculum. Embedded in the nine concepts are the Quality and Safety Education for Nurses (QSEN) competencies such as patient centered care, quality improvement, informatics, safety, teamwork and collaboration, and evidenced-based practice. Course syllabi content and clinical evaluation tools are aligned with BPC section 2725 competency standards. |
| 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas: | | X | | Refer to approved BRN CRL/TCP forms for details of each subsection listed below. CRL units total 79-82 units. Program requires a total of 120-124 units for graduation. |
| (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice. | | X | | Total nursing units: 44; 25 units of nursing theory and 19 nursing clinical units. |
| (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, | | X | | The required communication units (6) are embedded in 12-14 GE course units |

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| written, and group communication. | | | required for graduation as outlined on the GE requirements worksheet. |
| (3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units. | X | | 23-24units |
| 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management. | X | | Evidenced on BRN approved CRL/TCP forms and in program course syllabi. N301 Found. Adult I (9 units; 5/4) N 302 Adult II (6 units; 4/2) N303 Maternity and WHC (6units; 4/2) N 304 Psych/MH (6 units; 4/2) N310EBP/Research (3units; 3) N407 Adult Care III (6 units; 3/3) N409 Care of Child (6 units;4/2) N410 Health Policy (3 units;3) N412 PHN/Community (5units; 3/2) N 414 Preceptorship(5 units; 4/1) Theory and clinical components in each course must be passed to progress. Pharm and Gero are integrated across the curriculum. Cumulative theory grade of C 73-76%; pass/fail ratings used in the course clinical components. Course syllabi and SHB include relevant information regarding CA RN licensure and certifications. EDP-P-17 PHN form dated 8/13/15 included in self-study report and also on file with the BRN PHN certification/licensing unit. <u>Recommendation:</u> Pursue additional Pediatric clinical experiences in ambulatory and community based settings as planned/discussed during the visit. |

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| <p>1426(e) The following shall be integrated throughout the entire nursing curriculum:</p> <p>(1) The nursing process;</p> <p>(2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;</p> <p>(3) Physical, behavioral, and social aspects of human development from birth through all age levels;</p> <p>(4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines;</p> <p>(5) Communication skills including principles of oral, written, and group communications;</p> <p>(6) Natural science, including human anatomy, physiology, and microbiology; and</p> <p>(7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.</p> | | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> | | <p>Curriculum course syllabi and instructional materials available on the Moodle instructional delivery learning system platform evidence compliance with this regulation. Moodle will be replaced by a new learning system platform-CANVAS moving forward.</p> <p>CCR 1426 (e) content areas are well integrated throughout the curriculum. Course sequencing and leveling is well planned, and consistently and effectively implemented and evaluated.</p> |

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| <p>1426.1. Preceptorship A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <p>(a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following: (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements: (A) An active, clear license issued by the board; (B) Clinically competent, and meet the minimum qualifications specified in section 1425(e); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor. (E) A relief preceptor, who is similarly qualified to be the</p> | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> | | <p>No compliance issues identified. N414 preceptorship is reported to be a very effective learning experience by students, faculty, and clinical agency staff interviewed. Course syllabi and preceptor handbook in place.</p> <p>Most preceptors are assigned one student per term.</p> |

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| preceptor is present and available on the primary preceptor's days off. | X | | |
| (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: | X | | |
| (A) The frequency and method of faculty/preceptor/student contact; | | | |
| (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; | X | | |
| 1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. | | | |
| 2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. | | | |
| (5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities: | X | | Faculty facilitating/supervising preceptorship experiences are assigned up to 12 students. No issues or concerns reported or identified by students or faculty. |
| (A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student; | | | |
| (B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor; | | | |
| (6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and | X | | |
| (7) Plan for an ongoing evaluation regarding the continued use of preceptors. | | | |
| (c) Faculty/student ratio for preceptorship shall be based on the | X | | |

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| following criteria: (1) Student/preceptor needs; (2) Faculty's ability to effectively supervise; (3) Students' assigned nursing area; and (4) Agency/facility requirements | | | | |
| 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting. | | X X X | | Nursing courses are delivered using the standard university semester unit policy; this policy is consistent with board regulations. SSU courses are delivered in a 15 weeks semester format. BRN approved CRL/TCP forms reflect this evidence. Simulation activities are in compliance with the regulations; 10% of assigned clinical hours in each course are used to complete simulation learning activities. Students report simulation instruction is effective. |
| SECTION 6 CLINICAL FACILITIES 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program | | X | | Self-study evidence, faculty, students and clinical agency representative interviews validate compliance with this regulation. |
| 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in | | X | | Written course materials, course faculty and clinical agency representative interviews validate compliance. |

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|--|---|---|----|---|
| writing and kept on file by the nursing program. | | | | |
| 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board. | X | | | |
| 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives. | X | | | <p><u>Clinical sites visited:</u></p> <ul style="list-style-type: none"> Sutter Regional Medical Center N302 Adult II Kaiser Permanente N304 & N414 Capstone Preceptorship Interlink Crisis Center N304 Psych/MH <p>No student cohorts in Peds or OB clinical rotations at the time of the visit.</p> <p>For AY 12/13, 13/14/, 14/15 student satisfaction with clinical sites is rated at 96%, 98%, and 97%.</p> <p>Clinical placement planning and arrangements are made with the individual clinical agencies by faculty from each program. The AD program and SSU are reported to work very collaboratively in scheduling clinical placements each AY. There is no clinical regional planning group. The SSU advisory meetings are sometimes used to facilitate clinical placement planning as needed. The faculty of record for the course is responsible for addressing any clinical agency scheduling challenges or issues. With the exception a reported low census in pediatric clinical rotations, all other clinical placements are reported to be appropriate and ample to meet course learning</p> |

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

PROGRAM NAME:

Sonoma State University (SSU) Baccalaureate Degree Nursing Program

C= Compliance

NC= Non-Compliance

SHB=Student Handbook FHB=Faculty Handbook

Dates of Visit: April 20-22, 2016

| APPROVAL CRITERIA | C | NC | COMMENTS |
|--|----------|----|---|
| <p>1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program</p> | <p>X</p> | | <p>outcomes. Refer to the curriculum section of this report pg. 14 for the recommendation pertaining to additional pediatric clinical learning experiences as planned.</p> <p>In addition to evaluation of clinical sites by students and faculty in every course each term, the DON biennial Advisory Council provides additional communication opportunities between SSU and the clinical agencies.</p> |
| <p>1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.</p> | <p>X</p> | | <p>Program reports it works closely with the other nursing programs in the region in planning ongoing clinical placements. There have been no issues.</p> |

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| 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs; (2) Objectives of the learning experience; (3) Class level of the students; (4) Geographic placement of students; (5) Teaching methods; and (6) Requirements established by the clinical agency. | X | | | Instructor to student ratio is 1:8; occasionally 1:9. Preceptorship up to 1:12. |
| 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives. | X | | | Performance in clinical courses is graded on a pass/fall based on meeting specified critical indicator course competencies (met/unmet) and course objectives. Tools reflect the nine concepts on which the curriculum is based. Tools are leveled for roles within each practice area reflecting simple to complex acquisition and application of KSAs. |
| 1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities. | X | | | Students have ongoing access to university requirements and policies and procedures via the student portal "MY SSU" and DON information via the Moodle learning system platform. The two program groups- junior and senior student cohorts rate program administration, faculty, curriculum, clinical facilities, and student participation areas very favorably. Students report most items suggested for strengthening the program had already been forwarded to the faculty for consideration/follow up. No individual appointments were requested by students. Student interviews and evaluative data show students report high levels of satisfaction with the educational preparation in the program. There are formal and informal opportunities for students to participate in the program |

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APPROVAL CRITERIA

COMMENTS

Dates of Visit: April 20-22, 2016

| APPROVAL CRITERIA | C | NC | COMMENTS |
|--|---|----|---|
| <p>Section 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTIONS</p> <p>1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p> | X | | <p>and these are clearly described in the SHB. The Student Evaluation of Teaching Effectiveness is the standard course evaluation tool used across the curriculum. Students also evaluate clinical placements each semester. Student peer representatives participate in faculty meetings and on all course level teams. Student peer representatives participate in faculty meetings to present comments regarding all aspects of the program. Participation opportunities in Sonoma Students United in Nursing Club and Sigma Theta Tau Honor Society are also available.</p> <p>Admission into this option is on a space available basis and program attrition rates make advanced placement opportunities rare.</p> |
| <p>1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses</p> | X | | <p>PD/Chair Dr. Roberts does the advising for students interested in this option. Interviewed students report being consistently and effectively counseled and advised</p> |

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| required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken | | | | regarding program requirements. Supporting application and advisement materials are clearly stated. |
| 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement. | | X | | SSU has had no advanced placement requests/applicants for a number of years. This program option requires completion of 29 units consisting of 21 units of nursing course work N304 (6), 312(4), 407(6), 414(5) and 8 units of sciences: Bio 220 Micro and 224 Physiology. |
| Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations. | | X | | Table 7 in the self-study maps program terminal objectives with 1443.5 and requisite concepts are clearly integrated across the curriculum and reflected in course syllabi. |



DEPARTMENT OF NURSING

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June 22, 2016

Katie Daugherty, MN, RN
Nursing Education Consultant
Sacramento Office 916.574.7685
1747 N. Market Blvd., Suite 150
Sacramento, CA 95834

Dear Katie,

Let me take this opportunity to thank you and Janette for the supportive and thorough visit. All the faculty commented on your visit and your collegial comments. We have provided for you our comments on your approval report. Our report is in two sections, the Pre-Licensure Baccalaureate and the Family Nurse Practitioner Program. As I have indicated to you we will have a few changes since the visit. I have accepted the position of Interim Associate Vice President of Faculty Affairs at Sonoma State University and Dr. Mary Ellen Wilkosz will be the new Chair of the Department of Nursing. Dr. Wilkosz will remain as the Family Nurse Practitioner Director and will have 125% administrative position as the contract allows in the California State University Collective Bargaining Agreement for Unit Three employees. We have outlined in the attached documents our staffing patterns for both programs and included the responses for both the area of non-compliance and the recommendations in both programs.

As we look forward to our next academic year we are pleased that our Simulation agreement with Critical Care Institute will continue as well our strong and solid partnerships with our community partners in all programs. We were delighted to have our visits in conjunction with our dedicated neighbor Santa Rosa Junior College. Although your visit did not require the review our post-licensure program it remains vibrant and growing to help serve the population of ADN to BSN graduates in the community. All programs continue to have a stellar reputation and numerous qualified applicants with excellent outcomes. Once again thank you Katie, it has been a pleasure to work with you over these past years. You are truly a dedicated protector of our profession and a teacher to one and all.

Sincerely,

A handwritten signature in cursive script that reads "Deborah A. Roberts".

Dr. Deborah A. Roberts
Professor and Chair



INTRODUCTION-PRE-LICENSURE PROGRAM

The Sonoma State Department of Nursing had their five-year review form the California Board of Registered Nursing on April 20-22, 2016. During the visit one item was found in non-compliance and one recommendation was made. This report will address both areas. We would like to take this opportunity to thank Katie Daugherty and Janette Wackerly for their guidance and support with our review.

CONTINUING APPROVAL REVIEW

Approval Criteria-Non Compliance

1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

Non-compliance: A lack of a sufficient type and number of full time faculty in the five specialty areas. **Findings:** In 2016, a total of (2) FT program faculty were listed in the SS report. The program reports in 2009 it had a total of 5 FT faculty supporting program instruction. The two FT teaching pre-licensure program faculty (Napoli and Wolcott- who just moved from PT to FT to replace one of the retired faculty) cover M/S, Geri, and OB specialty teaching assignments; there are no FT faculty for PEDS and Psych/MH. These vacancies are due to retirements/resignations and partial retirements. PD Dr. Roberts requested funding for two more FT faculty (PEDS and Psych/MH) well in advance of the current AY and visit; however these FT faculty requests had not been funded when the continuing approval site visit took place in April 2016. Additionally, during the visit, Dr. Roberts reported several of existing PT faculty listed in the self-study (SS) report (Flynn-Garcia, Orozco, Reinhard, Robinson, and VonColl) were no longer going to be teaching at SSU due to resignations, relocations, and new job opportunities etc. Visit findings indicate the need for two additional FT faculty hires in the content areas of PEDS and MH/Psych. The area of non-compliance related to this faculty resource need was discussed with the PD, faculty, Dean, Provost, and retiring President during the site visit.

Follow-up

Following report and meeting with both Dean Lynn Stauffer, School of Science and Technology, and Provost Rogerson, two fulltime tenure track probationary positions were approved for the pre-licensure program. The Position Opportunity Announcement is attached. The university launched a national search for candidates from May 16, 2016-June 16, 2016. The department



has selected candidates to interview on July 6th & 7th. Following formal interviews, the candidates will be notified of selection for the two tenure track positions. Candidates are well qualified for the positions in the identified specialty areas. As announced in the positions the faculty are required to have at least two content area specialties or the ability to be immediately remediated in a second area. Due to the size of the program SSU admits once a year and therefore each specialty is only offered once a year. When selected, the candidates will begin their service to Sonoma State by attending a new faculty orientation on August 17th, 2016 and start their teaching assignments on August 22, 2016. Teaching assignments will be based on areas of specialty and approved content areas by the Board of Registered Nursing. Both candidates will exclusively teach in the pre-licensure BSN program. The following table outlines the number of full and part time faculty for the 2016-2017 academic year that are currently employed by SSU and approved by the BRN. As of July 18th, 2016, Dr. Mary Ellen Wilkosz will be the new Chair of the DON. In this case she will be the Director of the pre-licensure Program, Director of the FNP Program and Chair of the Department. Each position has a defined job description as included in the self-study. Dr. Wendy Smith will remain the Assistant Director of the FNP Program, Dr. Michelle Kelly will remain the Director of the Post-licensure program and Ms. Kathleen Rockett will remain the Assistant Director Pre-licensure Program. The Chair role is 100% administrative with Dr. Wilkosz assuming a voluntary 25% overload for FNP Director. The positions of Directors and Chair are ostensibly equal however it always depends on the activities of the day.

Pre-licensure FT/PT Staffing DON SSU AY 16/17

| Full Time | Part-Time |
|---|---------------------|
| Rachel Napoli | Alanna Brogan |
| Krista Wolcott | Staci Bischofberger |
| New Hire | Robin Bisgaard |
| New Hire | Karen Canepa |
| | Deb Kindy |
| | Regina Orozco* |
| | Katharine Ratliff |
| | Holly Reinhard * |
| | Kristin Robinson* |
| | Kathleen Rockett, |
| | Barbara Shreibman |
| | Nancy Shaffer |
| | Sonja Von coll* |
| <ul style="list-style-type: none"> • Not assigned for AY 16/17 but remain in PT pool | |

Approval Criteria-Recommendations



| | |
|---|--|
| <p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.</p> | <p>Evidenced on BRN approved CRL/TCP forms and in program course syllabi. N301 Found. Adult I (9 units; 5/4) N 302 Adult II (6 units; 4/2) N303 Maternity and WHC (6units; 4/2) N 304 Psych/MH (6 units; 4/2) N310EBP/Research (3units; 3) N407 Adult Care III (6 units; 3/3) N409 Care of Child (6 units;4/2) N410 Health Policy (3 units;3) N412 PHN/Community (5units; 3/2) N 414 Preceptorship (5 units; 4/1) Theory and clinical components in each course must be passed to progress. Pharm and Gero are integrated across the curriculum. Cumulative theory grade of C 73-76%; pass/fail ratings used in the course clinical components. Course syllabi and SHB include relevant information regarding CA RN licensure and certifications.</p> <p>EDP-P-17 PHN form dated 8/13/15 included in self-study report and also on file with the BRN PHN certification/licensing unit.</p> <p><u>Recommendation:</u> Pursue additional Pediatric clinical experiences in ambulatory and community based settings as planned/discussed during the visit.</p> |
|---|--|

Follow up

As reviewed during the visit the students have been dissatisfied with the pediatric experiences in the community particularly their assignment in pre-schools. A thorough examination and review allowed for an increase in acute care experiences, working in local UCSF outpatient clinics, and a guided assignment in well child experiences to make these experiences more valuable and appreciated by students. Utilizing our course assessments tools this fall in the pediatric course will reveal the effectiveness of these changes.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.3
DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval for Cerritos College Associate Degree Nursing Program

REQUESTED BY: Laura Shainian, Nursing Education Consultant

BACKGROUND: Ann Voorhies, MSN, NP, RN is the Program Director. A regularly scheduled continuing approval visit was conducted on April 6-7, 2016, by Laura Shainian, NEC, and Dr. Linda Sperling, NEC. The program was found to be in compliance with all BRN rules and regulations. Four recommendations were given: CCR 1424(d) Resources; CCR 1424(a) Curriculum; CCR 1427(c) Clinical Facilities; and CCR 1426(f) Clinical Facilities.

Cerritos College was founded 1955, and is located in Norwalk, in Los Angeles county. The nursing program was established in 1964, and has ACEN accreditation thru 2021. Fifty generic students, and 3-5 advanced placement LVNs (pending space available) are admitted twice a year. There are currently 174 students enrolled in the program, which offers generic, LVN-to-ADN, LPT-to-ADN, and 30-unit option tracks.

Since the last CAV in 2009, the program had expanded its retention and remediation activities in support of student success. The activities, which are funded by a number of grants and other external sources, include NCLEX review workshops, a simulation specialist, success retention specialist, peer mentors, faculty advisors, clinical assistants, didactic & clinical tutors, and faculty guided workshops. Student feedback during the visit emphasized the importance of these resources, and program evaluation data has yielded positive outcomes as a result of the measures. However, a 3-year reduction in grant funding which supports the activities prompted concern, for which the program plans to include “grant-funded student support services” in its college costs required for sustainability. The Instructional Dean of Health Occupations will include these services in the Annual Division Plan which is submitted to the college for future funding.

Program NCLEX pass rates continue to surpass the minimum standard of 75%. Graduates (80%) are finding employment within 12 months despite a reduction in hiring and a preference for BSN-prepared nurses, although more are deferring employment to seek a BSN. The program’s collaborative agreement with California State University, Los Angeles, in addition to other ADN-BSN options, provides pathways to higher education.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Laura Shainian, MSN, RN
Nursing Education Consultant
(310) 371-8481

REPORT OF FINDINGS

CERRITOS COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

CONTINUING APPROVAL VISIT April 6-7, 2016

NON-COMPLIANCE: None.

RECOMMENDATIONS:

SECTION 1424(d) SUFFICIENCY OF RESOURCES - The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.

Consider for future budgetary provision, sustaining funding by the college for grant-funded resources & support to ensure ongoing student success and retention.

SECTION 1424(a) CURRICULUM - There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.

Revise program student learning outcomes to reflect both Roy Adaptation Model (RAM), and NLN Nursing Competencies per program philosophy and framework design which uses the Nursing Process for application of RAM ; and continue with plans for curriculum revision.

SECTION 1427(c) CLINICAL FACILITIES – Each such program shall maintain written agreements with such facilities and such agreements shall include the following:

- (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;
- (2) Provision for orientation of faculty and students;
- (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;
- (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients;
- (5) Provisions for continuing communication between the facility and the program; and
- (6) A description of the responsibilities of faculty assigned to the facility utilized by the program

Ensure the college contract for clinical includes all elements of 1427(c)1-6; agency contract must have addendum to include any items in 1427(c) not clearly stated in agency contract .

1426(f) CLINICAL FACILITIES - The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.

Develop clinical objectives, for all courses, that relate to course objectives; use clinical evaluation tool competencies for monitoring and evaluating outcomes.

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4PROGRAM NAME: **Cerritos College Associate Degree Nursing Program**

DATE OF VISIT: **April 6-7, 2016**

| APPROVAL CRITERIA | Compliance | Non Compliance | COMMENTS |
|---|------------|----------------|---|
| <p>SECTION 1: PROGRAM DIRECTOR/ASSISTANT DIRECTOR</p> <p>1425(a) The director of the program shall meet the following minimum qualifications:</p> <p>(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;</p> <p>(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education, as determined by the board.</p> | X | | <p>Ann Voorhies, MSN, RN, was appointed program director on 07/01/2011. BRN approval form on file. Duty statement for position meets all functions, authority, and responsibility in 1420(h) and 1424(e).</p> |
| <p>1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p> | X | | <p>Kelli Brooks, MSN Ed, RN, has been the Assistant Director since August 2011. She meets all qualifications and was BRN approved prior to being assigned this position. Duty statement for position meets all functions, authority, and responsibility in 1420(c) and 1424(e).</p> |
| <p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p> | X | | <p>The program director, Ann Voorhies, MSN, NP, RN, has 100% release time. The assistant director, Kelli Brooks, MSN Ed, RN, has 20% release time.</p> |

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|---|------------|----------------|--|
| 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence. | X | | Credentials of Assistant Director meet BRN qualifications for 1425(b). Job description for Assistant Director provides for functions described in CCR section 1420(c) to include administering the department of nursing in the absence of the director. Nursing Department organizational chart reflects Assistant Director's role. |
| <p>SECTION 2: TOTAL PROGRAM EVALUATION</p> <p>1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p> | X | | Policies and procedures are presented in writing and are available to students in the nursing student handbook, the college catalogue, and online at the college website. |
| 1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs. | X | | Total program evaluation is conducted in accordance with a well-developed systematic evaluation plan. The plan and design are regularly evaluated. Evidence is provided that data is regularly collected, analyzed and utilized to develop revisions to the program and instruction. Documentation provides evidence of responsiveness to data collected and analyzed. Strategies to increase alumni survey response rate include hand delivering surveys to graduates employed in affiliating clinical settings, distributing surveys at the spring Alumni Reunion/Open House, and collaborating with the Department of Institutional Effectiveness and Research and Planning to develop an online survey tool. Currently, employer surveys are emailed with follow-up phone calls to the facility in order to improve employer response rates since the program has experienced a low return. The majority of feedback elicited has been obtained from personal interactions |

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|--|------------|----------------|--|
| | | | with area employers at Advisory Meetings. |
| 1424(b)(2) The program shall have a procedure for resolving student grievances. | X | | Student guidelines for resolving program or course-related issues are included in the student nursing handbook. The student grievance procedure is presented in the college catalogue and is available in print and online at the website. With the exception of one recently filed grievance, the program has not had any formal grievances filed over the last five years. |
| 1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of | X | | The organizational chart reflects that relationships within the nursing department meet requirements, and depicts relationships between the program, college administration, and clinical agencies. The program director reports to the Instructional Dean of Health Occupations – Nursing submits resource requests to that administrator. |
| 1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online. | X | | Policies and procedures are presented in the nursing student handbook, and in the college catalogue which is available in print and online at the college's website. Licensed Vocational Nurses are admitted as advanced placement students each spring and fall pending space available. |

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4PROGRAM NAME: **Cerritos College Associate Degree Nursing Program**

DATE OF VISIT: **April 6-7, 2016**

| APPROVAL CRITERIA | Compliance | Non Compliance | COMMENTS |
|--|-----------------|----------------|--|
| <p>1431. Licensing Examination Pass Rate Standard The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive academic years. (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to section 2788 of the code.</p> | X | | <p>Pass rate is consistently above minimum performance threshold:</p> <p>2015-16: 77.08% (to date) 2014-15: 87.14% 2013-14: 83.13% 2012-13: 87.78% 2011-12: 85.86%</p> |
| <p>1432. Changes to an Approved Program (a) Each nursing program holding a certificate of approval shall: (1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address. (2) Notify the board within ten (10) days of any: (A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program. (B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of</p> | X X X | | |

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|---|----------------------------------|----------------|--|
| <p>higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program. (b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include: (1) Change in location. (2) Change in ownership. (3) Addition of a new campus or location. (4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p> | <p>X X X X X</p> | | |
| <p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.</p> | <p>X</p> | | <p>Generic admits 50 students twice a year (Fall/Spring), and 3-5 LVN advanced placement students pending space availability.</p> <p>Faculty: There are 12 full-time faculty.</p> <p>Support Staff: FT Skills Lab Coordinator (hired for programs that share Health Occupations Skills Lab) assists with coordinating the scheduling of lab and nursing activities; an Instructional Lab Assistant is available to assist the Lab Coordinator. There are three shared division secretaries who collectively spend on average 20 hours/week assisting with program needs.</p> <p>Physical Space: Health Occupations Skills Lab is a 22,000 square feet state-of-the-art facility that recreates the clinical nursing environment and also houses classrooms, laboratory space, two offices for nursing faculty, and a computer lab with 50</p> |

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| | | | <p>computers; smart-technology classrooms with WiFi access; interactive classroom devices (I-Clickers); pharmacy lab, SLPA, wet lab, dental hygiene/assisting, shared classrooms</p> <p><u>Nursing Skills Lab & Simulation:</u> Up-to-date skills lab equipment; 23 patient beds with bedside computers; nursing station with computers; static and low-fidelity simulation mannequins; technical capability to video record and debrief simulations with students; task trainers; durable medical equipment; audiovisual aids; computer-based programs; reference books/journals; supply storage areas.</p> <p><u>Library:</u> 100,000 books and over 200 magazine and newspaper subscriptions; online reference databases; group tables, study carrels, group rooms, computer stations with printing capability all networked for access to library catalog and internet resources. Also houses Independent Study Center, Instructional Media Center, Student Success Center, Math Learning Center, Reading and Writing Center. Cerritos College students also have access to the library at California State University, Long Beach.</p> <p><u>Supplies:</u> Lab supplies</p> <p><u>Technology:</u> Health Occupations Skills Lab computer lab has 40-50 stations which can be used for Kaplan proctored testing and TEAS testing. Faculty computers maintained/updated within last year. Wi-Fi in all classrooms.</p> <p><u>Grant Funding:</u> Chancellor's Office grant funding allows for</p> |

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| | | | <p>NCLEX review courses and review workshops; retention & remediation activities (extended lab hours; mentoring/tutoring); Clinical Tutor in skills lab; didactic tutoring (by graduates 4 hrs weekly with groups of students); Success Retention Counselor who works with “at risk” students; Simulation Specialist; “Clinical Assistants” in clinical 8 hrs/week to assist students with skills acquisition; faculty advising of students outside of regular office hours. Perkins Funds supports the purchase of instructional media, skills lab equipment (kept updated), general supplies, and faculty development conferences. Program reports grant funding has been significantly reduced over the last 3 years.</p> <p><u>Campus Support Services:</u> Admissions/Records, Counseling Services; Career Services Center; Health & Wellness Services; Child Development Center; Financial Aid; Library/Learning Resource Center; Student Success Center; Veterans Resource Center; International Student Center, Bookstore, Transfer Center, Disabled Student Programs and Services; Veterans Resource Center.</p> <p><u>RECOMMENDATION</u> Consider for future budgetary provision, sustaining funding by the college for grant-funded resources & support to ensure ongoing student success and retention.</p> |

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| <p>SECTION 4:PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS:</p> <p>1425All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p> | X | | Signed BRN approvals are on file for the director, assistant director and all faculty. The program submits change notices as required. |
| <p>1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p> | X | | Faculty meets regularly for general program business as well as for committee business. All full-time faculty are required to attend and part-time faculty are encouraged to attend (PT required to attend adjunct faculty meeting twice a year before start of each semester). Meeting minutes are emailed to all faculty and part-time faculty are invited to provide feedback. |
| <p>1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing</p> | X | | Total 32 Faculty: 15 Instructors/16 Assistant Instructor 12 Full-time (including PD) – tenure-track faculty all Instructor |

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| <p>faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p> | | | <p>level. All have MSN's 25 Part-time faculty (16 MSN/ 2 DNP/7 BSN) 4 Instructor 16 Assistant Instructor 0 Clinical Teaching Assistants</p> <p>All content areas have at least one full-time instructor level faculty and all faculty maintain current competency through clinical practice or instruction, and continuing education.</p> |
| <p>1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.</p> | X | | <p>Organization chart defines reporting responsibilities.</p> |
| <p>1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); and (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.</p> | X | | <p>BRN approvals with evidence of meeting all qualifications requirements are on file for all instructor faculty.</p> |

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| <p>1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p> | X | | BRN approvals with evidence of meeting all qualifications requirements are on file for all assistant instructor faculty. |
| <p>1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.</p> | NA | | The program does not have any clinical teaching assistants. |
| <p>1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications: (1) A master's degree in the designated nursing area; or (2) A master's degree that is not in the designated nursing area and shall: (A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the</p> | X | | <p>MS: Kelli Brooks, MSN, Ed, RN OB: Rebecca Orozco, FNP, RN Pediatric: Rebecca Orozco, FNP, RN Psych-Mental Health: Peggy Stuart, MSN, RN Geriatrics: Patricia Riedel, FNP, RN</p> <p>Evidence demonstrates content experts are qualified by current experience and education per requirements. The content expert role is to serve as a resource to inform faculty of changes in nursing</p> |

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| <p>designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p> | | | <p>practice related to their area of expertise. Content experts provide guidance in restructuring and revision of curriculum, input regarding textbook and program resources, and present information to the curriculum committee for decision making by the entire faculty.</p> |
| <p>SECTION 5: CURRICULUM</p> <p>1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p> | <p>X</p> | | <p>The program philosophy and conceptual framework address all required elements. Program outcomes reflect the achievement of course competencies and student learning outcomes that address multiple dimensions of nursing competency reflected primarily in the NLN Nursing Competencies of the conceptual framework.</p> <p><u>RECOMMENDATION</u> Revise program student learning outcomes to reflect both Roy Adaptation Model (RAM), and NLN Nursing Competencies per program philosophy and conceptual framework design which uses the Nursing Process for application of RAM ; and continue with curriculum revision plans.</p> |

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| 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content. | X | | Regular faculty and curriculum committee meetings are held to discuss and make decisions regarding the program and curriculum, and minutes are kept of these meetings. Both full-time and part-time faculty participate. |
| 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation. | X | | There is a structured orientation process for new faculty. In addition, the all newly hired full and part-time faculty are assigned a faculty mentor. |
| 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference. | X | | Faculty maintain clinical competence through active clinical practice and/or instruction. Program documents support current clinical competence for all faculty. |
| 1426(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation. | X | | The program has consistently sought BRN approval prior to implementation of curriculum revisions. |
| 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse. | X | | The program philosophy defines Nursing, and the goals of nursing practice. The unifying theme of the curriculum integrates the Roy Adaptation Model (primary conceptual framework), Nursing Process, and NLN Nursing Competencies in the program didactic and clinical components of each course to frame the content. The curriculum progresses in depth and complexity to meet course competencies and student learning outcomes. |
| 1426(c) The curriculum shall consist of not less than fifty-eight (58) | | | |

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| <p>semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p> | X | | <p>The BRN approved curriculum is presented in semester units (18 week semesters) and meets requirements: Nursing: 45.5 units (22.5 theory; 23 clinical) Communication: 7 units Science: 19 units Total Units for Licensure: 71.5 units Other Degree Requirements: 3 units Total Units For Graduation: 74.5 units</p> |
| <p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.</p> | X | | <p>There is a theory course with a concurrent clinical course for the five content areas and required content is found within the learning objectives for these courses.</p> |
| <p>1426(e) The following shall be integrated throughout the entire nursing curriculum: (1) The nursing process;</p> | X | | <p>All required elements are found in courses across the program curriculum.</p> |

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| <p>(2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) Physical, behavioral, and social aspects of human development from birth through all age levels; (4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) Communication skills including principles of oral, written, and group communications; (6) Natural science, including human anatomy, physiology, and microbiology; and (7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.</p> | | | |
| <p>1426.1. Preceptorship A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <p>(a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following: (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements: (A) An active, clear license issued by the board; (B) Clinically competent, and meet the minimum qualifications specified in section 1425(e);</p> | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> | | <p>Preceptors are utilized in the program. Students are supervised by RN preceptors who are not faculty.</p> |

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| <p>(C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor. (E) A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; 1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. 2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. (5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities: (A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student; (B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor; (6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and (7) Plan for an ongoing evaluation regarding the continued use of preceptors. (c) Faculty/student ratio for preceptorship shall be based on the following criteria: (1) Student/preceptor needs; (2) Faculty's ability to effectively supervise; (3) Students' assigned nursing area; and (4) Agency/facility requirements</p> | <p>X X NA X X X X X X X X X</p> | | <p>Relief preceptors not utilized – student only works the preceptor's schedule.</p> |

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| <p>1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p> | X | | The program is mapped in semester units following the prescribed formula for units/instructional hours. |
| <p>SECTION 6 CLINICAL FACILITIES 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program</p> | X | | |
| <p>1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p> <p>1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board.</p> | X X | | Nursing 242 Preceptorship The program has obtained approval for all clinical training sites. |
| <p>1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.</p> | X | | Assignments are posted on each unit where students are assigned, and students and facility staff are aware of the learning objectives. |

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| <p>1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program</p> | X | | <p>Program utilizes the college contract or the agency contract as the written agreement for meeting all required elements of the clinical experience.</p> <p><u>RECOMMENDATION</u> Ensure the college contract for clinical includes all elements of 1427(c)1-6; agency contract must have addendum to include any items in 1427(c) not clearly stated in agency contract .</p> |
| <p>1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.</p> | X | | <p>The program participates in the Orange County/ Long Beach Consortium (OCLB) Clinical Placement system.</p> |
| <p>1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs; (2) Objectives of the learning experience; (3) Class level of the students; (4) Geographic placement of students; (5) Teaching methods; and (6) Requirements established by the clinical agency.</p> | X | | <p>The BRN criteria for establishing student: teacher ratio is utilized in planning the number of students for clinical placement on a unit. The student: teacher ratio in the clinical setting is 1:10, except for Nursing 230 (Psychosocial/Community Nursing) which begins with 12 students after which students rotate out leaving 9-10 students. For Nursing 242, the Preceptorship course, the student : teacher ratio may have a maximum of 1:12-15</p> |
| <p>1426(f) The program shall have tools to evaluate a student's academic</p> | | | |

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| progress, performance, and clinical learning experiences that are directly related to course objectives. | X | | <p>Tools for evaluation of student achievement are presented for each course and specific to that course. Clinical evaluation tool competencies also serve as clinical objectives. Some courses have weekly focused clinical objectives.</p> <p><u>RECOMMENDATION</u> Develop clinical objectives, for all courses, that relate to course objectives; use clinical evaluation tool competencies for monitoring and evaluating outcomes.</p> |
| <p>1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <p>(a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.</p> | X | | <p>Student representatives from each class level are invited to attend monthly Nursing Department and Curriculum, and Advisory meetings to provide input. Students have a voice in meetings and their contributions are considered for decision-making in the committees. In addition, students complete course & clinical evaluations, and graduate & alumni surveys. Students can meet with their assigned Faculty Advisor to share concerns or ideas regarding the program and their success in the program. The Program Director has an open door policy with all students and makes visits to classrooms and lab/clinical sites to maintain open dialogue. Cerritos College has a Student Nurses Association (SNACC) which allows for exchange of communication between students and faculty regarding professional issues, program issues, and student concerns.</p> |
| <p>Section 7: LVN 30 UNIT AND 45 QUARTER UNIT OPTIONS</p> <p>1429(a) An applicant who is licensed in California as a vocational nurse</p> | X | | <p>This option is presented in the BRN approved program curriculum. To date, the program has had two LVN-30-unit option applicants</p> |

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| is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse. | | | who graduated from the program. |
| 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken | X | | Prospective students who inquire about this option are able to receive information from the nursing counselors, and are further directed to the program director who provides complete and objective information verbally and in print. |
| 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement. Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric | X X | | |

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| nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations. | | | |

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.4

DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval for College of Marin Associate Degree Nursing Program

REQUESTED BY: Carol A. Velas, Nursing Education Consultant

BACKGROUND: Marshall Alameida Ph.D, RN was appointed as Dean of Health Science and Program Director of the Associate Degree in Nursing (ADN) Program on January 12, 2015. Roz Hartman MSN, RN was the Program Director (1991-2011), retiring prior to the appointment of Dr. Alameida. Dr. Alameida has 100% administrative release and spends 40% of his time supporting the RN program. He also has responsibility for the Medical Assisting, Dental Assisting, and Emergency Medical Technician Programs. Molly Johnson, MSN, RN, CNS was appointed January 12, 2015 to the Assistant Director position and has 33% release time.

A continuing approval visit to College of Marin was conducted on April 18-20, 2016 by Carol Velas and Loretta Chouinard, Nursing Education Consultants.

The program was found to have four areas of noncompliance; CCR 1424(d) Sufficiency of resources, CCR 1424(g) Faculty responsibility of the programs, CCR 1425.1(a) Faculty responsibility related to clinical hours with related noncompliance CCR 1426.1 Curriculum, and CCR 1424(i), Use of Non-faculty in clinical facilities. Two recommendations were given in CCR 1424 sufficiency of time for Director/Assistant Director and CCR 1424(b)(1), Total Program Evaluation. The program submitted a progress report on June 15, 2016 to address non compliances and recommendations and continues to work toward bringing the program into full compliance.

College of Marin (COM) is one of the 113 Community Colleges in California and will celebrate 50 years in nursing in 2017. COM is accredited by WASC-ACCJC. Current approved enrollment in the ADN Program is 86 with an annual Fall enrollment cohort of 43. During the recent approval visit, a comprehensive review of the program was conducted including meetings with administration/leadership, students, and faculty. A tour of the physical plant and clinical sites was also completed. Areas of concern identified at this approval visit include: The program has had a systematic and timely approach to the total program evaluation process including program survey data collection, analysis, and reporting in faculty meetings from 2011-2015. In reviewing documentation of faculty minutes there was little evidence of documentation of total program evaluation and student participation from 2015 to the present. The Program Director validated the inconsistent review of student surveys, organized effort to analyze data, and report findings on a regular basis at faculty or curricular meetings. The Program Director also validated that 40% may not be sufficient time to administer this program and that clerical assistance is needed.

COM uses several alternative settings for their clinical experiences where students are supervised, and in some cases, evaluated by non-faculty registered nurses. Students expressed these opportunities as rich experiences that meet course objectives, however, there was no documentation of nurses regarding their responsibilities, and faculty were unaware of the regulation. Also, a review of clinical hours showed that at these sites each student was completing an inconsistent number of clinical hours in several clinical courses as compared to the approved curriculum. There was inconsistent implementation of the school's clinical make-up policy. Other areas discussed with the faculty related to documentation needed for a Preceptorship course in the last semester where students have 120 hours of 1:1 precepted experience. Open skills lab hours were not available for all students enrolled in the nursing program due to extra lab required enrollment in an elective course where there was a cap on enrollment. Non-enrolled students did not have access to an open time. Program faculty demonstrate a very strong commitment to students and to this program. They recognized problem areas and are devoted to changing practice to come into and sustain alignment with BRN regulations.

NCLEX pass rates for the prior 5 years are:

| | |
|--------------------------------|--------|
| 2011-2012 | 91.49% |
| 2012-2013 | 93.33% |
| 2013-2014 | 95.08% |
| 2014-2015 | 97.37% |
| 2015-2016 First 3 qtr. average | 81.48% |

Students report satisfaction with the program, support from faculty and administration, and acceptance in the clinical learning environment where they believe their course objectives are being met. Program Administrators voiced administrative and financial support of the nursing program. Dr. Wain Coon, President of COM, is very supportive of the efforts of the Program Director and faculty to bring the identified non-compliances and recommendation of this program into alignment and to sustain processes that will keep them in compliance.

The COM Associate Degree in Nursing Program is well respected in the community and supported by state grants. Students are regularly hired in hospitals and healthcare settings in and around Marin County. Students from COM are admitted into the Sonoma State University Collaboration RN Transition to Practice Program, COM has initiated strategic meetings with University of Phoenix for a collaborative BSN program, and strategic meetings have been initiated with Marin General Hospital for the possibility of a RN Transition to Practice Program for new graduates.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Carol A. Velas, EdD, MSN, RN
Nursing Education Consultant

BOARD OF REGISTERED NURSING

REPORT OF FINDINGS COLLEGE OF MARIN ASSOCIATE DEGREE IN NURSING PROGRAM Visit Dates: APRIL 18-21, 2016

NON-COMPLIANCE(S):

CCR SECTION 1424(d) - Administration/Organization – Sufficient Resources

The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.

There is unequal access to open skills lab time for students due to elective lab courses (NE101, NE102, NE103) with a limit of 24 students. Students not enrolled in NE101, NE102, or NE103 do not have open skills lab access.

CCR SECTION 1424(g) - Administration/Organization – Faculty Responsibility

Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

Inconsistent faculty participation in program planning, organization, implementation, and evaluation. Faculty are inconsistent in the implementation of College of Marin's attendance and clinical make-up policies and procedures.

CCR SECTION 1425.1(a) – Curriculum-Faculty Responsibility

Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.

Clinical hours for nursing courses are not consistent with the approved curriculum.

Inconsistent faculty participation in the planning, implementing and evaluation of students in clinical courses and achievement of course objectives (See 1424(i)).

Related non-compliance CCR 1426.1 – Preceptorship

A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum.

Inconsistent implementation of the policies of the Preceptorship course by faculty who teach this course.

CCR SECTION 1424(i) – Clinical Facilities

When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.

Lack of an organized, systematic process to provide responsibilities and communication between course faculty and non-faculty nurses supervising, and in some cases evaluating students.

RECOMMENDATIONS:

CCR SECTION 1424(e) – Administration/Organization - Director/Assistant Director

The director and the assistant director shall dedicate sufficient time for the administration of the program.

Review the administrative time dedicated for total program evaluation to ensure sufficient time could be allocated to confirm all aspects of the program are fully implemented and functioning. (See 1424(b)(1)).

CCR SECTION 1424(b)(1) – Total Program Evaluation

The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

Consider the review and revision of the process for total evaluation plan and consider the inclusion of data analysis and discussion as a recurring agenda item in program meetings.

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

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PROGRAM NAME: College Of Marin Associate Degree in Nursing Program

DATE OF VISIT: April 18-20, 2016

| APPROVAL CRITERIA | Compliance | Non Compliance | COMMENTS |
|---|------------|----------------|--|
| <p>SECTION 1: PROGRAM DIRECTOR/ASSISTANT DIRECTOR</p> <p>1425(a) The director of the program shall meet the following minimum qualifications:</p> <p>(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;</p> <p>(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education, as determined by the board.</p> | X | | <p>Dr. Marshall Alameida was appointed as the Dean of Health Science and the Program Director for the Associate Degree in Nursing Program at College Of Marin (COM) on January 12, 2015. Dr. Alameida is a CNS in Gerontology and has a PhD in Gerontological Health Policy. Prior to coming to COM, Dr. Alameida served as the Program Director of the Associate Degree in Nursing Program at Contra Costa College. Dr. Alameida has taught nursing at both the community college and university level and is still active teaching psych/mental health clinical practicum.</p> |
| <p>1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p> | X | | <p>Molly Johnson, MSN, RN, CNS was appointed January 12, 2015 to the Assistant Director position. Ms. Johnson meets the minimum requirements for this position.</p> |
| <p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p> | X | | <p>Dr. Alameida has 100% administrative release and spends 40% of his time supporting the RN program. He also has responsibility for the Medical Assisting, Dental Assisting, and Emergency Medical Technician Programs. These programs have coordinators</p> |

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| | | | <p>who manage their programs. Ms. Johnson has 33% release time to assist the Program Director. The Dean/Director and Assistant Director reside within the Registered Nursing Program building in close proximity to faculty, staff & students. Dr. Alameida has been the Program Director since January 12, 2015. The previous Program Director, Roz Hartman, (1991-2011), retired prior to the appointment of Dr. Alameida. Ms. Johnson was appointed as Assistant Director on January 12, 2015 in an interim position. In discussions with Dr. Alameida, he is hiring a full-time faculty with administrative experience who will assume the Assistant Director position once on board. Recommendation: Review the administrative time dedicated for total program evaluation to ensure sufficient time could be allocated to confirm all aspects of the program are fully implemented and functioning. (See 1424(b)(1)).</p> |
| <p>1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.</p> | X | | <p>Ms. Johnson is knowledgeable and has authority to administer the program in the absence of the Program Director. The Program Director and Assistant Director meet several times a week to discuss administration of the program.</p> |
| <p>SECTION 2: TOTAL PROGRAM EVALUATION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p> | X | | <p>Program policies and procedures are written and reflect the philosophy, institution, program, and course learning outcomes. These are available in the Student Handbook and in the online course management system; Moodle.</p> |

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| 1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs. | X | | <p>The Self Study provides a systematic total program evaluation that uses the Accrediting Commission for Education in Nursing (ACEN) ADN Standards as a framework with the inclusion of retention, attrition; program completion and NCLEX first-time test taker pass rates. Students, graduates, alumni, and employers provide programmatic evaluation through surveys.</p> <p>Admission criteria includes a formula (72% or higher) from the ADN Model Validation Study and the TEAS V with a score of 62 or better. All qualified applicants receive a number and are then randomly selected for that semester's cohort of 43 students.</p> <p>Attrition rates for the past five years on average are 9.6% with retention rates on average for the past five years at 90.4%.</p> <p>Inconsistent evaluation of program data, no analysis or discussion of program evaluation found in Faculty Meeting minutes for 2015-2016.</p> <p>Recommendation: Consider the review and revision of the process for total evaluation plan and consider the inclusion of data analysis and discussion as a recurring agenda item in program meetings.</p> |
| 1424(b)(2) The program shall have a procedure for resolving student grievances. | X | | <p>Grievance policies and procedures were recently revised and are evident in the Student Handbook pg.53 and College Catalog pg. 41 with full access to policy at marin.edu/WORD-PPT/AP5530Student-Grievances_Approved3-19-13.pdf. There have been 4 student grievances since 2012, three have been resolved with students losing appeals and one is still under consideration.</p> |

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|--|-----------------------------------|----------------|---|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|-----------------------------------|-----------|--------------------------------|-----------|-------------------------------|
| <p>1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.</p> | X | | <p>College wide organization chart demonstrates the level of authority and lines of communication between the College President, Vice Presidents, and Dean of Health Science. The ADN Program organizational chart shows clear levels of authority and lines of communication between Program Director, Assistant Director, Faculty Administrative Assistants, Faculty, and Clinical Affiliates.</p> | | | | | | | | | | | | | | |
| <p>1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p> | X | | <p>A clear and comprehensive policy exists for obtaining credit for previous education in the College Catalog (pgs.15, 16, and 181) and referenced in the Student Handbook (pg. 79).</p> | | | | | | | | | | | | | | |
| <p>1431. Licensing Examination Pass Rate Standard The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive academic years.</p> | X | | <p>Historically, COM has maintained NCLEX first-time tester pass rates above 75%.</p> <table border="1" data-bbox="1266 1036 2043 1252"> <tbody> <tr> <td>2011-2012</td> <td>91.49%</td> </tr> <tr> <td>2012-2013</td> <td>93.33%</td> </tr> <tr> <td>2013-2014</td> <td>95.08%</td> </tr> <tr> <td>2014-2015</td> <td>97.37%</td> </tr> <tr> <td>2015-2016</td> <td>1st qtr. 84.00% 21/25</td> </tr> <tr> <td>2015-2016</td> <td>2nd qtr. 0.00% 0/1</td> </tr> <tr> <td>2015-2016</td> <td>3rd qtr. 100% 1/1</td> </tr> </tbody> </table> | 2011-2012 | 91.49% | 2012-2013 | 93.33% | 2013-2014 | 95.08% | 2014-2015 | 97.37% | 2015-2016 | 1 st qtr. 84.00% 21/25 | 2015-2016 | 2 nd qtr. 0.00% 0/1 | 2015-2016 | 3 rd qtr. 100% 1/1 |
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| (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to section 2788 of the code. | | | |
| <p>1432. Changes to an Approved Program</p> <p>(a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:</p> <p>(1) Change in location.</p> <p>(2) Change in ownership.</p> <p>(3) Addition of a new campus or location.</p> <p>(4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p> | X | | |
| <p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>(d) The program shall have sufficient resources, including faculty,</p> | | X | Current approved enrollment in the ADN Program is 86 with an annual Fall enrollment cohort of 43. Enrollment has fluctuated since the last approval visit, supported by program expansion |

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| <p>library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.</p> | | | <p>grants with notification and approval by the BRN. COM receives modest grant funding (approximately \$130,000.00) that supports the budget of the nursing program. COM is accredited by WASC-ACCJC through 2016.</p> <p>Physical space/equipment: The nursing department complex is approximately 7955 sq. ft. and located on the second and third floors of the Science/Math/Nursing (SMN) building located on Kentfield's upper campus. There are 2 classrooms that seat 22 students each. There is a sliding door between the classrooms that opens and provides for a large classroom. Classrooms are equipped with technology for media projection, Wi-Fi, and adequate electrical outlets for laptops.</p> <p>Computer Lab: There are two computer labs in the SMN building, one room with 21 computers and the other with 23 computers. All computers have up-to-date software. COM uses Moodle as a course management system and ATI supplemental resources, including proctored exams, for assessment and remediation.</p> <p>Skills Lab: The skills lab is equipped with 6 electric beds, over bed tables, bedside cabinets, headwalls with oxygen, suction, and blood pressure monitors. There are 6 low fidelity mannequins. Equipment is sufficient (IV and feeding pumps, scale, med and crash carts) for use to practice patient care. Recently purchased equipment includes Pyxis medication station and console, Elsevier Sachar and EMR software. Lisa La Scala is the lab technician (15 hr./wk.) who maintains the equipment and lab, preparing it for different skills and simple simulation scenarios. Ms. La Scala has a workstation adjacent to the skills lab.</p> |

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| | | | <p>Open skills lab hours are available only for students enrolled in Skills Lab courses (NE101, NE102, and NE103). There are no open skills lab hours for non-enrolled students.</p> <p>In speaking with students, those not enrolled in the Skills Lab courses can contact faculty or Simulation Coordinator for practice, if they are available.</p> <p>Nursing Simulation Center: Stefanie Strozier RN coordinates the simulation lab. This 750 sq. ft. area houses one simulation room with central control room, debriefing room, and area for small group interactions. Two high fidelity mannequins provide a full complement of hi-quality simulation scenarios that are leveled across and integrated into the curriculum.</p> <p>Faculty offices: Faculty offices are located on the third floor of the SMN building. Each faculty has a dedicated office with desk, chair, computer, telephone, and file cabinet. Faculty have access to a printer, copy machine, and secure box for materials needing to be shredded. Part-time faculty shares an office and has access to a computer and phone.</p> <p>Student resources: there is a full complement of ancillary resources for students including Student Accessibility Services formerly Disabled Students Program and Services, online writing center (online tutors for writing), Child Study Center (on-campus childcare), student health, EOPS, and Financial Aid.</p> <p>Library: Located on both the Kentfield and Indian Valley campuses, the library offers periodicals, books, databases in both print and online format. Reference librarians are available in person and via telephone and faculty put relevant books on reserve. A total of 116 journals are available specific to nursing.</p> |

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| | | | <p>COM joined MARINet, a consortium of seven public libraries and two university libraries in Marin County which includes interlibrary lending.</p> <p>Non-compliance: There is unequal access to open skills lab time for students due to elective lab courses (NE101, NE102, NE 103) with a limit of 24 students. Students not enrolled in NE101, NE102, or NE103 do not have open skills lab access.</p> |
| <p>SECTION 4:PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS:</p> <p>1425All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p> | X | | <p>Director, Assistant Director and all faculty are approved by the BRN.</p> |
| <p>1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p> | | X | <p>Faculty participation in program is inconsistent including:</p> <ul style="list-style-type: none"> • 2015-2016 Faculty Meeting minutes were scarce with only agenda templates available for review • 2015-2016 Lack of analysis and discussion of student survey |

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| | | | <p>results</p> <ul style="list-style-type: none"> • 2015-2016 No evidence of separate curriculum meetings or consistent agenda items in Faculty meetings regarding curriculum topics • 2015-2016 Faculty and student attendance is not recorded • 2015-2016 No evidence of minutes from an Advisory Meeting • 2015-2016 No evidence of minutes from the Student Nurses Association <p>During student meetings, students acknowledged they do not regularly attend faculty meetings but when they do they feel their concerns are being addressed. During faculty meeting, faculty described meeting with students individually when concerns arose.</p> <p>Non-compliance: Inconsistent faculty participation in program planning, organization, implementation, and evaluation.</p> |
| <p>1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p> | X | | <p>Faculty: 20 Faculty (excluding Program Director) Full-time=7, Part-time=13 Instructors=9, Assistant Instructors=10, CTAs=1 Non-faculty are used as Preceptors</p> |
| <p>1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching</p> | X | | <p>Organizational chart demonstrates levels of authority and lines of communication between Program Director and Assistant Director. Regular meetings occur between the Program Director and Assistant Director.</p> |

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| assistants shall function under the supervision of an instructor. | | | Course Leaders have supervision over assistant instructors and clinical teaching assistants . |
| 1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); and (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing. | X | | All instructors meet regulation and are BRN approved. |
| 1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency. | X | | All assistant instructors meet regulation and are BRN approved. |

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| 1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care. | X | | All clinical teaching assistants meet regulation and are BRN approved. |
| <p>1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p> | X | | <p>Content experts (CE) are identified in Medical/surgical, Obstetrics, Pediatrics, Geriatrics and Psych/Mental Health and demonstrate competency through employment and continuing education.</p> <p>CE's work closely with faculty to ensure content is current and relevant, clinical objectives relate to theory content areas and that clinical settings provide experience needed to meet objectives.</p> <p>Medical/surgical-Jeannie Langinger Obstetrics-Molly Johnson Pediatrics-Karen Best Geriatrics-Joyce Passer Psych/Mental Health-Joyce Passer</p> |
| <p>SECTION 5: CURRICULUM</p> <p>1424(a) There shall be a written statement of philosophy and objectives</p> | X | | COM underwent a major curriculum revision with BRN approval April 7, 2015 with full implementation as of Fall 2016. The new curriculum aligns the Nursing Department Mission with the |

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| <p>that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p> | | | <p>recently modified College Mission and recognizes the complexity of healthcare systems today. The conceptual framework encompasses the knowledge, skills, and attitudes of the Quality and Safety in Nursing Education (QSEN) competencies with eight integrated processes including, the Nursing Process, Health Promotion, Caring, Client teaching, Pharmacological and Parenteral Therapies, Cultural Diversity, Nutrition, and Leadership.</p> |
| <p>1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p> | | <p>X</p> | <p>Program uses clinical placements in a variety of community settings to increase the student's clinical experiences. These settings require assistance of staff registered nurses in various locations.</p> <ul style="list-style-type: none"> • Lack of communication and clear explanation of non-faculty supervisory role including; • Orientation to clinical objectives and skill level of student, and in some settings the evaluation of the student's progress. • Inconsistent implementation of policies; clinical hours and clinical make ups <p>In discussions with faculty, there was an unawareness of faculty's responsibilities for oversight necessary for the use of non-faculty in clinical supervision, CCR 1424(i).</p> <p>Noncompliant: Inconsistent faculty participation in the planning, implementing and evaluation of students in clinical courses and achievement of course objectives is inconsistent (See 1424(i)).</p> <p>Clinical hours for nursing courses are not consistent with the approved curriculum.</p> |

**CONSULTANT APPROVAL REPORT
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| 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation. | X | | A formal orientation is provided for all faculty (full and part-time) by the Faculty Mentor, which includes orientation to nursing department, and policy and procedure review. New faculty are also orientation to the clinical setting they are assigned to. |
| 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference. | X | | Clinical competence is evident through the reporting of clinical practice and continuing education by each faculty member (EDP-O-10a). |
| 1426(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation. | X | | Last major curriculum revision was April 7, 2015 with full implementation Fall 2016. The curriculum moved from an eclectic curriculum model to a curriculum design founded on the Quality and Safety Education of Nursing (QSEN) model, National League for Nursing competencies, and the National Council of State Boards of Nursing NLEX test plan. The total units remained unchanged at 38.5 with a combination of 20 theory units and 18.5 clinical units. Course units were redistributed to allow a redistribution of content. |
| 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse. | X | | The Standards of Competent Performance became the unifying theme for the new curriculum. All medical surgical courses were leveled to promote progress from simple to complex concepts and application to patient care. M/S I, II, and III courses are structured so there is a theory course, skills lab clinical application, and clinical practicum for each level. |

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| <p>1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p> | X | | <p>Content for Licensure: 68.5 semester units Other degree requirements: 7 semester units Graduation: 75.5 semester units 16 week semester</p> <p>Total Nursing units-38.5 semester units Total Theory: 20 units Total Clinical: 18.5 units</p> <p>Communication units-6.0 semester units Speech 110, 12, 122, 128, 130, or 132 3.0 units Eng150-Reading and Composition 3.0 units</p> <p>Related Sciences-24.0 semester units Bio120 Human Anatomy 5.0 units Bio224 Human Physiology 5.0 units Bio240 Microbiology 5.0 units Psych110 Intro to Psychology 3.0 units Psych 112 or 114 3.0 units Soc 110, 140, or 233 Or Anthropology 102, 103, or 208 3.0 units</p> |
| <p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing</p> | X | | <p>All theory and clinical courses in M/S, OB, Peds, Geriatrics, and Psych/Mental Health are concurrent. Program learning outcomes are based on the Quality and Safety Education of Nursing (QSEN) competencies in the areas of;</p> |

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| evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management. | | | patient centered care, clinical judgment/evidence-based practice, teamwork/collaboration, information competency, quality improvement and safety, and professionalism. |
| 1426(e) The following shall be integrated throughout the entire nursing curriculum: (1) The nursing process; (2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) Physical, behavioral, and social aspects of human development from birth through all age levels; (4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) Communication skills including principles of oral, written, and group communications; (6) Natural science, including human anatomy, physiology, and microbiology; and (7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness. | X | | All elements integrated into courses as reflected in syllabi. |
| 1426.1. Preceptorship A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum that provides students with a faculty-planned and supervised experience comparable to that of an | | X | Preceptor Handbook available, however, no records available for review initially and had to ask for records from Program Director. One of five faculty shared her documents for this course. In this course I was unable to find: |

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| <p>entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <p>(a) The course shall be approved by the board prior to its implementation.</p> <p>(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following:</p> <p>(1) Identification of criteria used for preceptor selection;</p> <p>(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities;</p> <p>(3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements:</p> <p>(A) An active, clear license issued by the board;</p> <p>(B) Clinically competent, and meet the minimum qualifications specified in section 1425(e);</p> <p>(C) Employed by the health care agency for a minimum of one (1) year; and</p> <p>(D) Completed a preceptor orientation program prior to serving as a preceptor.</p> <p>(E) A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off.</p> <p>(4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:</p> <p>(A) The frequency and method of faculty/preceptor/student contact;</p> <p>(B) Availability of faculty and preceptor to the student during his or her preceptorship experience;</p> <p>1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.</p> <p>2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.</p> <p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that</p> | | | <ul style="list-style-type: none"> • Policies and procedure for implementation of program • Identification of Preceptor qualifications • Provision of Preceptor Orientation • Communication plan for faculty, preceptor, and student • Descriptions of responsibility of preceptor • Frequency and method of faculty/preceptor/student contact • Plan for ongoing evaluation of Preceptor for continued use <p>Noncompliant: Inconsistent implementation of the policies of the Preceptorship Course by faculty who teach this course.</p> |

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| include the following activities: (A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student; (B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor; (6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and (7) Plan for an ongoing evaluation regarding the continued use of preceptors. (c) Faculty/student ratio for preceptorship shall be based on the following criteria: (1) Student/preceptor needs; (2) Faculty's ability to effectively supervise; (3) Students' assigned nursing area; and (4) Agency/facility requirements | | | |
| 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting. | X | | College of Marin has a 16 week semester that is delivered in (2) 8 week sections with 1 unit of theory equaling 1 hour of instruction and 1 unit of clinical equaling 3 hours of instruction. |
| SECTION 6: CLINICAL FACILITIES 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program | X | | Clinically competent and BRN approved faculty have clinical supervision of College of Marin nursing students. |

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| <p>1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p> <p>1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board.</p> | X | X | <p>Registered Nurses are being used in offsite clinical experiences where students are providing direct patient care. No evidence of communication between the lead faculty of the course and nurses used in these off site settings initially or throughout the clinical experience. In discussions with faculty, there was a lack of awareness of this regulation (See 1425.1(a))</p> <p>Noncompliant: There is lack of an organized, systematic process to provide responsibilities and communication between course faculty and non-faculty nurses supervising, and in some cases evaluating students.</p> <p>All clinical agencies are approved by the BRN.</p> |
| <p>1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.</p> | X | | <p>Written objectives are provided to all clinical sites and available on each unit. Student evaluations of clinical sites support that the setting meets course objectives.</p> |
| <p>1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's</p> | X | | <p>Written contracts are available for all clinical sites and meet regulatory requirements.</p> |

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| <p>staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program</p> | | | |
| <p>1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.</p> | X | | <p>College of Marin participates with other area schools in the Centralized Clinical Placement System (CCPS) to ensure clinical placement consistency and fairness to all students. Communication between the college faculty and administration and affiliate staff occur on a regular basis through face to face interaction, emails and phone calls, and advisory meetings. Minutes of formal meetings are kept in the Clinical Agency Binder.</p> |
| <p>1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs; (2) Objectives of the learning experience; (3) Class level of the students; (4) Geographic placement of students; (5) Teaching methods; and (6) Requirements established by the clinical agency.</p> | X | | <p>Students are assigned to the clinical setting dependent upon their knowledge and skill level, course objectives, teaching methodology, agency guidelines including acuity of patient, and geographic considerations. Students have the opportunity to provide care to patients in offsite clinical experiences.</p> |
| <p>1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are</p> | X | | <p>Clinical evaluation tools are leveled for each semester and based on the knowledge, skills, and attitudes of the Quality and Safety Education of Nursing (QSEN) competencies in the areas of;</p> |

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| directly related to course objectives. | | | patient centered care, clinical judgment/evidence-based practice, teamwork/collaboration, information competency, quality improvement and safety, and professionalism. |
| <p>1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <p>(a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.</p> | X | | <p>Student representatives from each class can attend faculty, curriculum advisory meetings, however attendance is rare with students only attending twice in 2015. Attendance is not taken in faculty meetings so it is difficult to assess student participation in 2016. Meetings are at the end of the day on Thursdays. There is a plan to experiment with video conferencing for students who may be off site but would like to participate in program meetings. Information for all students is sent via Admin Assistant in emails. The Dean also visits classes with instructor notice/permission to make announcements, as does the Assistant Director. Lastly the Student Nurse Association (SNA) also disperses information as needed that is relevant to student activities via email and meetings. Student feedback is consistently received through online course surveys and communication with the Department Dean, Assistant Director or administrative assistant through the college portal, MyCOM, and email COM nursing students participate in the Student Nurses Association, a COM Student Club and part of the Associate Students of COM.</p> |
| <p>Section 7: LVN 30 UNIT AND 45 QUARTER UNIT OPTIONS</p> <p>1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such</p> | X | | Evidenced in the College Catalog pg. pg. 185 and available on the program website. |

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| applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse. | | | | | | | | | | | | | | | | | | | |
| 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken | X | | Applicants for the LVN 30Unit Option meet with the Program Director who provides objective counseling to determine what program meets the needs of the individual LVN. There have been zero applicants since the last continuing approval visit. | | | | | | | | | | | | | | | | |
| <p>1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of</p> | X | | <p>Students complete Physiology and Microbiology with labs. Nursing courses consist of advanced medical/surgical, psych/mental health, geriatric nursing, and nursing management with content including intervention in acute, preventive, supportive, and rehabilitative nursing and teaching.</p> <p>Nursing Units</p> <table data-bbox="1260 1084 1827 1351"> <tr> <td>NE280 M/S II</td> <td>2units</td> </tr> <tr> <td>NE280L M/SII Lab</td> <td>2units</td> </tr> <tr> <td>NE288A Pharm II</td> <td>1unit</td> </tr> <tr> <td>NE288B Pharm III</td> <td>1unit</td> </tr> <tr> <td>NE285 M/S III</td> <td>2units</td> </tr> <tr> <td>NE285L M/S IIIL</td> <td>2.5units</td> </tr> <tr> <td>NE284 Mental Health</td> <td>2units</td> </tr> <tr> <td>NE284L Mental Health L</td> <td>2units</td> </tr> </table> | NE280 M/S II | 2units | NE280L M/SII Lab | 2units | NE288A Pharm II | 1unit | NE288B Pharm III | 1unit | NE285 M/S III | 2units | NE285L M/S IIIL | 2.5units | NE284 Mental Health | 2units | NE284L Mental Health L | 2units |
| NE280 M/S II | 2units | | | | | | | | | | | | | | | | | | |
| NE280L M/SII Lab | 2units | | | | | | | | | | | | | | | | | | |
| NE288A Pharm II | 1unit | | | | | | | | | | | | | | | | | | |
| NE288B Pharm III | 1unit | | | | | | | | | | | | | | | | | | |
| NE285 M/S III | 2units | | | | | | | | | | | | | | | | | | |
| NE285L M/S IIIL | 2.5units | | | | | | | | | | | | | | | | | | |
| NE284 Mental Health | 2units | | | | | | | | | | | | | | | | | | |
| NE284L Mental Health L | 2units | | | | | | | | | | | | | | | | | | |

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| these regulations. | | | NE281 Clinical application Lab III 0.5units NE286 Professional Role 1unit NE286L Professional Role L 2.5units Science Units Physiology (BIOL 224) 5.0units <u>Microbiology (BIOL 240)</u> 5.0units Total units 28.5units |

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.5
DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval for Long Beach City College Associate Degree Nursing Program

REQUESTED BY: Loretta Chouinard, Nursing Education Consultant

BACKGROUND: On May 16 and 17, 2016 a board approval visit was conducted at Long Beach City College for the review of their ADN Program. This visit was performed by Loretta Chouinard and Laura Shainian NECs. There were no findings of noncompliance and only two areas of recommendation 1424 9 (e) Program Director Assistant Director and 1424 (d) Sufficiency of Resources. (Recommendations are detailed in the Report of Findings and the Consultant's Report)

Sigrid Sexton MSN RN is the Program Director/Department Head she has a 70% release time for Program Director duties and a 20% release time for Department Head duties. She is assisted by Maricela Arnaud ADON who has a 20% release time. Both of these positions are 10 month faculty positions. Currently all faculty are providing instruction, clinical placement activities, and all student success interventions. They continue to utilize a single criteria admission process and admit 10 traditional students with a GPA of 2.5-3.0, 10 with a GPA of 3.0-3.5 and 20 with a GPA of 3.5-4.0 along with spaces for 8 LVN to RN students. Students voiced their need for proactive intervention and support throughout the program.

LBCC's Nursing program is a mature prelicensure program with experienced program leadership and faculty. The Nursing Program has been ACEN (Accreditation Commission for Education in Nursing since 1966. They have continued to show evidence of support of the college administration, high student satisfaction and NCLEX pass rates, along with strong community support. LBCC's Nursing Program graduates have consistently scored better than 90 percent on their first time NCLEX pass rate.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Loretta Chouinard, RNC, MSN
Nursing Education Consultant
(916) 330-0454

REPORT OF FINDINGS

Long Beach City College

CONTINUING APPROVAL VISIT: 05/16 – 5/17/2016

RECOMMENDATIONS:

SECTION 1424(e) –PROGRAM DIRECTOR ASSISTANT DIRECTOR – The director and assistant director shall dedicate sufficient time for the administration of the program.

Evaluate adequacy of allotted release time for ADON

SECTION 1424(d) –SUFFICIENCY OF RESOURCES – The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program’s objectives.

Increase support services to assist with clinical placement requirements and student success

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev. 09/13)

(916) 322-3350

PROGRAM NAME: Long Beach City College ADN program

DATES OF VISIT: 5/16-5/17/2016

| APPROVAL CRITERIA | | | COMMENTS | WORK COPY |
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| | Compliance | Non-Compliance | | |
| SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR | | | | |
| SECTION 1425(a) The director of the program shall meet the following minimum qualifications: (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration; (2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with 1420 (h); (3) Two (2) year's experience teaching in pre- or post-licensure nursing programs; and (4) One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or (5) Equivalent experience and/or education as determined by the board. | X | | Sigrid Sexton, RN, MSN Program Director/Department Head July 2015 – present. EDP-P-03 approved and on file | |
| SECTION 1425(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above or such experience as the board determines to be equivalent. | X | | Maricela Arnaud, DNP, FNP, RN Assistant Program Director December 2015 – Present. EDP-P-03 approved and on file. | |
| SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program. | X | | Sigrid Sexton RN MSN, Program Director/Department Head has 70% release time for Program Director and 20% release time for Department Head. This position is a 10-month faculty position with Maricela Arnaud DNP, FNP, RN with a 20% release time, this is also a 10-month faculty position, together they oversee the ADN program. The ADON is currently allotted an 8 hour day per week to devote to the administrative responsibilities of the ADN program. Recommendation: Evaluate adequacy of allotted release time for ADON. | |

APPROVAL CRITERIA

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| SECTION 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in the director's absence. | X | | Maricela Arnaud has served as ADON since December 2015 and has taught at LBCC since 1999. She is knowledgeable and current regarding the Nursing program and its P&Ps. The current organizational chart depicts the chain of command and delegation of authority. | |
| SECTION 2: TOTAL PROGRAM EVALUATION | | | | |
| SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students. | X | | P&Ps are present in the LBCC Catalogue, online on their website, and in the Nursing Student Handbook | |
| (b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs. | X | | Program evaluation is performed routinely and meets requirements. This evaluation and implementation process is monitored by the four standing committees of the Associate Degree Nursing Program Faculty Organization (ADNFO), Curriculum, Program Review, Program Resources and Student Affairs. Their current focus is that of attrition rate with a continued effort to keep rates less than 25%. | |
| SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances. | X | | The Nursing program/college's grievance process is present in both the Nursing Student handbook and the College Catalogue. *There have been 3 grievances filed since the last BRN visit – all have been resolved. | |
| SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies. | X | | LBBC and Nursing program Organizational chart clearly identifies relationships, lines of authority and channels of communication within the program, college administration and affiliated clinical agencies. | |

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| <p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.</p> | | | <p>The Nursing Department – The nursing department has completed construction/renovation of the Nursing and Allied Health Building resulting in increased classroom and skills lab space, addition of a new Simulation Hospital with three patient care rooms linked to a control room, relocation of the Learning Center, increase of faculty and administrative assistant office space, and addition of a conference room. Spaces are appropriated furnished and equipped and were occupied in the Spring of 2016. FT faculty share offices (2 to an office) and adjunct have a shared office space. The Learning Center has 40 computers and 3 study rooms. The nursing program has limited support staff available for the nursing student success and faculty administrative work.</p> <p>Campus Resources: <u>Library</u> - Program students, staff, and faculty have extensive nursing related library resources available in digital online formats. Digital resources can be accessed on and off campus 24/7/365. <u>Student services</u> - include financial aid, counseling, disabled student service, veteran services, tutoring, and more. Student Health Center and Psychological Services are available for students. Students have requested increased communication and involvement from the Financial Aid department. Sigrid has already set up a meeting with Admissions, the Dean, herself, and Financial aid to discuss this request.</p> <p>Learning Resources: Contemporary technology (hardware, software, services, resources) is in place for all aspects of program delivery and support services. ATI was just discontinued and Kaplan Test Prep is currently being piloted. Students have voiced concern regarding losing ATI as an adjunct to their course studies and will bring this forward to the faculty meeting and curriculum meetings.</p> |

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| | | <p>Skills/Simulation Lab: The lab is equipped with low and high fidelity mannequins and standard hospital equipment. The space is divided into three rooms and is designed to accommodate course sessions of hands-on skill demonstration and supervised practice as well as space for students to practice and test skills. The Simulation Hospital has three patient care rooms linked to a control room which allows observation of student participants and facilitation of scenarios by faculty. These spaces have recording capabilities for student scenario debriefing. The Simulator Coordinator oversee the simulation lab, supplies, work with faculty and assist students in the lab, set-up, run, and trouble-shoot ongoing needs of simulation equipment. Students have simulation incorporated in each one of the content areas and have access to open lab hours.</p> <p>Faculty: The program has a Director of Nursing and an Assistant Director of Nursing who hold 10 month Full Time faculty positions, 11 FT faculty and 11 PT faculty. Faculty resources are adequate to provide instruction but are not enough to fulfill other faculty responsibilities to ensure effective delivery of the program as approved. The FT faculty are performing all of the administrative work related to clinical placement and covering other duties that take away from time dedicated to instruction. Another area that was identified by staff as needing support was in the area of student success and the implementation of ATI and/or KTP. Currently all FT faculty are counseling, tutoring, and mentoring students who are struggling. Discussion around early identification, proactive intervention and support with a student success coordinator was discussed as a means to achieve greater student success. Currently the program has a single criteria admission process and admit 10 students with a GPA of 2.5 – 3.0, 10 students with a GPA of 3.0 – 3.5, 20 students with a GPA of 3.5-4.0 and 8 LVN to RN Advanced Placement students in to the second year. The students starting with a lower GPA and the LVN to RN students have been identified as some of the students who would benefit from proactive intervention and support.</p> <p>The college offers strong support and provides adequate budget for program delivery with additional funds obtained via grants to enhance the quality of student support services, faculty, equipment and supplies.</p> |

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| <p>SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS</p> <p>SECTION 1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p> | <p>X</p> | <p>Recommendation: increase support services to assist with clinical placement requirements and student success.</p> <p>Signed and approved EDP-P-02 for all Faculty members and EDP-P-03 for the ADON and DON are on file. Changes have been reported to the board prior to employment; change in assignments, and after termination. The DON tracks and ensures that each faculty member's license is clear and active.</p> |
| <p>SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p> | <p>X</p> | <p>Full time and part time faculty members have primary responsibility in P&P development, planning, organizing, implementing and evaluating the program. This is demonstrated through P&P, meeting minutes, and job descriptions.</p> |
| <p>SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p> | <p>X</p> | <p>FT = 11 PT = 11 I = 11 AI = 10 CTA = 1</p> <p>They have at least one qualified instructor and Content Expert in each of the areas of nursing. All faculty stay current through CEUs, concurrent practice, instruction, and clinicals.</p> |

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| SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor. | X | | Nursing organization chart, Job descriptions, and Nursing policies reflect the chain of command and a supervisory relationship. |
| SECTION 1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a) (1). (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing. | X | | Signed and approved EDP-P-02 for all Instructors are on file |
| SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent providing direct patient care as a registered nurse in the designation nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency. | X | | Signed and approved EDP-P-02 for all Assistant Instructors are on file |
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| SECTION 1425(e) A clinical teaching assistant shall have at least one (1) continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years, as a registered nurse providing direct patient care. | X | | Signed and approved EDP-P-02 for all Clinical Teaching Assistants are on file | |
| Section 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications: (1) A master's degree in the designated nursing area; or (2) A master's degree that is not in the designated nursing area and shall: (A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and (B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years. | X | | M/S: Maricela Arnaud, DNP, FNP, RN OB: Brenda Harrell EdD, MSN, RN Peds: Ronda Wood EdD, MSN, RN-BC, CNE Psych/MH: Debi Beitler MSN, FNP, RN Geriatrics: Julie Bean DNP, RN Content Experts meet qualifications that are specified by regulation in all areas. Discussed importance of CEUs in specialty area and the need to maintain clinical competency | |
| Section 5: CURRICULUM | X | | The program philosophy, conceptual framework, and objectives address all required curriculum elements. | |
| SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines. | X | | See 1424(g) | |
| SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content. | X | | | |
| SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation. | X | | The Nursing Program has an established orientation procedure that meets requirements. | |

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| SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. | X | | Clinical competence is maintained through current clinical practice and/or instruction. This is monitored and tracked by the DON and documented on the Report on Faculty in the self-study | |
| SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation. | X | | The program is following the most current BRN approved curriculum. All curriculum revisions are consistently submitted for approval to the BRN prior to implementation. | |
| SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse. | X | | See 1424(a) | |
| SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas: (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice. | X | | The BRN approved curriculum meets all requirements 16 Week Semester Nursing: 40.5 Units (22.5 Theory, 18 Clinical) Total Units for Licensure: 66.5 or 67.5 Units Other Degree Requirements: 3 Units Total Units for Graduation: 69.5 or 70.5 Units | |
| (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication. | X | | Communication: 6 or 7 Units | |
| (3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units. | X | | Science: 20 Units | |

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| SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics.. Instructional outcomes will focus on delivering safe, therapeutic, effective patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management. | X | | The approved BRN curriculum has all 5 required nursing areas with concurrent theory and clinical practice. |
| SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum. | | | All required content elements are present in the program curriculum |
| (1) nursing process; | X | | |
| (2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; | X | | |
| (3) physical, behavioral and social aspects of human development from birth through all age levels; | X | | |
| (4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines; | X | | |
| (5) communication skills including principles of oral, written and group communications; | X | | |
| (6) natural sciences including human anatomy, physiology and microbiology; and | X | | |
| (7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness. | X | | |

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| <p>SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <ul style="list-style-type: none"> (a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following: <ul style="list-style-type: none"> (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements: <ul style="list-style-type: none"> (A) An active, clear license issued by the board; and (B) Clinically competent and meet the minimum qualifications specified in section 1425 (e); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor; (E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: <ul style="list-style-type: none"> (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; <ul style="list-style-type: none"> (1) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. (2) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. | X | | This program has established P&P and supporting documentation related to student preceptorships. BRN approved LBCC Faculty oversee and coordinate all preceptor experiences. |

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| <p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.</p> <p>(7) Plan for ongoing evaluation regarding the continued use of preceptors.</p> <p>(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p> | X | | Faculty/student ratio for preceptorship is based on all required criteria per regulation. |
| <p>SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p> <p>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> <p>(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p> | X | | The program is implemented in a Semester format and is compliant in this regulation's formula for units/instructional hours. |
| <p>SECTION 6: CLINICAL FACILITIES</p> <p>SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.</p> | X | | Stated in P&P and clinical facility agreements. |
| <p>SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p> | X | | See 1426.1 |

APPROVAL CRITERIA

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| SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board. | X | | There is an approved EDP-P-08 on file for each clinical site and a current clinical facility agreement is maintained that meets all specified requirements. |
| SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives. | X | | Clinical objectives are provided to the facility prior to students arriving. Reminded staff to post daily objectives for each clinical group in each clinical area. |
| SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program. | X | | The Clinical Contract Template meets all required elements. The Program Director will continue to ensure that contracts stay current and contain all the regulatory language as required. |
| SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students would have on students of other nursing programs already assigned to the agency or facility. | X | | LBCC utilizes faculty relationship, longevity, and community reputation for clinical placements. New clinical sites are procured through DON/ADON and faculty interaction. Clinical sites have been difficult to maintain due to the push from clinical sites to hire nurses with a BSN at minimum. |

APPROVAL CRITERIA

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| <p>SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:</p> <ol style="list-style-type: none"> 1) Acuity of patient needs; 2) Objectives of the learning experience; 3) Class level of the students; 4) Geographic placement of students; 5) Teaching methods; and 6) Requirements established by the clinical agency. | X | | Student to Teacher ratio is typically 1:12. Assignments are based on all required criteria and clinical facility request. | |
| <p>SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.</p> | X | | This program has tools for evaluation of the student's academic progression for each course and is specific to the stated learning/performance objectives. | |
| <p>SECTION 7: STUDENT PARTICIPATION</p> <p>SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <ol style="list-style-type: none"> (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities. | X | | <p>Each committee has a student representative. Since Spring of 2013 there has been 100% attendance at each committee meeting. In addition to the committee meetings a student representative attends each faculty meeting. Students in each semester elect a class representative and an alternate representative who work with faculty to present the general student feedback and input. Another opportunity for student involvement is the NSNA. Each semester the student participates in multiple program evaluations including; clinical facilities, instructors, courses, and skills labs. These evaluations are reviewed, evaluated, and utilized in the decision making process.</p> <p>Evidence provided in the self-study and confirmed during the visit confirms multiple opportunities to share in their program review, P&P, and delivery.</p> | |
| <p>SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS</p> <p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p> | X | | The 30 unit option is delineated in the program's BRN approved Required Curriculum EDP-P-06 and totals 30 semester units. Required content is consistent with that identified by regulation and includes instructional content to prepare graduates for competent performance in section 1443.5 | |

APPROVAL CRITERIA

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| <p>SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.</p> | X | | The DON provides objective counseling and evaluation for prospective students who inquire about this option. | |
| <p>SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may be fulfill the additional education requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.</p> <p>The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p> | X | | | |
| <p>SECTION 9: PREVIOUS EDUCATION CREDIT SECTION 1430 An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p> | X | | | P&P for previous credit evaluation is presented in the college catalogue. This is available in print and on-line. |

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| <p>SECTION 10: LICENSING EXAMINATION PASS RATE STANDARD</p> <p>SECTION 1431 The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates.</p> <p>(a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.</p> <p>(b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years.</p> <p>(c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.</p> | X | | <p>NCLEX-RN pass rates are maintained above the minimum pass rate.</p> <p>2011 – 2012 96.49%</p> <p>2012 – 2013 91.67%</p> <p>2013 – 2014 92.31%</p> <p>2014 – 2015 90.36 %</p> <p>1st qtr 92%, 2nd qtr 86.67%, 3rd qtr 94.87%</p> |

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| <p>SECTION 11: CHANGES TO AN APPROVED PROGRAM SECTION 1432 (a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:</p> <p>(1) Change in location.</p> <p>(2) Change in ownership.</p> <p>(3) Addition of a new campus or location.</p> <p>(4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p> | <p>X</p> | | <p>The nursing program consistently and appropriately notifies the BRN of changes as required per regulation.</p> |

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.6

DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval for Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program

REQUESTED BY: Loretta Chouinard, Nursing Education Consultant

BACKGROUND: On June 12-14, 2016 a board approval visit was conducted at Mount Saint Mary's University Los Angeles Chalon campus for the review of the ADN Program. This visit was performed by Loretta Chouinard and Carol Mackay NECs. This visit was conducted earlier than the regularly scheduled visit for Fall of 2016 because the program has exhibited a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years. There were three findings of noncompliance 1424 (b) Total Program Evaluation, 1424 (d) Sufficiency of Resources, and 1431 Licensing Examination Pass Rate Standard. There were four recommendations with one related section given. (Findings and Recommendations are detailed in the Report of Findings and the Consultant's Report)

Mount Saint Mary's University Los Angeles offers its ADN program at the Doheny campus located in central downtown LA. The ADN program was established in 1992, and offers non-traditional program scheduling with theory courses taught in the afternoon/evenings and clinicals are scheduled on the weekends. The campus is in need of an update that addresses their contemporary technology to provide more hardwired computers and better functioning Wi-Fi. The nursing programs have strong administrative support and have just been assigned a designated person that will help them track statistics including attrition and completion rates.

NCLEX scores are :

2011 – 2012 78.57%

2012 – 2013 83.67%

2013 – 2014 69.77%

2014 – 2015 70.51%

2015 – 2016 1st qtr = 80% 2nd qtr = 75% and 3rd qtr = 80.56%

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Loretta Chouinard, RNC, MSN
Nursing Education Consultant
(916) 330-0454

REPORT OF FINDINGS

Mount Saint Mary's University Los Angeles ADN Program

CONTINUING APPROVAL VISIT: 06/12 – 6/14/2016

NONCOMPLIANCE:

SECTION 1424(B) – TOTAL PROGRAM EVALUATION – The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.

Process needed for analysis, utilization, and reporting of program evaluation data; specifically enrollment, attrition, and completion data.

1424(d) - SUFFICIENCY OF RESOURCES – The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.

Contemporary technology (e.g. hardwired computers, Wi-Fi) is not adequate to support program delivery.

SECTION 1431 - LICENSING EXAMINATION PASS RATE STANDARD - The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates

NCELX pass rate <75% x 2 yrs.

RECOMMENDATIONS:

SECTION 1424(e) –PROGRAM DIRECTOR ASSISTANT DIRECTOR – The director and assistant director shall dedicate sufficient time for the administration of the program.

Continue the process of separating the administrative duties of the ADN and the RN to BSN Programs

RELATED SECTION 1425.1 (h) - SECTION 1424(B) –TOTAL PROGRAM EVALUATION – The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.

SECTION 1425.1 (a) –CURRICULUM – Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing current content.

Continue the integration of Kaplan Test Prep across the curriculum by updating the grading rubric and ensuring consistency between courses.

SECTION 1424(d) - SUFFICIENCY OF RESOURCES - (d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.

Continue program efforts to integrate technology (mid/high fidelity simulation) in to the curriculum to enhance student learning

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev. 09/13)

(916) 322-3350

PROGRAM NAME: Mount Saint Mary's University Los Angeles ADN program

DATES OF VISIT: 6/12-6/14/2016

| APPROVAL CRITERIA | | | COMMENTS | WORK COPY |
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| | Compliance | Non-Compliance | | |
| SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR | | | | |
| SECTION 1425(a) The director of the program shall meet the following minimum qualifications: (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration; (2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with 1420 (h); (3) Two (2) year's experience teaching in pre- or post-licensure nursing programs; and (4) One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or (5) Equivalent experience and/or education as determined by the board. | X | | Dr. Carol Rose DeLilly Director October 2015 – present. EDP-P-03 approved and on file | |
| SECTION 1425(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above or such experience as the board determines to be equivalent. | X | | Lisa Crowder, MSN, BSN, Assistant Director February 2016 – Present. EDP-P-03 approved and on file. | |
| SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program. | X | | Dr. Carol DeLilly Director has 100% release time for Director of the ADN program and RN to BSN Program with Lisa Crowder MSN, BSN who has a 50% release time. The University is in the process of hiring a Program Director for the RN to BSN Program and once in place the 100% release time for Dr. DeLilly will be divided between ADN Program Director role and a teaching assignment to maintain tenure. Recommendation: continue the process of separating the administrative duties of the ADN and the RN to BSN Programs | |

APPROVAL CRITERIA

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| SECTION 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in the director's absence. | X | | Lisa Crowder has served as ADON since February 2016 and has taught at Mount Saint Mary's University Los Angeles ADN since 2008. She is knowledgeable and current regarding the Nursing program and its P&Ps. The current organizational chart depicts the chain of command and delegation of authority. | |
| SECTION 2: TOTAL PROGRAM EVALUATION | | | | |
| SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students. | | X | <p>P&Ps are present in the Mount Saint Mary's University Los Angeles Catalogue, online on their website, and in the Nursing Student Handbook. Multiple documents and submitted reports showing different admission, retention, and graduation numbers.</p> <p>Noncompliance: Process needed for analysis, utilization, and reporting of program evaluation data; specifically enrollment, attrition, and completion data.</p> <p>Recommendation: Related Section: 1425.1(h) Refer to the section. Kaplan Test Prop not administered by faculty as written.</p> | |
| (b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs. | X | | Program evaluation is performed routinely and meets requirements. This evaluation and implementation process is monitored by the Director of Nursing, drives the ADN Program advancements, and is demonstrative of the evaluation and ongoing program improvements | |
| SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances. | X | | The Nursing program/college's grievance process is present in both the Nursing Student handbook and the College Catalogue. *There have been 1 grievances filed since the last BRN visit and it was resolved. | |
| SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies. | X | | Mount Saint Mary's University Los Angeles and Nursing program Organizational chart clearly identifies relationships, lines of authority and channels of communication within the program, college administration and affiliated clinical agencies. | |

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| <p>SECTION 3: SUFFICIENCY OF RESOURCES</p> | | <p>X</p> | <p>The Nursing Department – shares instructional rooms with other programs at the college. Faculty has a shared office space divided by cubicles that allows for each FT faculty member to have their own office. There is a space designated as a conference room and rooms for privacy when counseling a student. The shared buildings that the nursing program uses has instructional spaces for theory, simulations and lab.</p> <p>Campus Resources: <u>Library</u> - Program students, staff, and faculty have extensive nursing related library resources available in digital online formats. Digital resources can be accessed on and off campus 24/7/365. <u>Student services</u> - include financial aid, counseling, disabled student service, veteran services, tutoring, and more. Student Health Center and Psychological Services are available for students. Students requested greater communication with financial aid to help ensure that the specific needs for this program are able to be consistently met and in a timely manner.</p> <p>Learning Resources: There are 60 hardwired computers available for student use throughout the campus. If the students are scheduled to take an exam or work on a computer based project they are encouraged to bring their own laptop or they may need to utilize a loaner laptop. If a laptop is used, the Wi-Fi has a weak signal and is not equipped to accommodate high volume usage. When students are logged in and taking a proctored exam they can be loose signal and have to restart or log back in.</p> <p>Noncompliance: Contemporary technology (e.g. hardwired computers, Wi-Fi) is not adequate to support program delivery.</p> |

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| | | | <p>Skills/Simulation Lab: The lab is equipped with low and high fidelity mannequins, standard hospital equipment, and an automated medication dispensing unit. Students are eager to practice skills and critical thinking through the use of simulation and have requested that it be included in all courses. This is an evening and weekend program that provides ongoing support through open lab, tutoring and other campus service by having them offered via appointment and later hours.</p> <p>Recommendation: Continue program efforts to integrate technology (mid/high fidelity simulation) in to the curriculum to enhance student learning</p> <p>Faculty: The program has a Director of Nursing and an Assistant Director of Nursing, 9 FT faculty and 33 PT faculty. Faculty resources are adequate to provide instruction and fulfill other faculty responsibilities to ensure effective delivery of the program as approved. The FT faculty are performing all of the administrative work related to clinical placement, mentoring, counseling, and tutoring of students who are struggling. Discussion around early identification, proactive intervention and support was discussed as a means to achieve greater student success.</p> <p>The college offers strong support and provides adequate budget for program delivery with additional funds obtained via grants to enhance the quality of student support services, faculty, equipment and supplies.</p> |
| SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS | | | |

APPROVAL CRITERIA

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| X | | Signed and approved EDP-P-02 for all Faculty members and EDP-P-03 for the ADON and DON are on file. Changes have been reported to the board prior to employment; change in assignments, and after termination. The DON tracks and ensures that each faculty member's license is clear and active. |
| | X | Full time and part time faculty members have primary responsibility in P&P development, planning, organizing, implementing and evaluating the program. This is demonstrated through P&P, meeting minutes, and job descriptions. |
| X | | <p>SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area.</p> <p>Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p> |
| X | | <p>SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.</p> |
| | X | <p>FT = 9 PT = 33 I = 18 AI = 24 CTA = 0</p> <p>They have at least one qualified instructor and Content Expert in each of the areas of nursing. All faculty stay current through CEUs, concurrent practice, instruction, and clinicals.</p> |
| X | | Nursing organization chart, Job descriptions, and Nursing policies reflect the chain of command and a supervisory relationship. |

APPROVAL CRITERIA

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| <p>SECTION 1425(c) An instructor shall meet the following minimum qualifications:</p> <ul style="list-style-type: none"> (1) The education requirements set forth in subsection (a) (1). (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: <ul style="list-style-type: none"> (A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing. | X | | Signed and approved EDP-P-02 for all Instructors are on file | |
| <p>SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:</p> <ul style="list-style-type: none"> (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: <ul style="list-style-type: none"> (A) One (1) year's continuous, full-time or its equivalent providing direct patient care as a registered nurse in the designation nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency. | X | | Signed and approved EDP-P-02 for all Assistant Instructors are on file | |
| <p>SECTION 1425(e) A clinical teaching assistant shall have at least one (1) continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years, as a registered nurse providing direct patient care.</p> | N/A | | N/A | |

APPROVAL CRITERIA

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| <p>Section 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p> | X | | <p>M/S: Dr. Renee Smith and Marie Anne Legaspi</p> <p>OB: Fehm Hesse</p> <p>Peds: Dr. Madeline Bruning</p> <p>Psych/MH: Dr. Darlene Levy</p> <p>Geriatrics: Lisa Crowder, Dr. Carol DeLilly, Dr. Gloria Nwagwu</p> <p>Content Experts meet qualifications that are specified by regulation in all areas. Discussed importance of CEUs in specialty area and the need to maintain clinical competency</p> |
| <p>Section 5: CURRICULUM</p> <p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p> | X | | <p>The program philosophy, conceptual framework, and objectives address all required curriculum elements.</p> |
| <p>SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p> | X | | <p>See 1424(g) While meeting with students and faculty separately it was reported that the Kaplan Test Prep was not administered as outlined in the program policy and grading rubric. Students and faculty reported various was to obtain points and grades.</p> <p>Recommendation: Continue the integration of Kaplan Test Prep across the curriculum by updating the grading rubric and ensuring consistency between courses</p> |
| <p>SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.</p> | X | | <p>The Nursing Program has an established orientation procedure that meets requirements.</p> |

APPROVAL CRITERIA

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| SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. | X | | Clinical competence is maintained through current clinical practice and/or instruction. This is monitored and tracked by the DON and documented on the Report on Faculty in the self-study |
| SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation. | X | | The program is following the most current BRN approved curriculum. All curriculum revisions are consistently submitted for approval to the BRN prior to implementation. |
| SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse. | X | | See 1424(a) |
| SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas: (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice. | X | | The BRN approved curriculum meets all requirements 16 Week Semester, 8-10 Weeks/Summer semester Nursing: 42 Units (24 Theory, 18 Clinical) Total Units for Licensure: 71 Units Other Degree Requirements: 12 Units Total Units for Graduation: 83 Units |
| (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication. | X | | Communication: 8 Units |
| (3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units. | X | | Science: 21 Units |

APPROVAL CRITERIA

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| SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics.. Instructional outcomes will focus on delivering safe, therapeutic, effective patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management. | X | | The approved BRN curriculum has all 5 required nursing areas with concurrent theory and clinical practice. |
| SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum. | | | All required content elements are present in the program curriculum |
| (1) nursing process; | X | | |
| (2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; | X | | |
| (3) physical, behavioral and social aspects of human development from birth through all age levels; | X | | |
| (4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines; | X | | |
| (5) communication skills including principles of oral, written and group communications; | X | | |
| (6) natural sciences including human anatomy, physiology and microbiology; and | X | | |
| (7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness. | X | | |

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| <p>SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <ul style="list-style-type: none"> (a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following: <ul style="list-style-type: none"> (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements: <ul style="list-style-type: none"> (A) An active, clear license issued by the board; and (B) Clinically competent and meet the minimum qualifications specified in section 1425 (e); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor; (E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: <ul style="list-style-type: none"> (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; <ul style="list-style-type: none"> (1) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. (2) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. | X | | This program has established P&P and supporting documentation related to student preceptorships. BRN approved Mount Saint Mary's University Los Angeles Faculty oversee and coordinate all preceptor experiences. |

APPROVAL CRITERIA

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| <p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.</p> <p>(7) Plan for ongoing evaluation regarding the continued use of preceptors.</p> <p>(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p> | X | | Faculty/student ratio for preceptorship is based on all required criteria per regulation. |
| <p>SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p> <p>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> <p>(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p> | X | | The program is implemented in a Semester format and is compliant in this regulation's formula for units/instructional hours. |
| <p>SECTION 6: CLINICAL FACILITIES</p> <p>SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.</p> | X | | Stated in P&P and clinical facility agreements. |
| <p>SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p> | X | | See 1426.1 |

APPROVAL CRITERIA

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| SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board. | X | | There is an approved EDP-P-08 on file for each clinical site and a current clinical facility agreement is maintained that meets all specified requirements. | |
| SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives. | X | | Clinical objectives are provided to the facility prior to students arriving. Reminded staff to post daily objectives for each clinical group in each clinical area. | |
| SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program. | X | | The Clinical Contract Template meets all required elements. The Program Director will continue to ensure that contracts stay current and contain all the regulatory language as required. | |
| SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students would have on students of other nursing programs already assigned to the agency or facility. | X | | Mount Saint Mary's University Los Angeles utilizes a Director of Clinical Placements and Nursing Clinical Placement Office for clinical sites. DON/ADON ensures accountability and oversight of this process. Other clinical sites are maintained due to longevity. | |

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| <p>SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:</p> <ol style="list-style-type: none"> 1) Acuity of patient needs; 2) Objectives of the learning experience; 3) Class level of the students; 4) Geographic placement of students; 5) Teaching methods; and 6) Requirements established by the clinical agency. | X | | Student to Teacher ratio is typically 1:12. Assignments are based on all required criteria and clinical facility request. | |
| <p>SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.</p> | X | | This program has tools for evaluation of the student's academic progression for each course and is specific to the stated learning/performance objectives. | |
| <p>SECTION 7: STUDENT PARTICIPATION</p> <p>SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <ol style="list-style-type: none"> (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities. | X | | <p>Students in each semester elect a class representative who works with faculty to present the general student feedback and input. The student representatives are invited to participate in the faculty meetings. Other opportunities for student involvement is with the CNSA, Alpha Tau Delta (ATD), Mount Saint Mary's University Sigma Theta Tau, and the VALOR program, . Each semester the student participates in multiple program evaluations including; clinical facilities, instructors, courses, and skills labs. These evaluations are reviewed, evaluated, and utilized in the decision making process. In addition the Program Director holds a bi-semester Town Hall Meeting that encourage communication and provides an additional avenue for students to voice their concerns directly to the Program Director.</p> <p>Evidence provided in the self-study and confirmed during the visit confirms multiple opportunities to share in their program review, P&P, and delivery</p> | |

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| <p>SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS</p> <p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p> <p>SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.</p> <p>SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may be fulfill the additional education requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.</p> <p>The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p> | X | | <p>The 30 unit option is delineated in the program's BRN approved Required Curriculum EDP-P-06 and totals 29 semester units. Required content is consistent with that identified by regulation and includes instructional content to prepare graduates for competent performance in section 1443.5</p> <p>The DON provides objective counseling and evaluation for prospective students who inquire about this option.</p> | | |
| | X | | | | |
| | X | | | | |
| | X | | | | |

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| <p>SECTION 9: PREVIOUS EDUCATION CREDIT SECTION 1430 An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p> | X | | P&P for previous credit evaluation is presented in the college catalogue. This is available in print and on-line. | |
| <p>SECTION 10: LICENSING EXAMINATION PASS RATE STANDARD SECTION 1431 The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years. (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.</p> | | X | NCLEX-RN pass rates are below the minimum pass rate. 2010 – 2011 78.82% 2011 – 2012 78.57% 2012 – 2013 83.67% 2013 – 2014 69.77% 2014 – 2015 70.51% 1 st qtr = 80% 2 nd qtr = 75% 3 rd qtr = 80.56% Non-Compliance: NCELX pass rate <75% x 2 yrs | |

| | Compliance | Non-Compliance | COMMENTS |
|---|------------|----------------|---|
| <p>SECTION 11: CHANGES TO AN APPROVED PROGRAM SECTION 1432 (a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:</p> <p>(1) Change in location.</p> <p>(2) Change in ownership.</p> <p>(3) Addition of a new campus or location.</p> <p>(4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p> | <p>X</p> | | <p>The nursing program consistently and appropriately notifies the BRN of changes as required per regulation.</p> |

RESPONSE TO REPORT OF FINDINGS

Mount Saint Mary's University Los Angeles ADN Program

CONTINUING APPROVAL VISIT: 06/12 – 6/14/2016

NONCOMPLIANCE:

SECTION 1424(B) – TOTAL PROGRAM EVALUATION – The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.

Process needed for analysis, utilization, and reporting of program evaluation data; specifically enrollment, attrition, and completion data.

Please view attached documentation of correction to our 2011-2015 ADN Program enrollment, retention and attrition data, as provided by our MSMU Institutional Planning and Research department.

1424(d) - SUFFICIENCY OF RESOURCES – The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.

Contemporary technology (e.g. hardwired computers, Wi-Fi) is not adequate to support program delivery.

Our Assistant Provost, Dr. Michele Starkey has met with the Nursing and Physical Therapy Departments and has developed the following plan for hard-wired computer lab testing space for Fall 2016:

- Convert both classrooms C-203 and C-208 to hold 40 hard-wired computers each utilizing flexible furniture so the rooms can be used for theory classes and testing, enabling capacity for 80 testing stations at once.
- Nursing will assign proctors in the testing rooms as needed.
- Nursing will share classroom space with DPT for theory classes to make up for the times when the rooms are being used for testing and during the construction phase.



Michele A. Starkey, Ed.D.
Assistant Provost & ALO
310-954-4086 / 213-477-2648

SECTION 1431 - LICENSING EXAMINATION PASS RATE STANDARD - The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates

NCELX pass rate <75% x 2 yrs.

RECOMMENDATIONS:

SECTION 1424(e) –PROGRAM DIRECTOR ASSISTANT DIRECTOR – The director and assistant director shall dedicate sufficient time for the administration of the program.

Continue the process of separating the administrative duties of the ADN and the RN to BSN Programs

The MSMU Human Resources Website currently displays the position of RN to BSN Program Director. We have an active search committee to promptly fill this position.

| | | Open Jobs | Closed Jobs | | | |
|-----------------------------------|--|-------------|-------------|---------|------|-----------|
| Manage Open Jobs | | | | | | |
| ID | Title | Posted | Ends | Applies | Hits | % Applies |
| 73335 |  *Program Director, RN to BSN Program | Jun 23, '16 | Jan 01, '50 | 5 | 27 | 18.52% |
| <i>Posted by: Amber Ng</i> | | | | | | |
| Active hyperlink available above. | | | | | | |

RELATED SECTION 1425.1 (h) - SECTION 1424(B) –TOTAL PROGRAM EVALUATION – The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.

SECTION 1425.1 (a) –CURRICULUM – Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing current content.

Continue the integration of Kaplan Test Prep across the curriculum by updating the grading rubric and ensuring consistency between courses.

ADN Faculty have voted to implement 60% as the passing Score Benchmark and have accepted this Policy to begin this Fall 2016. The Score Threshold for Kaplan RN Integrated Proctored Exams are measured as % Correct at the 50th percentile. The Kaplan Score Thresholds vary from as low as 54.6% (52nd) to as high as 81% (53rd). Our Kaplan Policy provides exam standardization at 60% as an average Correct Score for all Kaplan Exams in the ADN Program. Our revised Kaplan Test Prep Policy allows students to earn the full 10% per course upon the

Carol DeLilly, PhD, MSN, RN
ADN Program Director

July 8, 2016
Supplement to Findings

completion of Kaplan remediation. Please see our attached Revised ADN Program Kaplan Integrated Testing Policy.

SECTION 1424(d) - SUFFICIENCY OF RESOURCES - (d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.

Continue program efforts to integrate technology (mid/high fidelity simulation) in to the curriculum to enhance student learning.

We are working with our Director of Nursing Simulation, ADN Nursing Content Experts and Lead Faculty to add more simulation experiences per campus skills lab and clinical practicums nursing courses for the Fall 2016-2017 academic year.

Please let me know if you have any questions or concerns regarding this response.

Thank you,

Carol DeLilly, PhD, MSN, RN

Sincerely,
Carol DeLilly, PhD, MSN, RN
ADN Program Director, Doheny Campus
cdelilly@msmu.edu
Office: (213) 477-2631
Fax: (213) 477-2639

The logo for Mount Saint Mary's University, Los Angeles. It features the text "Mount Saint Mary's University" in a serif font, with "LOS ANGELES" in a smaller, sans-serif font below it. To the right of the word "Mount" is a small icon of an open book with a purple cover and yellow pages.

ADN Program Outcomes at Mount Saint Mary's University

Response to Citation from the California BRN

Prepared by Heather Brown, Ph.D.

Assistant Vice President of Institutional Planning and Research

Background

This report is prepared by the Office of Institutional Planning and Research in response to recent concerns about the data provided for and during the June 2016 review of the ADN program at Mount Saint Mary's University (MSMU) by the California BRN.

During the BRN visit, questions arose regarding apparent discrepancies in data provided by different offices. This report references and explains several data sources available for the BRN Review. It seems that the reports were provided to the BRN reviewers in part (i.e., in portions) and without contextual information about important differences in what the reports represented and the definitions in the underlying data. This report explains these fundamental differences.

Cohort Tracking

A starting cohort represents all students who initiate a program in a single semester. Once a student begins, s/he is counted as a member of the cohort *for the duration of her/his program*. If a student takes a leave of absence, s/he is not reassigned to a new cohort. The student remains in the original cohort, but the time to degree will be longer than that of his/her peers in the cohort. The Office of Institutional Planning and Research uses this methodology, which is consistent with definitions used for regional and national cohort tracking purposes required by the WASC Senior College and University Commission and the National Center for Education Statistics (via IPEDS).

To ensure accurate cohort tracking, MSMU researchers assigned students to cohorts based upon their nursing course enrollment behavior. Students were assigned to a starting ADN cohort according to when they first enrolled in a nursing course in the ADN program. For example, if a student first enrolled in an ADN course in Fall 2009, she was assigned to the Fall 2009 starting cohort.

The Appearance of Discrepancies

BRN Survey

During the visit, reviewers noted that the graduation and attrition data provided did not correspond to the data previously reported in response to the annual BRN Survey, which is the basis for [Accreditation and Retention/Attrition Rate Information](#) published by the California BRN, starting in May 2016.

Unfortunately, researchers did not learn of this issue until after the visit had concluded. After the visit, the Assistant Vice President of Institutional Planning and Research met with the Dean of Nursing, the Director of the ADN Program, and the Coordinator of the ADN Program to discuss the citation and gain insight into the concerns. We learned that support staff for the ADN program used administrative records (ADN Program Rosters) as the basis to respond to items on the BRN Survey.

ADN Program Rosters

In these rosters, students are generally represented according to when they are expected to graduate. These rosters *loosely* represent graduating cohorts, not starting cohorts. However, an examination of the rosters by Institutional Planning and Research revealed several patterns. Some students appear more than once on a single roster. In some cases, a student appears on multiple rosters. For example, a student [id 0457554] who started in Fall 2011 was included in the Fall 2011 roster, but also on the Spring 2012 roster. Across the years, this happened 66 times (representing 33 student records). While they are useful for the purposes of managing the daily business of the ADN program and communication with current students, **the rosters are not an appropriate source of data for identifying starting ADN cohorts. The ADN rosters should not have been used as the source for reporting new students on the annual BRN survey.**

Revised ADN Program Outcomes

The Office of Institutional Planning and Research has consulted with the Dean of Nursing, the Director of the ADN Program, and carefully reviewed the definitions of attrition and retention as delineated on the BRN site [here](#).¹ In order to provide the BRN with outcome data in a format that aligns with that reported on its website, researchers have provided revised outcome information below. Several adjustments and corrections were made, as described below.

Adjustment to reflect Annual Cohorts: Students are now collapsed into an annual cohort, which reflects when they started the ADN program (and by extension, when they were expected to graduate).

Correction to exclude non-degree seeking students: A meticulous review of student records revealed that six non-matriculating students across three of the more recent starting cohorts (2011, 2012, and 2013) were erroneously included among the starting students. These students enrolled in a few nursing courses for BRN licensure purposes, but do not pursue an ADN degree. Therefore, they are excluded from the initial starting (degree-seeking) cohorts.

Correction to include A.A. in Nursing, LVN Mobility Option degrees earned: In earlier reports, these students were included in the starting ADN cohorts, but the degree code (AA.NUR/LMO) was overlooked when reporting outcomes, causing a deflated retention/completion rate. These students are now accurately reported as retained/completed if they completed the degree.

Please see Table 1 on the following page for revised attrition/retention rates in accordance with the adjustments and corrections described above.

¹ Students who completed an ADN degree within the expect time are reported as retained, per BRN definition.

TABLE 1

| Starting Annual Cohort | Outcome by Expected Completion Year (August 1 to July 31) | | | | | | | | | | Total Original Cohort |
|------------------------|---|-----------------------|-----------|-----------------------|-----------|-----------------------|-----------|-----------------------|-----------|-----------------------|-----------------------|
| | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | |
| | Attrition | Retention/ Completion | Attrition | Retention/ Completion | Attrition | Retention/ Completion | Attrition | Retention/ Completion | Attrition | Retention/ Completion | |
| 2009 | 27 | 100 | | | | | | | | | 127 |
| | 21.26 % | 78.74 % | | | | | | | | | 100 % |
| 2010 | | | 28 | 91 | | | | | | | 119 |
| | | | 23.53 % | 76.47 % | | | | | | | 100 % |
| 2011 | | | | | 16 | 89 | | | | | 105 |
| | | | | | 15.24 % | 84.76 % | | | | | 100 % |
| 2012 | | | | | | | 12 | 73 | | | 85 |
| | | | | | | | 14.12 % | 85.88 % | | | 100 % |
| 2013 | | | | | | | | | 10 | 89 | 99 |
| | | | | | | | | | 10.10 % | 89.90 % | 100 % |
| Total | 27 | 100 | 28 | 91 | 16 | 89 | 12 | 73 | 10 | 89 | 535 |

Conclusion

The Office of Institutional Planning and Research is committed to providing accurate cohort tracking and student outcome information on behalf of programs and the university. However, aligning reports with expectations of outside reviewers requires careful coordination between departments. Researchers were not aware that the ADN Program staff was reporting data for the annual BRN survey that would be interpreted as a meaningful point of comparison for student outcome data. Researchers prepared the original reports in a format that corresponded exactly to that used successfully for a prior BRN review (2010-11).

This has been an opportunity for constructive dialogue and careful review of data. We have every confidence that our student outcome (attrition and retention) data are accurately reflected in this report, and that data provided on the BRN annual survey will better align with cohort tracking methods in the future.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.7
DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval for Palomar College Associate Degree Nursing Program

REQUESTED BY: Linda Sperling, Nursing Education Consultant

BACKGROUND: On April 26-27, 2016 a board approval visit was conducted at Palomar College for the review of their ADN Program. This visit was performed by Linda Sperling and Leslie Moody, NECs. There were no findings of noncompliance or recommendations for this visit.

Hope Farquharson Ph.D., MSN RN is the Program Director/Department Chair. She has a 80% release time for Program Director duties. She is assisted by Karen Donovan MSN, RN who has a 20% release time for administrative duties.

Palomar College was established in 1967. It is a two-year Community College located in North San Diego County offering an Associate Degree in Nursing. The program was initially accredited by the National League of Nursing 1974 and was recently evaluated for continuing accreditation by the Accreditation Commission for Education Nursing in 2015 with a recommendation of continuing accreditation with a follow-up report due in September 2017.

The program admits 35 students twice a year (fall and spring). There are currently 139 students enrolled in the program. The program has consistently maintained compliance with NCLEX annual pass rate 75% or above.

2011 – 2012 = 98.00% (50 taken; 49 passed)

2012 – 2013 = 98.00% (50 taken; 49 passed)

2013 – 2014 = 97.83% (46 taken; 45 passed)

2014 – 2015 = 87.88% (33 taken; 29 passed)

2015 – 2016 first 2 Quarters = 93.33% (15 taken; 14 passed).

The Nursing program maintains close relationships with the community. The program's graduates are in high demand by the hospitals in the area. In meeting with the students, they report satisfaction with the program, support from faculty and administration, and in acceptance in the clinical learning environment where they believe their course objectives are being met. Visits to clinical sites revealed that the students are regularly hired in the hospitals and healthcare settings where they complete their clinical rotations.

In meeting with the Program Administration, they voiced administrative and financial support of the nursing program. Nursing administration discussed the possible change of Director and

Assistant Director, through a faculty vote, which occurs every two years. This change in nursing administration will occur as of July 1, 2016.

NEXT STEPS:

Place on Board agenda.

PERSON(S) TO CONTACT:

Linda Sperling, DHA, MSN, RN
Nursing Education Consultant
(951) 489-6123

BOARD OF REGISTERED NURSING

REPORT OF FINDINGS

PALOMAR ASSOCIATE DEGREE NURSING PROGRAM

Visit Date: April 26-27, 2016

NON-COMPLIANCE(S): None

RECOMMENDATIONS: None

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

WORK COPY

PROGRAM NAME: Palomar College Associate Degree Nursing Program.

April 26-27, 2016 DATE OF VISIT:

| APPROVAL CRITERIA | Compliance | Non Compliance | COMMENTS |
|---|------------|----------------|---|
| <p>SECTION 1: PROGRAM DIRECTOR/ASSISTANT DIRECTOR</p> <p>1425(a) The director of the program shall meet the following minimum qualifications:</p> <p>(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;</p> <p>(2) One (1) years' experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education, as determined by the board.</p> | X | | <p>Hope Farquharson Ph.D., MSN, RN was appointed as Director of Nursing/Chair on 07/07/2014 and meets all BRN qualification requirements.</p> |
| <p>1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p> | X | | <p>Karen Donovan MSN, RN was appointed Assistant Director/Chairperson on-7/01/2014 and meets all BRN qualification requirements.</p> |
| <p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p> | X | | <p>The Director has 80% release time for Administrative duties and is designated to have 100% release time in Spring 2016. The director serves as instructional faculty for one course each semester and is currently serving her second year of a two-year term in her role.</p> <p>The Assistant Director has 20% release time for Administrative</p> |

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

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PROGRAM NAME: Palomar College Associate Degree Nursing Program.

April 26-27, 2016 DATE OF VISIT:

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|--|------------|----------------|--|
| <p>1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.</p> | X | | <p>duties and will be designated 100% release time for Spring 2016.</p> <p>The Assistant Director is BRN approved and demonstrates understanding of the program. The role responsibilities are defined by the job description. In the absence of the Director, the Assistant Director will assume the role of the Director.</p> |
| <p>SECTION 2: TOTAL PROGRAM EVALUATION</p> <p>1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p> | X | | <p>Policies and procedures are presented in the nursing student handbook, Faculty Manual, Course Syllabi and the college catalogue which are provided and explained to students.</p> |
| <p>1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.</p> | X | | <p>The total program evaluation plan includes admission and selection procedures, attrition and retention rates, and graduate performance. This plan is maintained in the Total Program Evaluation Book which is kept in the Nursing Education Department.</p> <p>The Faculty utilizes both the BRN approval criteria as well as the ACEN standards as tools to review all aspects of the program to identify strengths and weaknesses to be addressed in the upcoming year.</p> <p>The program evaluates the whole program comprehensively and makes every attempt to address issues. The Total Program Evaluation is designed to assess the following areas: review of admission and selection criteria, student completion rates, attrition and retention rates, NCLEX pass rates, job placement rates, student, employer and alumni satisfaction, and graduate</p> |

**CONSULTANT APPROVAL REPORT
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PROGRAM NAME: Palomar College Associate Degree Nursing Program.

April 26-27, 2016 DATE OF VISIT:

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|--|------------|----------------|--|
| | | | achievement of competencies. |
| 1424(b)(2) The program shall have a procedure for resolving student grievances. | X | | There is a policy for the management of complaints (appeals process) and a procedure for complaints and grievances that is well-documented by the college in the Class Schedule, College catalog, Student Affairs Office, on the Student Affairs and Governing Board Policies and Procedures website, outlined in the Academic Policies and Requirements section of the Student Handbook. |
| 1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies. | X | | There is an organizational chart that identifies the relationships, lines of authority and channels of communication within the program and program affiliations. |
| 1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online. | X | | Credit for previous education is granted for completion of course work, equivalency of course work completed at another institution, and through challenge or placement exams. Students may challenge a course by using previous coursework, life experiences, or by examination within one semester and must be concurrently enrolled in a Palomar College course for credit. Faculty content expert oversees the process. The challenge policy can be found in the Faculty Manual, College Catalog, and Nursing Website. |
| 1431. Licensing Examination Pass Rate Standard The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy-five percent (75%) | X | | The program has consistently maintained compliance with NCLEX annual pass rate 75% or above. NCLEX Annual Pass rates |

**CONSULTANT APPROVAL REPORT
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PROGRAM NAME: Palomar College Associate Degree Nursing Program.

April 26-27, 2016 DATE OF VISIT:

| APPROVAL CRITERIA | Compliance | Non Compliance | COMMENTS |
|--|------------|----------------|---|
| <p>for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.</p> <p>(b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive academic years.</p> <p>(c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to section 2788 of the code.</p> | | | <p>2011 – 2012 = 98.00% (50 taken; 49 passed) 2012 – 2013 = 98.00% (50 taken; 49 passed) 2013 – 2014 = 97.83% (46 taken; 45 passed) 2014 – 2015 = 87.88% (33 taken; 29 passed) 2015 – 2016 = 93.33% (15 taken; 14 passed) (first 2 Quarters).</p> |
| <p>1432. Changes to an Approved Program</p> <p>(a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:</p> <p>(1) Change in location.</p> <p>(2) Change in ownership.</p> <p>(3) Addition of a new campus or location.</p> | X | | <p>No previous unreported changes made to the program and the program has maintained appropriate communication with the BRN.</p> |

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| (4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated. | | | |
| <p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.</p> | X | | <p>Faculty Program is at full capacity for faculty at: 10 full time faculty 2 full time (temporary faculty) 18 part time faculty 4 substitute faculty</p> <p>Support Staff/Library Librarian assigned to Nursing department works with Nursing Education Department (NED) to review and update resources and ensure they are accessible to students and faculty. Textbooks, eBooks, computer programs and technology resources are routinely reviewed and updated with current, evidence based practice information. In addition, students have access to learning and technology resources through the Palomar College Library and Media Center, Teaching and Learning Center, STEM Center, Math Center, Writing Center, Blackboard, NED skills Laboratory Assistant, Kaplan Student RN Resource Guide. There is a Disability Resource Center that offers counselors, learning disability testing, and test accommodations that include an alternative media center.</p> <p>Physical Resources and Equipment/Skills Lab State of the art Simulation Lab, workspaces for full-time and part-time faculty and support staff, fully furnished and equipped with technology required by their respective roles.</p> <p>The NED has three (3) designated lecture and lab classrooms, one</p> |

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| | | | simulation lab suite with three private rooms, and access of another lecture room. Two (2) rooms accommodate 40 students; one accommodates 20 students, for lecture. 40 laptops available for student use. The skills lab has 9 beds and manikins for campus lab practices with three high fidelity and two low fidelity manikins. Lecture and lab rooms have computers for student/faculty use with internet, document camera, LCD projector, VCR/DVD player, whiteboard with a drop down screen and security blinds on all windows. Simulation lab is equipped to replicate a hospital setting. |
| <p>SECTION 4:PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS:</p> <p>1425All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p> | X | | <p>All faculty, the director and assistant directors are all approved by the board and hold a clear and active license issued by the board.</p> <p>College is very supportive of program and will continue to support the program as needed.</p> |
| <p>1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p> | X | | <p>Faculty has the primary responsibility for developing policies and procedures, panning, organizing, implementing, and evaluating all aspects of the program. The faculty makes decisions regarding the budget, needed resources, equipment and supplies to be purchased, Grant allocation, and curriculum development.</p> |

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|--|------------|----------------|---|
| <p>1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p> | X | | <p>Program is at full capacity for faculty at: 10 full time faculty 2 full time (temporary faculty) 18 part time faculty 4 substitute faculty</p> <p>There is a minimum of 12 full time faculty with an additional 22 part time faculty, which is considered adequate to meet the theory and clinical outcome requirements for student population of 139. The program has a 1:12 faculty to student ratio for lecture and 1:8 faculty to student clinical ratio.</p> <p>The NED has adequate content experts to meet the needs of the department. All content experts have met the requirements of the BRN and are academically and experientially qualified in the role. It is the role of the content expert to attend regular conferences annually to maintain currency in their area of expertise, which is then communicated back to the faculty.</p> <p>Content Experts for the nursing program are: MS – Julia Robinson, MSN, NP-C, RN OB – Melanie Johnson, MSN, RN Peds – Elizabeth Light Ph.D., RN P-MH – Loren Pope, MSN, RN Geri – Karen Donovan, MSN, GCNS-BC, RN</p> |
| <p>1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.</p> | X | | <p>The organizational chart illustrates that the Assistant Chair/Director functions under the Chair/Director. Instructors, Assistant Instructors function under the Chair/Director and Assistant Chair/Director.</p> |

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| <p>1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); and (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.</p> | X | | All full-time and part-time instructors meet BRN requirements and have BRN faculty approvals on file. |
| <p>1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p> | X | | All full-time and part-time assistant instructors meet BRN requirements and have BRN faculty approvals on file. |
| <p>1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated</p> | X | | The Program does not use CTAs in their program. |

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PROGRAM NAME: Palomar College Associate Degree Nursing Program.

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| nursing area within the previous five (5) years as a registered nurse providing direct patient care. | | | |
| <p>1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p> | | | <p>All content experts are both academically and experientially qualified in the role of content expert.</p> <p>The content expert completes and annual review of the curriculum in their content area and provide curriculum revision and/or updates as well as advise on remediation for students, curriculum revisions, and attend all faculty/curriculum meetings.</p> <p>All content experts maintain CEUs in areas of expertise.</p> |
| <p>SECTION 5: CURRICULUM</p> <p>1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness</p> | X | | <p>The Mission/Philosophy of Palomar College was most recently updated in April 2014.</p> <p>The NED Philosophy takes into consideration the Nature of Humanity, which involves:</p> <ol style="list-style-type: none"> 1. biopsychosocial, cultural, and spiritual beings; 2. Involves nursing, which includes the diagnosis and treatment of human response to actual or potential health |

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| continuum, and relevant knowledge from related disciplines. | | | <p>problems; 3. Nursing education, which involves the process that directs and facilitates the acquisition of knowledge.</p> <p>The Philosophy statement of Palomar College serves as a basis for curriculum structure taking into consideration the individual difference of students, which include their cultural and ethnic background, learning styles, goals and support systems.</p> |
| 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content. | X | | There are clearly defined faculty job descriptions showing responsibility and accountability for instruction, evaluation of students, and involvement in the program planning process or curriculum content development and implementation. |
| 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation. | X | | <p>All full-time and part-time faculty are requested to attend a formal campus orientation which is led by the department chair/assistant chair and/or the faculty lead.</p> <p>Content covered includes curriculum, policies, procedure, and responsibilities of the faculty.</p> |
| 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference. | X | | All faculty are clinically competent in the nursing area in which they are assigned and are approved by the BRN in the areas for which they are teaching. |
| 1426(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum | X | | The program curriculum has been approved by the board. A major examination of the curriculum and research of the latest literature |

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| shall be approved by the board prior to its implementation. | | | was reviewed by the faculty between 2013 and 2015. Plans for a major curriculum change are being discussed at this time with the intent of changing to a Concept-Based Curriculum. |
| 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse. | X | | <p>The faculty developed a curriculum that has a unifying theme and has core concepts that flow throughout the curriculum.</p> <p>The Conceptual Framework presents a curriculum with faculty input in the development of the mission statement and philosophy, through the Program Learning Outcomes (PLO), the graduate competencies, the Students earning Outcomes (SLO) and flows throughout the curriculum.</p> <p>The curriculum is framed by professional nursing standards, and the American Nurses Association (ANA) Standards of Practice, the California Nurse Practice act (NPA) all form the basis for the development of the curriculum.</p> <p>Students are made aware of the expected knowledge, skills and attitudes necessary to facilitate the registered nurse's scope of practice and graduate a safe practitioner.</p> |
| <p>1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27)</p> | X | | <p>There are a minimum of 64 units for licensure.</p> <p>There are 39 units for the art and science of nursing, 18.5 units theory and 20.5 clinical units.</p> |

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| <p>quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p> | | | <p>There are 7 units of communication.</p> <p>There are 18 units of science There are over 900 hours of clinical experience in the program.</p> |
| <p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.</p> | X | | <p>The theory and clinical components of the courses are offered concurrently each semester in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics and focus on the delivery of safe, therapeutic, effective, patient-centered care, utilizing evidence-based practice.</p> |
| <p>1426(e) The following shall be integrated throughout the entire nursing curriculum:</p> <p>(1) The nursing process;</p> <p>(2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;</p> <p>(3) Physical, behavioral, and social aspects of human development from birth through all age levels;</p> <p>(4) Knowledge and skills required to develop collegial relationships with</p> | X | | <p>All concept are integrated throughout the curriculum</p> |

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| <p>health care providers from other disciplines; (5) Communication skills including principles of oral, written, and group communications; (6) Natural science, including human anatomy, physiology, and microbiology; and (7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.</p> | | | |
| <p>1426.1. Preceptorship A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <p>(a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following: (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements: (A) An active, clear license issued by the board; (B) Clinically competent, and meet the minimum qualifications specified in section 1425(e); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor. (E) A relief preceptor, who is similarly qualified to be the preceptor is</p> | X | | <p>The NED has a preceptorship component in the last course of the program (NUR 218). The students spend 120 hours in the clinical setting with an RN preceptor and is evaluated and monitored closely by the Faculty Advisor.</p> <p>Information on preceptor is kept in an electronic spreadsheet. Preceptor meets all BRN requirements.</p> <p>Preceptor is provided a copy of the preceptor handbook/syllabus, preceptor module, course objectives and an evaluation tool. Preceptor provides weekly input to the faculty member. Faculty conducts/completes final evaluation for student.</p> <p>Preceptorship course meets all criteria.</p> |

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| <p>present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; 1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. 2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. (5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities: (A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student; (B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor; (6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and (7) Plan for an ongoing evaluation regarding the continued use of preceptors. (c) Faculty/student ratio for preceptorship shall be based on the following criteria: (1) Student/preceptor needs; (2) Faculty's ability to effectively supervise; (3) Students' assigned nursing area; and (4) Agency/facility requirements</p> | | | |
| <p>1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> | X | | <p>Course hours are calculated using a 16 week semester. 1 hour of theory = 1 unit. 3 hours of clinical = 1 unit.</p> |

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| (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting. | | | All hours for theory and clinical practice meet the board requirements. |
| SECTION 6 CLINICAL FACILITIES 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program | X | | Clinical faculty supervises only students enrolled in the nursing program. |
| 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program. 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board. | X X | | Non-faculty members are used in preceptorship. Program utilizes Board approved clinical agencies. Copies of contracts are kept on file in the department. |
| 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives. | X | | Students and clinical facilities are provided with written objectives for student learning. |
| 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning | X | | Program has written agreements with all clinical facilities that includes all six (6) areas of compliance. |

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| environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program | | | |
| 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility. | X | | The NED has been an active member of San Diego Nursing and Allied Health Service Education Consortium. Members of the consortium attend an annual conflict resolution meeting to discuss issues related to clinical placements. |
| 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs; (2) Objectives of the learning experience; (3) Class level of the students; (4) Geographic placement of students; (5) Teaching methods; and (6) Requirements established by the clinical agency. | X | | The faculty to student ratio in the clinical settings is no more than 1:8 based on facility requirements. |
| 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives. | X | | Students are evaluated using a formative and summative assessment. Evaluation tools are specific for each course and developed by course and clinical faculty members. Tool includes both qualitative and quantitative assessments. |

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| <p>1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.</p> | X | | <p>In keeping with the mission of Palomar College, the NED provides opportunity for direct student input including, but not limited to philosophy and objectives, clinical facilities, learning experiences, methods of instruction, textbooks, and curriculum. Student serves as nonvoting members of various committees throughout the program.</p> |
| <p>Section 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTIONS</p> <p>1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p> | X | | <p>Program offers a non-degree 30 unit option for LVNs which is printed in the course syllabi, college catalog, student handbook, and Course syllabi.</p> <p>Over past 10 years, there have been no students with the 30 unit option within the NED.</p> |
| <p>1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken</p> | X | | <p>Students interested in the 30 unit option obtain counseling from the college's assigned academic counselor and are directed to speak with the Chair/Director of the Nursing Department.</p> |
| <p>1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-</p> | X | | <p><u>30 Unit Option</u></p> <p>Total Units: 28</p> |

EDP S-08 CONTINUING APPROVAL REPORT FOR:
Rev. 5/15 DATES OF VISIT:
NEC:

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| <p>five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p> | | | |

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.8

DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval for the Pasadena City College Associate Degree Nursing Program (ADN)

REQUESTED BY: Badrieh Caraway, Nursing Education Consultant

BACKGROUND: Marylynn Aguirre, PhD, RN, has been appointed Director of Nursing for the ADN Program since October 10, 2014. Two Assistant directors; Deborah Hileman-Ford, MSN, FNP, RN, has been appointed 12-2-2014, has 25% release time. Kathy Cervenka, MSN, RN, has been appointed 6-22-2015, has 25% release time.

A regularly scheduled continuing approval visit was conducted on April 13-14, 2016 by Nursing Education Consultants Wayne Boyer, NEC and Badrieh Caraway. The program was found to be in non-compliance in one area, CCR Section 1424(d) Resource Sufficiency, and one recommendation was given in CCR SECTION 1424(b) (1) – Total Program Evaluation Plan. The areas of non-compliance and recommendation are detailed in the Report of Findings and the Consultant’s Report. The program has submitted a progress report on June 16, 2016, addressing the one area of non-compliance and the one recommendation as summarized in the attached report. The program is now in compliance in these areas.

Pasadena City College (PCC) has a long and proud history of providing excellent nursing education for over 55 years. The (PCC) nursing program was established in 1924, as the school of Nursing of Pasadena Hospital (now Huntington Memorial Hospital). By 1930 the school of Nursing emerged as a special Nursing Department of Pasadena Junior College. PCC continues to be accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. In June 2015, the ACCJC took action to impose probation on the Pasadena City College and require the College to submit a follow-up report in October 2016. Irregularities identified at the time included inconsistencies in HR and administrative positions and deficient shared governance practices. Nine recommendations were made. A visit will commence after submission of the report. None of the recommendations are directly related to the college’s educational quality or service to the community. The PCC ADN Program has not been affected by PCC’s probation status.

In fall 2011, the Health Sciences Division was moved from the main campus to the PCC Continuing Education Center (CEC). The CEC is a satellite center to the main campus, with shuttle services to and from the main campus every 30 minutes. The move was required due to seismic instability of the previous location. The program has 7 smart classrooms with varying seating capacity of 20-80 students. The program has a total of 120 computers. The program has 4 nursing labs and one state of the art simulation lab complete with control room and debriefing room, all of which have been built or refurbished within the last year. Faculty offices are located in close proximity to classroom/lab locations. Ample space is available to meet with students privately when necessary.

At the time of the visit, a total of approximately 209 students were enrolled in the PCC nursing program. A total of 32 faculty (excluding the director) are teaching in the PCC nursing program (18 full -time and 14 part-time faculty members). In a well-attended meeting, the full-time faculty described a high level of involvement with program monitoring and improvement, as well as instructional delivery. Faculty members reported facing numerous challenges, such as the nursing program move from the main campus to the PCC Continuing Education Center (CEC), the institutional changes in finances, scheduling, faculty retirement, termination and the numerous transitions in the college leadership, as well as the director of nursing leadership. Despite feeling overwhelmed with the above challenges, faculty continued working diligently and cohesively, and carrying heavy overload work to meet the program expansion and the students' needs.

Simulation was increasingly integrated in all courses since 2009, without any additional resources. Dr. Kim, Baily is the Simulation and Skills Lab Coordinator, which covers all simulation and skills lab activities, including student remediation plan as needed. Simulation is fully integrated throughout the curriculum. Course faculty participate in all simulation experiences. No clerical or instructional assistant is provided for the Simulation/Skills Lab Coordinator. Dr. Baily will be retiring June 2016, and a request for her replacement has been submitted; hiring process/progress is pending.

A full-time nursing counselor (Retention Specialist) works closely with nursing students and provides for personal and/or academic counseling needs. This position is an integral component of the program's success in students' retention, and it is reflected in decreased attrition rates. This position is currently grant funded, and operationalized by six grant funded tutors. The college administrators are aware of the impact of these services in the event that the grant fund will no longer be available.

The college administration strongly supports the nursing program and is well aware of the department's need to hire a full- time simulation coordinator for the simulation /skills labs , as well as the need for additional support staff to assist with the day-to-day operation of the nursing program to achieve program goals, including implementation of the program evaluation plan. Meetings were held with students of all levels; they all conveyed a high level of satisfaction with their many opportunities for involvement with program review and change recommendations. The students praised the program director and their faculty for their high level of dedication, commitment and support for their ongoing success.

Current NCLEX pass rates for PCC Program ranged from 95.38% (2011-2012) to 85.48% (2015-2016) PCC maintains close relationship with the community, and their graduates are in high demand by the hospitals in the area.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Badrieh Caraway, RN, MS, MEd, CHES
Nursing Education Consultant (909) 599-8720

**Report of Findings
Pasadena City College
Associate Degree Nursing Program
Continuing Approval Visit
April 13, & 14, 2016**

Non- Compliance:

CCR- Section 1424(d) Resource Sufficiency

There are insufficient resources to meet the program objectives. The reference to sufficiency of resources is more detailed in two areas:

1. Staffing for the simulation/skills labs are insufficient for the implementation and increased integration of simulation throughout the curriculum.
2. The number of the dedicated support staff for the nursing department is insufficient for program operation including implementation of the program evaluation plan.

Recommendations:

CCR Section 1424(b)(1): The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

1. Develop a process to regularly capture, analyze and apply data to program improvement.

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| <p>SECTION 1: PROGRAM DIRECTOR/ASSISTANT DIRECTOR</p> <p>1425(a) The director of the program shall meet the following minimum qualifications:</p> <p>(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;</p> <p>(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education, as determined by the board.</p> | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> | | <p>Marylynn Aguirre, PhD, RN-PD –appointed 10-10-2014 has 100% release time to administer ADN, program.</p> <p>Dr. Aguirre holds a Master’s Degree in Nursing and a PhD in Nursing Research. Dr. Aguirre holds National Certification as an Adult Psychiatric Mental Health CNS and is a Certified Holistic Nurse. Dr. Aguirre has had faculty approval at PCC since 1991. In fall 2014 faculty voted to redefine the RN Program Director position as a 10-month faculty assignment with summer stipend. Dr. Aguirre meets all regulation requirements for the ADN Program Director.</p> |
| <p>1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p> | <p>X</p> | | <p>Deborah Hileman-Ford, MSN, FNP, RN –appointed 12-2-2014, has 25% release time. Has been faculty since 8/1/1995.</p> <p>Kathy Cervenka, MSN, RN- appointed 6-22-2015, has 25% release time. She has been faculty since 10/19/2000. She holds certification as an Inpatient Obstetric Nurse.</p> |
| <p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p> | <p>X</p> | | <p>Dr. Aguirre has 100% release time to administer the ADN program only</p> |

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| 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence. | X | | Assistant Directors meet with Program Director regularly for planning and implementation of the program. Ms. Hileman-Ford oversees student retention and progression. Ms. Cervenka oversees clinical affiliations and placement. Both report to the Program Director and are able to perform the director's duties in the director's absence. |
| SECTION 2: TOTAL PROGRAM EVALUATION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students. | X | | Program Policies and Procedures reflect the philosophy, of the institution and program. Program Policies and Procedures are available in the Nursing Student Hand Book, the College Catalog, and online in the program's website. |
| 1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs. | X | | The program has a written plan for evaluation of the total program which includes all required elements. The required elements are evaluated frequently. Utilization of the process reduced the attrition rate from 22% in 2012 to 7% in 2015. However, there was insufficient evidence of an ongoing data collection, analysis and utilization in all required areas for program improvement. <u>Recommendation:</u> Develop a process to regularly capture, analyze and apply data to program improvement. |
| 1424(b)(2) The program shall have a procedure for resolving student grievances. | X | | A procedure for resolving student grievances is described in the Nursing Student Hand Book and College Catalog 2010-2016, no formal student complaints or grievances were filed. |

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| <p>1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of</p> | X | | <p>The organization chart was revised during this visit. There is an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and the clinical agencies.</p> |
| <p>1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p> | X | | <p>Challenge options are available to qualified applicants with prior education and/or health care related experiences. The requirement for transfer policies are identified in the catalog. There is a process for review of transcripts to award credit for transfer students. Counselors provide information regarding transfer and challenge. College credit by examination policies and procedures allow students to receive up to a maximum of 12 units.</p> |
| <p>1431. Licensing Examination Pass Rate Standard The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive academic years.</p> | X | | <p>Current NCLEX pass rates for PCC Program ranged from 95.38% (2011-2012) to 88.64% (2015-2016). Over the past five years the program demonstrates a consistent pattern of NCLEX success with first attempt pass rates of above 80%.</p> |

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| (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to section 2788 of the code. | | | |
| <p>1432. Changes to an Approved Program</p> <p>(a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:</p> <p>(1) Change in location.</p> <p>(2) Change in ownership.</p> <p>(3) Addition of a new campus or location.</p> <p>(4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p> | X | | <p>Pasadena City College (PCC) continues to be accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).</p> <p>In June 2015, the ACCJC took action to impose probation and require the College to submit a follow-up report in October 2016. Irregularities identified at the time included inconsistencies in HR and administrative positions and deficient shared governance practices. Nine recommendations were made. A visit will commence after submission of the report. None of the recommendations are directly related to the college's educational quality or service to the community. The PCC, ADN Program has not been affected by PCC's probation status.</p> |

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| | | | <p>faculty participate in all simulation experiences. No clerical or instructional assistant is provided for the Simulation/Skills Lab Coordinator. Dr. Baily will be retiring June 2016, and request for her replacement has been submitted; hiring process/ progress is pending</p> <p>A full-time nursing counselor (Retention Specialist) works closely with nursing students and provides for personal and/or academic counseling needs. This position is an integral component of the program's success in students' retention and it is reflected in decreased attrition rates. This position is currently grant funded, and operationalized by six grant funded tutors. The college administrators are aware of the impact of these services in the event that the grant fund will no longer be available.</p> <p>None Compliance: Section 1424(d) There are insufficient resources to meet the program objectives. The reference to sufficiency of resources is more detailed in two areas:</p> <ol style="list-style-type: none"> 1. Staffing for the simulation / skills lab are insufficient for the full implementation and increased integration of simulation throughout the curriculum. 2. The number of the dedicated support staff for the nursing department is insufficient for program operation including implementation of the program evaluation plan. |

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| <p>SECTION 4:PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS:</p> <p>1425All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p> | X | | <p>Met with Dr. Robert H. Bell, Senior Vice President/Assistant Superintended Noncredit, Offsite Campus. Dr. Kathy Scott, Associate Vice president Academic Affairs Dr. Barbara Freund, Dean, School of Health Sciences and Dr. Marylynn Aguirre, Nursing Program Director.</p> <p>Faculty forms were revised during this visit and are on file for all faculty, director and assistant directors. Updated program faculty files reflect Board files.</p> |
| <p>1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p> | X | | <p>Faculty has the responsibility for the curriculum and policies/procedures for the program. Monthly faculty meeting is held, all faculty members are requested to attend.</p> <p>Faculty chair and participate in the following committees:</p> <ol style="list-style-type: none"> 1. Academic Planning 2. Student Policies 3. Clinical Affairs 4. Resource Development. |

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| <p>1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p> | X | | <p>Qualified content experts are represented for each of the five major content areas. Report On Faculty forms were revised during this visit and the CE courses completed by faculty members included courses related to content areas for the assigned nursing area.</p> |
| <p>1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.</p> | X | | <p>The organizational chart, meeting minutes and reports of the director and faculty support that this structure is being followed.</p> |
| <p>1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); and (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) years' experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.</p> | X | | <p>There are 21 Instructors who meet BRN requirements for this classification.</p> |

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| <p>1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p> | X | | There are 11 Assistant Instructors who meet BRN requirements for this classification. |
| <p>1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.</p> | X | | Program does not use CTAs. |
| <p>1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications: (1) A master's degree in the designated nursing area; or (2) A master's degree that is not in the designated nursing area and shall: (A) Have completed thirty (30) hours of continuing education or two (2)</p> | X | | <p>Content experts are Full-Time faculty: Medical Surgical: Mingyao Jane Tsao Obstetrics: Kathy Cervenka Pediatrics: Karyn Skiathitis Psych/Mental Health: Joyce Muyingo Geriatrics : Thomas Berg</p> <p>All content experts meet the BRN qualifications and</p> |

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| <p>semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p> | | | <p>requirements.</p> |
| <p>SECTION 5: CURRICULUM</p> <p>1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p> | <p>X</p> | | <p>Philosophy is described and defines the concepts, as required. The conceptual framework defines nursing's met paradigm concepts of person, environment, health/illness, and nursing developed from biological and psychosocial sciences. The Art & Science of nursing is based on the acquisition of knowledge, skills and attitude across the curriculum. The Person (Humanity) includes the interconnectedness of body, mind, emotion, spirit, energy, society, culture, relationship, context, and environment. The curriculum allows students to build upon prior learning, progressing from simple to increasingly complex. The nursing process includes legal/ethical principles, life phases, cultural diversity, and environmental influences. The core competencies are critical thinking, cultural diversity, life skills, communication, information technology, civic responsibility, and career. Terminal objectives are focused on; Patient Centered Care, Teamwork and Collaboration, Evidenced Based Practice, Quality Improvement, Safety, and Informatics.</p> |

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| 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content. | X | | Faculty members participate in decisions making as a whole with the guidance of content experts for curricular matters. Each course consists of a lead Instructor and other full -time and part -time faculty. Subcommittee (Teaching Teams) meets and reports findings to the Faculty Committee (including all faculty). |
| 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation. | X | | New Full-time and adjunct faculty participate in a college orientation and nursing program orientation. Mentoring of new faculty is provided at least through the first semester. |
| 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference. | X | | Review the Report on Faculty forms support clinical competency of each faculty. |
| 1426(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation. | X | | Minor curriculum revision 10-28-2014, to decrease ADN Program enrollment. Major curriculum revision 8/ 6/2015 for changes made in OB, Peds, and P/MH courses and integration of QSEN throughout curriculum. Minor Curriculum revision 11-5-2015, to add unit of clinical (0.5 in OB & 0.5in Peds). |
| 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet | X | | The major concepts are person, environment, health and nursing. The curriculum utilizes QSEN, Evidence Based Practice and National Patient Safety Goals. Simulation is integrated throughout the curriculum. Review of syllabi demonstrated consistencies in integration of QSEN competencies. In 4/2015, ATI have been |

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| <p>minimum competency standards of a registered nurse.</p> | | | <p>incorporated throughout the curriculum. ATI test review process has been reported as positive learning experiences by both faculty & students.</p> |
| <p>1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p> | <p>X</p> | | <p>Total content required for licensure is 64 units; ADN degree requires 79 units. Semester = 16 weeks</p> <p><u>Total Nursing units- 39 semester units</u> Total Theory 18.75- units Total Clinical 20.25- units</p> <p><u>Comunication-7 Semester units</u> Fundamentals of Speech:-3 units Reading and composition: - 4 units</p> <p><u>Related Sciences-18 semester units</u> Anatomy = 4 units Physiology = 4 units Microbiology = 4 units Psychology = 3 units Nutrition = 3 units.</p> |
| <p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing</p> | <p>X</p> | | <p>All Theory and Clinical courses are conducted concurrently. Course syllabi identified terminal outcomes reflected in all courses. Program has integrated simulation in all courses, and Geriatrics integrated into all M-S, courses.</p> |

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| evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management. | | | |
| 1426(e) The following shall be integrated throughout the entire nursing curriculum: (1) The nursing process; (2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) Physical, behavioral, and social aspects of human development from birth through all age levels; (4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) Communication skills including principles of oral, written, and group communications; (6) Natural science, including human anatomy, physiology, and microbiology; and (7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness. | X X X X X X X | | All concepts are integrated throughout the curriculum. |

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| <p>1426.1. Preceptorship A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <p>(a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following: (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements: (A) An active, clear license issued by the board; (B) Clinically competent, and meet the minimum qualifications specified in section 1425(e); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor. (E) A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience;</p> | <p>X N/A</p> | | <p>Program does not have preceptorships. Faculty are used to precept students for the last four weeks of the semester. The faculty is on call for students working with staff RN. The students are working with staff RNs to complete his/her assignment, and there is a clinical instructor on site who is working with students and holding post conferences. N 53 and N53L- Advanced Nurse/Lab/Seminar (M-S) - describing Nursing Leadership Role.</p> |

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| <p>1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. 2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. (5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities: (A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student; (B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor; (6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and (7) Plan for an ongoing evaluation regarding the continued use of preceptors. (c) Faculty/student ratio for preceptorship shall be based on the following criteria: (1) Student/preceptor needs; (2) Faculty's ability to effectively supervise; (3) Students' assigned nursing area; and (4) Agency/facility requirements</p> | | | |
| <p>1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p> | X | | <p>Course hours are calculated using 16week semester. 1 hour of Theory = 1 unit 3 hours of clinical =1 unit Hours for theory and clinical meet Board requirements.</p> |

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| <p>SECTION 6 CLINICAL FACILITIES 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program</p> | X | | Clinical faculty supervises only students enrolled in the ADN program. |
| <p>1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p> <p>1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board.</p> | X | | Non-faculty are not assigned to instruction or supervision of students for their clinical experiences. All student experiences are supervised by an approved faculty member. |
| <p>1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.</p> | X | | Program utilizes Board approved clinical agencies. |
| <p>1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure</p> | X | | Program maintains contracts with approved clinical facilities. Clinical agency contracts have implemented CCR Section 1427(c) requirements. |

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| safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program | | | |
| 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility. | X | | Program participates in a regional clinical placement group for requesting clinical space. Faculty meet with agency representatives to secure clinical space. |
| 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs; (2) Objectives of the learning experience; (3) Class level of the students; (4) Geographic placement of students; (5) Teaching methods; and (6) Requirements established by the clinical agency. | X | | Ratio used for faculty to student is 1:11 per contract; it varies when facility requires different ratio. Clinical ratios are usually maintained at one (1) instructor to eight to ten students. Special circumstances might require a 1:11 faculty/student ratio, such as when there are 52 students advancing to the next semester and there are five clinical groups. |
| 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives. | X | | Clinical Evaluation form is standardized and reflects course objectives. |
| 1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; | X | | Student representatives are selected. Students attend faculty meetings. The nursing department maintains an open-door policy for informal communication. Students provide feedback through evaluations of courses, clinical and other surveys. |

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| (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities. | | | Faculty meeting minutes reflected students' participation. The student representatives are invited to attend monthly faculty meetings. If the students cannot attend, they can provide their feedback or concern by email or phone. Students validated that they are provided opportunities to give feedback and are included in the program changes. PCC has an active chapter of the National Student Nurses Association. |
| <p>Section 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTIONS</p> <p>1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p> | X | | Program offers non-degree- 30 units' option for LVNs. The 2015-2016 Pasadena City College Catalog on pages 197-198, describe the 30-unit option. No current students in the nursing program are completing 30 units' option. |
| 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken | X | | LVNs have the following options at Pasadena City College: <ul style="list-style-type: none"> • LVNs are placed in third semester as Advanced Placement by virtue of their license and courses they have completed. • 30-Unit Option is available. |

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

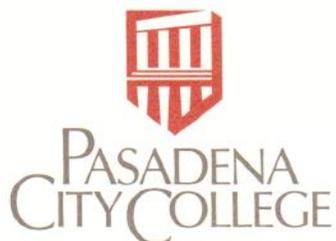
WORK COPY

PROGRAM NAME: Pasadena City College Associate Degree Nursing Program

DATE OF VISIT: April 13-14-2016

| APPROVAL CRITERIA | Compliance | Non Compliance | COMMENTS | | | | | | | | | | | | | | | | |
|---|-------------------|----------------|--|----------------------------------|-----------|-------------------------------------|-----------|---------------------------------|-----------|--------------------------------|-----------|----------------------|--|-----------------------|-----------|-------------------------|-----------|--------------------|-------------------|
| <p>1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement. Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p> | X | | <p>Students complete Physiology 1 and Microbiology 2 with labs. Nursing courses consist of intermediate and advanced medical/surgical, psychiatric mental health, and geriatric nursing concepts.</p> <p>Nursing Units</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">LVN to RN Role Transition (N210)</td> <td style="text-align: right;">2.0 units</td> </tr> <tr> <td style="padding-left: 20px;">Intermediate M/S (N52S, N52A, N52L)</td> <td style="text-align: right;">6.5 units</td> </tr> <tr> <td style="padding-left: 20px;">Psych/Mental Health (N42, N42L)</td> <td style="text-align: right;">2.5 units</td> </tr> <tr> <td style="padding-left: 20px;">Advanced M/S (N52S, N53, N53L)</td> <td style="text-align: right;">9.0 units</td> </tr> <tr> <td colspan="2">Science Units</td> </tr> <tr> <td style="padding-left: 20px;">Physiology (PHSO 001)</td> <td style="text-align: right;">4.0 units</td> </tr> <tr> <td style="padding-left: 20px;">Microbiology (MICR 002)</td> <td style="text-align: right;">4.0 units</td> </tr> <tr> <td style="padding-left: 20px;">Total units</td> <td style="text-align: right;">28.0 units</td> </tr> </table> | LVN to RN Role Transition (N210) | 2.0 units | Intermediate M/S (N52S, N52A, N52L) | 6.5 units | Psych/Mental Health (N42, N42L) | 2.5 units | Advanced M/S (N52S, N53, N53L) | 9.0 units | Science Units | | Physiology (PHSO 001) | 4.0 units | Microbiology (MICR 002) | 4.0 units | Total units | 28.0 units |
| LVN to RN Role Transition (N210) | 2.0 units | | | | | | | | | | | | | | | | | | |
| Intermediate M/S (N52S, N52A, N52L) | 6.5 units | | | | | | | | | | | | | | | | | | |
| Psych/Mental Health (N42, N42L) | 2.5 units | | | | | | | | | | | | | | | | | | |
| Advanced M/S (N52S, N53, N53L) | 9.0 units | | | | | | | | | | | | | | | | | | |
| Science Units | | | | | | | | | | | | | | | | | | | |
| Physiology (PHSO 001) | 4.0 units | | | | | | | | | | | | | | | | | | |
| Microbiology (MICR 002) | 4.0 units | | | | | | | | | | | | | | | | | | |
| Total units | 28.0 units | | | | | | | | | | | | | | | | | | |

June 15, 2016



School of Health Sciences

Badrieh Caraway, MS, MEd, RN
Nursing Education Consultant
Board of Registered Nursing
PO Box 944210
Sacramento, CA 94244-2100

Dear Ms. Caraway,

This letter serves as Pasadena City College's response to the work copy of the Board of Registered Nursing's Consultant Approval Report, Report of Findings dated 5/31/16. We would like to extend our sincere appreciation for the thorough consideration you and Dr. Boyer showed our program during your visit.

Areas of Non- Compliance:

CCR- Section 1424(d) Resource Sufficiency

There are insufficient resources to meet the program objectives. The reference to sufficiency of resources is more detailed in two areas:

1. Staffing for the simulation/skills labs are insufficient for the implementation and increased integration of simulation throughout the curriculum.

Response: Our faculty simulation coordinator has retired. We will submit a request for replacement at the next hiring approval application cycle (Fall 2016). The College President has guaranteed that the position will be approved for replacement. In the meantime, two full-time nursing faculty will each be reassigned 50% effort to serve as simulation/skills lab coordinators, allowing for no lapse in coordination of simulation and skills educational activities.

2. The number of the dedicated support staff for the nursing department is insufficient for program operation including implementation of the program evaluation plan.

Response: The Registered nursing Program is offered through the division of Health Sciences. The division is staffed with 3 Full Time support staff: 1 Administrative Secretary and 2 Intermediate II level clerks. The Administrative secretary supports all health science programs and the 2 division offices. There is 1 Full Time Clerk at each of the division offices; one at the Foothill campus, supporting RN, LVN, CNA, MA, RT and AT programs and 1 at the main campus, providing similar support to the three dental programs on main campus. The clerk at the Foothill campus will be relieved of her assignment to all programs on that campus and assigned exclusively to the nursing programs (RN, LVN and CNA)effective August 17, 2016. The remaining programs will be assigned to the health sciences second clerk. The Administrative secretary will continue to provide support to all programs.



Areas for Recommendations:

School of Health Sciences

CCR Section 1424(b)(1): The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

1. Develop a process to regularly capture, analyze and apply data to program improvement.

Response: The PCC RN program developed a continuous and systematic plan for Program Evaluation using BRN guidelines. Faculty participated in a 6 hour Program Evaluation Planning meeting May 3, 2016. The new Total Evaluation Plan is being implemented Fall 2016 and data will be systematically collected, analyzed, and utilized to strengthen the PCC RN program. Faculty defined four standing committees: Educational Policies & Curriculum committee, Student Performance committee, Clinical Learning committee, and the Learning Resource committee to collect and present data to the Program Evaluation committee.

At the end of each semester, course level evaluations will be collected and analyzed using selected statistical processes appropriate to measure the anticipated outcomes and relationships. The Program Evaluation Committee will meet to identify trends derived from the data. The data analysis and program changes will be recorded in the Program Evaluation grid on an annual basis.

The Program Evaluation committee will perform program evaluation and development by analyzing data related to student learning outcomes and program outcomes each semester, with a summary document prepared at the end of each school year. RN Program educational effectiveness will be evaluated by student achievement related to: graduation rates, licensure/certification pass rates; job placement rates; and program satisfaction defined as graduate, alumni, and employer program satisfaction. Relevant data collected each standing faculty committee and by the Program Director will be incorporated into a plan of action by the Program Evaluation Committee.

I look forward to attending the August Education/Licensing meeting. Please let me know if you need additional information prior to the meeting.

Kind regards,

A handwritten signature in cursive script that reads "Barbara Freund".

Barbara Freund, PhD, RN
Dean, Health Sciences

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.9
DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Granting Continuation of Approval for Santa Rosa Associate Degree Nursing Program

REQUESTED BY: Janette Wackerly, Supervising Nursing Education Consultant

BACKGROUND: Anna Valdez, PhD, RN is the Program Director and Jennifer Richardson, MSN, RN is the Assistant Program Director

A continuing approval visit to Santa Rosa College Associate Degree Nursing Program, Santa Rosa, CA was conducted on April 18, 19, and 20th 2016 by Janette Wackerly SNEC and Katie Daugherty NEC. The program was found to be in compliance with the board's rules and regulations.

The Associate Degree Nursing Program at Santa Rosa College is full-time four semesters (fall and spring-no summers) program in which student attend class and clinical approximately 32 hours per week. Students are scheduled for class 4-5 days each week during the semester.

The Board approved a major curriculum change October 2014. In fall 2015 the program began implementation of the approved curriculum that included a new organizational framework-Readiness for Practice. The organizational framework replaces Orem's theory and integrates concepts from Quality and Safety Education for Nurses and the NCLEX test plan. All faculties were paid to attend training on the new curriculum on March 26, 2015. Students were trained via self-directed webinar. All forms and syllabi had been revised to address the new curriculum.

The program has ten full time faculties and approximately sixty active adjunct faculties. The program utilizes course coordinators to server as the instructor of record and all courses utilize team teaching assignments for faculties. Faculties teaching in each of the courses are supervised by a full- time course coordinators. Regular recruitment of adjunct faculties appointments range from 60 to 75 as these faculties work full time or part time in the clinical settings. To ensure that all faculties receive a detailed orientation, the program created a faculty orientation manual and clinical orientation checklist. The program always provided orientation upon hire but this new manual provides a comprehensive overview for faculty to be able to refer to after orientation.

The ADN program continues to evaluate program outcomes and make improvements to best prepare their graduates for practice as a registered nurse. The program has made several improvements in simulation including adding a new simulation suite. The program has two adult medical surgical simulation rooms, one pediatric room, and one birthing mother/baby room. Students rotate through simulation labs every semester. The program has purchased medication scanners to practice scanning medication during medication administration skills and simulation.

Three of the simulation labs have laptops available for electronic health record documentation. Simulation at the time of the visit accounts for about 5% of the student clinical experience with more simulation occurring in pediatric and OB with approximately 15% simulation.

The program has made improvements to the skills lab including purchasing new equipment and hiring a full time lab coordinator. The lab assistant is non-faculty position that is responsible for managing the flow of the lab, maintaining equipment, setting up and taking down materials, and purchasing supplies and equipment for the labs. In 2014 the program completed a major technology improvement project and replaced all the televisions in the three primary skill lab rooms to 60 inch flat screen monitors. The monitors are connected with all in one computer stations. This allows faculty to show streaming videos, presentations, and photos on the monitor screen so all students in the lab can view them. The program purchased document cameras that allow faculty to show small items on the screen, like markings on a syringe, during demonstrations. Other specialty equipment purchased within the last 5 years includes infusion pumps; patient controlled analgesia infusion pumps, suction machines and wound care models.

The program has experienced numerous changes in the past five years and has remained a robust nursing program and faculty. Three director changes due to retirement and then two short term assignments and now the program has a current permanent director who has been in her position for three years. The assistant director is filled by faculty member that serves for a term of three years and the current assistant director has been in her position for one year.

The program anticipates the evaluating the number of units in the program with faculty exploring impact of reducing units would have on for enrolling students and program learning outcomes to determine feasibility to reduce total units from 48 to 36-40 units. This would allow the program to align with the proposed state transfer model curriculum. It is possible that program may request a major curriculum change in the next five years based on faculty evaluation of total units.

One of the areas that program would like to focus in the next five years is the integration of informatics and the use of computer technology in learning. The program has received grant funding for the 2015-2016 academic year to support faculty development of electronic health records. Students are currently able to access electronic health records at the clinical experiences; however, the faculty would like the students to have more hands on experience in the simulated clinical setting.

A major concern for the future is the potential for losing grant funding from the Chancellor's office. Grant funding has provided critical resources for maintaining and improving teaching and learning equipment and supplies.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Janette Wackerly, BSN, MBA, RN
Supervising Nurse Education Consultant

Report of Findings

Santa Rosa College
Associate Degree Nursing Program
Continuing Approval Visit:
April 18,19,20, 2016

Non-Compliance: None

Recommendation(s): None

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

WORK COPY

PROGRAM NAME: Santa Rosa Junior College Nursing Associate Degree Program

DATE OF VISIT: April 18-20, 2016

| APPROVAL CRITERIA | Compliance | Non Compliance | COMMENTS |
|---|------------|----------------|---|
| <p>SECTION 1: PROGRAM DIRECTOR/ASSISTANT DIRECTOR</p> <p>1425(a) The director of the program shall meet the following minimum qualifications:</p> <p>(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;</p> <p>(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education, as determined by the board.</p> | X | | <p>Anna Valdez PhD, RN Appointed 7/1/2012</p> <p>Ph.D Capella University, Education BSN and MSN University of Phoenix ADN Santa Rosa Junior College Admin</p> <p>Experience teaching nursing prelicensure through doctorate programs</p> <p>Hospital and Prehospital experience in emergency nursing and critical care.</p> |
| <p>1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p> | X | | <p>Jennifer Richardson, MSN, RN</p> <p>BA Westley College and MSN University of Texas.</p> <p>Hospital experience in cardiology and medical surgical nursing</p> <p>Appointed 5/24/2014</p> |
| <p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p> | X | | <p>Anna Valdez Ph.D has 100% release time to administer the ADN</p> |

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DATE OF VISIT: April 18-20, 2016

| APPROVAL CRITERIA | Compliance | Non Compliance | COMMENTS |
|---|------------|----------------|--|
| | | | Jennifer Richardson MSN, RN has 23% release time for ADN program activities |
| 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence. | X | | Jennifer Richardson MSN, RN appointed 5/24/2014 assistant director. Jennifer is knowledgeable and current regarding the SRJC Associate Degree Program and as necessary can be delegated the authority to perform the director's duties in the directors absence. |
| <p>SECTION 2: TOTAL PROGRAM EVALUATION</p> <p>1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p> | X | | Student Handbook, Course Syllabi |
| 1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs. | X | | <p>Student selection in compliance with Title 5 using formula including overall College GPA within last 5 years, English Composition GPA, and GPA Sciences-(anatomy, physiology, and microbiology)</p> <p>Total program evaluation plan includes evaluation of nursing courses by student and faculty, new graduate survey, and faculty evaluation. Demographic data and attrition reported quarterly and annually to faculty. New graduate employer surveys evaluate how well graduates are meeting learning outcomes. Feedback from students, graduates, and employers has been very positive. The faculty also scans external sources for evaluation purposes considering priority including NLN Competencies, ANA Scope of Practice/Ethics, Joint Commission Updates/Standards, National Quality Forum, NCLEX Test Plan, IOM & BRN Updates, QSEN</p> |

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DATE OF VISIT: April 18-20, 2016

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|--|------------|----------------|--|
| | | | and CDC Major Health Issues in US. Evaluation Plan in grid format submitted March 16, 2016. |
| 1424(b)(2) The program shall have a procedure for resolving student grievances. | X | | Student Handbook and College Website http://www.santarosa.edu/for_student/rules and regulations/ rules; and College Catalog. This report identifies that students are aware of the grievance processes and have utilized those processes. |
| 1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of | X | | Organizational Chart identifies relationships, lines of authority and channels of communication. Recommendation: need to add clinical facilities to the chart |
| 1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online. | X | | College Catalog and Student Handbook. The challenge examination is utilized to obtain credit for previous education and other acquired knowledge in the nursing program. |
| 1431. Licensing Examination Pass Rate Standard The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be | X | | 2009/10 ; 123 students , % pass 91.87 2010/11; 95 students, % pass 92.63 2011/2012; 126 students,% pass 92.86 2012/2013; 90 students, % pass 88.89 2013/2014; 115 students, % 88.7 Faculty not satisfied with pass rate at 88+%. Pass rate is above the threshold of 75%. |

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DATE OF VISIT: April 18-20, 2016

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|---|------------|----------------|--|
| <p>taken, resources, and timeframe. (b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive academic years. (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to section 2788 of the code.</p> | | | |
| <p>1432. Changes to an Approved Program (a) Each nursing program holding a certificate of approval shall: (1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address. (2) Notify the board within ten (10) days of any: (A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program. (B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program. (b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include: (1) Change in location. (2) Change in ownership. (3) Addition of a new campus or location. (4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p> | X | | No identified change to Santa Rosa Junior College as relates to 1432 Changes to an Approved Program. |

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| <p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.</p> | | | <p>Sufficient faculty, 10 full time and 60 adjuncts or part time faculty. Doyle Library opened fall 2008 on campus and Mahoney Library Petaluma 2009 and librarian assigned to Health Sciences. Support staff, full time for the ADN program for admissions and records and another admin assistance when needed. The program has full time skill lab assistant and two ½ time classified staff in Health Resources Lab.</p> |
| <p>SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS:</p> <p>1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p> | X | | <p>The program has consistently reported all changes in faculty prior to employment, changes in teaching area, and termination of employment.</p> <p>The program demonstrated that all faculties hold a clear and active RN license. The Nursing Program uses the BRN Breeze IT records to demonstrate current RN licensure.</p> <p>Nursing Director does a yearly check on all faculties to determine current RN licensure.</p> |
| <p>1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p> | X | | <p>The ADN faculties are committed to continuous quality improvement and in 2015 the new ADN curriculum approved and implemented. In the last 5 years, faculty developed polices and procedure, planning, organizing, implementing and evaluation of all aspects of the program as documented for this report.</p> |

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PROGRAM NAME: Santa Rosa Junior College Nursing Associate Degree Program

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| course which includes practice in teaching registered nursing. | | | Kirsten Covec,RN,MSN,PNP Joan Murphy, RN, MSN Debbie Dempel RN, MSN, |
| <p>1425(d) An assistant instructor shall meet the following minimum qualifications:</p> <p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p> <p>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:</p> <p>(A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p> | X | | 33 assistant instructor |
| <p>1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.</p> | X | | 15 clinical teaching assistants |
| <p>1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> | X | | <p>Jennifer Richardson MSN RN---Gerontology Shaddo Zahi MSN, RN CNL----Medical Surgical Karen Clark MSN,RN,FNP -----Pediatric & Obstetrics Julie Armstrong RN, MSN-----Psych/Mental Health</p> <p>All content experts meet and or exceed minimum qualifications.</p> |

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| <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p> | | | |
| <p>SECTION 5: CURRICULUM</p> <p>1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p> | X | | <p>Major curriculum change fall 2015 new organizational framework Readiness to Practice, and integrate concepts of Quality and Safety Education for Nurses and the NCLEX test plan.</p> <p>Program philosophy and objectives influenced beliefs about individuals, society , health, and nursing</p> <p>The curriculum addresses the multiple learning styles and educational needs of students.</p> |
| <p>1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p> | X | | <p>Faculty have the responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content documented.</p> |
| <p>1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.</p> | X | | <p>Each faculty participates in orientation programs: curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation</p> |

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| 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference. | X | | The Self-Study Report verifies faculty clinical competency in their practice area. The nursing program implements the Remediation Guidelines as needed and sends appropriate faculty documentation to the BRN |
| 1426(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation. | X | | Major Curriculum Change October 9, 2014 Minor Curriculum Change May 16, 2013 |
| 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse. | X | | Conceptual Framework "Readiness to Practice Model, consists of seven (7) core major concepts: Safety, Quality Improvement, Informatics, Evidence Based Practice, Collaboration and Teamwork, Patient and Family Centered Care, Psychsocial Integration and Physiological Integrity. The integrated processes include Nursing Process, Critical Thinking, Pharmacological and Parental Therapies, Health Promotion and Teaching and Learning. |
| 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas: (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice. (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group | X | | Associate Degree in Nursing Total Units are 85 Units See EDP-P August 15, 2015 Total units in Nursing is 48 units Theory 24.5 units Clinical 23.5 units Communication 7 units |

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

WORK COPY

PROGRAM NAME: Santa Rosa Junior College Nursing Associate Degree Program

DATE OF VISIT: April 18-20, 2016

| APPROVAL CRITERIA | Compliance | Non Compliance | COMMENTS |
|---|------------|----------------|--|
| <p>communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p> | | | <p>Sciences 20 units General Human Anatomy Human Physiology Microbiology Behavioral Psychology</p> |
| <p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.</p> | X | | <p>Theory and clinical practice are concurrent in following nursing areas: NR 75.1 A Fundamentals of Professional Nursing NR 75 B Nursing Care of Adult/Older & Adult Psychiatric Client NR 75 C Nursing Care of the Acutely II & Prenatal & Pediatric NR 75 Advance Care of the Acutely III</p> |
| <p>1426(e) The following shall be integrated throughout the entire nursing curriculum: (1) The nursing process; (2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) Physical, behavioral, and social aspects of human development from birth through all age levels; (4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) Communication skills including principles of oral, written, and group communications;</p> | X | | <p>Integration occurs throughout the nursing courses for nursing process; basic interventions; physical-behavioral-social aspects; collegial relationships, communication, natural- behavioral-social sciences, cultural patterns, human development, and behavior relevant to health-illness.</p> |

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| <p>(6) Natural science, including human anatomy, physiology, and microbiology; and (7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.</p> | | | |
| <p>1426.1. Preceptorship A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <p>(a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following: (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements: (A) An active, clear license issued by the board; (B) Clinically competent, and meet the minimum qualifications specified in section 1425(e); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor. (E) A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:</p> | | | <p>NR75D Preceptorship students attend in the last semester of the program during their last six weeks of the course.</p> <p>The nursing program preceptorship criteria for preceptor are strong desire to work with students, demonstrate clinical competence, effective interpersonal and organization skills.</p> <p>All preceptors take the nursing programs preceptorship training the first time they are a preceptor and everyone receives a Preceptor Handbook and orientation by the faculty liaison.</p> <p>The following criteria has been developed to ensure a successful preceptorship experience.</p> <ol style="list-style-type: none"> 1. Current active California RN license 2. Have completed one year of full-time experience in the preceptorship setting or equivalent working experience 3. Employed by the clinical agency for one year 4. Communicates a desire to act as a role model, teacher, supervisor, and evaluator to the preceptee 5. Demonstrates clinical competence in the practice of nursing as determined or recommended by the unit nurse manager 6. Communicates enthusiasm and interest for nursing |

EDP S-08 CONTINUING APPROVAL REPORT FOR:
Rev. 5/15 DATES OF VISIT:
NEC:

**CONSULTANT APPROVAL REPORT
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| <p>(A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; 1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. 2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. (5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities: (A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student; (B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor; (6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and (7) Plan for an ongoing evaluation regarding the continued use of preceptors. (c) Faculty/student ratio for preceptorship shall be based on the following criteria: (1) Student/preceptor needs; (2) Faculty's ability to effectively supervise; (3) Students' assigned nursing area; and (4) Agency/facility requirements</p> | | | <p>7. Demonstrates effective communication skills with patient, family, preceptee, members of the health care team 8. Demonstate attitudes and behaviors that support goals, philosophy, and mission of the employing agency 9. Complete designated modules of the Preceptor Handbook All requirements of 1426.1 have been met for Preceptor program in NR 75D.</p> |
| <p>1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical</p> | | | <p>All nursing courses meet requirements of 1426 (g).</p> |

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| hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting. | | | |
| SECTION 6 CLINICAL FACILITIES 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program | X | | Faculty only supervise enrolled nursing students |
| 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program. 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board. | X | | Non-faculty are utilized in the NR 75 D Preceptorship. Excellent records are maintained on the preceptorship program, preceptee and preceptors. The nursing program maintains up to date affiliation agreements or contracts and the NEC reviewed as a function of this Self Study Report all agreements. The clinical facilities as a function of this report were reviewed and updated via e-mail with this report |
| 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives. | X | | Mets requirements |
| 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's | X | | See 1427(2) Agreement are all meeting the intent of 1427© |

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| <p>staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program</p> | | | |
| <p>1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.</p> | X | | <p>The nursing program has been utilizing existing clinical placements in the greater Santa Rosa area and works with CSU Sonoma nursing program to coordinate student clinical placements. The two school, Santa Rosa Junior College and CSU Sonoma, work closely to maintain appropriate student nursing clinical affiliations.</p> |
| <p>1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs; (2) Objectives of the learning experience; (3) Class level of the students; (4) Geographic placement of students; (5) Teaching methods; and (6) Requirements established by the clinical agency.</p> | X | | <p>The student/teacher ratio varies depending on the type of facility, the patient census, the course level, and the facility restrictions. Smaller hospitals usually have 6-8 students. In the larger hospitals the maximum number of student to faculty or ten students to one faculty with a preferred ration of eight to one. The number of students assigned to each facility is determined by the Director based on information provided by the agencies, course coordinators and faculty. (Faculty Handbook)</p> |
| <p>1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.</p> | X | | <p>Several initiatives to improve student success: revised organizational framework to address NCLEX test plan and QSEN competencies. Implemented standardized testing and remediation using Elsevier and ATI products to promote test taking and promote critical thinking. Theory and clinical objectives are in alignment in all nursing courses.</p> |

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| <p>1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.</p> | X | | <p>Students have many opportunities throughout the program to participate in all aspects of the ADN program utilizing representatives to faculty meetings, individual input, student handbook and evaluation of all nursing courses and faculty.</p> |
| <p>Section 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTIONS</p> <p>1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p> | X | | <p>Information is about the 30 unit option is published on webpage: http://and.santarosa.edu/vocational-nurse-and-program and an information sheet is available in the Health Science office.</p> |
| <p>1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken</p> | X | | <p>All applicants are encouraged to make an appointment with the Director of the Associate Degree Nursing program for advising about the program. Requirement for LVNs wishing to take the LVN-RN program are referred to the College catalog, Student Handbook and academic advisement.</p> |
| <p>1429(c) The additional education required of licensed vocational nurse</p> | X | | <p>College catalog 2015/2016 provides information program</p> |

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| <p>applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p> | | | <p>requirements and information and is available on the ADN webpage. Counseling is provided to the LVN applicants by the Coordinator of the LVN-ADN Bridge and Thirty Unit Option programs. The ADN Director also provides academic counseling and individualized assessment for advance placement candidates seeking to transfer or those that are not LVNs rather are military medical personnel. Minimum requirements for licensure are explained objectively to each candidate and no recent requirement are imposed for previous coursework.</p> <p>EDP-P-05 EDP-P-06</p> |

BOARD OF REGISTERED NURSING

Education/Licensing Committee

Agenda Item Summary

AGENDA ITEM: 7.4.1

DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval for Sonoma State University (SSU) Nurse Practitioner Program

REQUESTED BY: Katie Daugherty, Nursing Education Consultant

BACKGROUND: Mary Ellen Wilkosz, FNP, PhD, is the current program director and the current program assistant/co-director, Dr. Wendy Smith served as the program director from 1994-2014. Both teach as faculty in the FNP program. A continuing approval visit was conducted by Katie Daugherty, NEC and Janette Wackerly, SNEC from April 25-28, 2016. The program was found to be in compliance with the regulations and board policies. One area of recommendation was made related to CCR 1484 (b) (5) Administration pertaining to retrieval of curriculum records and preceptor documentation as listed in the attached visit reports.

Sonoma State University is located about 50 miles north of San Francisco near the communities of Rohnert Park and Cotati. Historically, SSU has been involved in FNP education since 1972. The first FNP graduation occurred in 1974. The MSN-FNP option was initiated in Fall 1984 and the first cohort graduated with an MSN in 1986. As of April 2016, the FNP program estimates it has had about 1200 graduates to date. SSU FNP program (FNP-MSN and Post Master's Certificate option), as the degree granting institution, has distant education program sites at CSU Chico and CSU Stanislaus enabling admitted program students to complete both the didactic (via a combination of online and on-campus face to face meetings) and the clinical components of the program in these local communities. Total program enrollment at the time of the visit was 108 students. Admission occurs annually at SSU and on a cohort basis (up to ~ 14 students) at the distant sites. These enrollment patterns enable the program to graduate a cohort at SSU yearly. Annual attrition rates in both the full and part program options are excellent at about 3%.

Faculty/coordinators at the three program sites in Sonoma, Stanislaus, and Chico are responsible for student advisement, clinical placement coordination, serving as clinical faculty mentors, and conducting periodic site visits to validate student clinical performance. Visit review activities validated there are sufficient resources available to successfully implement the program including an impressive number and type of clinical preceptors to support clinical instruction in all three areas of California. SSU has secured highly competitive grant support the FNP program for more than a decade.

The program has been very instrumental in providing local communities FNPs with a significant percentage of the program graduates live and work in rural, frontier and medically underserved communities in California after finishing the program. Pass rates on the national certification examination are consistently in the range of 93-100% and are currently at 100% for available

results. Since inception, the program has continued to enjoy a stellar statewide reputation for excellent family nurse practitioner educational preparation.

The FNP program has provided a written response to the single recommendation made as attached. Review findings support continuing program approval.

NEXT STEPS: Place on Board Agenda.

PERSON TO CONTACT: Katie Daugherty, MN, RN
Nursing Education Consultant
(916) 574-7685

Sonoma State University
Family Nurse Practitioner MSN and Post Master's Certificate Nursing Program
Continuing Approval Visit: April 25-28, 2016
Report of Findings

Non-Compliance: None identified

Recommendation:

CCR 1484(b) (5): Maintain systematic, retrievable records of the program including philosophy, objectives, administration, faculty, curriculum, students and graduates. In case of program discontinuance, the board shall be notified of the method provided for record retrieval.

- Streamline record keeping and documentation retrieval processes related to clinical preceptors.

**BOARD OF REGISTERED NURSING
CONSULTANT APPROVAL REPORT
NURSE PRACTITIONER PROGRAM**

PROGRAM: Sonoma State University FNP MSN and Post Masters Certificate Program Options
C=Compliance **NC=**Non-Compliance **SHB** and **FHB=**Student and Faculty Handbooks

Visit Date: April 25-28, 2016

| APPROVAL CRITERIA | C | NC | COMMENTS |
|---|-------------------------|--------------------------|--|
| <p>SSU Background and General FNP program information</p> <p>Section 1484. Standards of Education.</p> <p>The program of study preparing a nurse practitioner shall meet the following criteria:</p> <p>SECTION 1484(a) Purpose, Philosophy and Objectives</p> | <p align="center">C</p> | <p align="center">NC</p> | <p>The self-study report describes the SSU Department of Nursing (DON) as an integral part of the CSU public university system committed to the needs of the local community, the State of CA and the society at large. SSU is WASC accredited and the DON nursing programs including the FNP program have ACEN national nursing accreditation through 2021.</p> <p>The SSU FNP program started in 1973 as a senior year option in the RN-BSN program. SSU admitted its first MSN-FNP cohort in 1984. To date SSU DON has had ~ 1200 FNP graduates. One of the hallmarks of the SSU FNP program is its success in increasing the number of FNPs in CA practicing in medically underserved, rural and or frontier areas of the state.</p> <p>The SSU Department of Nursing has identified nine foundational concepts to organize the curriculum for the undergraduate and graduate nursing programs. These are: caring, critical thinking, communication, advocacy/social justice, teaching, learning, professionalism, leadership, research and cultural competency. The DON has also linked the QSEN competencies to the nine concepts and embedded both in the undergraduate and graduate nursing education program curriculums. The FHB and SHB differentiate for BSN and MSN students, the terminal objectives/outcomes graduates of each of this program are expected to demonstrate.</p> <p>The program describes itself as a collaborative distance education on-line Rural FNP program and educational model designed to prepare MSN-FNP degree graduates and post Master's FNP certificate (MS/PMC FNP) program completers. Distance education technologies including</p> |
| | <p align="center">X</p> | | |
| | <p align="center">X</p> | | |

| APPROVAL CRITERIA | C | NC | COMMENTS |
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| (1) have as its primary purpose the preparation of registered nurses who can provide primary health care; | X | | <p>teleconferencing/video streaming are used to deliver the theory/didactic instruction via synchronous and asynchronous modes in combination of online and hybrid (includes online-face to face) lecture formats. Program funding has been supported by DHHS/HRSA/BHPPr grants and most recently by CDPH/OSHPD/Song Brown grants.</p> <p>The program purpose is to prepare registered nurses with the knowledge and skills in physical diagnosis, psycho-social assessment and in the management of health-illness needs of families across the life span in primary care settings. SSU provides clinical preceptorship opportunities to students in their local communities including the underserved populations in North Central/North West State/Mendocino/Humboldt, Del Norte and Central Valley.</p> |
| (2) have a clearly defined philosophy available in written form; | X | | <p>The program's written philosophy is on the SSU Nursing website at (http://www.sonoma.edu/nursing/about/) and included in the SSU SHB and FHB.</p> |
| (3) have objectives which reflect the philosophy, stated in behavioral terms, describing the theoretical knowledge and clinical competencies of the graduate. | X | | <p>Program objectives state the FNP graduate will be a lifelong learner, continually evolving in the advanced practice role. The DON's eight philosophical statements, nine foundational concepts and embedded QSEN competencies are well integrated across the curriculum and guide attainment of program objectives/outcomes. SSU developed its program curriculum and program outcomes using the National Organization of Nurse Practitioner Faculties (NONPF) curriculum guidelines, NONPF evaluation criteria and NONPF Primary Care Competencies.</p> |
| SECTION 1484(b) Administration (1) be conducted in conjunction with one of the following: (A) An institution of higher education that offers a baccalaureate or higher degree in nursing, medicine or public health. | X | | <p>SSU is accredited by the WASC Senior College and University Commission to confer baccalaureate and master's degrees in a wide range of disciplines including BSN and MSN degrees as well as the post Master's FNP graduate level certificate (MS/PMC FNP).</p> |

| APPROVAL CRITERIA | C | NC | COMMENTS |
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| (B) A general acute care hospital licensed pursuant to Chapter 2 (Section 1250) of Division 2 of the Health and Safety Code, which has an organized outpatient department. | N/A | | All of the DON nursing education programs are part of the SSU School of Science and Technology (STT). The DON leadership Chair reports to the Dean of STT, Dr. Lynn Stauffer. |
| (2) Have admission requirements and policies for withdrawal, dismissal and readmission clearly stated and available to the student in written form. | X | | The program reports a total enrollment of 108 FNP students. The program admits 40 FNP-MSN (20 FT and 20 PT) plus 10 PMCFNP students. Current enrollment statistics include 52 first semester students; 39 second year students; 17 third year students with a total of 90 students in clinical preceptorships. Written policies and requirements are available to students in the SSU catalog and the SSU SHB. Petition processes are also available to ensure due process. |
| (3) Have written policies for clearly informing applicants of the academic status of the program. | X | | WASC and ACEN (until 2021) accreditation information is available on the FNP program website at (www.sonoma.edu/nursing/fnpp). |
| (4) Provide the graduate with official evidence indicating that he/she has demonstrated clinical competence in delivering primary health care and has achieved all other objectives of the program. | X | | The official FNP-MSN transcripts shows: <ul style="list-style-type: none"> • Completion of program 46 units; • MSN degree completion; • Family Nurse Practitioner category/population focus. The Post-MSN FNP certificate completion transcript shows completion of the Post Master's FNP Certificate and specifies the Family Nurse Practitioner category/population focus. |
| (5) Maintain systematic, retrievable records of the program including philosophy, objectives, administration, faculty, curriculum, students and graduates. In case of program discontinuance, the board shall be notified of the method provided for record retrieval. | X | | A number of databases are used to manage program records. Student files are secured/retained in the DON during the program; then stored for 10 years. Academic records are available electronically in perpetuity. Additionally, the SSU Admission and Records department maintains official student records. University policy would be followed if the program were to be discontinued. |

| APPROVAL CRITERIA | C | NC | COMMENTS |
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| | | | <p>Recommendation: Streamline record keeping and documentation retrieval processes related to clinical preceptors.</p> |
| (6) Provide for program evaluation by faculty and students during and following the program and make results available for public review. | X | | <p>The systematic plan of evaluation (SPE) is comprehensive and evaluation functions are managed by the FNP Program Evaluation Coordinator in concert with the program faculty. The coordinator works closely with the PD and faculty to ensure timely systematic evaluation according to the SPE. Yearly reports are presented to the FNP team, full DON faculty, and public such as the program Advisory Council. The post graduate evaluation survey is distributed via Typhon or hard copy.</p> <p>Completion rates from 2012-2015 are 93.4%- 43/46; 2013 100%-52/52; 2014 100%- 42/42; and 2015 100%- 49/49.</p> <p>Attrition rates are reported as at or less than 0-3% and mainly associated with life issues not the program.</p> <p>Impressively, ~76% of the 2014 graduates indicated as least or more than 50% of work hours as an FNP are spent in providing care for federally designated underserved populations.</p> <p>Annual national certification rates for graduates reported by the program: 2012 89.8%-national mean @84.5% ANCC; 2013 87%-national @72% ANCC; 2014 89%-national@72%.</p> <p>From 2013 forward, students now complete the Barkley Diagnostic Readiness test prior to graduation. Faculty reports this testing successfully pinpoints needed areas of remediation prior to sitting for the national certification exam. Additionally, students are encouraged to take a review course prior to national certification testing.</p> <p>Student evaluative data and visit interviews reflect high levels of satisfaction with FNP educational preparation provided by the program.</p> |
| SECTION 1484(c) Faculty. There shall be an adequate number of qualified faculty to develop and implement the program and to achieve the stated objectives. | X | | <p>The SS study reported (2) FT including the PD. In April 2016 during the visit, the program reported it will be staffed with 3 FT in AY 2016/17: Mary Ellen Wilkosz, MSN, FNP, PhD; Wendy Smith MSN, FNP, DNSc, PhD; and Jordan Rose, MSN, FNP, DNPc. effective AY 2016/2017.</p> <p>(11) Part time NP clinical faculty plus (2) PT graduate core faculty were listed in the self-study: Kathylynn Collins, MSN, FNP; Beverly Draudt, MSN, CNM, FNP; Johnna Edmunds, MSN, FNP; Jane Hellman, MSN, FNP; Robyn Mendoza, MSN, FNP Mary Miner, MSN, FNP; Barbara</p> |

| APPROVAL CRITERIA | C | NC | COMMENTS |
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| (1) Each faculty person shall demonstrate current competence in the area in which he/she teaches. | X | | Ritter, MSN, FNP, EdD; Janie Ronchelli, MSN, PNP, Judy Richards, MSN, FNP; Melissa Sloan, MS, FNP; Loree Skidmore, MSN, FNP; graduate core course faculty: Deb Kindy, RN, MSN, PhD (FERP); and Melissa Vanderveer, MSN, PNP, PhD. |
| (2) The director or co-director of the program shall: | X | | Report of Faculty profiles evidence current clinical competence. Exemplary teacher effectiveness ratings noted for both FT and PT faculty. |
| (A) be a registered nurse; | X | | The Report of Faculty profiles for program director, Dr. Mary Ellen Wilkosz and Dr. Wendy Smith provide requisite compliance evidence. |
| (B) hold a Master's or higher degree in nursing or a related health field from an accredited college or university; | X | | Dr. Wilkosz completed the MSN-FNP at SSU (1992) and a PhD at UCSF (2009). Dr. Smith completed a MSN-FNP at SSU (1986) and a PhD (1995) at UCSF. |
| (C) Have had one academic year's experience, within the last five (5) years, as an instructor in a school of professional nursing, or in a program preparing nurse practitioners. | X | | |
| (3) Faculty in the theoretical portion of the program must include instructors who hold a Master's or higher degree in the area in which he or she teaches. | X | | See faculty educational degree preparation as listed above on pages 3 and 4 and in the self-study document evidence. |
| (4) A clinical instructor shall hold active licensure to practice his/her respective profession and demonstrate current clinical competence. | X | | |
| (5) A clinical instructor shall participate in teaching, supervising and evaluating students, and shall be appropriately matched with the content and skills being taught to the students. | X | | |
| SECTION 1484(d) Curriculum | | | |
| (1) The program shall include all theoretical and clinical instruction necessary to enable the graduate to provide primary health care for persons for whom he/she will provide care. | X | | Graduates of the program are eligible to apply for national certification as an FNP thru AANPCP and ANCC. Reported pass rate is 88%; program targeted rate is 90% or above. Slightly lower rate is attributed to testers who completed the FNP program some time ago and are just now taking the exam. The 2015 results were requested by the program but have not been sent to the program as yet. |
| (2) The program shall provide evaluation of previous education and/or experienced in primary health care for the purpose of granting credit for meeting | X | | Credit is determined on an individual basis by the program director in consultation with the course instructor of record and the evidence (syllabi, |

| APPROVAL CRITERIA | C | NC | COMMENTS |
|---|---|----|---|
| program requirements. | | | assignments, and transcripts) provided by the student. The N540/AB courses must be completed at SSU as these courses include a combination of the entire spectrum of primary care concepts and expected competencies. |
| (3) Training for practice in an area of specialization shall be broad enough, not only to detect and control presenting symptoms, but to minimize the potential for disease progression. | X | | Theory and clinical instructional materials, program evaluation and visit evidence including observed student clinical performance demonstrate compliance. |
| (4) Curriculum, course content, and plans for clinical experience shall be developed through collaboration of the total faculty. | X | | Written evidence and interviews with students, faculty, administration and clinical site preceptors/representatives reflects an exemplary high performing, professional and cohesive faculty workgroup committed to educational excellence. |
| (5) Curriculum, course content, methods of instruction and clinical experience shall be consistent with the philosophy and objectives of the program. | X | | Well developed and highly integrated across the curriculum. |
| (6) Outlines and descriptions of all learning experiences shall be available, in writing, prior to enrollment of students in the program. | X | | Program director and assistant/co-director provide advisement for this program as well as making program information via the SSU website and catalog easily accessible. |
| (7) The program may be full-time or part-time and shall be comprised of not less than (30) semester units, or forty-five (45) quarter units, which shall include theory and supervised clinical practice. | X | | The FNP-MSN degree option consists of 46 units, 13 courses, and may be taken FT (4 semesters) or PT (6 semesters). In the MS/PMCFNP option there are 11 courses/ 29 units (435 hrs) of nursing theory and 17 clinical units (816 hours). In the FT option students have 10-14 units a semester. In the PT option students have 3-10 units of coursework a semester. PMCFNP is a four semesters program of study and consists of 19 theory units/285 hours and 17 clinical units/ 816 hours. Students in this option have 7-11 units of coursework a semester. |
| (8) The course of instruction shall be calculated according to the following formula: | | | In addition to the required number of clinical units, students may elect to take more than the required number of clinical hours via the independent study courses N555/595. |
| (A) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. | X | | Evidenced in catalog, course syllabi, and BRN curriculum forms. |
| (B) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. | X | | |
| (C) One (1) semester equals 16-18 weeks and one (1) quarter equals 10-12 weeks. | X | | The entire university including the DON follows a 15 weeks Fall and Spring semesters system of instruction. |

| APPROVAL CRITERIA | C | NC | COMMENTS |
|---|---|----|---|
| <p>(9) Supervised clinical practice shall consist of two phases:</p> <p>(A) Concurrent with theory, there shall be provided for the student, demonstration of and supervised practice of correlated skills in the clinical setting with patients.</p> | X | | <p>Self-study included a clinical preceptor roster listing of 199 preceptor locations.</p> <p>N540A/550A, N540B/550B and N562/550C sequencing meet this requirement.</p> <p><u>Clinical site visits with students and preceptors present were made to Sonoma, Modesto, and Chico areas:</u></p> <p><u>Modesto:</u> Gospel Mission Care Clinic; OB Physician/FNP practice and Physician/FNP Family Practice office;</p> <p><u>Chico:</u> North Valley Private Physician Pediatrics office, Enloe Health Care OB Clinic Services, and Private Family Practice Physician office practice;</p> <p><u>Sonoma:</u> Sutter Health System and Lombardi Health Center Family Practice OB/GYN/PEDS clinics;</p> <p>Observed FNP program students at all sites demonstrated the appropriate degree of professionalism, KSAs/competencies expected in each course and level of program progression. Preceptors reported high levels of satisfaction with students' performance, faculty, and the FNP program processes.</p> |
| <p>(B) Following acquisition of basic theoretical knowledge prescribed by the curriculum the student shall receive supervised experience and instruction in an appropriate clinical setting.</p> | X | | |
| <p>(C) At least 12 semester units or 18 quarter units of the program shall be in clinical practice.</p> | X | | <p>Clinical units for both FNP options equal 17 units.</p> |
| <p>(10) The duration of clinical experience and the setting shall be such that the student will receive intensive experience in performing the diagnostic and treatment procedures essential to the practice for which the student is being prepared.</p> | X | | <p>Clinical hours in the MSN-FNP and PMCFNP equal 816 hours. Faculty site visits, weekly and monthly pt. encounters documentation/chart audits/episodic "formal soap note papers, preceptor evaluations, OSCE and well developed written evaluation tools are utilized to ensure expected student performance/progress is being achieved.</p> |
| <p>(11) The program shall have the responsibility for arranging for clinical instruction and supervision for the student.</p> | X | | <p>No preceptorship clinical issues identified. The program materials describe arranging for preceptors as a shared responsibility; i.e., program students are asked to identify potential preceptors in their local communities. Faculty are clear that they retain ultimate formal and lead responsibility for arranging preceptors and ensuring preceptors possess appropriate qualifications, licensure/ certification, and that written signed SPs are in place, when applicable.</p> |

| APPROVAL CRITERIA | C | NC | COMMENTS |
|---|-----|----|--|
| (12) The curriculum shall include, but is not limited to: | | | Refer to SS Appendix a.iv section for the BRN Required Curriculum Content Form. Note: MSN-FNP students complete N566 culminating experience while the FNP PMC students do not since this group of students already possesses MSN degree. |
| (A) Normal growth and development | X | | N501, 509, 549 |
| (B) Pathophysiology | X | | N509, 540AB |
| (C) Interviewing and communication skills | X | | N509, 549, 550ABC |
| (D) Eliciting, recording and maintaining a developmental health history | X | | N509, 549, 550ABC |
| (E) Comprehensive physical examination | X | | N509, 549, 550A |
| (F) Psycho-social assessment | X | | N501, 509, 549, 550B |
| (G) Interpretation of laboratory findings | X | | N540AB, 550ABC |
| (H) Evaluation of assessment data to define health and developmental problems | X | | N501, 509 |
| (I) Pharmacology | X | | N552 |
| (J) Nutrition | X | | N501, 509, 540AB, 549 |
| (K) Disease management | X | | N540AB |
| (L) Principles of health maintenance | X | | N501, 509, 549, 550ABC |
| (M) Assessment of community resources | X | | N501, N550BC |
| (N) Initiating and providing emergency treatments | X | | N540AB, 550B |
| (O) Nurse practitioner role development | X | | N549, 550ABC, 562 |
| (P) Legal implications of advanced practice | X | | N 549, 552, 562 |
| (Q) Health care delivery systems | X | | N564 |
| (13) The course of instruction of a program conducted in a non-academic setting shall be equivalent to that conducted in an academic setting. | N/A | | |



INTRODUCTION-FNP MSN/PMC PROGRAM

The Sonoma State Department of Nursing had their five-year review form the California Board of Registered Nursing on April 25-28, 2016. During the visit one recommendation was made. This report will address the recommendation. We would like to take this opportunity to thank Katie Daugherty and Janette Wackerly for their guidance and support with our review.

SECTION 1484(b) Administration

| | |
|---|---|
| <p>(5) Maintain systematic, retrievable records of the program including philosophy, objectives, administration, faculty, curriculum, students and graduates. In case of program discontinuance, the board shall be notified of the method provided for record retrieval.</p> | <p>A number of databases are used to manage program records. Student files are secured/retained in the DON during the program; then stored for 10 years. Academic records are available electronically in perpetuity.</p> <p>Additionally, the SSU Admission and Records department maintains official student records. University policy would be followed if the program were to be discontinued.</p> <p>Recommendation: Streamline record keeping and documentation retrieval processes related to clinical preceptors.</p> |
|---|---|

Follow-up

We have a formal process in place to streamline record keeping and documentation retrieval process for the FNP Program and have attached this new procedure.

Once again we sincerely appreciate this opportunity and support by the BRN in our programs. Reaffirming our need for full-time tenure track faculty to sustain our quality programs will provide our current faculty with the support they need to fulfill our mission and our continued dedication to our students and graduates.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5.1
DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Approval of Major Curriculum Revision for American University of Health Sciences (AUHS) Baccalaureate Degree Nursing Program (enrollment increase)

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Dr. Mercy Popoola is the program director and Dr. Cheryl Padgham is the assistant director. The mission of AUHS is “to effect, to improve, and to make better the lives of others, through the creation and offering of an academic environment where excellence, diversity, and attention to the development of the entire person – mind, body, and spirit – is addressed.” The emphasis on diversity is reflected in the demographics of their student body. The program’s student body is >95% minority and the proportion of male students exceeds national and state average. The AUHS BSN program was granted initial approval in September 2006 and admitted the initial cohort of 13 students in January 2007. In October 2009 a regularly scheduled continuing approval visit was conducted, following which the Board granted continuing approval at the March 2010 meeting. The next scheduled continuing approval visit will be conducted Spring 2017.

AUHS is requesting approval to increase enrollment which will create spaces for additional admissions as well as accommodate re-entry students as needed. The current pattern of enrollment has been admission of 40 students twice annually. The requested increase would allow admission of 60 students twice annually. The program’s most recent reported attrition rate (2014-15) is 29% with retention of 51% for the same period. The program provides extensive student support and remediation services to ensure all students have the opportunity to successfully complete the program and pass the NCLEX-RN examination. NCLEX pass rates for the past five year period are: 2010-11 70.59%; 2011-12 73.08%; 2012-13 50%; 2013-14 80%; 2014-15 84.62%; and to date for the first 3 quarters of the 2015-16 measurement year 50 have taken the exam with 46 passed = 92%. The steady improvement of pass rate for the current and past 2 years reflects implementation of extensive program improvements including strengthened student support services following the 2012-13 substandard outcome.

Program resources including faculty, physical space (classrooms, labs, etc.), clinical facilities and support resources, were evaluated during a visit in March 2016 and the program has provided updated information as part of their enrollment increase proposal (attached). The availability of all resources required to support the expanded enrollment has been demonstrated. With BRN approval, the program intends to begin September 2016 admitting 60 students twice annually.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant



BOARD OF REGISTERED NURSING
PO Box 944210, Sacramento, CA 94244-2100
P (916) 322-3350 F (916) 574-8637 | www.rn.ca.gov
Louise R. Bailey, MEd, RN, Executive Officer

**Effective January 1, 2013, Section 2786.5(a)(3) of the Nursing Practice Act
requires a school of nursing to remit, to the Board of Registered
Nursing, a fee of \$500 for substantive change to curriculum.**

**REQUEST FOR MAJOR CURRICULUM REVISION
FEE \$500**

PLEASE PRINT OR TYPE

PROGRAM NAME: American University of Health Sciences

DIRECTOR OF NURSING PROGRAM: Dr. Mercy Popoola

ADDRESS: 1600 E. Hill Street, Bld 1

Signal Hill, CA 90755

PHONE: 562-988-2278 Ext 2021

FAX: 562-988-1791

EMAIL: MPopoola@auhs.edu

REMIT THIS REQUEST AND FEE TO:
Board of Registered Nursing
Administration Unit
1747 North Market Blvd., Suite 150
Sacramento, CA 95834-1924

Questions or Concerns Please contact:
Board of Registered Nursing
Administration Unit
PO Box 944210
Sacramento, CA 94244-2100
916-574-7600

(EDP-R-09) Curr Rev -8/2015

4.2.1

Check enclosed.



**REQUEST FOR MAJOR CURRICULUM REVISION
CHANGE IN OFFICIAL COHORT NUMBERS**

Submitted By

**AMERICAN UNIVERSITY OF HEALTH SCIENCES
SCHOOL OF NURSING**

JUNE 28th 2016



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COVER LETTER

California Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100
June 10, 2016

Office of the Dean

Dear Ms. Moody;

This letter comes to you to request a major substantive curriculum change. The School of Nursing (SON) at American University of Health Sciences (AUHS) sends this proposal to request an increase in the number of admissions to our generic BSN nursing program **from the current BRN stated 40 per quarter to 60 students twice per year (bi-annually)**. We request that this change be made effective with our fall, 2016 class which officially begins September 26, 2016.

Attached please find our proposal. It provides a detailed accounting of our recent admission patterns and our plan for future admissions if approved. Additionally, other information as requested by our NEC (Ms. Leslie Moody) detailed in an email to Dr. Dianna Scherlin on February 24, 2016 has been addressed. Our current enrollment numbers, current patterns of enrollment, and desired change has been detailed in Section 1.

Since commencing the BSN program and obtaining initial approval back in 2006, AUHS has not requested an increase in the number of students to be admitted into the BSN program. In the past, the BRN acknowledged concerns about admitting more than 40 students per quarter due to lab spaces and available classrooms. We are now in the position to accommodate an increase in the number of students we can accommodate per cohort due to recent classroom expansion and renovation, opening of a second building, and the addition of a second nursing skills lab.

Please note that a check for \$500.00 (copy attached) has been submitted to the CA BRN on June 28, 2016.

Best Regards,

A handwritten signature in black ink, appearing to read "Meloy Popoola", written over a white background.

Dr. Meloy Popoola
Dean, School of Nursing
1600 E Hill Street, Signal Hill, CA 90755
562-988-2278 ext. 2021

SECTION 1: PROPOSAL FOR A MAJOR CURRICULUM CHANGE

(Request for increase in student enrollment number)

Background:

American University of Health Sciences School of Nursing is a Christian-based private University established in 1994 whose focus is to serve minority students and provide opportunity to non-traditional students who may not have been afforded this chance at other schools. Our mission is *“to challenge, improve, and enrich students through involvement in an intimate, academic environment conducive to intellectual inquiry and excellence, cultural diversity and the development of the whole person (mind, body and spirit).”*

In light of our mission statement, AUHS strives to prepare diverse nursing students that will be academically prepared to think critically, holistically, and be culturally competent. This mission statement is also in keeping with the AACN mission, the BRN focus, and other nursing professional organizations goals for addressing healthcare disparity and lack of diversity in the nursing profession. Additionally, AUHS admits a higher percentage of male nursing students when compare to the state and national averages.

Request: The School of Nursing (SON) at American University of Health Sciences (AUHS) requests that our current approval for 40 students each quarter (N = 160) be changed to increase in the number of admissions of our generic BSN nursing program from 40 per quarter to 60 students twice per year (N = 120). **We request that this change be made effective with our fall, 2016 class which officially begins September 26, 2016.**

Rationale: Our practice since we began is to admit 40 new students in the spring and fall quarters of each academic year. These “new” students made up the next “cohort”. Additionally, several students who had previously been counted in a former cohort and who needed to repeat or rejoin another cohort have been welcomed back into the program. This practice which mixed returning students with new students increased the number in the “new” cohort. In order to become BRN compliant our NEC informed us that we had to change our established pattern in Spring 2016 admission cycle to restrict the cohort effectively denying admission to 11 students who failed in a previous cohort. These students would have previously been welcomed into the cohort. To give our repeating students a “second chance at success” and continue to admit 40 “new” students each spring and fall, we respectfully request that we be allowed to admit a grand total of **60 “new” students and “returning” students** combined per cohort twice a year (n = 120). In actuality, this is technically a decrease in the formal BRN approved annual number and does not in reality change our admissions patterns.

Current/Previous Enrollment and Pattern of Demonstrated Need: The previous enrollment pattern demonstrates that the recent admission patterns (Spring 2013-Fall 2015) have supported an average of 60 students each admission cycle. Our existing resources including faculty, clinical sites, classrooms, laboratories and other resources have adequately supported the nursing students. The table on the next page demonstrates our recent patterns and perceived need.

| Cohort | Sub-total of New Students | Failing Students Needing Placement | Students Who Failed Physical Assessment | Admission Cohort Totals | Additional Demonstrated Need (over 40 Placement Number) |
|-------------|---------------------------|------------------------------------|---|-------------------------|---|
| Spring 2016 | 30 | *25 | 11 | 41 | (*11 not placed) |
| Fall 2015 | 45 | 14 | 10 | 55 | 19 |
| Spring 2015 | 43 | 8 | 6 | 49 | 22 |
| Fall 2014 | 39 | 10 | 0 | 39 | 9 |
| Spring 2014 | 34 | 13 | 4 | 38 | 12 |
| Fall 2013 | 47 | 23 | 0 | 47 | 30 |
| Spring 2013 | 58 | 9 | 5 | 63 | 27 |

* 11 students not placed due to limited space available (to remain in compliance with the CA BRN).

What is accomplished by the change?

American University of Health Sciences School of Nursing serves mostly ethnic minority and underserved students who may not have the opportunity to be offered admission in other traditional nursing institutions. In fact, 69.28% of our students are Asian Americans, 13.13% are Hispanic/Latino, 9.38% are African Americans, 6.0% are white, 2.38% are others and 0.3% are Native Americans. Of the number of students who are Asian American or Hispanics, 75% speak a language other than English at home. In spite of this striking data, we have been able to successfully cater to these non-English speaking populations with effective NCLEX results. For example, our latest NCLEX quarter score is expected to be 93-94%.

In addition to the above, this change will result also in the following outcomes to:

1. Allow us to continue to support our special student population groups;
2. Give us the opportunity to serve up to 60 students twice annually in our spring and fall quarters; and
3. Operate in accordance with the California BRN.

Desired enrollment pattern:

| Cohort | "New" student admissions" | Returning students needing placement | Total cohort students |
|------------------|---------------------------|--------------------------------------|-----------------------|
| 20 - Fall 2016 | 40 ± | 20± | N = 60 |
| 21 - Spring 2017 | 40 ± | 20± | N = 60 |
| 22 - Fall 2017 | 40 ± | 20± | N = 60 |
| 23 - Spring 2018 | 40 ± | 20± | N = 60 |
| 24 - Fall 2018 | 40 ± | 20± | N = 60 |

Impact on current students: We do not anticipate any impact on current students should we be allowed to resume our approximately 60 students/cohort pattern (new and returning) as our pattern has not in reality, changed.

However, as a result of being restricted to 40 students (new and repeating) in spring of 2016, a negative impact has occurred to eleven (11) of our transitional students who were not allowed to enter the Spring 2016 Cohort as they had originally planned. This was caused by our having to restrict the cohort size to 40 students. It is unknown at this time if and when these students will be allowed to resume their studies.

Enhanced Resources Available (classroom and laboratory space):

1. Physical Space Availability – No enhancement necessary.

Other than the ongoing campus plan for renovation, there are no enhancements necessary at this time period. The nursing program has priority in all campus classroom scheduling. The current 4 classrooms in Building 1 (28,000 SF) have been adequate to support 60 students per cohort. These classrooms have recently been fitted with new tables and chairs to accommodate the student’s needs. There is no perceived actual need for additional physical space; however, the University has recently renovated two additional classrooms (65 seats each) in Building 2 (10,000 SF) should this space be needed. Building 2 (10,000 SF) and Building 3 (33,000 SF) also has the capacity for building additional classrooms and learning spaces should these been a need d in the future. This is a grand total of 72,000 SF of educational space available. Furthermore, the University (February 2016) added an additional nursing skills lab providing for a second student learning space. Although there has not been a sustained demonstrated need for this lab it is available for occasional use whenever the need arises. The nursing skills lab(s) are open at least 4 days each week.

Although it is not required to support the increase in enrollment numbers, a plan is currently being developed by the SON to enhance one of the existing laboratories to become an enriched dedicated learning “Skills and Praxis Lab.”

The goal of the praxis lab is to allow students to use theory to drive practice thereby promoting critical thinking. The work of many known nursing theorists and non-nursing theorists such as Piaget, Maslow, Erickson and Levin will be used to challenge student decision making process, enhance learning, and help with remediation. The praxis lab and remediation plan will be presented to the nursing faculty at the next scheduled meeting for discussion and planning.

Current Classroom Availability

| Classroom Availability | Building | Capacity | Current Utilization Pattern |
|------------------------|----------|----------|-----------------------------|
| 322 | 1 | 42 seats | Utilized |
| 203 | 1 | 60 seats | Utilized |
| 206 | 1 | 65 seats | Utilized |
| 208 | 1 | 60 seats | Utilized |
| 101 | 2 | 65 seats | Available if needed |
| 102 | 2 | 65 seats | Available if needed |

Current Nursing Skills Laboratory Availability

| Nursing Lab Availability | Building | Bed Capacity | Seat Capacity | Current Utilization Pattern |
|--------------------------|----------|--------------|---------------|---|
| 204 | 1 | 7 | 17 | Utilized |
| 209 | 1 | 3 | 8 | Minimum Utilization (high availability) |

2. Financial Resources: No enhancement necessary.

The University supports the nursing program and provides for its needs on an ongoing basis. The nursing program has an additional quarterly budget of up to \$5,000 for incidentals, supplies, lab resources, and other incidentals to augment the student experience. Moreover, the University fully funds any needed faculty positions as well as additional needs for accreditation, meetings, and other typical budget line items. No changes to the current nursing budget are planned at this time.

3. Clinical Placements w/Faculty Support PLAN: No enhancement necessary.

The AUHS SON belongs to both the Orange County - Long Beach Consortium (OCLBC) and California Institute for Nursing and Healthcare Consortium (CINHC). Additionally, the SON has individualized contracts with clinical and community sites. Currently the University School of Nursing has a list of 73 clinical agreements and utilizes only approximately 8 – 17 of them each quarter. We do not have the need for additional clinical sites as our current agreements adequately cover our needs at this time and in the foreseeable future. No other programs will be impacted by this “change.” Therefore, no notifications request for additional clinical placements or additional clinical sites are warranted at this period of time.

Potential Spring and Fall Plan

| Clinical Course | Clinical Site | Classification Approval | How often utilized? | Faculty Support |
|---|---------------------------------------|-------------------------|---------------------|-----------------------|
| Nursing 300L: Older Adult Nurs. Care. | SFMC -Post Acute SNF HSP | Medical Surgical | Every Other Quarter | Kristen Soengeng |
| | SFMC – MS Oncol. Tower | Medical Surgical | Every Other Quarter | Jovita Ezirim |
| | SFMC - Geriatric 2 E Tower | Medical Surgical | Every Other Quarter | Tracey-Beltran Flores |
| | Torrance Memorial Hospital | Medical Surgical | Every Other Quarter | Darling Richiez |
| | LCOM -- Providence | Medical Surgical | Every Other Quarter | Sheltona Jordon |
| | Walnut Village | Medical Surgical | Every Other Quarter | Tracey Beltran Flores |
| | Fountain Valley | Medical Surgical | Back- up | |
| | Garden Grove | Medical Surgical | Back- up | |
| Nursing 350L: Child Health Nursing Care | Graceful Senescence | Medical Surgical | Back- up | |
| | Cedars Sinai Medical Center | Child Health | Every other Quarter | Joy Floro |
| | White Memorial-PICU 2 East | Child Health | Every other Quarter | Sharicca Miller |
| | White Memorial-Ped Med Rehab 2 East | Child Health | Every other Quarter | Sharicca Miller |
| | Torrance - Peds Unit | Child Health | Every other Quarter | Joy Floro |
| | SFMC – Peds Unit | Child Health | Every other Quarter | Claudine Samonte |
| | McRory Pediatric Services | Child Health | Every other Quarter | Myrna Dial |
| | Compton School District | Child Health | Every other Quarter | Starlee Luna |
| | LA School Dist. | Child Health | Every other Quarter | |
| | Ability First Long Beach | Child Health | Back-up | |
| Nursing 360L: Woman's Health Nurs. Care | Crittenton | Child Health | Back- up | |
| | Fountain Valley Med Ctr. | Obstetrics | Every other Quarter | Sue Morrison |
| | LCOM -3 rd Heritage Hannon | Obstetrics | Every other Quarter | Emily Go |
| | Torrance Memorial | Obstetrics | Every other Quarter | Trennel Smith |
| | Saddleback Memorial | Obstetrics | Every other Quarter | Trennel Smith |
| | White Mem – OB L/D 3 S | Obstetrics | Every other Quarter | Elizabeth Bollaji |
| | White Mem – NICU North Sct | Obstetrics | Every other Quarter | Yin Ru |
| | White Mem-OB 4 South | Obstetrics | Every other Quarter | Cheryl Padgham |
| | Long Beach Health Department | Obstetrics | Every other Quarter | Emily Go |
| | Hollywood Sunset Clinic | Obstetrics | Back- up | |
| Nursing 410L: Community Health Nurs. Care | Horizon Pregnancy Center | Obstetrics | Back - up | |
| | Dr. Payman Pico | Obstetrics | Back- up | |
| | Ability First Inglewood | Community Health | Every other Quarter | Cherrie Forsha |
| | Ability First Long Beach | Community Health | Every other Quarter | Cherrie Forsha |
| | Compton Unified School District | Community Health | Every other Quarter | Shetona Jordan |
| | NRI | Community Health | Every other Quarter | Shetona Jordan |
| | Aids Healthcare Foundation | Community Health | Every other Quarter | Cherrie Forsha |
| | OPCCN | Community Health | Back-up | |
| Los Angeles Unified School District | Community Health | Back-up | | |

| | | | | |
|--------------------------------------|-----------------------------------|------------------------------------|---------------------|-------------------|
| Nursing 470L: Adv. Adult Nurs. Care. | Hoag- Neuro ICU | Medical Surgical | Every other Quarter | Cherrie Forsha |
| | Hoag- 4W | Medical Surgical | Every other Quarter | Katia Struder |
| | Hoag- 9W | Medical Surgical | Every other Quarter | Cherrellyn Estell |
| | Hoag- 10W | Medical Surgical | Every other Quarter | Chen Sun |
| | Hoag ED | Medical Surgical | Every other Quarter | Shylee Tiamson |
| | SFMC | Medical Surgical | Every other Quarter | Chen Sun |
| | Torrance | Medical Surgical | Every other Quarter | Shylee Tiamson |
| | LCOM-1 st Hannon Tower | Medical Surgical | Every other Quarter | Cherrellyn Estell |
| | Garden Grove | Medical Surgical | Every other Quarter | Chen Sun |
| | Citrus Valley Medical Center | MedSurg, ER, Critical Care, DOU | Back-up | |
| | White Memorial | Medical Surgical | Back- up | |

WINTER AND SUMMER PLAN

| Clinical Course | Clinical Site | Classification Approval | How often utilized? | Faculty Support |
|---|---|--------------------------------|----------------------------|------------------------|
| Nursing 250L: Intro to Nursing Care | Hollenbeck 1 | Fundamentals | Every Other Quarter | Tracey Beltran Flores |
| | Hollenbeck 2 | Fundamentals | Every Other Quarter | Golda Reyes |
| | St Francis Medical Center | Fundamentals | Every Other Quarter | Kristen Soeeng |
| | Walnut Village - Rehab | Fundamentals | Every Other Quarter | Sheltona Jordan |
| | Walnut Village – Alzh. | Fundamentals | Every Other Quarter | Tykesha Thomas |
| | Walnut Village – Resid. | Fundamentals | Every Other Quarter | Tykesha Thomas |
| | Heritage Rehab Center | Fundamentals | Back-up | |
| Nursing 330 L: Inter. Nursing Care | LCOM | Medical Surgical | Every Other Quarter | Shylee Tiamson |
| | St. Francis Medical Center | Medical Surgical | Every Other Quarter | Tracey Beltran Flores |
| | White Memorial | Medical Surgical | Every Other Quarter | Sheltona Jordan |
| | Torrance Memorial | Medical Surgical | Every Other Quarter | Shylee Tiamson |
| | Garden Grove | Medical Surgical | Every Other Quarter | Golda Reyes |
| | Los Alamitos | Medical Surgical | Every Other Quarter | Chen Sun |
| Nursing 370 L: Psyc/ MHN | View Heights Convalescent Hospital – Locked | Psychiatric | Every other Quarter | Jovita Ezirim |
| | View Heights - unlocked | Psychiatric | Every other Quarter | Cherrellyn Estell |
| | Silverlake | Psychiatric | Every other Quarter | Pedro Morante |
| | Metropolitan | Psychiatric | Every other Quarter | Eunice Nkongho |
| | Walnut Village | Psychiatric | Every other Quarter | Cherrellyn Estell |
| | College Hospital | | Every other Quarter | Kanya Sitanggan |
| Nursing 380L: Critical Care | South Coast Global Med Ctr | Medical Surgical | Every other Quarter | Sharicca Miller |
| | Los Alamitos | Medical Surgical | Every other Quarter | Tracey Beltran- Flores |
| | Fountain Valley | Medical Surgical | Every other Quarter | Tykesha Thomas |
| | SFMC | Medical Surgical | Every other Quarter | Tykesha Thomas |
| | White Memorial Medical Center | Medical Surgical | Every other Quarter | Cherrie Forsha |
| | Torrance Memorial | Medical Surgical | Every other Quarter | Shylee Tiamson |
| | Garden Grove | Medical Surgical | Every other Quarter | Sharica Miller |
| | Hoag Hospital ICU | Medical Surgical | Every other Quarter | Cherrie Forsha |
| | Hoag Hospital ER/CCU | Medical Surgical | Every other Quarter | Cherrie Forsha |
| Nursing 430 L: Basic Leadership & Mgmt. | Keck USC | Medical Surgical | Every other Quarter | Preceptor |
| | Ability First | Medical Surgical | Every other Quarter | Preceptor |
| | Ability First | Medical Surgical | Every other Quarter | Preceptor |
| | Torrance | Medical Surgical | Every other Quarter | Preceptor |
| | Aids Health foundation | Medical Surgical | Every other Quarter | Preceptor |
| | West Anaheim | Medical Surgical | Every other Quarter | Preceptor |
| | Lakewood | Medical Surgical | Every other Quarter | Preceptor |
| | White Memorial | Medical Surgical | Every other Quarter | Preceptor |
| | Garden Grove | Medical Surgical | Every other Quarter | Preceptor |
| | Vitas Hospice | Medical Surgical | Every other Quarter | Preceptor |
| | UCI | Medical Surgical | Every other Quarter | Preceptor |
| | Cambrian | Medical Surgical | Every other Quarter | Preceptor |
| | Heritage | Medical Surgical | Every other Quarter | Preceptor |
| | Hoag | Medical Surgical | Every other Quarter | Preceptor |
| | Hollenbeck | Medical Surgical | Every other Quarter | Preceptor |
| | Fountain Valley | Medical Surgical | Every other Quarter | Preceptor |
| | Compton Unified School District | Medical Surgical | Every other Quarter | Preceptor |

The tables presented above shows the clinical courses and approved clinical sites. The SON has currently 74 approved clinical sites and typically utilizes only 8-17 of them each quarter. Attachment 1 “*Clinical Affiliations Sites Utilization Grid*” depicts our current clinical sites and the utilization pattern of these sites. The table demonstrates that there are ample clinical sites to support cohorts of 60 students.

4. Plan for increased administrative/clerical support: No enhancement necessary.

The SON has a dedicated full-time administrative assistant, half- time student success coordinator, and a full-time clinical coordinator. The SON has the ability to pull additional resources from the administrative support pool of the University should the occasional need arise. The FT administrative assistant and the FT clinical coordinator have continuously supported 5 sixty-student cohorts therefore the SON does not feel that additional clerical support is warranted at this time.

5. Plan for increased student-services support: No enhancement necessary.

The SON has a dedicated student services support such as 1) FT student services director; 2) FT Career Services coordinator; 4) FT registrar; 5) FT financial aid director and assistant; and additional supportive personnel. These personnel have continuously supported 5 sixty-student cohorts therefore the SON does not feel that additional student -support is warranted at this time.

6. Plan for increases to library. No enhancement necessary.

AUHS has a dedicated FT librarian and a dedicated FT library assistant. The SON faculty advises the library on library resources needed on an ongoing basis (no changes). The library personnel have continuously supported 5 sixty-student cohorts plus additional programs, therefore, the SON does not feel that additional student -support is warranted at this time. Currently the AUHS library is open Monday, Tuesday, Thursday and Friday, 8am – 7pm, on Wednesday 8am – 8pm, and occasionally on Saturday.

7. Plan for increases for additional student resources. No enhancement necessary.

The SON has a dedicated FT Student Success Coordinator. The roles of the Student Success Coordinator includes providing a one-on-one support to pre-licensure students as they near graduation and are getting ready to transition to practice, select testing and data collection and analysis. This role has continuously supported 5 sixty-student cohorts therefore the SON does not feel that additional student -support is warranted at this time.

8. Plan for increases in faculty. No enhancement necessary.

We currently have adequate faculty backing to support 5 sixty-student cohorts in our current arsenals of faculty each quarter. In addition to our full-time faculty we have a large pool of highly qualified adjunct faculty. Although we do not feel we have a need to increase the faculty to support this particular request, the AUHS SON does plan on increasing our full-time faculty pool to enhance student learning experiences, increase student success, and to support our mission.

The current total number of full time nursing faculty members is 7. The SON is blessed to have the University Vice President and Provost as nurses who are currently teaching in the SON and considered part of the program. They will continue to support the school in this capacity. Additionally, the SON does have a large pool of 22 adjunct faculty members.

Faculty Hiring Plan and Timeline for Hiring

| Date | Plan | FTs | Budgeted? |
|-------------|-------------------------------------|-----|--|
| Spring 2016 | Hired 1 FT faculty member | 7 | Completed |
| Summer 2016 | Hire 1 additional FT faculty member | 8 | We are currently interviewing 3 potential faculty members for Psych and Peds Content Expertise |
| Fall 2016 | Hire 1 additional FT faculty member | 9 | Yes |
| Winter 2017 | Hire 1 additional FT faculty member | 10 | Yes |

9. School of Nursing (Program) record of NCLEX rate:

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Annual NCLEX Pass Rate (for first time test takers) |
|------|-----------|-----------|-----------|----------------|---|
| 2016 | 85.71% | 93.75% | 92.59% | (100%) pending | (2015-2016) – 92.31% (tentative) |
| 2015 | 87.50% | 100% | 88.89% | 62.50% | (2014-2015) – 84.62% |
| 2014 | 87.50% | 100% | 88.89% | 88.24% | (2013-2014) – 80% |
| 2013 | 14.29% | 33.33% | 60% | 75% | 2012-2013 – 50% |

10. Process to ensure effective program delivery to accommodate increased enrollment:

No plan is necessary. The SON is administered by a Dean, and co-administered by an Assistant Dean who is supported by teaching faculty. The provost, a former dean supports the Program Dean and Assistant Dean. Additionally, a FT nursing Administrative Assistant, a FT student success coordinator and a FT clinical coordinator make-up the SON service line while the University supports all of its students with a FT student services coordinator, and a full-component of additional student services (registrar, financial aid personnel, admissions department personnel, career services, and other administrative personnel.)

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5.2
DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Approval of Major Curriculum Revision for California State University, Bakersfield Baccalaureate Degree Nursing Program (curriculum revision)

REQUESTED BY: Carol Velas, Nursing Education Consultant

BACKGROUND: Deborah Boschini EdD, MSN, PHN, RN is currently the Program Director and Department Chair for all nursing programs at CSU-Bakersfield. Phyllis Heintz PhD, RN, CTN-B will replace Dr. Boschini on August 16, 2016 as Dr. Boschini's term comes to an end.

A proposal for a Major Curriculum Revision for the traditional BSN program was submitted with implementation planned for Fall Semester, 2016. Currently, CSU-Bakersfield is undergoing a campus-wide mandated conversion from the quarter system to semesters which was the main impetus for this current revision. The curriculum will be changed from a 10 week quarter to a 16 week semester, compressed into 15 weeks. The faculty of CSU-Bakersfield were highly involved in the transformation of the curriculum and implemented changes using evaluation data to enhance student learning and better align with professional nursing education standards.

The organizing framework for the curriculum includes four universal concepts of nursing including the client, the environment, health, and the nurse. Quality and Safety in Nursing Education, AACN's Baccalaureate Essentials, California Nurse Practice Act Scope of Regulation and Standards of Competent Performance and the Nursing Process are also included in this framework. There were no changes to the current curriculum framework.

The traditional BSN and LVN 30 Unit Option curricular changes include:

- The required curriculum moves from 12 quarters to 8 semesters delivered over four years.
 - The revised units include: Nursing Theory-30units, Nursing Clinical-21units, Communication-6units, and Science-27units for a total of 84 units required from licensure. Other degree requirements vary from 0-36units for a total of 120units for graduation.
- Course number and course names were retitled.
- Program objectives have editorial and formatting changes to better align with the AACN Baccalaureate Essentials.
- Prerequisite courses were moved to balance semester loads.
- To comply with CSU system wide initiative to cap baccalaureate majors at 120 units, changes were made to General Education unit requirements.

- Clinical evaluation tools reflect course objectives and progress from dependent to independent practice as content and skills progress in complexity.
- Specific changes to nursing courses:
 - The combined Nursing Fundamentals and Concepts course in the previous curriculum were separated into two courses to provide more focus on content for students.
 - Gerontology was previously integrated into all medical/surgical courses but has been separated into its own theory and clinical course.
 - Pharmacology was previously a 3 unit course. In the new curriculum, Pharmacology is taught each semester and aligned with the five areas of required content. The overall units of pharmacology have increased by 2 units.

This proposal meets BRN rules and regulations and details of the curriculum changes are outlined in the attachment to this Agenda Item Summary.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Carol Velas EdD, MSN, RN
Nursing Education Consultant



CSU Bakersfield

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Department of Nursing

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www.csub.edu/nursing

April 11, 2016

To: Carol Velas, EdD, MSN, RN
Nursing Education Consultant
California Board of Registered Nursing

From: Deborah Boschini, EdD, MSN, PHN, RN
Chair, Department of Nursing
California State University, Bakersfield

Subject: Proposed Major Revision, BSN Pre-Licensure Curriculum

Rationale for Curriculum Revision:

This proposal seeks to revise the Traditional BSN curriculum to comply with the campus-wide mandated conversion from quarters to 15 week semesters, compressed from 16 weeks, effective Fall Semester 2016. The nursing faculty was highly involved in the transformation of the curriculum and implemented changes using evaluation data to enhance student learning and better align with professional nursing education standards.

Summary of Proposed Changes:

- 1) The Program Objectives document included in this packet reflect editorial and formatting changes to better align with the American Association of Colleges of Nursing (AACN) *Baccalaureate Essentials*.
- 2) The General Education (GE) program presented in this package is approved by the CSUB campus and the CSU Chancellor's office.
- 3) Some GE units were waived for the nursing program due to duplication of GE content provided in nursing courses.
- 4) The curriculum complies with the CSU system-wide initiative to cap baccalaureate majors at 120 semester units. No nursing units were lost; the changes were in GE units.
- 5) The NURS 2110/2111 Fundamentals and NURS 2120/2121 Assessment courses were separated into two courses in the sophomore year to provide more focus on content for students.
- 6) Gerontology theory and clinical were part of the Medical/Surgical course in the quarter system. The Gerontology content now has dedicated theory and clinical courses separate from the Medical/Surgical courses.
- 7) Pharmacology content has been increased and distributed over five semesters. This is in response to student and faculty feedback that continued and ongoing reinforcement of pharmacology principles would be beneficial to student learning. The pharmacology content each semester corresponds to the theory and clinical content presented in other courses (example: Pediatrics and Gerontology).

On behalf of the CSUB Department of Nursing, thank you for your attention to this proposed revision.

Deborah Boschini

California State University, Bakersfield

Department of Nursing

Comparison of Units in Required Nursing Courses – BSN Program

Current BRN-Approved Quarter Curriculum vs. Proposed Semester Curriculum

| Current Quarter Curriculum | | | Proposed Semester Curriculum | | |
|--|------------------|--------------------|--|------------------|--------------------|
| Course | Theory (T) Units | Clinical (C) Units | Course | Theory (T) Units | Clinical (C) Units |
| N245 Pharmacology – T | 3 | | N2140 Pharmacology I | 1 | |
| | | | N2150 Pharmacology II | 1 | |
| | | | N3160 Pharmacology III | 1 | |
| | | | N3170 Pharmacology IV | 1 | |
| | | | N4180 Pharmacology V | 1 | |
| N261 Concepts Fundamental to Nursing – T | 5 | | N2110 Health Assessment and Physical Examination – T | 2 | |
| | | | N2111 Health Assessment and Physical Examination – C | | 1 |
| N262 Assessment & Fundamental Nursing Skills – C | | 4 | N2120 Fundamentals – T | 3 | |
| | | | N2121 Fundamentals – C | | 3 |
| N263 Health Care of Adults I – T | 5 | | N2130 Medical/Surgical Nurs – T | 3 | |
| N264 Health Care of Adults I – C | | 4 | N2131 Medical/Surgical Nurs – C | | 3 |
| N265 Health Care of Adults II – T | 5 | | N3140 Gerontological Nurs – T | 2 | |
| N266 Health Care of Adults II – C | | 4 | N3141 Gerontological Nurs – C | | 1 |
| N351 Psychiatric-Mental Health Nursing – T | 5 | | N3130 Psychiatric/Mental Health Nursing – T | 3 | |
| N352 Psychiatric-Mental Health Nursing – C | | 3 | N3131 Psychiatric/Mental Health Nursing – C | | 2 |
| N353 Family Expansion – T | 5 | | N3110 Women & Childbearing Family – T | 3 | |
| N354 Family Expansion – C | | 4 | N3111 Women & Childbearing Family – C | | 3 |
| N355 Children & Adolescents – T | 5 | | N3120 Children & Adolescents-T | 3 | |
| N356 Children & Adolescents - C | | 4 | N3121 Children & Adolescents-C | | 3 |
| N357 Nursing Research | 3 | | N3250 Nursing Research | 3 | |
| N441 Community Health Nurs – T | 5 | | N4120 Community & Public Health Nursing – T | 3 | |
| N442 Community Health Nurs – C | | 5 | N4121 Community & Public Health Nursing – C | | 3 |
| N463 Critical Care Nursing – T | 3 | | N4110 Critical Care Nursing – T | 3 | |
| N464 Critical Care Nursing – C | | 3 | N4111 Critical Care Nursing – C | | 3 |
| N490 Senior Seminar-Leadership-T | 5 | | N4908 Leadership in Nursing – T | 3 | |
| | | | N4901 Professional Nursing Practicum – C | | 2 |
| | | | N4140 NCLEX Licensure Preparation | 1 | |
| Total | 51 | 35 | | 37 | 24 |
| Total BSN Coursework Units: | 42 | 30 | | 31 | 21 |

Conversion Formula for quarters to semesters: 1 quarter unit equals 0.6666 semester units

Shaded area note: Sophomore theory and clinical content was redistributed to new theory and clinical courses. Three units (2 theory and 1 clinical) were moved to the junior year for the Gerontology content.

TOTAL CURRICULUM PLAN

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| | | | | | | | | | | | | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------|-------|----|----|----|---|---|---------|-------|-------|-------|-------------|-----|
| Name of School: California State University, Bakersfield | | | | | | | | | | | Date Submitted: 6/27/2016 | | | | | | | |
| Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | | | | | | | | | | | For BRN Office Use Only <input type="checkbox"/> Approve <input type="checkbox"/> Not Approve | | | | | | | |
| Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor | | | | | Effective Date: 8/22/2016 | | | | | | | | | | | | | |
| List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. | | | | | | | | | | | By: Date: | | | | | | | |
| Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | | | | | | | | | | Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter | | *Wk: 15 | | | | | |
| Quarter/Semester: Fall | | | | | | | | | | | Total | | Theory | | Lab | | Total Hours | |
| | | | | | | | | | | | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| BIOL2210 Anatomy | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 4 | 3 | 3 | 1 | 3 | 45 | 45 | | | | |
| CHEM1000 Chemistry | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 | | | | |
| ENGL1109, 1119, 1129 | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 | | | | |
| MATH1209 Statistics | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 | | | | |
| CSUB1009 1st Yr Experience | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 1 | 1 | 1 | | 0 | 15 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| Total | | | | | | | | 14 | 13 | 13 | 1 | 3 | 195 | 45 | | | | |
| Quarter/Semester: Spring | | | | | | | | | | | Total | | Theory | | Lab | | Total Hours | |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| BIOL2230 Microbiology | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 4 | 2 | 2 | 2 | 6 | 30 | 90 | | | | |
| BIOL2220 Physiology | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 4 | 3 | 3 | 1 | 3 | 45 | 45 | | | | |
| COMM1008 Public Speaking | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 | | | | |
| PHIL1019, PHIL 2019, SOC1018 Critical Thinking | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 | | | | |
| CSUB1019 1st Yr Experience | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 1 | 1 | 1 | | 0 | 15 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| Total | | | | | | | | 15 | 12 | 12 | 3 | 9 | 180 | 135 | | | | |
| Quarter/Semester | | | | | | | | | | | Total | | Theory | | Lab | | Total Hours | |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| Total | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |

Conversion Formula for quarters to semesters: 1 quarter unit equals 0.6666 semester units

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

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| Name of School: California State University, Bakersfield | | | | | | | | | | | Date Submitted: 6/27/2016 | | | | | | | |
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| Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor | | | | | Effective Date: 8/22/2016 | | | | | | | | | | | | | |
| List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. | | | | | | | | | | | By: Date: | | | | | | | |
| Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | | | | | | | | | | Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter | | *Wk: 15 | | | | | |
| Quarter/Semester: Fall | | | | | | | | | | | Total | | Theory (T) | | Clinical (C) | | Total Hours | |
| | | | | | | | | | | | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| N2110 Health Assessment - T | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 2 | 2 | 2 | | 0 | 30 | 0 | | | | |
| N2111 Health Assessment - C | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 1 | | 0 | 1 | 3 | 0 | 45 | | | | |
| N2120 Fundamentals- T | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 | | | | |
| N2121 Fundamentals - C | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | | 0 | 3 | 9 | 0 | 135 | | | | |
| N2140 Pharmacology I | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 1 | 1 | 1 | | 0 | 15 | 0 | | | | |
| BIOL3220 Pathophysiology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 4 | 4 | 4 | | 0 | 60 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| Total | | | | | | | | 14 | 10 | 10 | 4 | 12 | 150 | 180 | | | | |
| Quarter/Semester: Spring | | | | | | | | | | | Total | | | | Total Hours | | | |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| N2130 Med/Surg - T | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 | | | | |
| N2131 Med/Surg - C | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | | 0 | 3 | 9 | 0 | 135 | | | | |
| N2150 Pharmacology II | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 1 | 1 | 1 | | 0 | 15 | 0 | | | | |
| BIOL2240 Nutrition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 2 | 2 | 2 | | 0 | 30 | 0 | | | | |
| PSYC1018 Psychology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 | | | | |
| AREA C | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 | | | | |
| HIST1218 or 1228Poli Sci | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 | | | | |
| Total | | | | | | | | 18 | 15 | 15 | 3 | 9 | 225 | 135 | | | | |
| Quarter/Semester | | | | | | | | | | | Total | | | | Total Hours | | | |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| Total | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

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|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|----|------------|-------|---|-------|-------------|--------|
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| Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | | | | | | | | | | | For BRN Office Use Only <input type="checkbox"/> Approve <input type="checkbox"/> Not Approve | | | |
| Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor | | | | | Effective Date: 8/22/2016 | | | | | | | | | |
| List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. | | | | | | | | | | | By: Date: | | | |
| Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 | | | | | | | Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter | | *Wk: 15 | | | | | |
| Quarter/Semester: Fall | | | | | | | Total | | Theory (T) | | Clinical (C) | | Total Hours | |
| | | | | | | | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab |
| N3120 Child/Adolescents - T | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 |
| N3121 Child/Adolescents - C | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | | 0 | 3 | 9 | 0 | 135 |
| N3140 Geriatric Nursing - T | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 15 | 2 | 2 | 2 | | 0 | 30 | 0 |
| N3141 Geriatric Nursing - C | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 15 | 1 | | 0 | 1 | 3 | 0 | 45 |
| N3160 Pharmacology III | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 15 | 1 | 1 | 1 | | 0 | 15 | 0 |
| N3150 Nursing Research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 |
| N2190 Lifespan Development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 |
| Total | | | | | | | | 16 | 12 | 12 | 4 | 12 | 180 | 180 |
| Quarter/Semester: Spring | | | | | | | Total | | | | | | Total Hours | |
| | M | S | O | C | P | G | | | **Wk: | Units | Hr/Wk | Units | Hr/Wk | Theory |
| N3110 Women/Childbearing-T | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 |
| N3111 Women/Childbearing-C | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | | 0 | 3 | 9 | 0 | 135 |
| N3130 Psychiatric Nursing-T | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 |
| N3131 Psychiatric Nursing-C | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 15 | 2 | | 0 | 2 | 6 | 0 | 90 |
| N3170 Pharmacology IV | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 15 | 1 | 1 | 1 | | 0 | 15 | 0 |
| SOC1008 or ANTH1318 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 |
| PLS11018 or PPA2008 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | | 0 | 45 | 0 |
| Total | | | | | | | | 18 | 13 | 13 | 5 | 15 | 195 | 225 |
| Quarter/Semester | | | | | | | Total | | | | | | Total Hours | |
| | M | S | O | C | P | G | | | **Wk: | Units | Hr/Wk | Units | Hr/Wk | Theory |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 |
| Total | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

| | | | | | | | | | | | | | | | | | | |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|---------------------------|--------------------------|-------|-------|-------|-------|---|--------|------------|--------|--------------|-------|-------------|-----|
| Name of School: California State University, Bakersfield | | | | | | | | | | | Date Submitted: 6/27/2016 | | | | | | | |
| Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | | | | | | | | | | | For BRN Office Use Only <input type="checkbox"/> Approve <input type="checkbox"/> Not Approve | | | | | | | |
| Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor | | | | | Effective Date: 8/22/2016 | | | | | | | | | | | | | |
| List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. | | | | | | | | | | | By: Date: | | | | | | | |
| Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 | | | | | | | | | | | Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter | | *Wk: 15 | | | | | |
| Quarter/Semester: Fall | | | | | | | | | | | Total | | Theory (T) | | Clinical (C) | | Total Hours | |
| | | | | | | | | | | | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab |
| | M | S | O | C | P | G | **Wk: | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab | | | | | |
| N4110 Critical Care Nursing-T | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | 0 | 45 | 0 | | | | | |
| N4111 Critical Care Nursing-C | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 0 | 3 | 9 | 0 | 135 | | | | | |
| N4120 Community Nursing-T | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | 0 | 45 | 0 | | | | | |
| N4121 Community Nursing-C | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 0 | 3 | 9 | 0 | 135 | | | | | |
| N4180 Pharmacology V | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 1 | 1 | 1 | 0 | 15 | 0 | | | | | |
| AREA C | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | 0 | 45 | 0 | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | | | | | |
| Total | | | | | | | | 16 | 10 | 10 | 6 | 18 | 150 | 270 | | | | |
| Quarter/Semester: Spring | | | | | | | | | | | Total | | | | Total Hours | | | |
| | M | S | O | C | P | G | **Wk: | Units | Hr/Wk | Units | | | Hr/Wk | Theory | Lab | | | |
| N4901 Profess Practicum, C | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 2 | 0 | 2 | 6 | 0 | 90 | | | | | |
| N4900 Leadership, T | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | 0 | 45 | 0 | | | | | |
| N4140 NCLEX Prep | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 1 | 1 | 1 | 0 | 15 | 0 | | | | | |
| Upper Division C | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | 0 | 45 | 0 | | | | | |
| GWAR | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | | | | | |
| Total | | | | | | | | 9 | 7 | 7 | 2 | 6 | 105 | 90 | | | | |
| Quarter/Semester | | | | | | | | | | | Total | | | | Total Hours | | | |
| | M | S | O | C | P | G | **Wk: | Units | Hr/Wk | Units | | | Hr/Wk | Theory | Lab | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | | | | | |
| Total | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

d

d

d

d

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

| | |
|---|---|
| Program Name: California State University, Bakersfield | For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy |
| Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate | |
| Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: August 22, 2016 | |
| Academic System: <input checked="" type="checkbox"/> Semester 15 weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter | |

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

| | Semester Units | Quarter Units | Current BRN-Approved Curriculum (Quarters) | Proposed Curriculum Revision *Place asterisk next to proposed change (Semesters) |
|--------------------------------------|-------------------|------------------|--|---|
| Nursing | 36 | 54 | 77 | 51* |
| Theory | (18) | (27) | (47) | (30*) |
| Clinical | (18) | (27) | (30) | (21*) |
| Communication Units | 6 | 9 | 10 | 6* |
| Science Units | 16 | 24 | 34 | 27* |
| TOTAL UNITS FOR LICENSURE | 58 | 87 | 121 | 84* |
| Other Degree Requirements | | | Varies – 0 to 71 ¹ | Varies – 0 to 36 ^{1*} |
| TOTAL UNITS FOR GRADUATION | | | 192 | 120* |

Conversion Formula for quarters to semesters: 1 quarter unit equals 0.6666 semester units

¹ Second degree baccalaureate students have GE requirements met upon applying for graduation.

List the course number(s) and titles(s) in which content may be found for the following required content areas:

| REQUIRED CONTENT | Course Number | Course Titles |
|-------------------------------|--|---|
| Alcohol & chemical Dependency | NURS 3130 NURS 3131 | Psychiatric/Mental Health Nursing – Theory Psychiatric/Mental Health Nursing – Clinical |
| Personal Hygiene | NURS 2120 NURS 2121 | Fundamentals of Nursing Practice – Theory Fundamentals of Nursing Practice – Clinical |
| Human Sexuality | NURS 2198 NURS 2130 NURS 2131 NURS 3110 NURS 3111 | Lifespan Development Medical/Surgical Nursing – Theory Medical/Surgical Nursing – Clinical Women/Childbearing-Theory Women/Childbearing-Clinical |
| Client Abuse | NURS 3120 NURS 3121 NURS 3130 NURS 3131 NURS 3140 | Child/Adolescents-Theory Child/Adolescents-Clinical Psychiatric/Mental Health Nursing – Theory Psychiatric/Mental Health Nursing – Clinical Gerontological Nursing – Theory |
| Cultural Diversity | NURS 2198 NURS 2111 NURS 3110 NURS 3140 NURS 3141 NURS 4120 NURS 4121 NURS 2120, 2111, 2130, 2131, 4111 | Lifespan Development Health Assessment and Physical Examination Nursing Care of Women and the Childbearing Family – Theory Gerontological Nursing – Theory Gerontological Nursing – Clinical Community and Public Health Nursing – Theory Community and Public Health Nursing – Clinical Integrated through all Med/Surg Courses-Theory and Clinical |
| Nutrition | BIOL 2240 | Nutrition |
| Pharmacology | NURS 2140 NURS 2150 NURS 2160 NURS 2170 NURS 2180 | Pharmacology I Pharmacology II Pharmacology III Pharmacology IV Pharmacology V |
| Legal Aspects | NURS 2120 NURS 2121 NURS 3130 NURS 3131 | Fundamentals of Nursing Practice – Theory Fundamentals of Nursing Practice – Clinical Psychiatric/Mental Health Nursing – Theory Psychiatric/Mental Health Nursing – Clinical |

| | | |
|------------------------|-----------|--|
| Social/Ethical Aspects | NURS 2190 | Lifespan Development |
| | NURS 2120 | Fundamentals of Nursing Practice – Theory |
| | NURS 2121 | Fundamentals of Nursing Practice – Clinical |
| | NURS 2130 | Medical/Surgical Nursing – Theory |
| | NURS 2131 | Medical/Surgical Nursing – Clinical |
| | NURS 3111 | Nursing Care of Women and the Childbearing Family – Clinical |
| | NURS 3130 | Psychiatric/Mental Health Nursing – Theory |
| | NURS 3131 | Psychiatric/Mental Health Nursing – Clinical |
| Management/Leadership | NURS 2130 | Medical/Surgical Nursing – Theory |
| | NURS 2131 | Medical/Surgical Nursing – Clinical |
| | NURS 4110 | Critical Care Nursing – Theory |
| | NURS 4111 | Critical Care Nursing – Clinical |
| | NURS 4901 | Professional Nursing Practicum |
| | NURS 4900 | Leadership in Nursing (Capstone) |

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

| REQUIRED CONTENT | Course Number | Course Title | Units |
|---------------------|---------------|--|-------|
| NURSING | | | |
| Medical-Surgical | NURS 2110 | Health Assessment and Physical Examination-Theory | 2 |
| | NURS 2111 | Health Assessment and Physical Examination – Clinical | 1 |
| | NURS 2120 | Fundamentals of Nursing Practice – Theory | 3 |
| | NURS 2121 | Fundamentals of Nursing Practice – Clinical | 3 |
| | NURS 2130 | Medical/Surgical Nursing – Theory | 3 |
| | NURS 2131 | Medical/Surgical Nursing – Clinical | 3 |
| | NURS 4110 | Critical Care Nursing – Theory | 3 |
| | NURS 4111 | Critical Care Nursing - Clinical | 3 |
| Obstetrical | NURS 3110 | Nursing Care of Women and Childbearing Family – Theory | 3 |
| | NURS 3111 | Nursing Care of Women and Childbearing Family – Clinical | 3 |
| Pediatric | NURS 3120 | Nursing Care of Children and Adolescents – Theory | 3 |
| | NURS 3121 | Nursing Care of Children and Adolescents – Clinical | 3 |
| Psych/Mental Health | NURS 3130 | Psychiatric/Mental Health Nursing – Theory | 3 |
| | NURS 3131 | Psychiatric/Mental Health Nursing – Clinical | 2 |
| Geriatrics | NURS 3140 | Gerontological Nursing – Theory | 2 |
| | NURS 3141 | Gerontological Nursing – Clinical | 1 |

| | | | |
|---------------------------|-----------------------------|--|--------------------------------|
| Pharmacology | NURS 2140 | Pharmacology I | 1 |
| | NURS 2150 | Pharmacology II | 1 |
| | NURS 3160 | Pharmacology III | 1 |
| | NURS 3170 | Pharmacology IV | 1 |
| | NURS 4180 | Pharmacology V | 1 |
| Leadership | NURS 4901 | Professional Nursing Practicum – Clinical | 2 |
| | NURS 4900 | Leadership in Nursing (Capstone) – Theory | 3 |
| BASIC SCIENCES | | | |
| Anatomy | BIOL 2210 | Human Anatomy with lab | 4 |
| Physiology | BIOL 2220 | Human Physiology with lab | 4 |
| Microbiology | BIOL 2230 | Microbiology | 4 |
| Societal/Cultural Pattern | SOC 1008 or ANTH 1318 | Sociology or Anthropology | 3 |
| Psychology | PSYC 1018 | Psychology | 3 |
| Chemistry | CHEM 1000 | Chemistry | 3 |
| Nutrition | BIOL 2240 | Nutrition | 2 |
| Pathophysiology | BIOL 3220 | Pathophysiology | 4 |
| COMMUNICATION | | | |
| Group | NURS 3130 | Psychiatric/Mental Health Nursing – Theory | Already counted in total |
| Verbal | COMM 1008 | Speech | 3 |
| Written | ENGL 1109, 1119, or 1129 | Expository Writing | 3 |
| * TOTAL UNITS | | | 84 |

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

| REQUIRED CONTENT | Course Number | Course Title | Units |
|---|----------------------|--|--------------|
| NURSING | | | |
| Advanced Medical-Surgical | NURS 3190 | Transitions (LVN-RN) | 3 |
| | NURS 4110 | Critical Care Nursing – Theory | 3 |
| | NURS 4111 | Critical Care Nursing – Clinical | 3 |
| Psych/Mental Health | NURS 3130 | Psychiatric/Mental Health Nursing – Theory | 3 |
| | NURS 3131 | Psychiatric/Mental Health Nursing – Clinical | 2 |
| Geriatrics | NURS 3140 | Gerontological Nursing – Theory | 2 |
| | NURS 3141 | Gerontological Nursing – Clinical | 1 |
| Management/Leadership | NURS 4901 | Professional Nursing Practicum | 2 |
| | NURS 4900 | Leadership in Nursing (Capstone) | 3 |
| BASIC SCIENCES | | | |
| Physiology | BIOL 2220 | Human Physiology/Lab | 4 |
| Microbiology | BIOL 2230 | Microbiology | 4 |
| TOTAL UNITS | | | 30 |
| Signature Program Director/Designee: | | Date: | |
|  | | June 27, 2016 | |

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5.3
DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Approval of Major Curriculum Revision for California State University, Los Angeles (CSULA) Baccalaureate Degree Nursing Program (curriculum revision)

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Dr. Lori Judson is the program director. Dr. Gail Washington is the assistant director.

The CSULA Baccalaureate Degree Nursing Program offers a generic option which admits 60-65 students each year in the Fall, and a 15-month Accelerated BSN (ABSN) option which serves second baccalaureate degree students and enrolls 30 students each year in Summer. The program was last visited in 2012 following which continuing approval was granted.

The program is requesting approval of a major curriculum revision affecting both generic and ABSN options, driven by the University's decision to change from a quarter system to a 16-week semester system (15 weeks of instruction + 1 week final exams) and mandate to limit total units required for graduation to 120. Achievement of these goals while maintaining effective progression of concepts across the curriculum and inclusion of all required content left many nursing courses unchanged but required redistribution of some course content and combining of some courses. All courses have been renamed and renumbered. These changes are detailed in the attachments. The generic BSN option will be offered in a traditional Fall/Spring semester 4-year format; the ABSN option will be presented in a continuous attendance 5-semester format with courses compressed into semesters that range from 2 – 15 weeks in length. ABSN courses are presented in varying semester length for the accelerated completion.

The revised curriculum for the generic BSN option requires 57 Nursing units (32 Theory; 25 Clinical), 9 Communication units, 25 Science units, for a total of 91 units required for licensure plus 29 units of Other Degree Requirements to equal 120 Total Units For Graduation. The revised ABSN curriculum requires 48 Nursing units (29 Theory; 19 clinical); 3 Communication units, 22 Science units, for a total of 73 units required for licensure plus 11 units of Other Degree Requirements to equal 84 Total Units For Graduation (with prior non-nursing Baccalaureate degree acknowledged).

A plan is in place for transitioning existing students and all students enrolling in Fall 2016 will enroll under the semester system. This conversion will result in no change to enrollment numbers or cost to students. The revision is expected to improve the student learning experience as content is presented across increased time. Faculty requirements remain the same. The program has assessed for impact on scheduling of resources including classroom space, lab

availability and clinical facilities, and has determined that this revision will create a more efficient use of existing resources.

Details of the major curriculum revision are provided in the attached documents. This revision proposal presents a curriculum that is in compliance with all BRN regulations.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

COLLEGE OF HEALTH AND HUMAN SERVICES

School of Nursing

California State University, Los Angeles School of Nursing Programs

The generic Bachelors of Science (BSN) and the Accelerated Bachelors of Science in nursing (ABSN) curricula revisions are in accordance with BRN criteria (EDP-R09). Approval of a major curriculum revision is requested. The changes have been made to comply with California State University, Los Angeles' University conversion from quarters to semesters, fall 2016.

The generic and Accelerated BSN is offered face to face. Course content has not changed, but may have been integrated with other courses to facilitate pedagogy and to decrease content overlap. Quarter unit allocations have been changed to reflect semester conversion units. The transition from quarters (10 weeks) to semesters (15 weeks) will facilitate the efficient use of resources and clinical facilities. In addition, students will have the benefit of more enriched mastery learning. Content mapping has been used as a method to ensure the inclusion of required concepts.

The Pre-Licensure Nursing major requires a total of 120 units, including 39 units of lower division GE (which may include 18 units of prerequisites for the pre-licensure option) and 9 units of upper division General Education, 10 units of additional prerequisites, 15 units of Upper Division Common Core Nursing courses, 44 units in required courses in nursing, and 9 units in related fields (6 units of which may double count with GE).

The total number of units required for the Bachelor of Science degree in Nursing is 120 units, of which 66-68 units are in the major.

- Prerequisites for admissions have remained the same.
- Program delivery will continue as face to face methodology. Enrollment patterns and data are consistently reviewed to inform the numbers for new admission. The enrollment of new students' average approx. 80 students each fall. The transition from quarters (10 weeks) to semesters (15 weeks) will facilitate the efficient use of resources and clinical facilities. In addition, students are benefitted by longer periods of time for mastery learning.
- Curriculum units and course content has remained the same. In some instances content has been integrated with other courses to facilitate the continuity of content. A concept map (attached) as well as a 2 column side by side chart provides a clear depiction of the current courses converted to the new courses. This transition, to be aligned with the University, required a 4 digit numbering system. The content map was developed to ensure the inclusion of specific content needed adequately prepare students for a dynamic global society. Course units have been changed to reflect the decrease or increase of units based on the allocation of content. Semester conversion has provided the opportunity to increase consistency and to eliminate overlap and redundancy. The longer semester time will facilitate mastery learning and will allow students a longer time to immerse themselves in the

material. Changes have explicitly been identified in a table (included) and on form (EDP-P-07). A side by side 2 column chart has been provided that depicts the conversion for each course from current to proposed revision.

Given the extensive requirements by the California Board of Registered Nursing which approves our program and licenses our graduates; and the CCNE which accredits our program, careful revisions were made to insure the inclusion of required content and sufficient clinical hours.

- Students will begin semester enrollment in fall 2016. Admission numbers will remain consistent with quarters and the yearly fees and costs have not changed.

Respectfully submitted

Gail Washington
Professor and Associate Director School of Nursing



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

COLLEGE OF HEALTH AND HUMAN SERVICES

School of Nursing

California State University, Los Angeles School of Nursing Program BSN Program

The generic Bachelors of Science (BSN) curricula revisions are in accordance with BRN criteria (EDP-R09) which is considered a major revision. The changes have been primarily made to comply with California State University, Los Angeles' University conversion from quarters to semesters, fall 2016.

The Pre-Licensure BSN option is for students who do not have an RN license. The total number of units required for the Bachelor of Science degree in Nursing is 120 units, of which 66-68 units are in the major. The Pre-Licensure Nursing major requires a total of 120 units, including 39 units of lower division GE (which may include 18 units of prerequisites for the pre-licensure option) and 9 units of upper division General Education, 10 units of additional prerequisites, 15 units of Upper Division Common Core Nursing courses, 42 units in required courses in nursing, and 9 units in related fields (6 units of which may double count with GE). Due to the reduction in total degree units to 120. The transition from quarter to semester units required that several nursing courses have a reallocation of content with the subsequent increase or decrease in units while other nursing courses resulted in simple quarter to semester unit conversion.

- Prerequisites have remained the same.
- Program delivery has not changed and there has not been an increased on the impact of faculty, clinical facilities or other resources. To the contrary, it is believed that assigning facilitates, faculty, and classroom space only twice a semester will more efficiently utilize resources. Careful planning has provided consistency of content and clinical hours during the summer transitional period.
- Curriculum changes have explicitly been identified in a table (attached) and forms (EDP-P-05) and (EDP-P-17). Course numbers have changed to a 4 digit number system and a 15 week (plus exam week) semester that is consistent with the University. The longer semester week will effectively allow students a longer time to comprehend the material. A side by side 2 column chart has been provided that depicts the conversion for each course from current to proposed revision.
- Student will began semester enrollment in fall 2016. Admission numbers will not change nor will the yearly fees/costs.

Courses where no major changes are indicated include the following: Nursing Care of Women, Child Bearing families and Infants Theory (N2160) and Clinical Laboratory (N2170); Nursing Care of Children Theory (N2200) and Clinical Laboratory (N2210); Introduction to Pathophysiology for Nursing Practice (N2500); Introduction to Health Assessment and Promotion Across the Life Span Theory (N2720) and Laboratory (N2730); Nursing Care of

Psychiatric Patients Theory (N3180) and Clinical Laboratory (N3190); Community/Public Health Nursing Theory (N4700) and Clinical laboratory (N4710); Transition to Professional Nursing Practice Theory (N4860) and Clinical Laboratory (N4870) and Introduction to Nursing Research (N4900). The content from a non-licensing theory class: Nursing Concepts in Health Promotion: Prevention, treatment and Adherence (N394) will be included in the physical assessment course N2720.

Fundamentals of Nursing and Medical Surgical Nursing content and clinical experience will be provided to students over 3 semesters. In the first semester students will take Fundamentals of Nursing Theory (N1100) and Clinical Laboratory (N1150). These courses will combine the content and clinical/lab experience from several courses: Introduction to professional Nursing Process and Skills Theory (N100, N210) and Laboratory (N105, N211); as well as including content from Introduction to the Art and Science of Nursing (N214) and Clinical Introduction to Professional and Clinical Practice Issues (N215). With this change procedure and therapeutic communication skills will be front loaded in the simulation laboratory prior to going into the clinical setting the 2nd half of the semester with the idea that students will be better prepared to provide patient care. These courses will also have a strong emphasis on basic comfort needs, patient safety and care of the elderly population.

The second semester students will take Medical Surgical Nursing I Theory (N2300) covering content from N210 (25%), Acute Professional Care of Adults I (N222-100%) and II (N224-50%). The clinical component: Medical Surgical Nursing I (N2310) will provide the student with 135 hours focusing on medication administration and caring for patients with different medical conditions dealing with most body systems as well as care of the surgery patient (N211-25%, N223-100%, N225-50%). During this semester students will also be taking Pharmacology (N3600) which will have an additional unit added, resulting in 10 more hours of content.

The fourth semester students will be taking Med Surg II Theory (N3100) and Clinical laboratory (N3110) which includes all of the content and lab from Acute Professional Care of Adults Theory and Lab III (N300/301) but with the additional 5 weeks for the semester adds 50% of the material from Acute Professional Care of Adults II (N224) and Lab (N225).

During the last semester students will take Nursing Leadership and Care Management Theory (N4600) which combines content from Nursing Leadership and Management Dynamics Theory (N450), Nursing Health Care System (N476) and Nursing Care Management of Vulnerable Populations (N496). The clinical component: Nursing Leadership and Care Management Clinical Laboratory (N4610) combines the clinical experience of Nursing Leadership and Management Dynamics Lab (N451) and Nursing Care Management of Vulnerable Populations Lab (N497) with the outcome that students will precept with a nurse manager for ½ of the semester and with a case manager for the last half of the semester.

The other related courses required for the major have not changed except for the deletion of Psychology of the Developing person (Psy 160). The content in this theory course will be integrated throughout the following courses: Nursing Fundamentals (N1100), Nursing Care of Women, Child Bearing families and Infants (N2200), Med Surg Nursing II (N3100), and Nursing Care of Psychiatric Patients (N3180).

Lastly Nursing Informatics, Literacy, and Competency (N218) was increased to an additional unit and with an upper division numbering N3800. General overview (attachment UG 1).

Thank you for guiding us through this process. I trust that our major curriculum submissions have adequately met your requirements. Thank you in advance for your approval.

Respectfully,

Gail Washington, DNS, RN

Quarter: Generic Basic BSN Program

Semester: Generic Basic BSN Program

Appendix UG 1

| Old | Title | Units | Changes | New | Title | Units |
|----------------------|--|-------------|--|-------|---|-------|
| Nursing | | | | | | |
| N100 N210 N214 | Intro to Professional Nursing Process and Skills I and II; Intro to the Art and Science of Nursing | 2 3 3 | Combined 3 courses (75% of N210), unit and name change | N1100 | Nursing Fundamentals | 3 |
| N105 N211 N215 | Intro to Professional Nursing Process and Skills Lab I and II; Clinical Intro to Professional and Clinical Practice Issues | 1 3 1 | Combined 3 Courses(75% of N211) unit and name change | N1150 | Fundamentals of Nursing Clinical Laboratory | 3 |
| N216 | Nursing care of women, child bearing families and infants | 3 | Unit conversion | N2160 | Nursing care of women, child bearing families and infants | 2 |
| N217 | Nursing care of women, child bearing families and infants laboratory | 3 | Unit conversion | N2170 | Nursing care of women, child bearing families and infants clinical laboratory | 2 |
| N218 | Nursing Informatics, Literacy, and Competency | 1 | Number change-upper division and Increased units | N3900 | Nursing Informatics. Literacy, and Competency | 2 |
| N220 | Nursing Care of Children | 3 | Unit conversion | N2200 | Nursing Care of Children | 2 |
| N221 | Nursing Care of Children Lab | 3 | Unit Conversion | N2210 | Nursing Care of Children Clinical Laboratory | 2 |
| N222 | Acute Professional Care of Adults I | 3 | Combined courses (N210-25%, N222-100%, N224-50%), unit and name change | N2300 | Medical Surgical Nursing I | 3 |
| N223 | Acute Professional Care of Adults Lab I | 4 | Combined courses (N211-25%, N223-100%, N224-50%), unit and name change | N2310 | Medical Surgical Nursing I Clinical | 3 |
| N224 N300 | Acute Professional Care of Adults II; Acute Professional Care of Adults III | 3 3 | Combined courses (N224-50% and N300-100%), unit and name change | N3100 | Med/Surg II | 3 |
| N225 | Acute Professional Care of Adults II Lab | 4 | Combined courses (N225-50% and N301-100%), unit | N3110 | Med/Surg II Clinical | 3 |

| | | | | | | |
|------|---|---|---|-------|--|---|
| N301 | Acute Care of Adults III Lab | 3 | and name change | | | |
| N250 | Introduction to Pathophysiology for Nursing Practice | 4 | Unit conversion | N2500 | Introduction to Pathophysiology for Nursing Practice | 3 |
| N272 | Intro to Health Assessment and Promotion across the Life Span | 3 | Unit Conversion | N2720 | Intro to Health Assessment and Promotion across the Life Span | 2 |
| N273 | Intro to Health Assessment and Promotion across the Life Span Laboratory | 2 | Unit Conversion | N2730 | Intro to Health Assessment and Promotion across the Life Span Laboratory | 1 |
| N394 | Nursing Concepts in Health Promotion: Prevention, Treatment and Adherence | 4 | Course deleted and content included into physical assessment course | N2720 | Intro to Health Assessment and Promotion across the Life Span | 2 |
| N360 | Pharmacology | 2 | Unit conversion with an increase in units | N3600 | Pharmacology | 2 |
| N450 | Nursing Leadership and Management Dynamics | 2 | Combined 3 courses; unit change; name change | N4600 | Nursing Leadership and Care Management | 3 |
| N476 | Nursing and the Health Care System | 2 | | | | |
| N496 | Nursing Care Management of Vulnerable Populations | 2 | | | | |
| N451 | Nursing Leadership and Management Dynamics Lab | 2 | Combined 2 courses; unit change; name change | N4610 | Nursing Leadership and Care Management Clinical Laboratory | 3 |
| N497 | Nursing Care Management of Vulnerable Populations | 2 | | | | |
| N470 | Community/Public Health Nursing | 4 | Unit Conversion | N4700 | Community/Public Health Nursing | 3 |
| N471 | Community/Public | 4 | Unit conversion | N4710 | Community/Public | 3 |

| | | | | | | |
|---|--|-----|--|------------------------------|---|-----|
| | Health Nursing Lab | | | | Health Nursing Clinical Laboratory | |
| N486 | Transition to Professional Nursing Practice | 2 | Unit conversion | N4860 | Transition to Professional Nursing Practice | 1 |
| N487 | Transition to Professional Nursing Practice Laboratory | 4 | Unit conversion | N4870 | Transition to Professional Nursing Practice Clinical Laboratory | 3 |
| N490 | Intro to Nursing Research | 4 | Unit conversion | N4900 | Intro to Nursing Research | 3 |
| N318 | Nursing Care of Psychiatric Patients | 3 | Unit conversion | N3180 | Nursing Care of Psychiatric Patients | 2 |
| N319 | Nursing Care of Psychiatric Patients Lab | 3 | Unit conversion | N3190 | Nursing Care of Psychiatric Patients Clinical Laboratory | 2 |
| Pre-req | | | | | | |
| Engl 101 | Composition I | 4 | Unit and name change | ENGL 1010 | Written Communication | 3 |
| Comm 150 | Oral Communication | 4 | Unit change | COMM 1100 | Oral Communication | 3 |
| Critical Thinking | Critical Thinking/Symbolic Logic/Argumentation | 4 | Unit change, Course which meets general education requirement in critical thinking and composition | No specific number or suffix | Critical thinking | 3 |
| Chem 151 | Fundamentals of Chemistry | 5 | Unit change | CHEM 1010 | Fundamentals of Chemistry | 4 |
| Biol 200A | Human Anatomy and Physiology I | 5 | Unit change | BIOL 2010 | Human Anatomy and Physiology I | 4 |
| Biol 200B | Human Anatomy and Physiology II | 5 | Unit change | BIOL 2020 | Human Anatomy and Physiology II | 4 |
| Micr 201/202 | Micro for Health Related Sciences/with lab | 4/2 | Unit change | MICR 2010/2020 | Micro for Health Related Sciences Theory/Laboratory | 3/1 |
| Statistics Math /Econ109, EDFN 452, HHS 400 | Quantitative Reasoning with Statistics; Statistics in Health and Human Services or Education | 4 | Unit change, Statistics which meets the General Education requirement in Quantitative Reasoning | Statistics | Introductory Statistics course including inference statistics content | 3 |
| Other Required Courses | | | | | | |
| Soc 201 | Principles of Sociology | 4 | Unit change | SOC 2010 | Principles of Sociology | 3 |
| Psy 150 | Introductory Psych | 4 | Unit change | PSY 1500 | Intro to Psychology | 3 |

| Nutrition | Human Nutrition | 4 | Unit change | NUTR | Human Nutrition | 3 |
|-----------|-------------------------------------|---|---|-------------------------------|---|-----------------------------|
| Psy 160 | Psychology of the Developing Person | 4 | Due to the need to reduce total units, content spread out in nursing curriculum | N1100, 2160, 2200, 3100, 3180 | Nurs Fundamentals; Nurs care of women, child-bearing families and infants; Nurs care of children, Acute Nursing Care of Adults III, Nurs care of Psychiatric Patients | Integrated into the courses |
| | | | | | | |

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

| | |
|---|--|
| Name of Program: California State University, Los Angeles Basic Pre-Licensure BSN | Date Submitted: 06/14/2016 |
| Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____ |

List name and number of all courses of the program in sequence, beginning with the first academic term.
Include general education courses.

| Check appropriate year: Pre-Nursing <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | Check: 15 weeks <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter | Total Units | Theory | | Lab | | Total Hrs | |
|---|---|-------------|--------|-------|-------|-------|-----------|------------------|
| | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab |
| Quarter/Semester | | | | | | | | |
| Fall | | | | | | | | |
| | M S O C P G | | | | | | | |
| ENGL 1010 Accelerated College Writing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| COMM 1100 Oral Communication | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| CHEM 1010 Chemistry | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4 | 3 | 3 | 1 | 3 | 45 | 45 |
| BIOL 2010 Anatomy and Physiology I | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4 | 3 | 3 | 1 | 3 | 45 | 45 |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | |
| Total | | 14 | 12 | 12 | 2 | 6 | 180 | 90 |
| Quarter/Semester | | | | | | | | |
| Spring | | | | | | | | Total Hrs |
| | M S O C P G | | | | | | | |
| BIOL 2020 Human Anatomy and Physiology II | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4 | 3 | 3 | 1 | 3 | 45 | 45 |
| Critical Thinking | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| MICR 2010 Microbiology | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 4 | 0 | 0 | 60 | 0 |
| MICR 2020 Microbiology Lab | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1 | 0 | 0 | 1 | 6 | 0 | 90 |
| HHS 1010 Introduction to Higher Education | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| Statistics | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| Total | | 17 | 15 | 16 | 2 | 9 | 240 | 135 |

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|---|--|
| Name of Program: California State University, Los Angeles Basic Pre-Licensure BSN | Date Submitted: 06/14/2016 |
| Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____ |

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

| Check appropriate year: Nursing Program | Check: 15 weeks | Total | Theory | | Lab | | Total Hrs | |
|--|--|-------|--------|-------|-------|-------|-----------|-----------|
| | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab |
| <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter | | | | | | | |
| Quarter/Semester | | | | | | | | |
| Fall | M S O C P G | | | | | | | |
| N1100 - Fundamentals of Nursing | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| N 1150 - Fundamentals of Nursing Laboratory | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 3 | 0 | 0 | 3 | 9 | 0 | 135 |
| N 2720 - Health Assessment and Promotion Across the Life Span | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 2 | 2 | 2 | 0 | 0 | 30 | 0 |
| N 2730 - Intro to Health Assessment and Promotion Across The Life Span Laboratory | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 1 | 0 | 0 | 1 | 3 | 0 | 45 |
| PSY 1500 - Introductory Psychology | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| SOC 2010 - Introduction to Sociology | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| UNIV 4000 Writing Proficiency Exam | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 15 | 11 | 11 | 4 | 12 | 165 | 180 |
| Quarter/Semester | | | | | | | | Total Hrs |
| Spring | M S O C P G | | | | | | | |
| N 2300 - Medical Surgical Nursing I | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| N 2310 - Medical Surgical Nursing Clinical Laboratory I | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 3 | 0 | 0 | 3 | 9 | 0 | 135 |
| N 2500 Pathophysiology | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| N 3600 - Pharmacology | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2 | 2 | 2 | 0 | 0 | 30 | 0 |
| NTRS 2500 Nutrition | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| Humanities C1 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| Total | | 17 | 14 | 14 | 3 | 9 | 210 | 135 |

TOTAL CURRICULUM PLAN

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|---|--|
| Name of Program: California State University, Los Angeles Basic Pre-Licensure BSN | Date Submitted: 06/14/2016 |
| Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____ |

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

| Check appropriate year: Nursing Program <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 | Check: 15 weeks <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter | Total Units | Theory | | Lab | | Total Hrs | |
|--|--|----------------|--------|-------|-------|-------|-----------|-----|
| | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab |
| Quarter/Semester | | | | | | | | |
| Fall | | | | | | | | |
| | M S O C P G | | | | | | | |
| N 2160 - Nursing Care of Women, Child-bearing Families and Infants | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2 | 2 | 2 | 0 | 0 | 30 | 0 |
| N 2170 - Nursing Care of Women, Child-bearing Families and Infants Lab | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2 | 0 | 0 | 2 | 6 | 0 | 90 |
| N 3900 - Nursing Informatics and Information Literacy and Competency | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2 | 2 | 2 | 0 | 0 | 30 | 0 |
| N 2200 - Nursing Care of Children | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2 | 2 | 2 | 0 | 0 | 30 | 0 |
| N 2210 - Nursing Care of Children Clinical Laboratory | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2 | 0 | 0 | 2 | 6 | 0 | 90 |
| US Constitution. GE | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| Total | | 13 | 9 | 9 | 4 | 12 | 135 | 180 |
| Quarter/Semester | | | | | | | | |
| Spring | | | | | | | | |
| | M S O C P G | | | | | | | |
| NURS 3100 - Medical Surgical Nursing II | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| NURS 3110 - Medical Surgical Nursing Clinical Laboratory II | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 3 | 0 | 0 | 3 | 9 | 0 | 135 |
| NURS 3180 - Nursing Care of Psychiatric Patients | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | 2 | 2 | 2 | 0 | 0 | 30 | 0 |
| NURS 3190 - Psychiatric Clinical Nursing Lab | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | 2 | 0 | 0 | 2 | 6 | 0 | 90 |
| Humanities C2 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| US History | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| Total | | 16 | 11 | 11 | 5 | 15 | 165 | 225 |

TOTAL CURRICULUM PLAN

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| | |
|---|--|
| Name of Program: California State University, Los Angeles Basic Pre-Licensure BSN | Date Submitted: 06/14/2016 |
| Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____ |

List name and number of all courses of the program in sequence, beginning with the first academic term.
Include general education courses.

| Check appropriate year: Nursing Program <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 | Check: 15 weeks <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter | Total Units | Theory | | Lab | | Total Hrs | |
|--|---|----------------|-----------|-----------|----------|-----------|------------|------------|
| | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab |
| <u>Quarter/Semester</u> | | | | | | | | |
| <u>Fall</u> | | | | | | | | |
| | M S O C P G | | | | | | | |
| N 4700-Community/Public Health Nursing (3) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| N 4710 - Community/Public Health Nursing Lab (3) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 0 | 0 | 3 | 9 | 0 | 135 |
| N 4900 - Introduction to Nursing Research (3) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| UDGE #1 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| UDGE #2 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| Total | | 15 | 12 | 12 | 3 | 9 | 180 | 135 |
| <u>Quarter/Semester</u> | | | | | | | | |
| <u>Spring</u> | | | | | | | | |
| | M S O C P G | | | | | | | |
| N 4600 - Nursing Leadership and Care Management | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| N 4610 - Nursing Leadership and Care Management Clinical Laboratory | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 0 | 0 | 3 | 9 | 0 | 90 |
| N4860 - Transition to Nursing Professional Practice | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1 | 1 | 1 | 0 | 0 | 15 | 0 |
| N 4870 - Transition to Nursing Professional Practice Laboratory | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 0 | 0 | 3 | 9 | 0 | 135 |
| UDGE #3 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | 0 | 0 | 45 | 0 |
| Total | | 13 | 7 | 7 | 6 | 18 | 105 | 225 |

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in DUPLICATE.

| | |
|--|---|
| Program Name: California State University Los Angeles | For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy |
| Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate | |
| Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: Fall Semester 2016 | |
| Academic System: <input checked="" type="checkbox"/> Semester 15 weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter | |

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

| | Semester Units | Quarter Units | Current BRN-Approved Curriculum | Proposed Curriculum Revision *Place asterisk next to proposed change |
|---|-------------------|------------------|------------------------------------|--|
| Nursing | 36 | 54 | 80 | 57* |
| Theory | (18) | (27) | 48 | (32*) |
| Clinical | (18) | (27) | 32 | (25*) |
| Communication Units | 6 | 9 | 12 | 9* |
| Science Units | 16 | 24 | 41 | 25* |
| TOTAL UNITS FOR LICENSURE | 58 | 87 | 133 | 91* |
| Other Degree Requirements: GE-24; N3900 Nursing Informatics, Literacy and Competency (2); N4900 Intro to Nursing Research (3); Quantitative Reasoning (3); Statistics (3) Some courses credited for both requirements and GE | | | Nurs-14; GE-62=62 | 29* |
| TOTAL UNITS FOR GRADUATION | | | 195 | 120* |

List the course number(s) and titles(s) in which content may be found for the following required content areas:

| REQUIRED CONTENT | Course Number | Course Titles |
|----------------------------------|--|---|
| Alcohol & chemical Dependency | N2300;N2720, N3180 | Medical Surgical Nursing I Theory; Intro to Health Assessment and Promotion across the Life Span; Nursing Care of Psychiatric Patients |
| Personal Hygiene | N1100, 1150 | Fundamentals of Nursing Theory and Clinical Laboratory |
| Human Sexuality | N2160/2170; N2200/2210; N2720/2730 | Nursing Care of Women, Child Bearing Families and Infants Theory/Lab Nursing Care of Children Theory/Clinical Laboratory Intro to Health Assessment and Promotion across the Life Span Theory/Lab |
| Client Abuse | N2200/2210; N3180/3190; N4700/4710 | Nursing Care of Children Theory and Clinical Laboratory Nursing Care of Psychiatric Patients Theory and Clinical Laboratory Community/Public Health Nursing Theory and Clinical Laboratory |

| | | |
|------------------------|---|---|
| Cultural Diversity | N1100/1150; 2200/2210; 2300/2310; 2720/2730; 3100/3110; | Fundamentals of Nursing Theory/Lab; Nursing Care of Children Theory/Lab;Intro to Health Assessment and Promotion Across the Life Span Theory and Lab; Medical Surgical Nursing I and II Theory/Clinical Lab |
| Nutrition | NTRS 2500 | Human Nutrition |
| Pharmacology | N3600; N1100/1150; 2300/2310; 3100/3110 | Pharmacology; Fundamentals of Nursing Theory/Lab; Medical Surgical Nursing I and II Theory and Clinical Laboratory |
| Legal Aspects | N1100, N4600 | Fundamentals of Nursing Theory; Nursing Leadership and Care Management Theory |
| Social/Ethical Aspects | N1100, N4600 | Fundamentals of Nursing Theory; Nursing Leadership and Care Management Theory |
| Management/Leadership | N4600, N4610; N4860, N4870 | Nursing Leadership and Care Management Theory/Clinical Laboratory; Transition to Professional Nursing Practice Theory/Clinical Laboratory |

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

| REQUIRED CONTENT | Course Number | Course Title | Units |
|------------------------------|---------------------------------|---|----------------------------------|
| NURSING | | | |
| Medical-Surgical | N1100/1150 | Fundamentals of Nursing Theory and Lab | 3/3 |
| | 2300/2310 | Medical Surgical Nursing I Theory and Lab | 3/3 |
| | 3100/3110 | Med Surg Nursing II Theory and Lab | 3/3 |
| | 4860/4870 | Transition to Nursing Professional Practice and Llab | 1/3 |
| | 2720/2730 | Intro to Health Assess.and Promotion Across Life Span and Lab | 2/1 |
| Obstetrical | N2160/2170 | Nursing Care of women, child bearing families and infants theory and laboratory | 2/2 |
| Pediatric | N2200/2210 | Nursing Care of Children theory and lab | 2/2 |
| Psych/Mental Health | N3180/3190 | Nursing Care of Psychiatric Patients theory and lab | 2/2 |
| Geriatrics | N1100/1150 | Fundamentals of Nursing Theory and Lab | |
| | 2720/2730 | Intro to Health Assess.and Promotion Across Life Span and Lab | |
| | 2300/2310 3100/3110 | Medical Surgical Nursing I and Lab Med Surg II Theory and Laboratory | |
| Other Required For Licensure | NTRS 2500 | Human Nutrition | 3 |
| | N3600 | Pharmacology | 2 |
| | N2500 | Pathophysiology | 3 |
| | 4600/4610 | Nursing Leadership and Care management Theory and Lab | 3/3 |
| | 4700/4710 | Community/Public Health Nursing Theory and Lab | 3/3 |
| BASIC SCIENCES | | | Total Nursing: 32/25 = 57 |
| Anatomy | BIOL 2010/2020 | Human Anatomy and Physiology I (4/1) and II (4/1) with labs | 8/2 |
| Physiology | BIOL 2010/2020 | Human Anatomy and Physiology I and II with labs | |
| Microbiology | MICR 2010/2020 | Micro for Health Related Sciences Theory and Laboratory | 3/1 |
| Societal/Cultural Pattern | SOC 2010 | Principles of Sociology | 3 |
| Psychology | PSY 1500 | Introduction to Psychology | 3 |
| Chemistry | CHEM 1010 | Fundamentals of Chemistry | 4/1 |
| COMMUNICATION | | | Total Sciences:21/4 = 25 |
| Group | COMM 1100 | Oral Communication | 3 |
| Verbal | COMM 1100 | Oral Communication | |
| Written | ENGL 1010; Critical Thinking | | 3/3 |
| * TOTAL UNITS | | | 91 |

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

| REQUIRED CONTENT | Course Number | Course Title | Units |
|--|----------------------|---|-------------------|
| NURSING | | | |
| Advanced Medical-Surgical | NURS 4440 | Advanced Nursing Concepts and Leadership | 3 |
| | NURS 4450 | Practicum: Advanced Nursing Concepts and Leadership | 3 |
| Psych/Mental Health | NURS 4400 | Psychiatric and Mental Health Nursing | 2 |
| | NURS 4410 | Practicum: Psychiatric and Mental Health Nursing | 2 |
| Geriatrics | NURS 3220 | Nursing Care of Adults and Older Adults | 4 |
| | NURS 3230 | Practicum: Nursing Care of Adults and Older Adults | 4 |
| Management/Leadership | NURS 4440 | Advanced Nursing Concepts and Leadership | |
| | NURS 4450 | Practicum: Advanced Nursing Concepts and Leadership | |
| BASIC SCIENCES | | | |
| Physiology | BIOL 200A | Human Anatomy and Physiology | 4 |
| | BIOL 200B | Human Anatomy and Physiology | 4 |
| Microbiology | MICR 201 | Microbiology for Health Related Sciences | 3 |
| | MICR 202 | Microbiology Laboratory for Health Related Sciences | 1 |
| TOTAL UNITS | | | 30 semester units |
| Signature Program Director/Designee: Per e-submission Dr. Gail Washington | | Date: June 22, 2016 | |



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

COLLEGE OF HEALTH AND HUMAN SERVICES

School of Nursing

California State University, Los Angeles School of Nursing Program ABS N Program

The accelerated Bachelors of Science (ABS N) curricula revisions are in accordance with BRN criteria (EDP-R09), which is considered a major revision. The changes have been primarily made to comply with California State University, Los Angeles' University conversion from quarters to semesters, fall 2016.

The Pre-Licensure ABS N option is for non-RN students who hold a previous baccalaureate degree in a discipline other than nursing. The total number of units required for the accelerated Bachelor of Science degree in Nursing is 49 semester units, all of which are in the major. In order to be eligible for admission into the ABS N program, there are a total of 9 prerequisite courses (66 semester units) which must have been successfully completed prior to the start of the nursing program, in accordance with the ABS N application procedure. Clinical hours (306 hrs.) for the ABS N program exceeds the clinical hours (225 hrs.) in the generic BSN program. Because of the accelerated delivery of content, the 81 hr. increase for the capstone experience provides a focused clinical culmination. Graduates from the ABS N are routinely admitted directly into the MSN program and have benefitted from and appreciate the additional clinical hours. In addition, the extra clinical time is validated by a consistent exceptional NCLEX pass rate and excellent employment rate.

- Prerequisites have remained the same.
- Program delivery has not changed and there has not been an increased on the impact of faculty, clinical facilities or other resources. To the contrary, it is believed that assigning facilitates, faculty, and classroom space only twice a semester will more efficiently utilize resources. Careful planning has provided consistency of content and clinical hours during the summer transitional period. The enrollment pattern has not changed. Thirty new students are enrolled each fall. The transition from quarters (10 weeks) to semesters (15 weeks) will facilitate the efficient use of resources and clinical facilities. In addition, students are benefitted by longer periods of time for mastery learning. Care has been taken to provide required, evidence based consistent course content during the bridge from quarters to semester.
- Curriculum changes have explicitly been identified in a table (included) and form (EDP-P-06) and (EDP-P-17) course numbers have changed to a 4 digit number system and a 15 week (plus exam week) semester that is consistent with the University. The longer semester week will effectively allow students a longer time to comprehend the material. A side by side two column chart has been provided that depicts the conversion for each course from current to proposed revision. (Appendix ASBN 1)
- Student will began semester enrollment in fall 2016. Admission numbers will not change nor will the yearly fees/costs.

Respectfully,
Gail Washington, DNS, RN
Associate Director

5151 State University Drive, Los Angeles, CA 90032-8171 (323) 343-4700 FAX: (323) 343-6454 www.calstatela.edu

The California State University: Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus

ABSN Semester Conversion Curriculum Grid **ASBN 1**

Quarter

Semester

| Old | Title | Units | Changes | New | Title | Units |
|-------------|---|-------|-----------------|-------|---|-------|
| Core | | | | | | |
| N 320 | Fundamentals of Nursing | 5 | Unit change | N3200 | Fundamentals of Nursing | 3 |
| N321 | Fundamentals Lab and Health Assessment Lab | 5 | Unit change | N3210 | Fundamentals Lab and Health Assessment Lab | 3 |
| N328 | Pathophysiology | 3 | Increased units | N3280 | Pathophysiology | 3 |
| N362 | Health Assessment | 3 | Unit change | N3620 | Health Assessment | 2 |
| N322 | Nursing Care of Adults and Older Adults | 6 | Unit change | N3220 | Nursing Care of Adults and Older Adults | 4 |
| N323 | Nursing Care of Adults and Older Adults Lab | 6 | Unit change | N3230 | Nursing Care of Adults and Older Adults Lab | 4 |
| N440 | Psychiatric Nursing | 3 | Unit change | N4400 | Psychiatric Nursing | 2 |
| N441 | Psychiatric Nursing Lab | 3 | Unit change | N4410 | Psychiatric Nursing Lab | 2 |
| N424 | Introduction to Nursing Research | 3 | Unit change | N4240 | Introduction to Nursing Research | 2 |
| N434 | Nursing Case Management of Clients/Nursing and the Health Care System | 4 | Unit change | N4340 | Nursing Case Management of Clients/Nursing and the Health Care System | 3 |
| N360 | Pharmacology | 2 | Increased units | N3600 | Pharmacology | 2 |

| | | | | | | |
|------|--|---|---------------|-------|--|---|
| N326 | Nursing of Children | 3 | Unit change | N3260 | Nursing of Children | 2 |
| N327 | Nursing of Children Lab | 3 | Unit change | N3270 | Nursing of Children Lab | 2 |
| N324 | Nursing Care of Women, Childbearing Families and Infants | 3 | Unit change | N3240 | Nursing Care of Women, Childbearing Families and Infants | 2 |
| N325 | Nursing Care of Women, Childbearing Families and Infants Lab | 3 | Unit change | N3250 | Nursing Care of Women, Childbearing Families and Infants Lab | 2 |
| N444 | Advanced Nursing Concepts and Leadership | 4 | Unit change | N4440 | Advanced Nursing Concepts and Leadership | 3 |
| N445 | Advanced Nursing Concepts and Leadership Lab | 4 | Unit change | N4450 | Advanced Nursing Concepts and Leadership Lab | 3 |
| N442 | Community Health Nursing | 4 | Unit change | N4420 | Community Health Nursing | 3 |
| N443 | Community Health Nursing Lab | 4 | Unit change | N4430 | Community Health Nursing Lab | 3 |
| N498 | Advanced Cooperative Education: Transition into Practice | 3 | Unit increase | N4980 | Advanced Cooperative Education: Transition into Practice | 3 |

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

| | |
|--|---|
| Name of Program: California State University, Los Angeles | Date Submitted: 5-30-2016 p1 of 2 |
| Type of Program: x Accelerated BSN <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____ |

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

| Check appropriate year: x1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | Check: x Semester <input type="checkbox"/> Quarter | Total Units | Theory | | Lab | | Total Hrs | |
|--|--|----------------|--------|-------|-------|-------|-----------|-----------|
| | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab |
| Semester- 10 wk | | | | | | | | |
| Summer | M S O C P G | | | | | | | |
| N3200 Fundamental | x <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 3 | 3 | 4.5 | | | 45 | |
| N3210 Fund Lab and Assessment Lab | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 3 | | | 3 | 10.5 | | 105 |
| N3280 Patho | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 4.5 | | | 45 | |
| N3620 Health assess | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 2 | 2 | 3 | | | 30 | |
| Total | | 11 | 8 | 12 | 3 | 13.5 | 120 | 135 |
| Semester- 15 wk | | | | | | | | |
| Fall | M S O C P G | | | | | | | Total Hrs |
| N4400 Psych | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> x <input type="checkbox"/> | 2 | 2 | 2 | | | 30 | |
| N4410 Psych Lab | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2 | | | 2 | 9 | | 90 |
| N3220 Care of Adult | x <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 4 | 4 | 4 | | | 60 | |
| N3230 Adult Lab | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 4 | | | 4 | 12 | | 180 |
| N4340 Case Manage | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 | 3 | 3 | | | 45 | |
| N4240 Ns Research | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2 | 2 | 2 | | | 30 | |
| Total | | 17 | 11 | 11 | 6 | 21 | 165 | 270 |
| Semester- 3 wk* | | | | | | | | |
| Winter | M S O C P G | | | | | | | Total Hrs |
| N3600 Pharm | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2 | 2* | 10 | | | 30 | |
| Total | | 2 | 2 | 10 | | | 30 | |

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

| | | | | | |
|---|----------------------|---|--------|-----|-----------|
| Name of Program: California State University, Los Angeles | | Date Submitted: 5-30-2016 p2of2 | | | |
| Type of Program: <input checked="" type="checkbox"/> Accelerated ABSN <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____ | | | |
| List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. | | | | | |
| Check appropriate year: | Check: x Semester | Total | Theory | Lab | Total Hrs |

| x1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> Quarter | Units | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab | | | | | | | |
|----------------------|----------------------------|----------------------------|----------------------------|----------------------------------|-------------------------------------|-------------------------------------|----------------------------|----------------------------|----------------------------|-------------------------------------|-----|---|-----|---|----|-----|-----------|-----------|
| Semester | | | | | | | | | | | | | | | | | | |
| Spring- 15 wk | | | | | <input type="checkbox"/> M | <input type="checkbox"/> S | <input type="checkbox"/> O | <input type="checkbox"/> C | <input type="checkbox"/> P | <input type="checkbox"/> G | | | | | | | | |
| N3240 OB | | | | | <input type="checkbox"/> | <input type="checkbox"/> | x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 | 2 | 2 | | 30 | | | |
| N3250 OB Lab | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 | | | 2 | 12 | 90 | | |
| N3260 Peds | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | x | <input type="checkbox"/> | <input type="checkbox"/> | 2 | 2 | 2 | | 30 | | | |
| N3270 Peds Lab | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 | | | 2 | 12 | 90 | | |
| N4440 Adv Nursing | | | | | x | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 3 | 3 | 3 | | 45 | | | |
| N4450 Adv Nsg Lab | | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 3 | | | 3 | 9 | 135 | | |
| Total | | | | | | | | | | | 14 | 7 | 7 | 7 | 32 | 105 | 315 | |
| Semester | | | | | | | | | | | | | | | | | Total Hrs | |
| Summer 2 – 10 wk | | | | | <input type="checkbox"/> M | <input type="checkbox"/> S | <input type="checkbox"/> O | <input type="checkbox"/> C | <input type="checkbox"/> P | <input type="checkbox"/> G | | | | | | | | |
| N4420 Public Health | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3 | 3 | 4.5 | | | 45 | | |
| N4430 PH Lab | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3 | | | 3 | 9 | | 90 | |
| N4980 Capstone | | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3 | | | 3 | 24 | | 216 | |
| | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| Total | | | | | | | | | | | 9 | 3 | 4.5 | 6 | 33 | 45 | 306 | |
| Quarter/Semester | | | | | PREREQUISITES | | | | | | | | | | | | | Total Hrs |
| | | | | | <input type="checkbox"/> M | <input type="checkbox"/> S | <input type="checkbox"/> O | <input type="checkbox"/> C | <input type="checkbox"/> P | <input type="checkbox"/> G | | | | | | | | |
| BIOL 200 A & B w/lab | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 | | | | | | | |
| CHEM 151 w/lab | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5 | | | | | | | |
| MICRO 201/202 lab | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6 | | | | | | | |
| SOC201 or ANTHRO250 | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4 | | | | | | | |
| Psych160 | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4 | | | | | | | |
| NUTRS 250 or 317 | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4 | | | | | | | |
| Total | | | | | | | | | | | | | | | | | | |

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

| | |
|---|---|
| Program Name: California State University, Los Angeles - SON / Accelerated BSN (ABSN) | For Board Use Only Approved by: _____, NEC Date April 17, 2016 <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy |
| Type of Program: ABSN Option <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate | |
| Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor | |
| Date of Implementation: | |
| Academic System: <input checked="" type="checkbox"/> Semester 15 weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter | |

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

| | Semester Units | Quarter Units | Current BRN-Approved Curriculum | Proposed Curriculum Revision *Place asterisk next to proposed change |
|--|----------------|---------------|---------------------------------|---|
| Nursing | 45 | 63 | 63 | 48* |
| Theory | (23) | (36) | 36 | (29)* |
| Clinical | (22) | (27) | 27 | (19)* |
| Communication Units | 3 | 4 | 4 | 3* |
| Science Units | 25 | 33 | 33 | 22* |
| TOTAL UNITS FOR LICENSURE | 73 | 100 | 100 | 73* |
| Other Degree Requirements: Stats (3); N4240 Res.(2); N4420 CommHlth(3); N4430 CommHlthLab(3) | | | 15 | 11* |
| TOTAL UNITS FOR GRADUATION | | | 115 | 84* |

List the course number(s) and titles(s) in which content may be found for the following required content areas:

| REQUIRED CONTENT | Course Number | Course Titles |
|-------------------------------|--|---|
| Alcohol & chemical Dependency | N3620 N4400/4410 N3240/3250 | Health Assessment Psychiatric Nursing Nursing Care of Women Childbearing Families & Infants |
| Personal Hygiene | N3200/3210, N3240/3250, N3260/3270 | Fundamentals of Nursing Nursing Care of Women, Childbearing Families & Infants Nursing Care of Children |
| Human Sexuality | N3620 N3240 N3260 | Health Assessment Nursing Care of Women, Childbearing Families & Infants Nursing Care of Children |
| Client Abuse | N3620 N3240 N3260 N4420 | Health Assessment Nursing Care of Women, Childbearing Families & Infants Nursing Care of Children Community Health Nursing |
| Cultural Diversity | | Integrated throughout all courses |
| Nutrition | NTRS 317 or 250 | Fundamentals of Human Nutrition or Human Nutrition-Additional nutritional content integrated throughout applicable courses |

| | | |
|------------------------|----------------|---|
| Pharmacology | N3600 | Pharmacology, applicable courses |
| Legal Aspects | N3200 N4440 | Fundamentals of Nursing Advanced Nursing Concepts and Leadership |
| Social/Ethical Aspects | N3200 | Fundamentals of Nursing, integrated throughout curriculum |
| Management/Leadership | N4440 N4340 | Advanced Nursing Concepts and Leadership Nursing Case Management of Clients/Nursing and the Health Care System |

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

| REQUIRED CONTENT | Course Number | Course Title | Units |
|------------------------------|--|---|------------|
| NURSING | | | |
| Medical-Surgical | N3200/3210 | Fundamentals of Nursing and lab | 3/3 |
| | N3220/3230 | Nursing Care of Adults and Older Adults and lab | 4/4 |
| | N4440/4450 | Advanced Nursing Concepts and Leadership and lab | 3/3 |
| | N3620 | Health Assessment | 2 |
| | N4980 | ABSN Cooperative Education | Seminar/3 |
| Obstetrical | N3240/3250 | Nursing Care of Women, Childbearing Families & Infants and Lab | 2/2 |
| Pediatric | N3260/3270 | Nursing Care of Children and Lab | 2/2 |
| Psych/Mental Health | N4400/4410 | Psychiatric Nursing and Lab | 2/2 |
| Geriatrics | N3200/3210 | Fundamentals of Nursing | 3 |
| | N3220/3230 | Nursing Care of Adults and Older Adults | |
| | N3620 | Health Assessment | |
| Other Required For Licensure | N3600 | Pharmacology | 2 |
| | N3280 | Pathophysiology | 3 |
| | NTRS 250 or 317 | Human Nutrition or Fundamentals of Nutrition | 3 |
| Total | | | 29/19 = 48 |
| BASIC SCIENCES | | | |
| Anatomy | BIOL 200 A & B | Human Anatomy and Physiology I & II or any Human Anatomy with Lab | 4 |
| Physiology | BIOL 200 A & B | Human Anatomy and Physiology I & II or any Human Physiology with Lab | 4 |
| Microbiology | MICR 201/202 | Microbiology for Health Related Sciences or any 4 semester unit Microbiology with Lab | 4 |
| Societal/Cultural Pattern | SOC 201 or ANTHRO 250 | Intro to Sociology or Cultural Anthropology | 3 |
| Psychology | PSY 160 | Human Growth and Development | 3 |
| Chemistry | Chem 151 | Chemistry with Lab | 4 |
| Total | | | 22 |
| COMMUNICATION | | | |
| Group | N3200/3210, N3250, N3270, N3230, N4450 | Class presentations and client education integrated throughout nursing curriculum | |
| Verbal | | COMM 150 or equivalent (3 units of credit given for first baccalaureate degree) | |
| Written | | Critical Thinking | 3 |
| * TOTAL UNITS | | | 73 |

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30/45 UNIT OPTION

| REQUIRED CONTENT | Course Number | Course Title | Units |
|---------------------------|---------------|---|-------|
| NURSING | | | |
| Advanced Medical-Surgical | NURS 4440 | Advanced Nursing Concepts and Leadership | 3 |
| | NURS 4450 | Practicum: Advanced Nursing Concepts and Leadership | 3 |

| | | | |
|--|------------------------|---|--------------------------|
| Psych/Mental Health | NURS 4400 NURS 4410 | Psychiatric and Mental Health Nursing Practicum: Psychiatric and Mental Health Nursing | 2 2 |
| Geriatrics | NURS 3220 NURS 3230 | Nursing Care of Adults and Older Adults Practicum: Nursing Care of Adults and Older Adults | 4 4 |
| Management/Leadership | NURS 4440 NURS 4450 | Advanced Nursing Concepts and Leadership Practicum: Advanced Nursing Concepts and Leadership | |
| BASIC SCIENCES | | | |
| Physiology | BIOL 200A BIOL 200B | Human Anatomy and Physiology Human Anatomy and Physiology | 4 4 |
| Microbiology | MICR 201 MICR 202 | Microbiology for Health Related Sciences Microbiology Laboratory for Health Related Sciences | 3 1 |
| TOTAL UNITS | | | 30 semester units |
| Signature Program Director/Designee: Kathleen Hinoki, Ph.D., MSN, RN, CNS ABSN Program Coordinator | | Date: April 17, 2016 | |

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5.4
DATE: August 11, 2016

ACTION REQUESTED: Vote on whether to Recommend Approval of Major Curriculum Revision for University of California, Irvine Baccalaureate Degree Nursing Program (curriculum revision, add ELM program)

REQUESTED BY: Carol Velas, Nursing Education Consultant

BACKGROUND: Kathleen Saunders MSN, RN, CNS is the current Program Director and the Associate Director for Undergraduate Programs at the University of California, Irvine.

A proposal for a Major Curriculum Revision and addition of an Entry Level Master's Program with a concentration in Community and Population Health Nursing option was submitted with implementation planned for Summer 2017. UCI is requesting an initial enrollment of 20 students with an annual enrollment of 20 students for a total enrollment of 40 students per year.

University of California, Irvine School of Nursing has watched the national trends in nursing over the past five years and have witnessed the shift in nursing care from the acute care setting to the community setting with emerging roles as transition care specialists, care coordinator/case managers, faculty and nursing educators, health coaches, nurse and family cooperative facilitators and primary-care partners. With the support of key stakeholders in their profession and community, UCI held focus groups and interviews with Orange County Health Care Agency, Orange County Department of Education, UC Irvine School of Medicine, numerous non-profit community leaders, and their own second baccalaureate students to include their perspective in designing the Community and Population Health Nursing program.

The nursing faculty at UCI believes the program promotes diversity in the profession, provides a pipeline for nurses to be educated at a higher level, and provides a cadre of nursing professionals who can respond flexibly to the dynamic changes in healthcare needs of our community, with a focus on culturally responsive, family and population-based practice.

The proposed curriculum utilizes the AACN Essentials of Master's Education in Nursing and the Tier 1, Eight Domains of Quad Council Public Health Nursing Competencies. In addition to the prelicensure required content, there are five concentration specific courses including Health Promotion/Disease Prevention, Compassionate Care with Underserved Populations, Professional Issues in Nursing, Directed Study in Vulnerable Populations, and Community-based Health Care.

Elements of the Curriculum include:

- The program will be delivered over eight quarters or two years.

- Nursing Theory-54units, Nursing Clinical-33units, Communication-11units (3units counted in nursing theory course), and Science-31units for a total of 126units required for licensure.
- Medical/surgical, Obstetrics, Pediatrics, and Psych/Mental Health theory and clinical courses are concurrent. Geriatric's is taught as a 2unit theory course with geriatric content integrated into NS262-Foundations (30% of patient care), NS266-Adult Health (30% of patient care), and NS274-Critical and Specialty Health Care (30% of patient care). The prelicensure curriculum for the ELM program is consistent with the current BRN approved Baccalaureate curriculum.
- A variety of inpatient and ambulatory care settings will be used for clinical practicums. UCI has existing contracts with most clinical sites they plan to use and the increase in students will not impact current students in these locations.
- Student will apply for the National Council Licensure Exam (NCLEX) upon graduation at which time they also meet the requirements for their Public Health Certificate.

This proposal meets BRN rules and regulations and details of the curriculum changes are outlined in the attachment to this Agenda Item Summary.

NEXT STEPS: Place on Board agenda

PERSON(S) TO CONTACT: Carol Velas, EdD, MSN, RN
Nursing Education Consultant



Program in Nursing Science
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May 25, 2016

Carol A. Velas EdD, MSN, RN
Nursing Education Consultant
Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100

RE: UC Irvine Program in Nursing Science Major Curriculum Revision

Dear Carol:

This letter is to respectfully inform the Board of our intent to establish an Entry Level Master's program in the Summer of 2017. This new track within our current graduate program will be a M.S. Concentration in Community and Population Health Nursing. This concentration is designed to offer graduates of non-nursing baccalaureate programs direct entry into an accelerated Master's degree program, with the ability to practice nursing as a M.S. prepared nurse upon graduation and subsequent licensure.

History and accreditation status:

UC Irvine is one of 62 universities elected to membership in the prestigious Association of American Universities (<http://www.aau.edu/>). Founded in 1965, UC Irvine is noted for its excellent research and graduate programs, commitment to undergraduate education, and a growing number of professional schools. The Program in Nursing Science was established at UC Irvine by the Executive Vice Chancellor and Provost in January 2006. UC Irvine students were recruited in Fall 2006 to begin the upper division major in 2007-2008 academic year. Since its

inception, the undergraduate major has been fully subscribed. The Program also has approved MS and PhD degree programs. The MS in Nursing degree program was approved in 2008 offering course work in two Advanced Practice Registered Nursing (APRN) tracks, Family Nurse Practitioner (FNP) and Adult Geriatric Nurse Practitioner (AGNP). The PhD program was approved in 2012 and began admitting doctoral students in 2014. Recently, our program was fortunate to receive a \$40 million dollar gift from the William and Sue Gross Family Foundation to establish the new Sue and Bill Gross School of Nursing at the University of California, Irvine. The gift was the largest single donation to UC Irvine in its 50 year history, and was received in recognition of UCI Program in Nursing Science's contributions to the health and wellbeing of our community. Over the next ten years we are excited to build a state-of-the art health sciences building and to gradually and judiciously increase our PhD and MS enrollments, and to open new innovative educational programs to create the future nursing workforce for the State of California. This new ELM Program aims to increase the pool of MS educated nurses in our community. The Program in Nursing Science is fully accredited by AACN; initial accreditation from the Commission on Collegiate Nursing Education (CCNE) for the Baccalaureate degree program was received in April 2009. Our most recent CCNE visit of the Master's program was in Fall of 2015. We are awaiting the final written report but the verbal exit report indicated no areas of concern. Our last BRN site visit for the BS and MS programs was in the Fall of 2011; no denials, revocations or warnings have been received from either CCNE or the BRN. The most recent undergraduate NCLEX pass rate was 88.1% in Spring 2015. Certification rate for the Master's Program is 100% by self-report. We are currently expecting a site visit from the BRN in the Spring of 2017.

Proposed Program:

We designed our new Community and Population Health Nursing (CPHN) MS concentration over the past two years with input from key stakeholders in our profession and community. With a generous Kaiser Community Benefits Grant, we began exploring the need in Orange County for increasing the number of Master's prepared nurses and expanding the nursing workforce. We held focus groups and interviews with OC Health Care Agency, OC Department of Education, UC Irvine School of Medicine, numerous non-profit community leaders, and our own 2nd baccalaureate students to include their perspective in designing our CPHN program. In addition, we analyzed the existing programs at UCSF and UCLA and the then proposed program

at UC Davis (recently approved and launched). Then, we researched the programs throughout CA and the U.S. at leading Schools of Nursing to design and tailor our program.

We have chosen an Entry Level Master (ELM) approach for this new concentration as it serves multiple purposes. First it promotes diversity in the profession as our MS students come from more diverse ethnic/racial backgrounds. It provides a pipeline for nurses to be educated at a higher level, opening the door for our graduates to ultimately become clinical instructors and faculty who can educate the next generation of nurses. It will provide a mature cadre of nursing professionals who can respond flexibly to the dynamic changes in healthcare needs of our community, with a focus on culturally responsive, family and population-based practice.

This program, utilizing the AACN *Essentials of Master’s Education in Nursing*, is designed specifically to meet the needs of graduate students who have no clinical experience and are entering a pre-licensure program. As such, our curriculum mirrors the curriculum of UCLA and UC Davis, and is congruent with Master’s entry programs across the U.S. We have additionally designed the program to include the Tier 1, Eight Domains of the Quad Council Public Health Nursing Competencies to meet the needs of public health nursing in California. Three of our lead faculties have taught in accelerated direct-entry programs at USC, UCLA, and Columbia University. They bring their expertise to our curriculum design and content and our clinical mastery benchmarking.

The program is expected to start on June 26, 2017 pending BRN approval. The first cohort will consist of 20 students with an increase to a total of 40 students throughout the next five years as evidenced in chart below.

| Enrollment | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| B.S. | 175 | 175 | 175 | 175 | 175 | 175 | 175 |
| M.S. CHPN | | 20 | 40 | 40 | 40 | 40 | 40 |
| | | | | | | | |
| Total student enrollment | 175 | 195 | 215 | 215 | 215 | 215 | 215 |

Applicant pool & sustainability:

According to the CA BRN's Annual School Report in 2013-2014, nearly 58% percent of qualified applicants were denied admission to these programs due to lack of space. In the California region, only 800 Master's direct entry education students were able to enroll despite almost 2200 qualified applicants. Increasing the number of available spaces for students in Master's entry nursing degree programs will improve access to high demand nursing programs that will meet the healthcare needs of Californians.

In determining the enrollment, both clinical placements and sustainability were considered. Faculty had multiple meetings with the Program's financial managers to determine the financial impact. Guidance was also received from Central Campus Administration to determine the desired number of students to admit. Our Community Taskforce specifically addressed innovative community health placements and secured sites in schools, Orange County Health Care Agency, and other key partner sites.

Curriculum:

Our curriculum is comprised of the following structure, including nine core graduate courses (our core MS program as approved by UC Irvine Graduate Council in 2015):

- 1) Clinical Theory and Practice Curriculum: BRN-required combined Clinical and Didactic courses. In didactic sections the CPHN students will have separate assignments, examinations and evaluations to ensure Master's level competencies. In our community and hospital clinical placements, the CPHN students will have completely separate instruction to solidify their graduate-level application of nursing process, healthcare management, and clinical decision-making.
- 2) Profession and Research Curriculum: (AACN Essentials) CPHN students will complete all required graduate course work in research design and methodology in our current M.S. program and complete a graduate-level research project.
- 3) Science Core Curriculum: pathophysiology and pharmacology.

1. Clinical Theory and Practice Courses

Nine (9) core designated graduate courses will be completed by all students in addition to the Board of Registered Nursing (BRN) required didactic courses with accompanying clinical rotations over a two year period (87 units).

Our curriculum is designed to have these direct entry M.S. students complete two core graduate courses in their first quarter of our program: 1) Physical Assessment with Lab which is not currently part of our B.S. program; and 2) Compassionate Care for Underserved Populations. These courses will provide an immediate graduate level skill in assessment, communication, and motivational interviewing to enter direct patient care courses at an advanced level. They will also be introduced to health disparities and working with underserved communities on a population-level.

As the BRN stipulates, “theory and clinical practice shall be concurrent,” so while the students will be required to master the basic content of the B.S. students, in each course, they will be mandated to complete a higher level of mastery and competency with separate examinations, written assignments, and separate clinical rotations. Graduate level competency will be assessed in both their theory-based knowledge and their clinical practice. Their clinical component will be separate in designated tracks with MS prepared Clinical Instructors for all courses. In the hospital and clinical settings, they will be in Graduate MS student groups of 8 - 10 students (site dependent) to ensure they meet the graduate-level requirement for clinical competency.

We recognize that for graduate nursing education, the students need to learn sequentially, with their basic, primary care medical surgical and mental behavioral health/psychiatric nursing clustered over their first year. In the second year, they will build upon this foundational nursing education to enter courses focused on specific populations (pediatrics, women’s health, critical care and public health nursing/vulnerable communities). This scaffolding of knowledge and competency is a common educational structure for nursing programs; the pace of learning is accelerated for our M.S. students and the reading assignments, papers, examinations, and clinical case studies are more complex and of a deeper substantive level.

2. Professional and Research Competency

Students in the CPHN concentration will be required to complete all required graduate course work in research design and methodology in our current M.S. program and complete a graduate-level research project. This is the cornerstone to their evidence-based practice competency; they will be able to partner in clinical research, quality and safety improvement, and preventive individual and population-based healthcare management with their colleagues in medicine, pharmacy, social work, and other health-related disciplines. Inter-professional practice across academic settings, community clinics, and acute-care hospital facilities will be integrated in all projects. M.S. students are required to partner with a community health organization to design and implement a wellness promotion project. For health policy and professional advocacy, the CPHN students will complete the graduate Professional Issues in Nursing course as well. These courses will ensure that the Core Public Health Nursing Competencies are met across our curriculum (Quad Council, 2011).

3. Core Sciences in Pathophysiology and Pharmacology

In the first year of the program, the students will take the foundational courses in Pathophysiology and Pharmacology and have separate case study assignments for each major system. Separate assignments and examinations will be required to ensure that they have the foundation to take Advance Practice Nursing coursework upon completion of the program, if they opt to pursue an Advanced Practice degree in the future. The remaining basic sciences will be required as prerequisites. See attached forms EDP-P-05 and EDP-P-06 for the total curriculum plan.

Faculty and Staff:

The Nursing Science faculty of 36 is comprised currently of 11 Academic Senate full-time equivalent (FTE) positions, eight full-time and two part-time Health Sciences Clinical Professors, 15 Health Sciences Clinical Instructors, and three emerita Senate faculties who remain engaged in the program. Four of the Senate FTE positions are actively under recruitment this year. Additionally, we are currently recruiting nationwide for the position of Director/Founding Dean.

There is a total of thirteen full and part-time administrative staff supporting the Program. In addition to the Assistant Director, the State-funded positions include: Director of Development; Research Librarian; Manager of Student Affairs and an Academic Counselor; a Financial Operations Manager and Administrative Analyst; Manager of Academic and Staff Personnel; Manager of Clinical Support Services and a Clinical Operations Specialist for Graduate Students; and Program Assistants. In addition, there is a Programmer Analyst, shared with Public Health for IT support. There are also several research associates on staff.

Resources:

A variety of student services and resources are available on campus for all students. These services are available to students through programs and activities offered in multiple centers on the UC Irvine campus and include the Learning and Academic Resource Center (tutoring), the Center for Excellence in Writing and Communication (tutoring), Career Center, Counseling Center, Cross-Cultural Center, Disability Services Center, International Center, LGBT Resources Center, Office of the Ombuds, Student Health Center, Transfer Student Center, and the Veteran Services Office.

UC Irvine has four libraries: Langson, Ayala Science, Grunigan Medical, and Law. Multiple online bibliographic search options are available, including those used most frequently by individuals seeking health science information (e.g., CINAHL, PubMed). Online resources are accessible to students and faculty from any location. Steve Clancy, MLS, is a dedicated librarian for nursing and health sciences. Mr. Clancy lectures on current databases, conducting literature searches, and the use of evidence in courses for both undergraduate and graduate students.

The Program is fortunate to have two highly qualified and knowledgeable Student Affairs Officers (SAOs) who provide excellent academic counseling for prospective and current undergraduate and graduate students. Faculty also participates in student advisement and counseling not only for individuals but for groups of students whom they meet with quarterly. The CPHN students will be assigned faculty advisors as a group, so support can be tailored to their specific needs.

Our current nursing building, Berk Hall, has office and research space for all Program faculty; space for administrative personnel; classroom/conference space for small groups; a student lounge and meeting area; and student skills and computer laboratory. The Student

Training Center is located in Berk Hall and is fully equipped for basic skills, medium fidelity simulation training, standardized patient simulation, and is be used extensively for graduate as well as undergraduate education. Additionally, the Medical Education building is used for any high-fidelity simulation needs. Due to the recent generous 40 million dollar gift from Sue and Bill Gross, a new state of the art building is planned for Nursing Science.

Budget:

The CPHN program budget is integrated into the comprehensive UCI Nursing Science Program budget. Resources dedicated to supporting this program are provided through State Funding and student tuition fees and allocated by the Campus Budget Office. Revenue allocations are utilized to support faculty and staff salaries as well as administrative overhead expenses. One-third of student professional fees are utilized for financial aid to the student. Oversight of the budget is managed at the program level with oversight by the Planning and Budget Office of the University. Budget to support the first cohort has been approved by Central Campus with a commitment to support the resources identified above.

Clinical Placements:

The Program participates in the Orange County/Long Beach Consortium for clinical placement planning. Additionally, we are fortunate to have a true clinical partnership with UC Irvine Health which will be able to accommodate our additional clinical needs as this new CPHN program begins. We have been in discussion already with UCIMC's clinical placement coordinator about our additional needs, and how to minimize the impact on other programs. We will also increase our use of the excellent ambulatory opportunities provided at UCI's two Federally Qualified Health Centers in Santa Ana and Anaheim, and our campus clinics. Additionally, Dr. Howard Federoff, Vice Chancellor for Health Affairs and CEO of UC Irvine Health, has stated that the medical and nursing training needs of our UC Irvine Health enterprise are a priority; as the ambulatory centers at UC Irvine expand, nursing will be able to secure additional clinical placements. We will continue to utilize the sites we are currently approved to use through the Consortium, and may elect to place either undergraduate students or CPHN students dependent on need and clinical objectives.

Please let us know if there is a need for further information. We are hopeful that the timing of our Spring 2017 visit will work with the approval process for this new program.

Thank you for your time and consideration,

Kathleen Saunders MSN, RN, CNS

Kathleen Saunders MSN, RN, CNS
Associate Clinical Professor
Associate Director, Undergraduate Program
Program in Nursing Science
University of California, Irvine

UCI Program in Nursing Science

Master of Science, Community and Population Health Expanded Program Course Description

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| <p>Nur Sci 262 Foundations of Professional Nursing Practice (4 Units) Summer Y1</p> | <p>This course focuses on the development of nursing skills in therapeutic communication, interviewing, functional assessment, the art and science of human care, and clinical judgment for pediatric, adult and geriatric clients. Concepts of health promotion and disease prevention are included. Multiple methods are used to enhance learning, including orientation to content and learning activities by faculty, multi-media presentations, self-learning, and practice. The student is expected to attain core basic nursing skills as detailed in weekly assignments and learning checklists. Faculty-facilitated, participatory peer group, and self-learning laboratory activities are included. Skill acquisition is mandated through scheduled laboratory hours for the Skills Lab, Exam Rooms, and selected clinical experiences.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none">• Integrate knowledge from nursing, humanities; social, behavioral, and natural sciences in providing care to patients.• Demonstrate behaviors that meet ethical, legal, institutional, and professional standards with patients, colleagues, and others in providing safe, holistic nursing care that assists in promoting, attaining, and maintaining an optimal level of health for patients.• Use the nursing process as a clinical decision-making strategy to provide basic nursing care for patients adapting to internal and external environmental variables across the health continua.• Use theoretical knowledge and clinical data as the basis for assessment and clinical decisions in practice.• Apply basic principles of communication to professional relationships.• Demonstrate knowledge and performance of selected basic psychomotor skills.• Demonstrate behaviors reflective of the roles of caregiver and collaborator with other members of the healthcare team. |
| <p>Nur Sci 264A Applied Pharmacology (2 Units) Fall Y1</p> | <p>This course presents principles of pharmacology applied to intervention in pathophysiologic states across the lifespan. Discussion of the major drug groups with implications for monitoring, drug administration, toxicity, and patient education will be included. Physical, psychological, social and cultural factors affecting drug administration will be considered. Emphasis will be placed on nursing roles and</p> |

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| <p>AND</p> <p>Nur Sci 264B Applied Pharmacology (2 Units) Winter Y1</p> | <p>responsibilities related to drug administration including legal and ethical issues. Research processes, issues, and regulations related to development of drugs and their testing will be addressed.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Demonstrate understanding of principles of pharmacology related to safe use of drugs from the major drug groups in selected pathophysiologic states. • Describe physical, psychological, social, and cultural factors across the lifespan that affect use of pharmacologic agents in health and disease. • Demonstrate understanding of nursing responsibilities related to drug administration, actions, interactions, precautions, side effects, and patient education for selected drugs from the major drug groups. • Calculate pediatric and adult drug doses accurately. • Provide comprehensive and appropriate client education in relation to prescribed pharmacologic agents. • Analyze the effects of single and multiple drug regimens on the client's health and functioning. • Summarize the legal and ethical principles related to research and practice of safe medication administration in nursing. • Synthesize and apply current research-based knowledge regarding pharmacologic agents and physiologic/pathologic responses. |
| <p>NS 268A Pathophysiology (2 units) Fall Y1</p> <p>AND NS268B Pathophysiology (2 units) Winter Y1</p> | <p>This 2 quarter course presents content on pathologic alterations in physiologic processes in cells, tissue, organs, and systems across the life span. In this class, emphasis will be placed on critical thinking, application of concepts to clinical practice, and related research. The influence of environment and the role of genetics in the etiology of disease will be included. Alterations in cells and tissues are followed by a discussion of pathophysiologic alterations in organs and systems. Content focuses on disease processes across the lifespan, linkage of relevant physiology to disease states, and factors that influence epidemiology and pathophysiology. Clinical case studies will be utilized to demonstrate the pathophysiologic basis for assessment, diagnosis, and management of common health problems. Students will utilize the Healthy People 2020 initiative for direct application of theory content to clinical practice and community/population-based nursing.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Demonstrate understanding of altered cell and tissues changes occurring in adaptive and proliferative physiologic and pathophysiologic processes. • Demonstrate understanding of pathophysiologic alterations in structure and function in organs and systems. • Incorporate understanding of age-relatedness within specific pathophysiologic alterations. • Relate environmental and genetic factors to pathophysiologic processes and begin to construct |

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| | <p>preventive strategies.</p> <ul style="list-style-type: none"> • Summarize the role of genetics in selected pathophysiologic processes and screening based on risk factors. • Explain the pathophysiologic basis and rationale for the etiology, symptomatology, clinical and diagnostic findings to link therapeutic interventions for common clinical conditions and diseases. • Explore the interrelationships of pathophysiologic alternations with multiple disease states and the public health impact of optimal disease process control. |
| <p>Nur Sci 230 Advanced Health and Physical Assessment (3 units) Fall Y1</p> | <p>This course will focus on the application of theoretical concepts related to comprehensive health assessment of patients across the lifespan. Emphasis includes the analysis, synthesis and application of comprehensive health assessment data including the bio-psycho-social, developmental, and environmental needs of patients and families as related to the role of the master's prepared and advanced practice nurse. Comprehensive clinical applications of advanced health assessment skills and strategies necessary for advanced practice nursing role in a particular area of specialization are emphasized.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Explore concepts underlying health assessment of clients from a holistic and contextual perspective. • Analyze and discuss comprehensive assessment data of patients across the lifespan including: pertinent history and physical assessment findings as well as bio-psycho-social, cultural, gender and developmental variables. • Utilize critical decision making skills to analyze and synthesize assessment data to formulate comprehensive patient specific problem lists. • Present assessment findings verbally and in writing in an organized, complete, succinct manner using appropriate terminology and format. • Identify health and psychosocial risk factors of patients of all ages and families in all stages of the family life cycle. • Demonstrate proficiency in family assessment. • Distinguish between normal and abnormal change with aging. • Identify researchable questions pertaining to comprehensive advanced health assessment and the role of the master's prepared and advanced practice nurse. |
| <p>Nur Sci 230L Advanced Health and Physical Assessment (AHPA) Lab (1 unit) Fall Y1</p> | <p>This course focuses on the comprehensive clinical applications of advanced health assessment skills. Emphasis is placed on critical decision-making skills in synthesizing and analyzing assessment data. Students are required to view the video demonstration of the system PRIOR to the lab. These videos are available at the Grunigen Medical Library and VPN must be used to access these when off campus. Students are required to attend and participate in all lab sessions to gain required skills. Students must pass the Skills Appraisal Examination (SKA) with standardized patients (SPs). The SKA grade is comprised of exam fundamentals (hand washing, draping patient), history taking and physical exam skills, organization</p> |

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| | <p>of the exam, and interaction/communication with the patient. The SPs are trained to provide feedback on the students' performance, and faculty observers also score students' exam.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Obtain and accurately document a relevant health history for patients of all ages and in all phases of the individual and family life cycle. • Perform and accurately document appropriate comprehensive or symptom-focused physical examinations on patients of all ages (including developmental and behavioral screening and physical system evaluations). • Perform screening evaluations for mental status and mental health. • Differentiate normal variations and abnormal health assessment findings affecting patients of all ages involving the integumentary, HEENT, respiratory, cardiovascular, gastrointestinal, genitourinary, reproductive, musculoskeletal, and neurologic systems. • Present assessment findings verbally and in writing in an organized, complete, succinct manner using appropriate terminology and format • Identify health and psychosocial risk factors of patients of all ages and families in all stages of the family life cycle. • Develop beginning skills in the differential diagnosis of comprehensive assessment findings. |
| <p>NS282 Compassionate Care with Underserved Populations (3 units) Fall Y1</p> | <p>This course focuses on theory and research related to psychiatric illness and socio-cultural factors such as race, ethnicity, gender and class which may impact patients across their life span. Emphasis includes the nursing process, assessment, diagnosis, management, patient/family education, lifestyle modification and counseling strategies. Concepts of evidenced based health care, resource management and shared-decision making are emphasized. Students will learn to apply knowledge of vulnerable populations and their needs by identifying, investigating, and evaluating community resources available to assist a specific population at risk and analyzing the applicability of the available services to a specific patient seen in a clinical setting. Students will develop Motivational Interviewing skills and cultural competency through required assignments and projects.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Compare and contrast various theories defining population vulnerability. • Analyze health problems of vulnerable populations using the epidemiological model. • Apply the concept of risk to identify health risk factors of vulnerable populations, set priorities and plan nursing strategies to modify risk factors. • Demonstrate collaborative skills in working with a multi-disciplinary health team to meet the health needs of vulnerable populations. • Demonstrate cultural diversity competence in providing nursing care to vulnerable populations. • Evaluate community resources available to meet the needs of vulnerable populations, identify gaps and make recommendations to improve health care. |

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| | <ul style="list-style-type: none"> Utilize research findings and selected theories to promote the health of vulnerable populations. |
| <p>NS 200 Research Methods and Evaluation for Evidence-Based Practice (3 units) Winter Y1</p> | <p>This course focuses on clinical research methods and evaluation procedures relevant to evidence-based care. Emphasis is placed on critical evaluation of a body of research for evidence-based Master’s level and advanced nursing practice. The role of national and international entities in the development of practice guidelines will be reviewed. This course focuses on analyzing the evidence needed for competent graduate-prepared nursing practice. In order to provide your patients with the most current recommendations for the prevention and management of disease, you need to be able to read and decipher clinical guidelines and the research that supports the guidelines. In the first half of the course we will review some of the basics of research. Once that is accomplished we can concentrate in the second half of the quarter with discussing reviewing, synthesizing and applying research in nursing practice. Students will gain competencies in utilizing the core research databases such as, PubMed, CINAHL, Psychinfo, Cochrane Library to review literature and create Tables of Evidence. The student is expected to identify, review and apply relevant research to a specific clinical practice problem and research question. Each student will complete a research paper posing a clear PICOT question and demonstrating strong synthesis across a research topic of importance to nursing science.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> Demonstrate understanding of clinical research methods and analysis procedures commonly occurring in health care research reports. Discuss criteria and synthesis procedures for development of clinical guidelines for practice. Critically evaluate clinical research in a selected practice area for applicability in nursing practice. |
| <p>Nur Sci 265 Older Adult Health Care (2 units) Winter Y1</p> | <p>This course focuses on the complex interaction of physical, pathophysiological, psychological, developmental, social, cultural, and health care policy factors influencing the health and health care of older adults. Discussion will include health risk factors, the influence of lifestyle choices, obtaining reliable health assessment information, the interplay between acute illness and chronic conditions, ethical issues, elder abuse, and issues in long-term care decisions. The course includes a focus on HPDP, HP2020 and the Advancing Care Excellence for Seniors/ and for Alzheimer’s Patients and Caregivers (ACE.S and ACE.Z) frameworks. Research targeting older adult populations will be incorporated. Emphasis will be placed on identifying and synthesizing the unique set of factors influencing nursing management of individual older adults.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> Demonstrate understanding of the pathophysiological, psychological, developmental, social, cultural, and health care policy factors influencing the health and health care of older adults. Relate health risk factors and lifestyle choices to the health status of individual older adults. Understand prevention, early detection, intervention, treatment and reporting requirements for elder abuse and neglect. |

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| | <ul style="list-style-type: none"> • Demonstrate health promotion and disease prevention including health education plans for older adults, including underserved populations. • Analyze and critique our understandings of the cultural and social influences on older adults. • Discuss ethical issues and issues in long-term care decisions affecting older adults, including end-of-life care and hospice. Analyze models of nursing-led transition care for older adults. • Integrate research affecting older adults into a plan for evidence-based nursing management. • Critique and Synthesize research findings related to the health care of needs of older adults and apply to current clinical guidelines. |
| <p>Nur Sci 281 Professional Issues in Nursing (3 Units) Winter Y1</p> | <p>This course provides an orientation to the scope and standards of master’s prepared professional nursing practice. Principles of jurisprudence, ethics, and advocacy will be introduced along with conceptual frameworks for nursing practice, including a complex, advanced analysis of the nursing process. The social, political, and economic environments affecting health care delivery systems and their impact on professional nursing practice will be analyzed. Historical influences on contemporary nursing and research affecting nursing practice will be discussed. Education and practice requirements for the master’s educated and advanced practice roles will be introduced. Opportunities will be provided to develop communication, collaboration and group process skills required for effective interprofessional, interpersonal relationships. Emphasis is placed on the introduction and socialization of the student into the various master’s-prepared and advanced practice professions.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the scope and standards of professional nursing practice, including an application of the nursing process. • Analyze the influence of social, political, cultural and economic environments on health care delivery and nursing practice historically and in contemporary society. • Demonstrate understanding of the principles of jurisprudence, ethics and advocacy as they pertain to professional nursing practice. Recognizes that the master’s-prepared nurse can intervene at the systems level through the policy development process and to employ advocacy strategies to influence health and health care. • Discuss effects of current research into nursing practice on contemporary nursing practice. • Compare and contrast education and practice requirements for master’s-prepared and advance practice roles. • Demonstrate effective communication, collaboration and group process skills as a member and leader of interprofessional teams. |
| <p>Nur Sci 266</p> | <p>This course focuses on the restorative, peri-operative, and supportive nursing management of adults with</p> |

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| <p>Adult Health Care 8 units (4 units Theory, 4 units Practicum) Spring Y1</p> | <p>acute or chronic alterations in oxygenation, regulation, immune response, elimination, metabolism, mobility, cognition, and substance abuse. Diagnostics, pharmacology, pathophysiology, and therapeutics will be integrated for adult and geriatric clients. Simulation and standardized patient scenarios will be used for formative and evaluative goals, with most cases focused on geriatric and vulnerable populations. Emphasis will be placed on critical thinking, application of the nursing process, related research for evidence-based practice, socio-cultural influences, and ethics. Concurrent practicum in adult health care hospital units includes a focus on geriatric and vulnerable patients and populations.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the acute and chronic alterations in biologic functions that occur in adults, including geriatric patients. • Relate nursing assessment and management concepts to pathophysiologic processes. • Demonstrate understanding of the social and cultural influences on human responses to illness, including aging and vulnerabilities. • Discuss the process of implementing evidence-based practice. • Demonstrate understanding of developing a plan of care and use relevant data to implement and evaluate nursing care to patients with common acute and emergent conditions. • Select and apply appropriate aspects of the professional nursing role in guiding patients and families to adopt behaviors related to health promotion and health maintenance • Utilize knowledge of diverse theories (health promotion, risk reduction, social issues and human diversity, health care policy, and systems) in management of patients within a complex health care environment. • Evaluate current research and theory in pathophysiology, diagnosis and management of common disorders and problems of acutely ill adults in a collaborative, interdisciplinary setting. |
| <p>Nur Sci 267 Human Behavior and Mental Health Nursing 7 units (4 units Theory, 3 units Practicum) Spring Y1</p> | <p>This course focuses on nursing management of individuals across the lifespan with alterations in mental health. Mental health promotion and crisis intervention, chemical dependency, acute and chronic care for psychiatric conditions, rehabilitation, and recovery will be addressed. Hospital-based and community-based care issues will be considered. Socio-cultural influences on mental health and psychiatric treatment will be incorporated. Emphasis in theoretical portion of class will be placed on critical thinking, application of the nursing process, related research for evidence-based practice, and ethics.</p> <p>The course includes supervised clinical experience in the nursing management of adults requiring supportive and interventive care for acute or chronic alterations in human behavior and mental health. Emphasis in clinical portion of class will be placed on the synthesis of knowledge and skills, critical thinking, application of the nursing process, related research for evidence-based practice, socio-cultural influences, and ethics. Practicum experiences will be located in hospital inpatient psychiatric units as well as in outpatient mental health clinics or community settings. Patient care seminars will follow each clinical</p> |

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| | <p>session and will focus on integration of clinical experiences with content in the lectures and Evidence-based practice.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the acute and chronic alterations in human behavior and mental health that occur in children, adolescents, and adults. • Relate nursing assessment and management concepts to care of individuals experiencing acute or chronic alterations in human behavior and mental health. • Analyze the social and cultural influences affecting diagnosis, treatment and care of individuals with alterations in human behavior and mental health. • Integrate research findings related to the experience of acute or chronic alterations in mental health into discussion of evidence-based care of individuals and their families. • Analyze health problems of populations dealing with acute or chronic alterations in mental health using the epidemiological model. • Apply the concept of risk to identify health risk factors of populations with acute or chronic alterations in mental health; set priorities and plan nursing strategies to modify risk factors. • Demonstrate collaborative skills in working with a multi-disciplinary health team to meet the health needs of populations with acute or chronic alterations in mental health. • Demonstrate cultural diversity competence in providing advanced nursing care to populations with acute or chronic alterations in mental health. • Evaluate community resources available to meet the needs of populations with acute or chronic alterations in mental health; identify gaps and make recommendations to improve health care. • Utilize research findings and selected theories to promote the health of populations with acute or chronic alterations in mental health. |
| <p>NS 294B Directed Study in Vulnerable Populations (2 units) Summer Y2</p> | <p>This independent study course focuses on individually designed clinical learning experiences and goals within a selected vulnerable population, such as the homeless, veterans, minority groups, geriatric, LGBTQI, etc. Students work for 60 hours in a clinical setting addressing health care needs of the selected vulnerable population(s). There will be direct supervision and weekly clinical seminar meetings with case presentations and review; students will be expected to provide research and epidemiologic data on caring for their specific cases. Case studies and oral presentations will be graded based on students demonstrating core population-based data and care delivery, cultural competency, and research.</p> <p>Additional readings, in nursing, anthropology, social ecology, public health, and other disciplines will be determined based on the student's individually designed goals, selected vulnerable population, and learning experiences. Students must maintain a clinical log of hours spent in clinic or healthcare facility signed by the preceptor each day and an electronic clinical log of all patients seen on the Typhon NPST system. Students will maintain a clinical experience journal to document learning outcomes and analyze care and</p> |

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| | <p>health systems.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Establish caring, supportive therapeutic relationships with patients from the vulnerable population seeking health care. • Utilize a holistic bio-psycho-social-cultural, developmental, family contextual framework and advanced assessment skills during history taking, comprehensive physical examination, risk profiling, and diagnostic screening, conduct comprehensive and screening assessments on patients in the vulnerable population. • Analyze, synthesize, and interpret assessment findings identifying normal, normal variations, health promotion/disease preventions needs, and pathological findings. • Demonstrate critical thinking and clinical decision-making skills to formulate problem lists based on analysis of assessment findings. Prioritize problems and conditions requiring intervention. • In collaboration with preceptor, review assessment findings and problem list and develop and implement comprehensive plans of care identifying interventions designed to meet patient-specific needs. • Provide anticipatory guidance, health promotion and disease prevention education for patients and their families. • Accurately and concisely record assessment findings, problem lists and individualized patient/family interventions, including diagnostic, therapeutic treatment, and educational plans of care. • Demonstrate competence in an organized oral case presentation that demonstrates a comprehensive approach to assessment, diagnosis, and interventions with patients and their families in healthcare settings. • Frame a health care issue in the identified vulnerable population for analysis. • Critique available research evidence related to the area of interest. • Analyze and synthesize existing evidence for applicability to practice. |
| <p>NS 273 Maternity and Women’s Health Care 8 units (4 units Theory, 4 units Practicum) Fall Y2</p> | <p>Provides didactic and clinical experiences in nursing care of women’s wellness across the lifespan, the childbirth process, and newborn care. Students will learn the nursing process, family-centered care, teamwork and collaboration, patient safety, quality improvement and informatics, utilizing an evidence-based practice approach in caring for women and families. In a series of case studies and clinical assignments, students are responsible for analyzing the social determinants of health and synthesizing the epidemiologic research and the cultural and socio-economic factors underlying the health disparities facing women. Students will be expected to complete independent learning modules on genetics and embryology, in addition to comprehensive nursing care of women through puberty, childbearing years,</p> |

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| | <p>reproductive life planning, menopause, and the aging process. The course emphasizes the holistic and safe nursing care of women based on the nursing process, clinical guidelines, evidence-based practice, and research analysis.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the normal physiologic changes associated with childbearing and reproductive health. • Relate nursing assessment and management concepts to physiologic processes occurring in normal and high risk pregnancies. • Deliver safe, therapeutic, effective patient-centered care to women and families working in interprofessional teams. • Demonstrate health promotion and disease prevention including health education plans for women across the lifespan. • Analyze and critique our understandings of the cultural and social influences on women’s health, childbearing, and childrearing. • Integrate recent research findings related to childbearing and women’s health into evidence-based care provision for women, and childbearing families. • Analyze assessment findings and discuss recommended nursing care and therapeutic interventions designed to meet the obstetric needs of women including: <ul style="list-style-type: none"> ○ Pertinent history and physical findings; ○ Bio-psycho-social-cultural-developmental-religious variables affecting patient specific obstetrical needs ○ Recommended plan of care emphasizing quality care, resource management, within a model of shared decision making including: appropriate diagnostic tests, recommended intervention(s), patient/family education and counseling, strategies to deal with complex ethical dilemmas, follow-up and/or referral needs of the patient. ○ Identify agency and community resources designed to provide assistance with access to services, social and/or economic support, and educational needs of women and their families during and following pregnancy. • Critique and Synthesize research findings related to the health care of needs of women and apply to current clinical guidelines. |
| <p>NS 272 Pediatrics: Care of Children and Families 7 units (4 units Theory, 3 units</p> | <p>Provides didactic and clinical experiences in nursing management of infants, children, and adolescents with chronic, acute, and/or life-threatening conditions. Incorporates concepts of family-centered care, teamwork and collaboration, patient safety, quality improvement and informatics, utilizing an evidence-based practice approach. Students will have clinical education in a pediatric acute care setting and in ambulatory, including health screenings, health education of elementary school children, and immunization education</p> |

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| <p>Practicum) Fall Y2</p> | <p>and flu clinics. Cutting across all weeks of clinical experience, students are expected to approach patient care from an age-appropriate, holistic perspective that is sensitive to the patient’s biological, psychological, social, cultural, and spiritual being. In assignments, students are responsible for analyzing the social determinants of health; they are expected to synthesize research to understand the cultural and socio-economic factors underlying health disparities facing children. In clinical placements and assignments, students will complete journals and assignments reflecting pediatric and family-centered care reflecting a community and population-based framework. Students will be expected to complete a Growth & Development paper and to learn early detection, intervention, treatment, and reporting requirements for child abuse and neglect.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Incorporate knowledge of normal physical, intellectual, and emotional growth and development into safe care of the child from birth to adolescence across all healthcare settings. • Demonstrate understanding of the acute and chronic alterations in biologic functions that occur in infants, children and adolescents. • Apply nursing assessment and management utilizing the nursing process to pathophysiologic conditions in the acute or chronically ill infant, child, and adolescent. • Demonstrate understanding of healthcare issues affecting infants, children, and adolescents including wellness, health promotion, and health education. • Synthesize social, cultural, and ethical influences on family roles in childrearing into supportive care for families. • Demonstrate knowledge of prevention, early detection, intervention, treatment, and reporting requirements for child abuse and neglect. • Discuss population care management and implications for clinical practice for the pediatric population. • Identify federal, state, and local agency and community resources available to meet the needs of pediatric patients, their families, and health care providers. • Analyze and synthesize the evidence-based and current guidelines and research in Pediatrics to provide safe, evidence-based care of children and their families. |
| <p>NS 274 Critical and Specialty Health Care 6 units (3 units Didactic, 3 units Practicum) Winter Y2</p> | <p>This course focuses on the restorative, supportive care of individuals with life-threatening alterations in health status utilizing technology and pharmacology for life support. The course includes the pathophysiology, diagnostics, monitoring, pharmacology, therapeutics, and evidence-based management interventions for critically ill patients, including a focus on geriatric populations. Emphasis will be placed on critical thinking, application of the nursing process, related research for evidence-based practice, socio-cultural influences, and ethics including end-of-life issues, with a weekly focus on geriatric health. The clinical practicum emphasize the synthesis of knowledge and skills, critical thinking, application of the</p> |

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| | <p>nursing process, related research for evidence-based practice, socio-cultural influences, and ethics. Clinical experiences will be located in area hospitals intensive care units, specialty, and emergency care areas. Patient care seminars will follow each clinical session and will focus on integration of experiences with content in the co-requisite lecture course. Students will be expected to apply HP2020 goals and ACE-S and ACE-V to population-based assignments and case studies, including simulations. Students will complete a research paper on the variants in health, including physiologic variations, in a wide range of cultural, racial, ethnic, age, and gender groups that may influence the assessment and plan of care for a critically ill patient. Students will be expected to focus on a specific vulnerable population in this paper, such as fragile geriatric, ethnic minorities, and underserved populations.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the complex multi-system alterations in biologic functions that occur in individuals with life-threatening critical illness or injury. • Relate nursing assessment and management concepts to pathophysiologic processes. • Demonstrate understanding of the social and cultural influences on human responses to life-threatening critical illness or injury. • Summarize the evidence for therapy and monitoring related to a selected pathophysiologic state. • Incorporate theories and research in generating teaching and counseling strategies to enhance recovery from acute illness and promote health and healthy lifestyles in client populations. • Recognize the variants in health, including physiologic variations, in a wide range of cultural, racial, ethnic, age, and gender groups that may influence the assessment and plan of care. |
| <p>NS 276 Leadership and Management in Health Care 4 units (2 units didactic, 2 units clinical) Winter Y2</p> | <p>This course focuses on the role of the professional nurse as leader and manager of a health team for interprofessional collaboration for improving patient and population health outcomes. Principles, concepts and theories related to organizations, management, leadership, change, decision-making, and group process are applied to the delivery of health care at both the individual and populations. Organizational and systems leadership, power, advocacy, delegation, and collaboration are addressed. The course includes development of skills for conflict resolution, successful delegation, team building, resource management, quality improvement and safety, and stress management. Emphasis will be placed on Master's-level nurse professionalism, critical thinking, translating and integrating scholarship into practice, quality improvement, and ethics.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the effective use of organizational and systems leadership and management principles and skills to promote a positive health care delivery environment for professionals, patients, and the community. • Relate the effective and professional use of power, advocacy, and collaboration to promote positive patient and system-level or population outcomes. |

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| | <ul style="list-style-type: none"> • Describe and demonstrate advocacy and delegation as central to the professional nurse’s role. • Demonstrate understanding of the legal, ethical and health policy issues facing individuals and communities in leadership and management roles in health care and the social determinants of health. • Synthesize critical thinking processes used to address and resolve a clinical conflict to build nursing, interprofessional and effective working relationships, including a systems-perspective. • Recognizes the role of the master’s-prepared nurse as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care. • Demonstrate the skills of organizational and systems leadership to apply quality principles within an organization. |
| <p>NS 215 Health Promotion and Disease Prevention 3 Units Winter Y2</p> | <p>This course covers the evidence based national clinical preventive services guidelines for health promotion and disease prevention. Focus of course emphasizes counseling about personal health behaviors, screening tests for the early detection of risk factors and disease, immunizations and chemo-prophylaxis on the individual level. Health promotion and disease preventive measures for health assessment and teaching throughout the life cycle are presented. Students will learn population-based health management and the targeted application of the principles of HPDP across the lifespan with newborn to geriatric health screenings and education emphasized. Family-focused, population-based healthcare, epidemiology, prevention, and the social determinants of health will be stressed.</p> <p>For population-based HPDP, students will create a community-level engagement project, intervention or tool with a specific partner (from a local school, community partner, FQHC, clinic or organization). Each student will develop a resource guide or health education/literacy intervention for a defined population with an identified cluster of health disparities and health needs.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Provide anticipatory guidance and counseling regarding wellness, lifestyle, disease risks and potential changes in health status to patients across the lifespan. • Provide health promotion and disease prevention services cognizant of age, development, risk, geographic location, socio-economic factors, and culture to patients across the lifespan. • Apply appropriate health promotion and disease prevention information and services to clients with acute and chronic conditions. • Apply principles of epidemiology and demography in clinical practice. • Differentiate primary, secondary and tertiary prevention for individuals and targeted populations. • Devise patient-specific primary and secondary clinical preventive service recommendations based on individual risk profiles. • Ascertain the presence or absence of risk factors including demographic variables, gender, ethnicity, age, behavioral risk factors, and environmental risk factors through patient histories, |

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| | <p>targeted exams and laboratory tests.</p> <ul style="list-style-type: none"> • Discuss strategies to change patient behavior to reduce the most prominent identifiable contributors to premature death in the United States. • Evaluate the appropriateness of and indications for patient-specific screening tests. • Devise comprehensive health promotion plans for individuals and families across the age span including frequency of visits, identification of risk factors, safety education, nutrition and exercise, use of screening tests, immunizations and chemo prophylaxis. • Identify and design interventions and health education for populations facing documented health disparities |
| <p>NS 284 Scholarly Concentration (3 units) Winter Y2</p> | <p>This independent study course focuses on analysis and use of research to provide the evidence base for graduate practice nursing in an area of interest to the student. Students will critique, synthesize, and analyze a body of clinical research evidence. The resulting analysis will form the basis for recommendations for clinical practice. The ethics of nursing research will be discussed.</p> <p>Students will learn the process of creating a clinical problem question; conducting a current literature search employing multiple databases; and producing a written problem statement, a description of the search strategy you used, including search terms, MeSH terms, analysis of results, and strategies you will/would use to retrieve material. Identify the number of references located and any mechanisms you used to sort through/select relevant literature from these databases. The resulting reference list will be utilized to create Tables of Evidence. Each student will produce a paper demonstrating an in-depth synthesis of current research knowledge on their topic and to provide a knowledge base or evidence for making a change in practice. The student will assess if the body of research in the area is scientifically sound, ample, and applicable to your population of interest. The student will determine if and how, as a Master's prepared nurse, you would utilize/implement the research in the practice area. Students will also be expected to present their project in an oral presentation to the class.</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Frame a health care issue or clinical problem for analysis. • Identify and critique available research evidence related to the area of interest. • Analyze existing evidence for applicability to practice. • Identify gaps in the evidence. • Synthesize and summarize clinical evidence for master's prepared nursing application or defend the position that insufficient evidence exists on which to base practice. |
| <p>NS 271 Community-based Health Care 6 units (3 units Theory and 3 units Practicum)</p> | <p>Epidemiology, primary health care promotion, and disease prevention applied to nursing care of individuals, families, groups, and communities. Includes sociocultural, political, economic, and environmental influences. Concepts and methods of assessing populations and communities incorporated in concurrent practicum. This course prepares the students for certification as public health nurses, covering all required topics. Lectures and assignments include the following core topics with a focus on caring for</p> |

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| <p>Winter Y2</p> | <p>vulnerable populations, including culturally responsive care and addressing health disparities of these populations: Community Assessment and Population-based Health Interventions; The U.S. Health System: the ACA and Challenges; Public Health Systems: Local Challenges; Health and the Global Community; Environmental Health; Case Management: Chronic Disease and Optimal Health; Homeless, Rural, and Migrant Health; LGBTQI Health; Communicable Diseases Management: Primary, Secondary and Tertiary Prevention; Children and Adult Community Mental Health; Home (Hospice) and School Health Care; Occupational Health and Veterans Health; Populations Affected by Disabilities; Disaster and Terrorism Responses; Violence and Abuse Prevention and Reporting</p> <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding and ability to apply the principles of epidemiology and public health systems, and the specific roles of public health nurses. • Analyze the social, cultural, political, and environmental determinants of health as these apply to individuals, families, communities, and populations. • Compile and critique data related to a population health risk for a specific community, including HP2020 objectives and tracking. • Assessments and ambulatory care delivery for underserved populations and communities demonstrated in practicum serving underserved populations. • Successfully utilize collaborative skills and critical thinking through the completion of a community engagement (population-based intervention, health education or resource guide) in partnership with a community health organization or public health agency. • Provide health education and counseling regarding wellness, lifestyle, disease risks and potential changes in health status to patients across the lifespan, utilizing USPSTF. • Apply principles of epidemiology and demography in clinical practice through the critique and synthesis of research. • Demonstrate the critique and synthesis of clinical guidelines for preventive care as applied to individual, family, community and population-based care. |
| <p>NS 275 Clinical Preceptorship 6 units Winter Y2</p> | <p>This independent study course focuses on in-depth clinical nursing practice in a selected clinical area of interest to the graduate student. Students are mentored by a preceptor who is an expert clinician in the area. Preparation for participation in nursing care activities will be accomplished through directed reading, observation, and discussion, followed by weekly clinical seminar with faculty. Students will have the opportunity to strengthen nursing process skills by participating in a range of patient care activities. Students will keep a journal identifying reading accomplished in preparation for clinical practice, goals for each clinical session, personal evaluation of goal accomplishment, issues and challenges within the clinical practice area, and clinical questions arising from practice to be answered by further study. Master's level nursing students will demonstrate an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into their professional nursing practice.</p> |

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| | <p>Course Goals include the students gaining the following competencies and knowledge:</p> <ul style="list-style-type: none">• Set and meet personal learning goals related to the selected clinical practice area. Group facilitator will determine date these must be completed and submitted.• Integrate knowledge of alterations in biologic functions into nursing management of patients within the selected clinical practice area utilizing the nursing process.• Demonstrate sensitivity to social and cultural influences of patients within the selected clinical practice area. Demonstrate an understanding of the organizational, client-centered and culturally appropriate concepts in the planning, delivery, management, and evaluation of care services to individuals, families, and aggregates/identified populations.• Evaluate plans of care based on the scientific evidence to support actions. Able to apply research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.• Document patient care activities appropriately and with accuracy utilizing the appropriate communication technologies to integrate and coordinate care.• Communicate effectively as a member and leader of interprofessional teams demonstrating collaboration and consultation with other team members to manage and coordinate care. |
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TOTAL CURRICULUM PLAN

Program in Nursing Science, University of California Irvine

Date Submitted:
7/18/2016

Prerequisite Requirements

Type of Program: Entry Level Master Baccalaureate Associate Degree

For BRN Office Use Only
 Approved Not Approved

Revision: Major Minor Effective Date: Summer 2017

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

By:
Date:

Check appropriate year:
 1 2 3 4

Check: Semester Quarter *Wk: 10

| Quarter Prerequisite | M | S | O | C | P | G | **Wk: | Total Units | Theory | | Lab | | Total Hours | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|----------------|--------|-------|-------|-------|-------------|-----|
| | | | | | | | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab |
| Intro to Psychology or Developmental Psych | <input type="checkbox"/> | 10 | 4 | 4 | 4 | 0 | 0 | 40 | 0 |
| BioSci M122 (or equivalent) General Microbiology | <input type="checkbox"/> | 10 | 4 | 4 | 4 | 0 | 0 | 40 | 0 |
| BioSci M118L (or equivalent) Microbiology Lab | <input type="checkbox"/> | 10 | 5 | 0 | 0 | 5 | 6 | 0 | 60 |
| BioSci D170 (or equivalent) Applied Anatomy (lab included) | <input type="checkbox"/> | 10 | 6 | 3 | 3 | 3 | 3 | 30 | 30 |
| | <input type="checkbox"/> | | | | | | | | |
| Total | | | | | | | | 19 | 11 | 11 | 8 | 9 | 110 | 90 |

| Quarter/Semester Prerequisite | M | S | O | C | P | G | **Wk: | | | | | | Total Hours | |
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| Soc 1 (or equivalent) Intro to Sociology | <input type="checkbox"/> | 10 | 4 | 4 | 4 | 0 | 0 | 40 | 0 |
| Stats 7 (or equivalent) Basic Statistics | <input type="checkbox"/> | 10 | 4 | 4 | 4 | 0 | 0 | 40 | 0 |
| BioSci E109 (or equivalent) Human Physiology | <input type="checkbox"/> | 10 | 4 | 4 | 4 | 0 | 0 | 40 | 0 |
| BioSci E112L (or equivalent) Physiology Lab | <input type="checkbox"/> | 10 | 4 | 0 | 0 | 4 | 5 | 0 | 50 |
| | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 |
| Total | | | | | | | | 16 | 12 | 12 | 4 | 5 | 120 | 50 |

| Quarter/Semester Prerequisite | M | S | O | C | P | G | **Wk: | | | | | | Total Hours | |
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| Eng WR 39B | <input type="checkbox"/> | 10 | 4 | 4 | 6 | 0 | 0 | 60 | 0 |
| Eng WR 39C | <input type="checkbox"/> | 10 | 4 | 4 | 6 | 0 | 0 | 60 | 0 |
| | <input type="checkbox"/> | 10 | | | | | | | |
| | <input type="checkbox"/> | 10 | | | | | | | |
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| | <input type="checkbox"/> | 1 | | | | | | | |
| Total | | | | | | | | 8 | 8 | 12 | 0 | 0 | 120 | 0 |

| Quarter/Semester Prerequisite | M | S | O | C | P | G | **Wk: | | | | | | Total Hours | |
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| | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 |
| | Total | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)

State of California

Department of Consumer Affairs

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

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|--|--|--|--|--|---------------------------|--|--|--|--|--|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------|-------------|-------|-------|-------|-------|--------|-----|
| Name of School: Program in Nursing Science University of California, Irvine | | | | | | | | | | | Date Submitted: 5/25/2016 | | | | | | | | | | | | | |
| Type of Program: <input checked="" type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | | | | | | | | | | | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved | | | | | | | | | | | | | |
| Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor | | | | | Effective Date: 26-Jun-17 | | | | | | | | | | | | | | | | | | | |
| List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. | | | | | | | | | | | By: Date: | | | | | | | | | | | | | |
| Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | | | | | | | | | | Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter | | | | *Wk: 10 | | | | | | | | | |
| | | | | | | | | | | | Total | | Theory | | Lab | | Total Hours | | | | | | | |
| Quarter/Semester Year 1 Summer | | | | | | | | | | | M | S | O | C | P | G | **Wk: | Total Units | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab |
| NS 262 Foundations of Professional Nursing Practice | | | | | | | | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 | 4 | 2 | 2 | 2 | 6 | 20 | 60 |
| | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | |
| | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | |
| | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | |
| | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | |
| | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | |
| Total | | | | | | | | | | | | | | | | | 4 | 2 | 2 | 2 | 6 | 20 | 60 | |
| Quarter/Semester Year 1 Fall | | | | | | | | | | | M | S | O | C | P | G | **Wk: | | | | | | | |
| NS 264A Applied Pharmacology | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 | 2 | 2 | 2 | | 0 | 20 | 0 |
| NS 268A Pathophysiology | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 | 2 | 2 | 2 | | 0 | 20 | 0 |
| NS 230 Adv. Physical Assessment | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 | 3 | 3 | 3 | | 0 | 30 | 0 |
| NS 230 Adv. Physical Assessment Lab | | | | | | | | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 10 | 1 | 0 | 0 | 1 | 3 | 0 | 30 |
| NS 282 Compassionate Care | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 | 3 | 3 | 3 | | 0 | 30 | 0 |
| | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | |
| | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | |
| Total | | | | | | | | | | | | | | | | | 11 | 10 | 10 | 1 | 3 | 100 | 30 | |
| Quarter/Semester Year 1 Winter | | | | | | | | | | | M | S | O | C | P | G | **Wk: | | | | | | | |
| NS 264B Applied Pharmacology | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 | 2 | 2 | 2 | | 0 | 20 | 0 |
| NS 268B Pathophysiology | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 | 2 | 2 | 2 | | 0 | 20 | 0 |
| NS 200 Research Methods | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 | 3 | 3 | 3 | | 0 | 30 | 0 |
| NS 265 Older Adult Health Care | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 10 | 2 | 2 | 2 | | 0 | 20 | 0 |
| NS 281 Professional Issues in Nursing | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 | 3 | 3 | 3 | | 0 | 30 | 0 |
| | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | |
| | | | | | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | 0 | | 0 | 0 | 0 | |
| Total | | | | | | | | | | | | | | | | | 12 | 12 | 12 | 0 | 0 | 120 | 0 | |

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

| | | | | | | | | | | | | | | | | | | |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------|----|---|---|---|-------|---------|-------|--------|-----|-------------|--|
| Name of School: University of California, Irvine | | | | | | | | | | | Date Submitted: | | | | | | | |
| Type of Program: <input checked="" type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | | | | | | | | | | | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved | | | | | | | |
| Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor | | | | | Effective Date: 26-Jun-17 | | | | | | | | | | | | | |
| List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. | | | | | | | | | | | By: | | | | | | | |
| Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | | | | | | | | | | Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter | | *Wk: 10 | | | | | |
| Quarter/Semester | | | | | | | | | | | Total Units | | Theory | | Lab | | Total Hours | |
| Year 1 Spring | | | | | | | | | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab | | |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| NS 266 Adult Health Care | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 10 | 8 | 4 | 4 | 4 | 12 | 40 | 120 | | | | |
| NS 267 Mental Health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 10 | 7 | 4 | 4 | 3 | 9 | 40 | 90 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| Total | | | | | | | | 15 | 8 | 8 | 7 | 21 | 80 | 210 | | | | |
| Quarter/Semester | | | | | | | | | | | Total Units | | Theory | | Lab | | Total Hours | |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| Total | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| Quarter/Semester | | | | | | | | | | | Total Units | | Theory | | Lab | | Total Hours | |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 | | | 0 | | 0 | 0 | 0 | | | | |
| Total | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |

* Number of weeks per semester / quarter
 ** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

(916) 322-3350

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| | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|---------------------------|--|--|--|--|--|---|----------|----------|----------|-----------|-----------|-------------|-----|
| Name of School: University of California, Irvine | | | | | | | | | | | Date Submitted: | | | | | | | |
| Type of Program: <input checked="" type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | | | | | | | | | | | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved | | | | | | | |
| Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor | | | | | Effective Date: 26-Jun-17 | | | | | | | | | | | | | |
| List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. | | | | | | | | | | | By: | | | | | | | |
| Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | | | | | | | | | | Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter | | | | *Wk: 10 | | | |
| Quarter/Semester | | | | | | | | | | | Total Units | | Theory | | Lab | | Total Hours | |
| Year 2 Summer | | | | | | | | | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab | | |
| NS294B Directed Studies Vulnerable Populations | | | | | | | | | | | 10 | 2 | 2 | 6 | 0 | 60 | | |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | | |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | | |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | | |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | | |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | | |
| Total | | | | | | | | | | | 2 | 0 | 0 | 2 | 6 | 0 | 60 | |
| Quarter/Semester | | | | | | | | | | | Total Units | | Theory | | Lab | | Total Hours | |
| Year 2 Fall | | | | | | | | | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab | | |
| NS 273 Maternity and Women's Health | | | | | | | | | | | 10 | 8 | 4 | 4 | 4 | 12 | 40 | 120 |
| NS 272 Pediatrics: Care of Children and Families | | | | | | | | | | | 10 | 7 | 4 | 4 | 3 | 9 | 40 | 90 |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | 0 | |
| Total | | | | | | | | | | | 15 | 8 | 8 | 7 | 21 | 80 | 210 | |
| Quarter/Semester | | | | | | | | | | | Total Units | | Theory | | Lab | | Total Hours | |
| Year 2 Winter | | | | | | | | | | | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab | | |
| NS 274 Critical and Specialty Health Care | | | | | | | | | | | 10 | 6 | 3 | 3 | 3 | 9 | 30 | 90 |
| NS 276 Leadership and Management | | | | | | | | | | | 10 | 4 | 2 | 2 | 2 | 6 | 20 | 60 |
| NS 215 Health Promotion Disease Prevention | | | | | | | | | | | 10 | 3 | 3 | 3 | | 0 | 30 | 0 |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | 0 | 0 | 0 | |
| Total | | | | | | | | | | | 13 | 8 | 8 | 5 | 15 | 80 | 150 | |

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

(916) 322-3350

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| | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|---------------------------|--|--|--|--|--|---|-------|---------|-------|-------------|--------|-----|-----|
| Name of School: University of California, Irvine | | | | | | | | | | | Date Submitted: | | | | | | | |
| Type of Program: <input checked="" type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree | | | | | | | | | | | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved | | | | | | | |
| Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor | | | | | Effective Date: 26-Jun-17 | | | | | | | | | | | | | |
| List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. | | | | | | | | | | | By: _____ Date: _____ | | | | | | | |
| Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | | | | | | | | | | Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter | | *Wk: 10 | | | | | |
| | | | | | | | | | | | Theory | | Lab | | Total Hours | | | |
| Quarter/Semester | | | | | | | | | | | Total Units | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab | |
| Year 2 Spring | | | | | | | | | | | | | | | | | | |
| NS 284 Scholarly Concentration | | | | | | | | | | | 10 | 3 | 3 | 3 | | 30 | 0 | |
| NS 271 Community-based Health Care | | | | | | | | | | | 10 | 6 | 3 | 3 | 3 | 9 | 30 | 90 |
| NS 275 Clinical Preceptorship | | | | | | | | | | | 10 | 6 | | 0 | 6 | 18 | 0 | 180 |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| Total | | | | | | | | | | | 15 | 6 | 6 | 9 | 27 | 60 | 270 | |
| Quarter/Semester | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| Total | | | | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Quarter/Semester | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| | | | | | | | | | | | 1 | | | 0 | | 0 | 0 | |
| Total | | | | | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

* Number of weeks per semester / quarter
 ** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

| | |
|--|---|
| Program Name: Program in Nursing Science. University of California, Irvine | For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy |
| Type of Program: <input checked="" type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate | |
| Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor | |
| Date of Implementation: June 26, 2017 | |
| Academic System: <input type="checkbox"/> Semester _____ weeks/semester <input checked="" type="checkbox"/> Quarter 10 _____ weeks/quarter | |

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

| | Semester Units | Quarter Units | Current BRN-Approved Curriculum | Proposed Curriculum Revision *Place asterisk next to proposed change |
|-----------------------------------|----------------|---------------|---------------------------------|---|
| Nursing | 36 | 54 | | 87 |
| Theory | (18) | (27) | | 54 |
| Clinical | (18) | (27) | | 33 |
| Communication Units | 6 | 9 | | 8* (+ 3 units in nursing theory) |
| Science Units | 16 | 24 | | 31** |
| TOTAL UNITS FOR LICENSURE | 58 | 87 | | 126 |
| Other Degree Requirements | | | | |
| TOTAL UNITS FOR GRADUATION | | | | 87 |

*Basic communications courses are pre-requisites to Entry and not counted in Total Units

** Basic Sciences courses are prerequisites to Entry and not counted in Total Units for Graduation.

***Basic Statistics course is prerequisite to Entry and not counted in Total Units.

List the course number(s) and titles(s) in which content may be found for the following required content areas:

| REQUIRED CONTENT | Course Number | Course Titles |
|-------------------------------|---------------|--|
| Alcohol & chemical Dependency | NS 267 | Human Behavior and Mental Health Nursing |
| | NS 271 | Community-based Health Care |
| Personal Hygiene | NS 262 | Foundations of Professional Nursing Practice |
| Human Sexuality | NS 262 | Foundations of Professional Nursing Practice |
| | NS 273 | Maternity and Women's Health |
| Client Abuse | NS 273 | Maternity and Women's Health |
| | NS 272 | Pediatrics: Care of Children and Families |
| | NS 265 | Older Adult Health Care |
| | NS 271 | Community-based Health Care |
| Cultural Diversity | NS 282 | Compassionate Care |
| | NS 271 | Community-based Health Care |

| | | |
|------------------------|----------------------------|---|
| Nutrition | NS 262 NS 272 NS 273 | Foundations of Professional Nursing Practice Pediatrics: Care of Children and Families Maternity and Women's Health |
| Pharmacology | NS 264 A-B | Applied Pharmacology |
| Legal Aspects | NS 281 NS 276 | Professional Issues in Nursing Leadership and Management in Health Care |
| Social/Ethical Aspects | NS 281 | Professional Issues in Nursing |
| Management/Leadership | NS 276 | Leadership and Management in Health Care |

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

| REQUIRED CONTENT | Course Number | Course Title | Units |
|---------------------------|---------------|---|-----------|
| NURSING | | | |
| Medical-Surgical | NS 262 | Foundations of Professional Nursing Practice | 4 (2T/2C) |
| | NS 266 | Adult Health Care | 8 (4T/4C) |
| | NS 274 | Critical and Specialty Health Care | 6 (3T/3C) |
| Obstetrical | NS 273 | Maternity and Women's Health | 8 (4T/4C) |
| Pediatric | NS 272 | Pediatrics: Care of Children and Families | 7 (4T/3C) |
| Psych/Mental Health | NS 267 | Human Behavior and Mental Health Nursing | 7 (4T/3C) |
| Geriatrics | NS 265 | Older Adult Health Care | 2 (2T) |
| Other | NS 281 | Professional Issues in Nursing | 3 (3T) |
| | NS 264 A-B | Applied Pharmacology | 4 (4T) |
| | NS 268 A-B | Applied Pathophysiology | 4 (4T) |
| | NS 276 | Leadership and Management in Health Care | 4 (2T/2C) |
| | NS 275 | Clinical Preceptorship | 6 (6C) |
| | NS 200 | Research Methods | 3 (3T) |
| | NS 215 | Health Promotion Disease Prevention | 3 (3T) |
| | NS 230 | Advanced Physical Assessment | 3 (3T) |
| | NS 230L | Advanced Physical Assessment Lab | 1 (1C) |
| | NS 271 | Community-based Health Care | 6 (3T/3C) |
| | NS 282 | Compassionate Care with Underserved Populations | 3 (3T) |
| | NS 294B | Directed Studies in Vulnerable Populations | 2 (2C) |
| | STATS 7 | Statistics 7 (Basic Statistics) or equivalent course | 4 (4T)*** |
| BASIC SCIENCES | | | |
| Anatomy | | Applied Human Anatomy with Lab | 6 ** |
| Physiology | | Human Physiology | 4 ** |
| | | Physiology Lab | 4 ** |
| Microbiology | | General Microbiology | 4** |
| | | Microbiology Lab | 5** |
| Societal/Cultural Pattern | | Introduction to Sociology (all courses listed below are considered equivalent courses for meeting this requirement): Soc 1, Soc 2, Soc 3, Soc 31/Psych 78A (see duplicate courses below for Psychology requirement), Soc 44, Soc 62, Soc 66, Soc Sci 1A, Anthro 2A, Anthro 2D/ Ling 68, Anthro 41A/ Inst 11, Anthro 134D/Chc/Lat 172 | 4** |

| | | | |
|----------------------|--|---|-----------------|
| Psychology | | Introduction to Human Behavior / Introduction to Psychology or Developmental Psychology (all courses listed below are considered equivalent courses for meeting this requirement): Psych 7A, Psych 9A, Psych 9B, Psych 9C, Psych 78A/Soc 31(see duplicate courses above for Sociology requirement), Psy Beh 9, Psy Beh 11A, Psy Beh 11B, Psy Beh 11C, Psych 120D or score of 4 or 5 on AP Psychology from the College Board. | 4** |
| COMMUNICATION | | | |
| Group | Eng WR 39B* Eng WR 39C* NS 281 NS 276 | Critical Reading and Rhetoric Argument and Research Professional Issues in Nursing Leadership and Management in Health Care | 4* 4* |
| Verbal | Eng WR 39B* Eng WR 39C* NS 262 NS 215 NS 271 NS 284 | Critical Reading and Rhetoric Argument and Research Foundations of Professional Nursing Practice Health Promotion and Disease Prevention Community-based Health Care Scholarly Concentration | 4* 4* |
| Written | Eng WR 39B* Eng WR 39C* NS 284 | Critical Reading and Rhetoric Argument and Research Scholarly Concentration- <i>counted in nursing theory</i> | 4* 4* (3) |
| Group/Verbal/Written | | All courses listed below are considered <i>equivalent courses</i> for meeting the requirements: Human 1A-1B-1C, Human H1A-H1B-H1C, Human 1AS-1BS-1CS, Human H1AS-H1BS-H1CS. Changes in units dependent on courses student selects- minimum number equals 12 units. | |
| * TOTAL UNITS | | | 126 |

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

***Communication courses and **Basic Sciences are prerequisites to Entry and not counted in Total Units for Graduation except for NS 284- counted in Nursing theory units.**

*****Basic Statistics course is prerequisite to Entry and not counted in Total Units.**

LVN 45 UNIT OPTION

| REQUIRED CONTENT | Course Number | Course Title | Units |
|---|----------------------|--|--------------|
| NURSING | | | |
| Advanced Medical-Surgical | NS 262 | Foundations of Professional Nursing Practice | 2T/2C |
| | NS 266 | Adult Health Care | 4T/4C |
| | NS 274 | Critical and Specialty Health Care | 3T/3C |
| Psych/Mental Health | NS 267 | Human Behavior and Mental Health Nursing | 4T/3C |
| Geriatrics | NS 265 | Older Adult Health Care | 2T |
| Community Health | NS 271 | Community Based Health Care | 3T/3C |
| Management/Leadership | NS 276 | Nursing Leadership and Management in Health Care | 2T/2C |
| BASIC SCIENCES | | | |
| Physiology | Bio Sci E109 | Human Physiology | 4 |
| Microbiology | Bio Sci M122 | General Microbiology | 4 |
| TOTAL UNITS | | | 45 |
| Signature Program Director/Designee: | | Date: | |
|  | | July 18, 2016 | |



BOARD OF REGISTERED NURSING
PO Box 944210, Sacramento, CA 94244-2100
P (916) 322-3350 F (916) 574-8637 | www.rn.ca.gov
Louise R. Bailey, MEd, RN, Executive Officer

Educational Requirements for a Public Health Nurse Certificate

Name of Nursing Program: University of California, Irvine Program in Nursing Science

Type of program: [] BSN [] RN-BSN [X] Entry-Level Masters [] Specialized PHN program
[] Other: Concentration in Community and Population Health Nursing

Address of Nursing Program: University of California, Irvine, 252 Berk Hall
Irvine, CA 92697-3959

Is this school National League of Nursing (NLN) accredited? [] Yes [X] No

Initial accreditation date::
Accreditation term expires::

Is this school Commission on Collegiate Nursing Education (CCNE) accredited? [X] Yes [] No

Initial accreditation date:: BSN- 2008; MSN- 2010
Accreditation term expires:: BSN- 2024; MSN- 2026

Prepared by (print name/title): Kathleen Saunders MSN, RN, CNS
Associate Clinical Professor
Associate Director, Undergraduate Programs
Date: 7/13/2016

California Code of Regulations Section 1491(4)(A)-(L), 1491(7) identify theoretical content and
Section 1491(6)(A)-(C) clinical experiences required for a PHN Certificate.

Please list courses in which the required PHN content is covered.

Table with 2 columns: CCR 1491(4)(A) – (L): Required Theoretical Content and Course Number and Title. Rows include: A. Physical, mental, and developmental assessment; B. Surveillance and epidemiology; C. Health promotion and disease prevention; D. Multicultural nursing concepts; E. Research methodology and statistics; F. Health teaching concepts and strategies.

| | |
|--|---|
| | Women's Health, NS 272 Pediatrics: Care of Children and Families, NS 271 Community-based Health Care |
| G. Population based practice: assessment and development of community collaboration at the level of systems, community and family/individual | NS 271 Community-based Health Care |
| H. Assessment of health needs of individuals and families, to include environment, and interventions across the lifespan | NS 266 Adult Health Care, NS 271 Community-based Health Care, NS 272 Pediatrics: Care of Children and Families, NS 273 Maternity and Women's Health |
| I. Legal and health care financing issues | NS 282 Compassionate Care with Underserved Populations, NS 271 Community-based Health Care, NS 281 Professional Issues in Nursing |
| J. Family violence, e.g., child, adult, domestic, elder abuse, etc., prevention, detection intervention, treatment, and California reporting requirements | NS 265 Older Adult Health Care, NS 273 Maternity and Women's Health, NS 272 Pediatrics: Care of Children and Families, NS 271 Community-based Health Care |
| K. Case management/care coordination | NS 276 Leadership and Management in Health NS 271 Community-based Health Care |
| L. Emergency preparedness and response | NS 271 Community-based Health Care |
| CCR 1491(7) | Course Number and Title |
| Training in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that shall be at least seven (7) hours in length. | NS 271 Community-based Health Care NS 272 Pediatrics: Care of Children and Families |

| | |
|--|--|
| CCR Section 1491(6)(A)-(C): Supervised clinical experience shall be: | Course(s) |
| A. In public health settings with individuals, families, and community | NS 271 Community-based Health Care |
| B. Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum | NS 271 Community-based Health Care |
| C. A minimum of 90 hours (Total # Clinical Hours) | Total of 90 clinical hours |
| Signature of School Official: <i>Kathleen Saunders MSN, RN, CNS</i> | |
| Print Name & Title: Kathleen Saunders MSN, RN, CNS Associate Clinical Professor Associate Director, Undergraduate Programs |  |
| Telephone: 949-824-9694 | |
| E-mail: ksaunder@uci.edu | |
| Date: 7/13/2016 | |

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5.5
DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Approval of Major Curriculum Revision for California State University, Bakersfield Nurse Practitioner Program (curriculum revision)

REQUESTED BY: Carol Velas, Nursing Education Consultant

BACKGROUND: Deborah Boschini EdD, MSN, PHN, RN is currently the Program Director and Department Chair for all nursing programs, including the Family Nurse Practitioner Program, at CSU-Bakersfield. Phyllis Heintz PhD, RN, CTN-B will replace Dr. Boschini on August 16, 2016 as Dr. Boschini's term comes to an end.

A proposal for a Major Curriculum Revisions for the MSN- Family Nurse Practitioner Program was submitted with implementation planned for Fall Semester, 2016. Currently, CSU-Bakersfield is undergoing a campus-wide mandated conversion from the quarter system to semesters which was the main impetus for this current revision. The conversion will include a change from six quarters to five semesters with a summer session between the first and second semesters. The summer session was a request of students who felt there was a loss of momentum with a summer off between the first and second year of the program. The faculty of CSU-Bakersfield were highly involved in the transformation of the curriculum and implemented changes using evaluation data to enhance student learning and better align with professional nursing education standards. The curriculum framework is based on the AACN Essentials of Master's Education in Nursing and mapped to the National Organization of Nurse Practitioner Faculties competencies. There were no changes to the existing curriculum framework.

The MSN/FNP program has been approved by the Chancellor's office and is accredited by WASC. CSU-Bakersfield is currently seeking CCNE accreditation.

Other changes to the FNP Program include:

- The revised units include 22units of MSN Core Courses and 22units of FNP Option for a total of 44units.
- Course number and course names were retitled.
- N636 Assessment/management of Acute Family Health Care (theory) was integrated into N6320 APN Care for Individual and Families across the Lifespan I (theory) and N6330 APN Care for Individual and Families across the Lifespan II (theory).
- N637 Assessment/ management of Acute Family Health Care (clinical) was integrated into N6321 APN Care for Individual and Families across the Lifespan I (clinical) and N6331 APN Care for Individual and Families across the Lifespan II (clinical).
- Theory hours across the new revision have decreased by ten hours, while, clinical hours have remained the same.

This proposal meets BRN rules and regulations and details of the curriculum changes are outlined in the attachment to this Agenda Item Summary.

NEXT STEPS: Place on Board agenda

PERSON(S) TO CONTACT: Carol Velas EdD, MSN, RN
Nursing Education Consultant
(916) 330-0452



CSU Bakersfield

School of Natural Sciences, Mathematics, and Engineering

Department of Nursing

Mail Stop: 29 RNC
9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-2505
(661) 654-6903 FAX
www.csub.edu/nursing

April 1, 2016

To: Carol Velas, EdD, MSN, RN
Nursing Education Consultant
California Board of Registered Nursing

From: Deborah Boschini, EdD, MSN, PHN, RN
Chair, Department of Nursing
California State University, Bakersfield

Subject: Proposed Major Revision, FNP Curriculum

Rationale for Curriculum Revision:

This proposal seeks to revise the Family Nurse Practitioner/MSN curriculum to comply with the campus-wide mandated conversion from quarters to 15 week semesters, compressed from 16 weeks, effective Fall Semester 2016. The nursing faculty was highly involved in the transformation of the curriculum and implemented changes using evaluation data to enhance student learning and better align with professional nursing education standards.

Summary of Proposed Changes:

1. The six quarter program is being converted to a five semester program. Student feedback indicated that the program had too much content in some quarters. Students also indicated that they experienced a loss of momentum with a summer off between the two years of the program. In response to student requests, content has been redistributed to ease the course load by offering courses during the summer between the first and second year of the program.
2. Some courses have been retitled from the quarter system to better reflect the course content.

On behalf of the CSUB Department of Nursing, thank you for your attention to this proposed revision.

A handwritten signature in blue ink that reads 'Deborah Boschini'.

California State University, Bakersfield

Department of Nursing

Comparison of Units in Required Nursing Courses – FNP Program

Current BRN-Approved Quarter Curriculum vs. Proposed Semester Curriculum

| Current Quarter Curriculum | | | Proposed Semester Curriculum | | |
|---|------------------|--------------------|--|------------------------------|---|
| Course | Theory (T) Units | Clinical (C) Units | Course | Theory (T) Units | Clinical (C) Units |
| N586 Advanced Health Assessment – T & C (content separated into two courses) | 3 | 2 | N5200 Advanced Health Assessment – T N5201 Advanced Health Assessment – C | 2 | 1 |
| N603 Pathophysiology for Advanced Practice Nurses - T | 3 | | N6300 Pathophysiology for Advanced Practice Nurses – T | 3 | |
| N686 Pharmacotherapeutics for Advanced Practice Nurses – T | 5 | | N6310 Pharmacotherapeutics for Advanced Practice Nurses – T | 3 | |
| N590 Theoretical Foundations of Nursing | 3 | | N5220 Theoretical Foundations of Nursing – T | 2 | |
| N625 Advanced Nurs Research-T | 4 | | N6260 Advnced Nurs Research-T | 2 | |
| N606 Family Theory & Health Promotion – T | 3 | | N6320 APN Care for Individuals & Families across Lifespan I – T | 3 | |
| N607 Assessment & Management of Family Health Care – C | | 3 | N6321 APN Care for Individuals & Families across Lifespan I - C | | 3 |
| N518 Care of Vulnerable Populations – T | 2 | | N5240 Human Diversity & Health Care Policy – T | 3 | |
| N616 Assessment & Management of Chronic Family Health Care – T | 4 | | N6330 APN Care for Individuals & Families across Lifespan II-T | 3 | |
| N617 Assessment & Management of Chronic Family Health Care – C | | 4 | N6331 APN Care for Individuals & Families across Lifespan II-C | | 2 |
| N527 Transformational Leadership & Health Care Policy – T | 3 | | N5250 Transformational Leadership & APRN Role Development – T | 3 | |
| N646 Assessment & Management of Complex Family Health Care – T | 4 | | N6340 APN Care for Individuals & Families across Lifespan III-T | 3 | |
| N647 Assessment & Management of Complex Family Health Care – C | | 4 | N6341 APN Care for Individuals & Families across Lifespan III-C | | 4 |
| N653 Advanced Practice Nursing Role Practicum in Family Health | 1 | 4 | N6351 Advanced Practice Practicum | | 4 |
| N692 Culminating Experience: Comprehensive Examination | 5 | | N6290 Culminating Experience: Comprehensive Examination – T | 3 | |
| N515 Roles in APN – T | 2 | | Content redistributed to N5250 | | |
| N636 Assessment & Management of Acute Family Health Care – T | 4 | | Content redistributed to theory courses N6320 &N6330 | | |
| N637 Assessment & Management of Acute Family Health Care – C | | 4 | Content redistributed to clinical courses N6321 & N6331 | | |
| N595 Education Principles | 3 (elective) | | N5230 Educational Principles & Methodology | 2 (elective) | |
| Total Units: FNP Coursework | 46 | 21 | Total | 30 (32 w/N5230) | 14 (BRN minimum 12 units) |

Conversion Formula for quarters to semesters: 1 quarter unit equals 0.6666 semester units

**TOTAL CURRICULUM PLAN
ADVANCED PRACTICE NURSING PROGRAM**

Louise Bailey, M.Ed., RN
Executive Officer
(916) 322-3350

NNP-Frm-07a (Rev. 07/03)

Submit in duplicate

| | | | | | | | | |
|---|-------|-------------|---------------------------|-------|--------------|---|-------------|-------|
| Name of School: California State University, Bakersfield | | | | | | Date Submitted: 4/1/2016 | | |
| Type of Program: <input checked="" type="checkbox"/> Nurse Practitioner <input type="checkbox"/> Nurse Midwife | | | | | | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved | | |
| Specialty: Family | | | Effective Date: 8/22/2016 | | | | | |
| * Number of Weeks Per Semester / Quarter ** Type in number of weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank - Fill in for each course: number for total units, lecture units, lab units | | | | | | By: Date: | | |
| Do not type in where "0" appears | | | | | | Check <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter | *Wk: 15 | |
| Program Requirements: Fall 2016 | | Total Units | Theory (T) | | Clinical (C) | | Total Hours | |
| | **Wk: | | Units | Hr/Wk | Units | Hr/Wk | Lec | Lab |
| N5200 Advanced Health Assessment - T | 15 | 2 | 2.0 | 2.0 | | 0.0 | 30.0 | 0.0 |
| N5201 Advanced Health Assessment - C | 15 | 1 | | 0.0 | 1.0 | 3.0 | 0.0 | 45.0 |
| N6300 Pathophysiology for APNs - T | 15 | 3 | 3.0 | 3.0 | | 0.0 | 45.0 | 0.0 |
| N6310 Pharmacotherapeutics for APNs - T | 15 | 3 | 3.0 | 3.0 | | 0.0 | 45.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| Total | | 9 | 8.0 | 8.0 | 1.0 | 3.0 | 120.0 | 45.0 |
| Program Requirements: Spring 2017 | | **Wk: | | | | | | |
| N5220 Theoretical Foundations of Nursing - T | 15 | 2 | 2.0 | 2.0 | | 0.0 | 30.0 | 0.0 |
| N6260 Advanced Nursing Research - T | 15 | 2 | 2.0 | 2.0 | | 0.0 | 30.0 | 0.0 |
| N6320 APN Care across the Lifespan I - T | 15 | 3 | 3.0 | 3.0 | | 0.0 | 45.0 | 0.0 |
| N6321 APN Care across the Lifespan I - C | 15 | 3 | | 0.0 | 3.0 | 9.0 | 0.0 | 135.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| Total | | 10 | 7.0 | 7.0 | 3.0 | 9.0 | 105.0 | 135.0 |
| Program Requirements: Summer 2017 | | **Wk: | | | | | | |
| N5240 Human Diversity & Health Care Policy - T | 15 | 3 | 3.0 | 3.0 | | 0.0 | 45.0 | 0.0 |
| N6330 APN Care across the Lifespan II - T | 15 | 3 | 3.0 | 3.0 | | 0.0 | 45.0 | 0.0 |
| N6331 APN Care across the Lifespan II - C | 15 | 2 | | 0.0 | 2.0 | 6.0 | 0.0 | 90.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| Total | | 8 | 6.0 | 6.0 | 2.0 | 6.0 | 90.0 | 90.0 |

**TOTAL CURRICULUM PLAN
ADVANCED PRACTICE NURSING PROGRAM**

Louise Bailey, M.Ed., RN
Interim Executive Officer
(916) 322-3350

NNP-Frm-07 (Rev. 07/03)

Submit in duplicate

| | | | | | | | | |
|---|-------|-------------|---------------------------|-------|--------------|---|-------------|-------|
| Name of School: California State University, Bakersfield | | | | | | Date Submitted: 4/1/2016 | | |
| Type of Program: <input checked="" type="checkbox"/> Nurse Practitioner <input type="checkbox"/> Nurse Midwife | | | | | | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved | | |
| Specialty: Family | | | Effective Date: 8/22/2016 | | | | | |
| * Number of Weeks Per Semester / Quarter ** Type in number of weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank - Fill in for each course: number for total units, lecture units, lab units Do not type in where "0" appears | | | | | | By: Date: | | |
| Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter | | | | | | *Wk: 15 | | |
| Program Requirements: Fall 2017 | | Total Units | Theory (T) | | Clinical (C) | | Total Hours | |
| | **Wk: | | Units | Hr/Wk | Units | Hr/Wk | Lec | Lab |
| N5250 Transformational Leadership and APRN Role Dev | 15 | 3 | 3.0 | 3.0 | | 0.0 | 45.0 | 0.0 |
| N6340 APN across the Lifespan III - T | 15 | 3 | 3.0 | 3.0 | | 0.0 | 45.0 | 0.0 |
| N6341 APN across the Lifespan III - C | 15 | 4 | | 0.0 | 4.0 | 12.0 | 0.0 | 180.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| Total | | 10 | 6.0 | 6.0 | 4.0 | 12.0 | 90.0 | 180.0 |
| Program Requirements: Spring 2018 | | **Wk: | | | | | | |
| N6290 Culminating Experience: Comprehensive Exam - T | 15 | 3 | 3.0 | 3.0 | | 0.0 | 45.0 | 0.0 |
| N6351 Advanced Practice Practicum - C | 15 | 4 | | 0.0 | 4.0 | 12.0 | 0.0 | 180.0 |
| | 4 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| Total | | 7 | 3.0 | 3.0 | 4.0 | 12.0 | 45.0 | 180.0 |
| Program Requirements | | **Wk: | | | | | | |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| | 1 | | | 0.0 | | 0.0 | 0.0 | 0.0 |
| Total | | 0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5.6

DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Approval of Major Curriculum Revision for California State University, Los Angeles Nurse Practitioner Program (curriculum revision)

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Dr. Lorie Judson is the Director of the School of Nursing and Dr. Gail Washington is the Chair and Director of MSN Programs. The CSULA Nurse Practitioner Program prepares nurse practitioners to provide primary care in four specialty areas: Adult Primary Care Nurse Practitioner, Adult Acute Care Nurse Practitioner, Family Nurse Practitioner and Family Psychiatric Mental Health Nurse Practitioner. Each NP specialty option is offered in conjunction with the MSN degree program at CSULA. Enrollment averages approximately 100 students each Fall. The most recent continuing approval visit was conducted in November 2012 following which the Board granted continuing approval.

The program is requesting approval for a major curriculum revision that will allow compliance with CCNE and AACN accreditation requirements and alignment with the university practices while continuing to ensure a comprehensive curriculum that includes all required and appropriate content. Elements of the revision are:

- Convert from a quarter to semester unit format. The semester will be 15 weeks in length with Summer term courses presented in a compressed 10-week format.
- Each option, with the exception of Family Nurse Practitioner, will have a name change as follows: Acute Care Nurse to Adult Gerontology Acute Care; Primary Care to Adult Gerontology Primary care; and Psychiatric to Family Psychiatric Mental Health.
- Some course content has been realigned across courses and course units have been changed to reflect the decrease or increase of units based on the allocation of content.
- Courses have been renamed and renumbered.

Prerequisites for admission, total curriculum units for each program option, student fees, and enrollment pattern are unchanged. Existing students will be transitioned with no delay to program completion. The curriculum revision will increase consistency, and eliminate overlap and redundancy of courses and course content. The transition from quarters (10 weeks) to semesters (15 weeks) will facilitate more efficient use of resources and clinical facilities, and benefit students by allowing longer periods of time for mastery learning.

Additional detail is provided in attached documents. The revised curriculum meets BRN requirements. The program plans to implement these revisions in Fall 2016.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

COLLEGE OF HEALTH AND HUMAN SERVICES

School of Nursing

California State University, Los Angeles School of Nursing Program

Nursing Practitioners (MSN) program curriculum revision is in accordance with BRN criteria (EDP-R09), and approval is requested for this major revision. As set forth by the CCNE and AACN each option, with the exception of Family Nurse Practitioner, will have a name change as follows: Acute Care Nurse to Adult Gerontology Acute Care; Primary Care to Adult Gerontology Primary care; and Psychiatric to Family Psychiatric Mental Health. These changes were made to incorporate the word “Gerontology” to be consistent with the new title used for NP certification exams. The program change is being made in order to be compliant with California State University, Los Angeles’ transition from quarters to semesters and the requirements of CCNE and AACN.

- Prerequisites for admissions have remained the same.
- Program delivery offers the availability of a partially technological mediated (Hybrid) format which combines online and face to face methodology to complement the general face to face format. We have technology in place to support the Hybrid format. Enrollment patterns and data are consistently reviewed to inform the numbers for new admission. The enrollment of new students’ average approx. 100 students each fall. The transition from quarters (10 weeks) to semesters (15 weeks) will facilitate the efficient use of resources and clinical facilities. In addition, students are benefitted by longer periods of time for mastery learning.
- Curriculum units for each program, course content has remained the same or has been integrated with other courses. A concept map (attached) as well as a 2 column side by side chart that provides a clear depiction of the current courses converted to the new courses. This transition, to be aligned with the University, required a 4 digit numbering system. The content map was developed to ensure the inclusion of specific content needed adequately prepare students for a dynamic global society and for certifying exams. Course units have been changed to reflect the decrease or increase of units based on the allocation of content. Semester conversion has provided the opportunity to increase consistency and to eliminate overlap and redundancy. The longer semester time will facilitate mastery learning and will allow students a longer time to immerse themselves in the material. Courses have also had simple quarter to semester unit conversion. Moreover, the unit requirement for each Master’s program did not change.

Changes have explicitly been identified in a table (included) and on form (FRM-07). Course numbers have changed to a 4 digit number system and a 15 week (plus exam week) semester that is consistent with the University. A side by side 2 column chart has been provided that depicts the conversion for each course from current to proposed revision. Options and courses have been consolidated or eliminated to convert from quarters to semesters and to reduce the number of required hours in the program

without eliminating any content required by our credentialing agencies. New courses have been proposed to combine content from multiple courses and reflect a new vision of the curriculum based on the most recent version of *The Essentials of Master's Education*.

Given the extensive requirements by the California Board of Registered Nursing which approves our program and licenses our graduates; and the CCNE which accredits our program, careful revisions were made to insure the inclusion of required content and sufficient clinical hours. Therefore, a content mapping of our curriculum is provided.

- Students will begin semester enrollment in fall 2016. Admission numbers will remain consistent with previous pattern, and yearly fees and costs will not change as a result of this revision.

Thank you for guiding us through this process. I trust that our major curriculum submissions have adequately met your requirements. Thank you in advance for your approval.

My best,

Gail Washington, DNS, RN
Professor and Associate Director
School of Nursing

Required Curriculum Content -- Indicate where in the curriculum each of the following subject areas are addressed. [Title 16, CCR Section 1484(d)(12)]

| Subject Area | Course Number(s) | Theory Hours | Clinical Hours |
|--|------------------|--------------|----------------|
| A. Normal growth and development | N5720 | 3 | |
| | N5730 | | 3 |
| | N5441 | | 2 |
| | N5201 | 3 | |
| | N5202 | | 3 |
| | N5660 | 3 | |
| | N5131 | 3 | |
| | N5132 | | 3 |
| B. Pathophysiology | N5660 | 3 | |
| | N5201 | 3 | |
| | N5202 | | 3 |
| C. Interviewing and communication skills | N5421 | 4 | |
| | N5422 | 4 | |
| | N5430 | | 3 |
| D. Eliciting, recording & maintaining a developmental health history | N5720 | 3 | |
| | N5730 | | 3 |
| | N5441 | | 2 |
| | N5201 | 3 | |
| | N5202 | | 3 |
| | N5660 | 3 | |
| | N5131 | 3 | |
| | N5132 | | 3 |
| E. Comprehensive physical examination | N5720 | 3 | |
| | N5730 | | 3 |
| | N5441 | | 2 |
| | N5202 | | 3 |
| | N5131 | 3 | |
| | N5132 | | 3 |

| | | | |
|--|-------|---|---|
| | N5201 | 4 | |
| F. Psycho-social assessment | N5720 | 3 | |
| | N5730 | | 3 |
| | N5430 | | 3 |
| | N5202 | | 3 |
| | N5131 | 3 | |
| | N5132 | | 3 |
| | N5201 | 4 | |
| G. Interpretation of laboratory findings | N5131 | 3 | |
| | N5132 | | 3 |
| | N5201 | 4 | |
| | N5202 | | 3 |
| H. Evaluation of assessment data to define health & developmental problems | N5720 | 3 | |
| | N5131 | 3 | |
| | N5132 | | 3 |
| | N5201 | 4 | |
| | N5202 | 3 | |
| | N5601 | | 3 |
| | N5602 | 2 | |
| | N5131 | 3 | |
| I. Pharmacology | N5280 | 3 | |
| | N5720 | 3 | |
| | N5730 | | 3 |
| | N5201 | 3 | |
| | N5202 | | 3 |
| J. Nutrition | N5720 | 4 | |
| | N5730 | 3 | |
| K. Disease management | N5421 | 4 | |
| | N5430 | | 3 |
| | N5131 | 3 | |
| | N5132 | | 3 |
| | N5201 | 4 | |
| | N5202 | 3 | |

| | | | |
|--|-------|---|----|
| | N5601 | 2 | |
| | N5602 | 2 | |
| L. Principle of health maintenance | N5720 | 3 | |
| | N5730 | | 3 |
| | N5421 | 4 | |
| | N5422 | 4 | |
| | N5202 | | 3 |
| | N5201 | 3 | |
| | N5602 | 2 | |
| | N5132 | | 3 |
| | N5131 | 3 | |
| | N5601 | | 3 |
| M. Assessment of community resources | N5422 | 4 | |
| | N5131 | 3 | |
| | N5132 | | 3 |
| | N5201 | 3 | |
| | N5202 | | 3 |
| N. Initiating & providing emergency treatments | N5720 | 3 | |
| | N5730 | | 3 |
| | N5440 | | 10 |
| | N5441 | | 2 |
| | N5421 | 4 | |
| | N5422 | 4 | |
| | N5430 | | 3 |
| | N5131 | 3 | |
| | N5601 | | 3 |
| | N5602 | 2 | |
| | N5132 | | 3 |
| | N5201 | 4 | |
| | N5102 | 3 | |

| | | | |
|--|--|--|-------------------------------|
| | | | |
| O. Nurse Practitioner role development | N5020 N5131 N5601 N5132 N5201 N5202 N5602 | 3 3 4 2 | 3 3 3 |
| P. Legal implications of advanced practice | N5020 N5131 N5132 N5201 N5202 | 3 3 4 3 | 3 3 |
| Q. Health care delivery systems | N5720 N5730 N5421 N5422 N5131 N5132 N5201 N5202 N5601 N5602 | 3 4 4 3 3 2 | 3 3 3 3 3 |

MSN Appendix 1

Quarter

Semester

| Old | Title | Units | Changes | New | Title | Units |
|--------------|---|-------|--|-------|--|-------|
| Core | | | | | | |
| N 566 | Advanced Pathophysiology | 4 | Unit change | N5660 | Advanced Pathophysiology | 3 |
| N592 | Theoretical Basis of Nursing Research and Practice | 2 | Combined 3 Courses unit and name change | N5900 | Theory, Research and Practice | 4 |
| N504 | Research Utilization | 2 | | | | |
| N590 | Research Methods | 4 | | | | |
| N502 | Role development for the advanced Practice Nurse | 2 | Combined courses unit and name change | N5020 | Role, Health Care & Policy | 3 |
| N594 | Decision Making in Nursing and Health care Policy | 4 | | | | |
| N572 | Advanced Assessment and Health Promotion | 4 | Unit change | N5720 | Advanced Assessment and Health Promotion | 3 |
| N573 | Advanced Assessment and Health Promotion Lab | 3 | Increased units | N5730 | Advanced Assessment and Health Promotion Lab | 3 |
| N528 | Advanced Pharm | 5 | Unit change | N5280 | Advanced Pharm | 3 |
| | | | New course | N5800 | Nursing Informatics | 2 |
| N578 | International and Health Perspectives | 0-2 | | N5780 | International and Global Health Perspectives | 0-2 |
| Psych | | | | | | |
| N518A | Primary Care of the Adult | 4 | Combined courses unit change | N5201 | Adult-Gerontology Primary Care I | 4 |
| N512B | Care of Aging Adults | 4 | | | Adult-Gerontology Primary Care II | 4 |
| N519A | Primary Care of the Adult Client Practicum | 3 | Combined courses unit change; name change | N5131 | Adult-Gerontology Primary Care I Practicum | 4 |
| N513B | Care of the Aging Adult Practicum | 4 | | N5132 | Adult-Gerontology Primary Care II Practicum | 5 |
| N542A | Diagnosis and individual Psychotherapy in psychiatric nursing | 3 | Combined courses; Name change, unit change | N5421 | Individual Diagnosis & treatment across the lifespan | 4 |
| N542C | Psychiatric Nursing of Children and Adolescents | | | | | |
| | | | | | | |

| | | | | | | |
|---------------|--|---|---|--------|---|---|
| N542B | Group Psychotherapy & Psychoeducation in Psych Nursing | 3 | Combined courses; name change; unit change | N 5422 | Group, Family, Community & Agency Interventions in Psych Nsg | 4 |
| N542D | Family, Community, & Agency Interventions in Psych Nursing | 3 | Family, Community & Agency Interventions in Psych Nsg | | | |
| Family | | | | | | |
| N518B | Primary Care of Children | 4 | Combine 3 courses; unit change; name change | N5180 | Primary Care of the family | 4 |
| N518D | Women's Health Care | 3 | | | | |
| N522C | Adolescent and Young Adult health | 2 | | | | |
| N519B | Primary Care of Children practicum | 3 | Combined 3 courses; unit change; name change | N5181 | Primary Care of the family practicum | 3 |
| N519D | Women's Health Care practicum | 3 | | | | |
| N519C | Adolescent and Young Adult health practicum | 3 | | | | |
| Acute | | | | | | |
| N516A | Management of Adults with Acute Health Problems I | 5 | Unit conversion and name change | N5161 | Advanced Acute Care Management I for the Adult Gerontology Acute Care Nurse Practitioner | 3 |
| N516B | Management of Adults with Acute Health Problems I | 5 | Unit conversion and name change | N5162 | Advanced Acute Care Management II for the Adult Gerontology Acute Care Nurse Practitioner | 2 |
| N517A | Advanced Therapeutic Practicum I | 4 | Unit increase; name change | N5171 | Advanced Practicum I for the Adult Gerontology Acute Care Nurse | 4 |
| N517B | Advanced Therapeutic Practicum II | 5 | Unit decrease; name change | N5172 | Advanced Practicum II for the Adult Gerontology Acute Care Nurse | 5 |
| | | | | | | |

| | | | | | | |
|------------------|---|---|--|-----------|---|-----|
| N516C | Management of Adults with Acute Health Problems III | 5 | Unit change | N5163 | Advanced Practicum III for the Adult Gerontology Acute Care Nurse | 3 |
| N517C | Advanced therapeutic Practicum III | 4 | Unit change | N5171 | | |
| N516D | Advanced Acute Care Management IV for the Adult-Gerontology Acute Care Nurse Practitioner | | Split course content N516C & N516D | N5164 | Advanced Acute Care Management IV for the Adult-Gerontology Acute Care Nurse Practitioner | 2 |
| Adult | | | | | | |
| N512A | Primary Care of Adults with Acute Health Problems | 4 | Combined courses; Unit change; name change | N5201 | Adult Gerontology I | 4 |
| N512B | Care of Aging Adults | | | | | |
| N513A | Primary Care of Adults with Acute Health Problems Practicum | 4 | Combined courses; unit change; name change | N5131 | Adult Gerontology I Practicum | 4 |
| N513B | Care of Aging Adults Practicum | 4 | | | | |
| N513C | Practicum: Advanced Care of Adults with Chronic Disease | 4 | Combined courses; unit change; name change | N5202 | Adult Gerontology II Practicum | 5 |
| N520 | Seminar: Advanced Care of Adults with Chronic Health Problems | 3 | Combined courses; unit change; name change | | Adult Gerontology II | 4 |
| N522 | Primary Care of Adolescents | 2 | | | | |
| N525 | Capstone Practicum in Vulnerable Populations | 2 | Name change | N5252 | Capstone for the Primary Care NP | 2 |
| N498 | Advanced Cooperative Education | 1 | No change | | Advanced Cooperative Education | 1-3 |
| Education | | | | | | |
| EDFN 510 | Advance Study Learning Theory | 4 | Simple conversion | EDFN 5100 | Advance Study learning Theory | 3 |
| N560A | Development of Educational Programs in Nursing I | 2 | Simple conversion | N5601 | Development of Educational Programs in Nursing I | 2 |
| | | | | | | |

| | | | | | | |
|----------|---|---|-------------------|-----------|---|---|
| N560B | Development of Educational Programs in Nursing II | 2 | Simple conversion | N5602 | Development of Educational Programs in Nursing II | 2 |
| EDIT 430 | Information Technology in the classroom | 4 | Simple conversion | EDIT 4300 | Information Technology in the classroom | 3 |
| N595 | Advanced Field Study | 2 | Simple conversion | N5950 | Advanced Field Study I | 2 |
| N595 | Advanced field Study II | 2 | Simple conversion | N5950 | Advanced Field Study II | |



**NURSE PRACTITIONER PROGRAM
 TOTAL CURRICULUM PLAN**

PROGRAM LENGTH: Specify the number of quarters/semesters required to complete the program.

Adult Gerontology Acute Care Nurse Practitioner

Total units 43

Semesters **4 semesters**

Quarters _____

Effective Fall 2016

If the program is not offered in semesters/quarters, specify the format:

Year 1

PREREQUISITES: Specify any prerequisites, including degree(s) and /or course work, required for admission to the program.

BSN from an accredited institution

PROGRAM REQUIREMENTS: List the name and number of all courses of the program in sequence. Include any general education courses.

Fall Semester:

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|----------------------------------|-------------|---------------|----------|----------------|----------|----------------|----------|---|--|
| | | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Clin. | | |
| N5660 Advanced Pathophysiology | 3 | 3 | 3 | | | | | 3 | |
| N5280 Advanced Pharmacology | 3 | 3 | 3 | | | | | 3 | |
| N5020 Role, Health care & Policy | 3 | 3 | 3 | | | | | 3 | |
| | | | | | | | | | |
| | | | | | | | | | |
| Total | 9 | 9 | 9 | 0 | 0 | 135 | 0 | | |

Spring Semester:

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|--|-------------|---------------|-----------|----------------|----------|----------------|-----------|----|----|
| | | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Clin. | | |
| N5900 Theory, Research, & Policy | 4 | 4 | 4 | | | | | 60 | |
| N5720 Advanced Health Assessment | 3 | 3 | 3 | | | | | 45 | |
| N5730 Advanced Health Assessment 1 unit Lab/ 2 units Practicum Advanced Health Assessment 1(the unit of lab does not count for certification in the required 500 hours of clinical experience but is a laboratory experience not technically a lecture) | 3 | 1 | 3 | 2 | 6 | | | 15 | 90 |
| N5800 Nursing Informatics | 2 | 2 | 2 | | 6 | | | 30 | |
| | | | | | | | | | |
| Total | 12 | 10 | 10 | 2 | 6 | 270 | 90 | | |

Year 2 Cont.....

| Fall Semester: | | | | | | | |
|--|-------------|----------|----------|----------|-----------|-----------|------------|
| | 1 | 2 | 3 | 4 | | | |
| Course Name and Number | Total Units | Lecture | | Clinical | | Total Hrs | |
| | | Units | Hr/Wk | Units | Hr/Wk | Lec. | Clin. |
| N5161 Advanced Acute Care Management I | 3 | 3 | 3 | | | 3 | |
| N5162 Advanced Acute Care Management II | 2 | 2 | 2 | | | 2 | |
| N5171 Advanced Acute Care Management I Practicum | 4 | | | 4 | 12 | | 180 |
| N5950 Advanced Field Study | 1 | | | 1 | 3 | | 45 |
| Total | 10 | 5 | 5 | 5 | 15 | 5 | 225 |

| Spring Semester: | | | | | | | |
|---|-------------|----------|----------|----------|-----------|------------|------------|
| | 1 | 2 | 3 | 4 | | | |
| Course Name and Number | Total Units | Lecture | | Clinical | | Total Hrs | |
| | | Units | Hr/Wk | Units | Hr/Wk | Lec. | Clin. |
| N5163 Advanced Acute Care Management III | 3 | 3 | 3 | | | 45 | |
| N5164 Advanced Acute Care Management IV | 2 | 2 | 2 | | | 30 | |
| N5171 Advanced Acute Care Management II Practicum | 5 | | | 5 | 15 | | 225 |
| N5125 Capstone | 2 | 2 | 2 | | | 30 | |
| Total | 12 | 4 | 4 | 5 | 15 | 105 | 225 |

Total Clinical Hours 540



**NURSE PRACTITIONER PROGRAM
 TOTAL CURRICULUM PLAN**

PROGRAM LENGTH: Specify the number of quarters/semesters required to complete the program.

Adult Gerontology Primary Care Nurse Practitioner Program

TOTAL Units 41

Semesters X _____

Quarters _____

Effective Fall 2016

Year 1

If the program is not offered in semesters/quarters, specify the format:

PREREQUISITES: Specify any prerequisites, including degree(s) and /or course work, required for admission to the program.

BSN from an accredited institution

PROGRAM REQUIREMENTS: List the name and number of all courses of the program in sequence. Include any general education courses.

Fall Semester

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|------------------------------|-------------|---------------|----------|---------------|----------|----------------|----------|----------------|----------|
| | | Lecture Units | Hr/Wk | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Clin. |
| N5660 Advanced Pathology | 3 | 3 | 3 | | | | | 3 | |
| N5280 Advanced Pharmacology | 3 | 3 | 3 | | | | | 3 | |
| N5020 Role, Health, & Policy | 3 | 3 | 3 | | | | | 3 | |
| | | | | | | | | | |
| Total | 9 | 9 | 9 | 0 | 0 | 0 | 0 | 135 | 0 |

Fall Semester

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|---|-------------|---------------|-----------|---------------|----------|----------------|----------|----------------|-----------|
| | | Lecture Units | Hr/Wk | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Clin. |
| N5900 Theory, Research & Practice | 4 | 4 | 4 | | | | | 4 | |
| N5720 Advanced Health Assessment | 3 | 3 | 3 | | | | | 3 | |
| N5730 Advanced Health Assessment 1 unit Lab/ 2 units Practicum | 3 | 1 | 1 | 2 | 6 | | | | 6 x 15 |
| N5800 Nursing Informatics | 2 | 2 | 2 | | | | | 2 | |
| | | | | | | | | | |
| Year 2 Total | 12 | 10 | 10 | 2 | 6 | 2 | 6 | 135 | 90 |

Fall Semester:

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|-------------------------------------|-------------|---------------|----------|---------------|-----------|----------------|-----------|----------------|------------|
| | | Lecture Units | Hr/Wk | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Clin. |
| N5201 Adult Gerontology I | 4 | 4 | 4 | | | | | 4 | |
| N5131 Adult Gerontology I Practicum | 4 | | | | | 4 | 12 | | 12 x 15 |
| N5950 Advanced Field Study | 1 | | | | | 1 | 3 | | 3 x 15 |
| | | | | | | | | | |
| Total | 9 | 4 | 4 | 5 | 15 | 5 | 15 | 60 | 225 |

Year 2 cont....

USE ADDITIONAL FORMS AS NECESSARY

Spring Semester:

1

2

3

4

| Course Name and Number | Total Units | Lecture | | Clinical | | Total Hrs | |
|--------------------------------------|-------------|---------|-------|----------|-------|-----------|---------|
| | | Units | Hr/Wk | Units | Hr/Wk | Lec. | Clin. |
| N5202 Adult Gerontology II | 4 | 4 | 4 | | | 4 | |
| N5132 Adult Gerontology II Practicum | 5 | | | 5 | 15 | | 15 x 15 |
| N5252 Capstone | 2 | 2 | 2 | | | 2 | |
| | | | | | | | |
| | | | | | | | |
| Total | 11 | 6 | 6 | 5 | 15 | 90 | 225 |

Total Clinical hours **540**



**NURSE PRACTITIONER PROGRAM
 TOTAL CURRICULUM PLAN**

PROGRAM LENGTH: Specify the number of quarters/semesters required to complete the program.

Family Psychiatric Mental Health Nurse Practitioner

43 units

Semesters X

Quarters _____

Effective Fall 2016

If the program is not offered in semesters/quarters, specify the format:

PREREQUISITES: Specify any prerequisites, including degree(s) and /or course work, required for admission to the program. **BSN from an accredited institution**

Year 1

PROGRAM REQUIREMENTS: List the name and number of all courses of the program in sequence. Include any general education courses.

Fall Semester:

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|----------------------------------|-------------|---------------|----------|---------------|-------|----------------|-------|----------------|----------|
| | | Lecture Units | Hr/Wk | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Clin. |
| N5660 Advanced Pathophysiology | 3 | 3 | 3 | | | | | 45 | |
| N5020 Role, Health care & Policy | 3 | 3 | 3 | | | | | 45 | |
| N5280 Advanced Pharmacology | 3 | 3 | 3 | | | | | 45 | |
| | | | | | | | | | |
| | | | | | | | | | |
| Total | 9 | 9 | 9 | | | | | 135 | 0 |

Spring Semester:

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|---|-------------|---------------|-----------|---------------|----------|----------------|-------|----------------|-----------|
| | | Lecture Units | Hr/Wk | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Clin. |
| N5900 Theory, Research, & policy | 4 | 4 | 4 | | | | | 60 | |
| N5720 Advanced Health Assessment | 3 | 3 | 3 | | | | | 45 | |
| N5730 Advanced Health Assessment 1 unit Lab/ 2 units Practicum | 3 | 1 | 1 | 2 | 6 | | | 15 | 6 x 15 |
| N5800 Nursing Informatics | 2 | 2 | 2 | | | | | 30 | |
| | | | | | | | | | |
| | | | | | | | | | |
| Total | 12 | 10 | 10 | 2 | 6 | | | 150 | 90 |

Summer: (8 weeks)

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|--|-------------|---------------|----------|---------------|----------|----------------|-------|----------------|-----------|
| | | Lecture Units | Hr/Wk | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Clin. |
| N5440 Primary Care for FPMHNP | 2 | 2 | 2 | | | | | 30 | |
| N5441 Primary Care for FPMHNP Practicum | 2 | | | | | 2 | 6 | | 6 x 8 |
| | | | | | | | | | |
| | | | | | | | | | |
| Total | 4 | 2 | 2 | 2 | 6 | | | 30 | 48 |

Year 2

Fall Semester:

| | 1 | | 2 | | 3 | | 4 | |
|---|-------------|---------------|----------|----------------|-----------|----------------|------------|--|
| Course Name and Number | Total Units | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Clin. | |
| N5421 Ind. Diagnosis & Treatment Across the Lifespan | 4 | 4 | 4 | | | 4 | | |
| N 5430 Advanced Psychiatric Nursing Across the Lifespan Practicum I | 5 | | | 5 | 15 | | 15 x 15 | |
| | | | | | | | | |
| | | | | | | | | |
| Total | 9 | 4 | 4 | 5 | 15 | 4 | 225 | |

Spring Semester:

| | 1 | | 2 | | 3 | | 4 | |
|--|-------------|---------------|----------|----------------|-----------|----------------|------------|--|
| Course Name and Number | Total Units | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Clin. | |
| N5422 Group, Family, Community & Agency Interventions in Psych Nurs. | 4 | 4 | 4 | | | 4 | | |
| N 5430 Advanced Psychiatric Nursing Across the Lifespan Practicum II | 5 | | | 5 | 15 | | 15 x 15 | |
| | | | | | | | | |
| | | | | | | | | |
| Total | 9 | 4 | 4 | 5 | 15 | 4 | 225 | |

Total clinical hours 588



**NURSE PRACTITIONER PROGRAM
 TOTAL CURRICULUM PLAN**

PROGRAM LENGTH: Specify the number of quarters/semesters required to complete the program.

Family Nurse Practitioner Program

Total units 47

Year 1 Semesters 4 semesters + 1 summer Quarters _____

Effective Fall 2016

If the program is not offered in semesters/quarters, specify the format:

PREREQUISITES: Specify any prerequisites, including degree(s) and /or course work, required for admission to the program.

BSN from an accredited institution

PROGRAM REQUIREMENTS: List the name and number of all courses of the program in sequence. Include any general education courses.

Fall Semester 15 weeks

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|---|-------------|---------------|-----------|---------------|----------|----------------|----------|----------------|-----------------|
| | | Lecture Units | Hr/Wk | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Total Hrs Clin. |
| N5660 Advanced Pathology | 3 | 3 | 3 | | | | | 3 | |
| N5280 Advanced Pharmacology | 3 | 3 | 3 | | | | | 3 | |
| N5020 Role, Health, & Policy | 3 | 3 | 3 | | | | | 3 | |
| N5780 International Health Perspectives | 2 | 2 | 2 | | | | | 2 | |
| Total | 11 | 11 | 11 | 0 | 0 | 0 | 0 | 165 | 0 |

Spring Semester 15 weeks

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|---|-------------|---------------|-----------|---------------|----------|----------------|----------|----------------|-----------------|
| | | Lecture Units | Hr/Wk | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Total Hrs Clin. |
| N5720 Advanced Health Assessment | 3 | 3 | 3 | | | | | 3 | |
| N5730 Advanced Health Assessment I 1 unit Lab/ 2 units Practicum | 1 | 1 | 1 | | | 2 | 6 | 1 | 6 x 15 |
| N5800 Nursing Informatics | 2 | 2 | 2 | | | | | 2 | |
| N5900 Theory, Research, and Practice | 4 | 4 | 4 | | | | | 4 | |
| Total | 10 | 10 | 10 | 2 | 6 | 2 | 6 | 150 | 90 |

Summer (10 Weeks)

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|---|-------------|---------------|----------|---------------|----------|----------------|------------|----------------|-----------------|
| | | Lecture Units | Hr/Wk | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Total Hrs Clin. |
| N5180 Primary Care of the Family | 4 | 4 | 4 | | | | | 60 | |
| N5181 Primary Care of the Family Practicum | 3 | | | | | 3 | 9 | | 9 x 15 |
| Total | 7 | 4 | 4 | 3 | 9 | 60 | 135 | | |

**FNP Continuation
Year 2**

USE ADDITIONAL FORMS AS NECESSARY

PROGRAM REQUIREMENTS: List the name and number of all courses of the program in sequence. Include any general education courses.

Fall Semester 15 weeks

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|--|-------------|---------------|----------|----------------|-----------|----------------|-------|---|------------|
| | | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Clin. | | |
| N5201 Adult Gerontology Primary Care I | 4 | 4 | 4 | | | 4 | | | |
| N5131 Adult Gerontology Primary Care I Practicum | 4 | | | 4 | 12 | | | | 12 x 15 |
| | | | | | | | | | |
| | | | | | | | | | |
| Total | 8 | 4 | 4 | 4 | 12 | 60 | | | 180 |

Spring semester 15 weeks

| Course Name and Number | Total Units | 1 | | 2 | | 3 | | 4 | |
|---|-------------|---------------|----------|----------------|-----------|----------------|-------|---|------------|
| | | Lecture Units | Hr/Wk | Clinical Units | Hr/Wk | Total Hrs Lec. | Clin. | | |
| N5202 Adult Gerontology Primary Care II | 4 | 4 | 4 | | | 60 | | | |
| N5132 Adult Gerontology Primary Care II Practicum | 5 | | | 5 | 15 | | | | 15 x 15 |
| N5252 FNP Capstone | 2 | 2 | 2 | | | 30 | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Total | 11 | 6 | 6 | 5 | 15 | 90 | | | 225 |

Total clinical hours 630

BOARD OF REGISTERED NURSING
Nursing Practice Committee
Agenda Item Summary

AGENDA ITEM: 7.6
DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Granting Initial Approval of Prelicensure Nursing Program for California Career College Associate Degree Nursing Program

REQUESTED BY: Linda Sperling, Nursing Education Consultant

BACKGROUND: Susan Naimi, MSN, RN Owner/director of California Career College since 2001 and Elizabeth Estrada, Director of Nursing since June 22, 2015.

An initial program approval visit for California Career College Associate Degree Nursing Program, in Canoga Park, CA was conducted on June 1, 2016, by Linda Sperling, NEC and Miyo Minato, SNEC. The program was found to be in compliance with all BRN rules and regulations.

California Career College (CCC) is a post-secondary institution established in 2001. The College operates as a private corporation owned by a sole shareholder. CCC is located at 7003 Owensmouth Avenue, Canoga Park, CA 91303, which is in the San Fernando valley region: 25 miles northwest of downtown LA. CCC currently offers a Vocational Nursing program that upon successful completion; the student is awarded an Associate of Applied Science Degree Vocational Nursing.

CCC is approved by the Bureau of Private Postsecondary Education (BPPE) through 2017 and is nationally accredited by the Accrediting Bureau of Health Education Schools (ABHES) through 2018 for their LVN program. 2015 LVN pass rates are at 73%. The college has provided notification to both the ABHES and BPPE regarding the establishment of the ADN program. ABHES Approval is expected upon the approval of the BRN. Approval by the BPPE is by means of the ABHES accreditation. CCC plans to award an Associate of Science degree to ADN program graduates.

The CCC Campus consists of a two-story 4,200 sq. ft. building. One large office for RN program and LVN director. Two offices available for full-time instructors and one office for part-time instructors. A large conference room is available for meetings and instructor/student privacy. One classroom has twenty-eight (28) seats and is found to be sufficient to meet the needs of the program based on an enrollment of twenty-four (24) students, three (3) times per year. Classroom can accommodate both the LVN and RN programs by way of scheduling classes over six (6) days per week.

Program Director, Elizabeth Estrada, MSN, RN was approved June 22, 2015 and hired part-time to assist with completion of the self-study report. Ms. Estrada is prepared to transition to a full-time position upon approval of the self-study.

The program plans on admitting the first cohort of students in the Fall, 2016. The program plans on phasing in the time allocation for the director position to include both administrative and faculty teaching responsibilities with a release time of 75%. Once the self-study is approved, an assistant director will be hired and will be provided a release time of 50%.

The program has an applicant pool of faculty who qualify to teach in the ADN program. The program plans to hire two (2) full-time nursing and four (4) part-time non-nursing, general study faculty, one administrative assistant, one lab IT non-nurse, and one librarian assistant non-nurse at the start of semester one. Faculty will be added as required to support program growth.

The curriculum is intended to be completed in two (2) years and includes the required content for licensure and college degree requirements. The curriculum is conducted in a fifteen (15) week, six (6) semester system. The total units for licensure equal 68 semester units. The total units for graduation equal seventy 70 semester units. Theory content and clinical experiences are coordinated to be concurrent beginning in semester two (2) and continue in each semester until program completion.

The conceptual and organizing framework for the curriculum optimizes integration of the nursing process using Gordon's Functional Health Patterns as a practice model. Curriculum and course sequence progress from simple to complex knowledge and skill with emphasis on caring, problem solving, and critical thinking. Gordon's Functional Health Patterns considers the bio-psycho-social needs of the patient and focuses the nurse on the desired outcomes and as a framework can promote the emphasis on the evidence-based work of nursing got promote evaluation of outcomes, versus task-based work that focuses on interventions,.

The majority of the clinical sites have been visited and placement has been verified to cover all five content areas. The college currently has signed Affiliation Agreements with thirteen (13) clinical sites covering beginning and intermediate Medical Surgical, Maternal Health, Pediatrics, and Community Psych courses and an additional five (5) clinical sites pending contract to cover Advanced and Complex client care. The majority of clinical sites are currently utilized by the LVN program and based on the information provided and NEC visits, the clinical sites have agreed to include the RN students in their clinical rotation schedule.

All clinical sites are within 10-20 miles from the school with the average distance under 10 miles.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Linda Sperling, DHA, MSN, RN
Nursing Education Consultant

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| <p>SECTION 1: ADMINISTRATION AND ORGANIZATION OF THE PROGRAM</p> <p>1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p> | X | | <p>The philosophy is consistent with and supportive of the mission of the college. The philosophical beliefs of the program are inherent to the practice of nursing and education, with an emphasis on the nursing process, caring, problem solving and critical thinking, and follow an Organizing Framework utilizing Gordon's Functional Health Patterns and facilitates an assessment with a focus patients', families, or group problems and functional status that are important to clinical practice.</p> <p>The curriculum is designed to assist the student in learning to contribute to the global community as they develop and understand their relationship to diverse social, cultural, political, economic, technological, and natural environments.</p> |
| <p>1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p> | X | | <p>The policies and procedure requirements that pertain to the administration of the nursing program are well documented in the college catalog, and in the student handbook.</p> |
| <p>1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.</p> | X | | <p>The effectiveness of the total educational program will be assessed on an on-going process and will provide continual feedback for program review and revision using a continuous and comprehensive evaluation model. Data will be</p> |

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| | | | collected within the various committees, analyzed and shared at the annual curriculum evaluation meeting and will guide the decision making process. |
| 1424(b)(2) The program shall have a procedure for resolving student grievances. | X | | The procedure for student grievances is outlined in the student and faculty handbook. |
| 1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of | X | | Organizational chart clearly depicts the appropriate lines of authority and channels of communication for the Director, Assistant Director, Instructors, Assistant Instructors and staff. |
| 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives. | X | | <p><u>Faculty/Staff:</u> Program Director hired 6/22/2015. Program will hire Assistant Director, nursing and general study faculty upon approval of the self-study report from a pool of qualified applicants and will add faculty as program progresses through the semesters to meet course needs. Other ancillary staff will include an Administrative Assistant, Lab IT non-nurse, and a Librarian Assistant.</p> <p><u>Student Support Services:</u> will provide tutoring, library, computer, counseling, academic advisement, career/employment placement.</p> <p><u>Library facilities:</u> are maintained on campus that</p> |

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| | | | <p>Students will have access to an e-library, LIRN: The Library and Information Resources Network as well as access to Kaiser Medical Center and the local public libraries. The library is Wi-Fi capable and houses 14 computers for student use during school hours.</p> <p><u>Physical Space:</u> Campus consists of a two-story 4,200 sq. ft. building. One large office for RN program and LVN director. Two offices available for full-time instructors and one office for part-time instructors. A large conference room is available for meetings and instructor/student privacy. One classroom has twenty-eight (28) seats and is found to be sufficient to meet the needs of the program based on an enrollment of twenty-four (24) students, three (3) times per year. Classroom can accommodate both the LVN and RN programs by way of scheduling classes over six (6) days per week.</p> <p><u>Anatomy/Physiology/Microbiology Lab:</u> (24 seats) with wet lab.</p> <p><u>Simulation Lab:</u> Patient simulators are available for student learning in the five patient area skills lab to reflect a patient room. The lab has one high-fidelity Laerdal mannequin to be used with simulation, and other low-fidelity mannequins to</p> |

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| | | | accommodate all course needs. There is a centralized area for med prep and skill demonstrations. Skills lab has ample supplies and storage space. |
| 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program. | X | | <p>Program Director, Elizabeth Estrada, MSN, RN was approved June 22, 2015 and hired part-time to assist with completion of the self-study report. Upon approval of self-study, director will transition to full-time position with a 75% release time.</p> <p>The Assistant Director will serve in a dual capacity: administration responsibilities will occupy 50% of workload and teaching activities will occupy 50% of workload.</p> |
| 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence. | X | | Assistant Director will be hired upon approval of self-study and will meet all BRN requirements. |
| 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program. | X | | Faculty will be involved in all aspects of the program through six committees which will focus on policy, procedure, planning, organizing, implementing, and evaluation of the program |
| 1424(h) The faculty shall be adequate in type and number to | | | |

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| develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned. | X | | Program has an applicant pool of LVN faculty who can be used in ADN program and will consider applicants who will qualify as content experts in each area. The program will add full time and part time faculty as program progresses through the semesters to meet course needs. |
| 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program. | X | | The program does not utilize non-faculty individuals to instruct or supervise students obtaining clinical experience at this time. |
| 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor. | X | | The relationship of the Assistant Director and their responsibilities are outlined in the job description and organizational chart provided in the Self-Study. |
| 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs; (2) Objectives of the learning experience; (3) Class level of the students; (4) Geographic placement of students; (5) Teaching methods; and (6) Requirements established by the clinical agency. | X | | The teacher/student ratio is established by the clinical agency as well as the needs of the students and their learning experience and course objectives.. |
| SECTION 2: FACULTY QUALIFICATIONS AND | X | | Program Director, Elizabeth Estrada was hired |

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| <p>CHANGES:</p> <p>1425All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p> | | | <p>and approved by the BRN on June 22, 2015.</p> <p>Assistant Director and all faculty will be approved by the BRN prior to employment.</p> |
| <p>1425(a) The director of the program shall meet the following minimum qualifications:</p> <p>(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;</p> <p>(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> | X | | <p>Elizabeth Estrada holds a MSN from an accredited college.</p> |

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| (5) Equivalent experience and/or education, as determined by the board | | | |
| 1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent. | X | | Plan to hire assistant director who meets all BRN requirements once self-study report is approved. |
| 1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); and (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) years' experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing. | X | | All instructors will meet minimum requirements and be approved prior to employment. |
| 1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; | X | | All assistant instructors will meet minimum requirements and be approved prior to employment. |

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| <p>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p> | | | |
| <p>1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.</p> | X | | <p>The program is not planning on using clinical teaching students in the ADN program at this time.</p> |
| <p>1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications: (1) A master's degree in the designated nursing area; or (2) A master's degree that is not in the designated nursing area and shall: (A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and (B) Have a minimum of two hundred forty (240) hours of clinical</p> | X | | <p>Plans for content experts who meet BRN requirements in areas of geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics will be considered during hiring process.</p> |

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| experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years. | | | |
| <p>SECTION 3: FACULTY RESPONSIBILITIES</p> <p>1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p> | X | | Faculty responsibilities are outlined in the Job Description and in Faculty Handbook. |
| 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation. | X | | All new employees must participate in the orientation program which includes program evaluation responsibilities, professionalism, participation in curriculum development and evaluation, policies and procedures, teaching strategies, student evaluation/supervision, continuing self-development, and collaboration strategies with faculty team; will be provided with a review of their job descriptions and afforded opportunities to mentor with a current instructor in both the clinical and classroom arenas. |

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| 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program | X | | Registered nurse faculty members are responsible exclusively for clinical supervision of student in the ADN program as noted in program clinical affiliation agreement. |
| 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference. | X | | All faculty will be able to function at the level of a staff RN in the designated nursing area and will be remediated to any new area based on the faculty remediation guidelines. |
| SECTION 4: REQUIRED CURRICULUM 1426(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation | X | | The generic ADN program curriculum is intended to be completed in 2 years and includes the required content for licensure and college degree requirements. It is designed to offer an Associate of Science Degree to AND program graduates. |
| 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse. | X | | Student Learning Outcomes are leveled to describe student behaviors and knowledge which are measured at the end of every semester and lead to attainment of the desired graduate learning outcomes. The Unifying theme/theoretical framework of the curriculum is based on the concepts of Gordon's Functional Health Patterns and facilitates an assessment with a focus patients', families, or group problems and functional status that are |

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| <p>1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p> | X | | <p>important to clinical practice.</p> <p>The curriculum is conducted in a 15-week semester system and is completed in six (6) semesters.</p> <p><u>Total units for licensure:</u> 67 units. <u>Total units for graduation:</u> 70 units.</p> <p>Total Nursing Units: 40 units Theory: 21 units Clinical: 19 units Other Degree requirements: 3 units</p> <p>Total Communication units: 6 units Total Science units: 21 units.</p> |
| <p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and</p> | X | | <p>The theory content and clinical experience are coordinated to be concurrent with clinical in all nursing areas beginning in Semester two and continuing throughout the program meeting all instructional outcomes.</p> |

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| management. | | | |
| <p>1426(e) The following shall be integrated throughout the entire nursing curriculum:</p> <p>(1) The nursing process;</p> <p>(2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;</p> <p>(3) Physical, behavioral, and social aspects of human development from birth through all age levels;</p> <p>(4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines;</p> <p>(5) Communication skills including principles of oral, written, and group communications;</p> <p>(6) Natural science, including human anatomy, physiology, and microbiology; and</p> <p>(7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.</p> | X | | <p>The nursing process utilizing Gordon’s FHP is integrated through the nursing curriculum and is an integral part of both the didactic and the clinical courses.</p> <p>Throughout the program, emphasis is placed on how students apply the nursing process to meet the program outcomes and competencies with analysis of quality and safety in nursing (QSEN) standards, as well as integration of professional standards.</p> <p>The role of the nurse in the promotion, maintenance, and restoration of optimum levels of health to clients across the life span is a basic tenet of the curriculum.</p> <p>The curriculum for medical surgical nursing is structured to focus on the developmental processes of the early and middle adult and Geriatric content addressing major emphasis on the physical, behavioral, and social aspects of human development of the elderly will be integrated in the Medical Surgical Courses.</p> <p>The nursing courses apply the basic knowledge of verbal skills through the use of oral presentations,</p> |

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| | | | teaching projects, client teaching, and end-of-shift hand off reporting. Students learn and practice the use of therapeutic and feedback techniques as each begin to identify verbal and nonverbal communication techniques for self and client. |
| 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives. | X | | Academic progress is measured through formative and summative evaluations throughout the curriculum. Students must pass each course with a grade of 75% or higher. An evaluation tool for clinical experience is designed to measure achievement of learning objectives in the clinical courses. This tool is designed to measure performance using QSEN as a building block and they are directly related to course objectives. |
| 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting. | X | | The nursing program utilizes a semester format with units calculated as designated by the BRN. The Total Curriculum plan is in compliance with this section regarding hours of instruction and clinical practice. |

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| <p>SECTION 5: PRECEPTORSHIP (Program may choose to include preceptorship in the curriculum)</p> <p>1426.1. Preceptorship A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <p>(a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following: (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements: (A) An active, clear license issued by the board; (B) Clinically competent, and meet the minimum qualifications specified in section 1425(e); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor. (E) A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow</p> | <p>X</p> | | <p>This program does not utilize preceptors at this time. If this changes in the future, BRN procedural guidelines will be followed per regulations.</p> |

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| <p>during the preceptorship that addresses: (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; 1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. 2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. (5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities: (A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student; (B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor; (6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and (7) Plan for an ongoing evaluation regarding the continued use of preceptors. (c) Faculty/student ratio for preceptorship shall be based on the following criteria: (1) Student/preceptor needs; (2) Faculty's ability to effectively supervise; (3) Students' assigned nursing area; and (4) Agency/facility requirements</p> | | | |
| <p>SECTION 6: CLINICAL FACILITIES 1427(a) A nursing program shall not utilize any agency or facility</p> | X | | <p>The college has (13) clinical sites that have signed Affiliation Agreements for the ADN program. Based on the information provided and clinical site visits to most of the facilities, the ADN</p> |

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| <p>for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board.</p> | | | <p>program will have access to the following clinical sites:</p> <ul style="list-style-type: none"> • Silverado- Mental Health/Psych • Child Development Consortium long term care – Pediatrics • Canyon Oaks Nursing & Rehab - Fundamentals • Sherman Oaks Health and Rehab Center – Fundamentals • El Proyecto Del Barrio, (4) Winnetka, Panorama City, Arleta, and Northridge • Community Sober Living • Totally Kids • MPV Pediatric and Urgent Care • Child Development Consortium of LA • Kaiser Permanente (Sunset) <p>(6) sites in process of getting approval:</p> <ul style="list-style-type: none"> • Kaiser Panorama– Medical Surgical • HCA West Hills – Medical Surgical • Sherman Oaks Hospital – Medical Surgical, Maternal Child • Encino Hospital – Medical Surgical. • Motion Picture and Television Fund (Hospital) • Tarzana Medical Center – Medical Surgical |

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| | | | <p>All clinical sites are utilized by LVN program and have agreed to include the RN students in their clinical rotation schedule either by contract or by verbal agreement at time of facility visit.</p> <p>All clinical sites are within 10-20 miles from school with the average distance under 10 miles.</p> |
| <p>1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.</p> | X | | <p>Faculty will post clinical objectives at the clinical site for each clinical rotation as noted in the faculty Handbook and complies with the BRN regulation. Objectives will be available to hospital staff and administration.</p> |
| <p>1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program</p> | X | | <p>Signed affiliation agreements establish formal interagency relationships and include the six (6) requirements of 1427(c).</p> |
| <p>1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact</p> | X | | <p>The program has maintained a long term</p> |

**CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW**

WORK COPY

PROGRAM NAME: California Career College

DATE OF VISIT: June 2016

| APPROVAL CRITERIA | Compliance | Non Compliance | COMMENTS |
|--|------------|----------------|--|
| that an additional group of students would have on students of other nursing programs already assigned to the agency or facility. | | | relationship with the clinical facilities and is currently used by the LVN program. Clinical sites have agreed to accept the RN students for clinical site rotations. |
| <p>SECTION 7: STUDENT PARTICIPATION</p> <p>1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <p>(a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.</p> | X | | <p>Students will be invited to participate on committees with faculty in the identification of policies and procedure. Students will be nominated and elected by their peers to record and track program issues and subsequent program responses.</p> <p>Student representatives will serve on the Curriculum Committee, Faculty Student Affairs Committee, and the Scholarship Committees to evaluate curriculum content, examine program policy, review educational methodology, review adequacy of textbooks/resources, and provide feedback on outcome of the program.</p> |
| <p>SECTION 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTION</p> <p>1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or</p> | X | | 30 unit option is available for LVNs who meet the requirements set forth in Section 2736 of the code of regulations. |

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|---|------------|----------------|---|
| challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse. | | | |
| 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken | X | | <p>Student interested in the LVN option will meet with the admissions manager to review all previous courses and experience in the student's past history. A curriculum review will be performed and a meeting with the Nursing Director will be scheduled.</p> <p>Students are provided objective counseling by the Director of Nursing to discuss the possibility of credit recognition, credit transfer (if applicable), and assessment tools needed to evaluate current status of knowledge and clinical skills.</p> <p>Students are accepted on a space-available basis.</p> |
| <p>1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive,</p> | X | | <p>Each applicant considering the 30 unit option program will be evaluated individually for compliance with college standards of admission.</p> |

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|--|------------|----------------|---|
| <p>rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p> | | | |
| <p>SECTION 9: OTHER BOARD POLICIES</p> <p>1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p> | X | | <p>The program has a policy for transfer of credit to CCC in their program handbook, college course catalog.</p> |
| <p>1431. Licensing Examination Pass Rate Standard The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive academic years.</p> | | | <p>The program plans to collect data annually and to evaluate the data and program evaluations from students, facilities, and faculty to develop improvements and enhancements of the program delivery.</p> |

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|---|------------|----------------|--|
| (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to section 2788 of the code. | | | |
| <p>1432. Changes to an Approved Program</p> <p>(a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:</p> <p>(1) Change in location.</p> <p>(2) Change in ownership.</p> <p>(3) Addition of a new campus or location.</p> <p>(4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p> | | | <p>The program agrees to maintain a strong professional relationship with the BRN and remain in full compliance with the requirements.</p> |

**CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW**

WORK COPY

CALIFORNIA CAREER COLLEGE
LIST OF AGENCIES

| Name | Distance from CCC | Census | Type of Facility | Type of Units | Rotation Purpose | Days of Rotation | Rotation Shifts |
|---|--------------------------|---------------|---|---|---|-------------------------------|------------------------|
| Sherman Oaks Health & Rehab | 11 Miles | 100 - 130 | Rehab and Sub Acute | Nursing Facility Rehab/Subacute | Foundation of Client Care, Basic Client Care | Thursday, Friday and Saturday | Morning and Evening |
| Canyon Oaks Nursing & Rehab | 1.1 Miles | 100 -160 | Rehab and Sub Acute | Medical Surgical and Geriatric | Basic Client Care | Thursday, Friday and Saturday | Morning and Evening |
| El Proyecto Del Barrio, Winnetka | 1.1 Miles | 300 | Family Health Care Clinic | Ambulatory Family Practice, Triage Clinic, Maternity and Pediatric Clinic | Basic Client Care, Intermediate Client Care, Maternal Health, Pediatric | Thursday, Friday and Saturday | Morning and Evening |
| El Proyecto Del Barrio, Panorama City (HIV Patient) | 10 Miles | 300 | Family Health Care Clinic | Ambulatory Family Practice (HIV), Triage Clinic, Maternity and Pediatric Clinic | Basic Client Care, Intermediate Client Care, Maternal Health, Pediatric | Thursday, Friday and Saturday | Morning and Evening |
| El Proyecto Del Barrio, Arleta | 12 Miles | 200 | Family Health Care Clinic | Ambulatory Family Practice, Triage Clinic, Maternity and Pediatric Clinic | Basic Client Care, Intermediate Client Care, Maternal Health, Pediatric | Thursday, Friday and Saturday | Morning and Evening |
| El Proyecto Del Barrio, Northridge | 5 Miles | 100 | Family Health Care Clinic | Ambulatory Family Practice, Triage Clinic, Maternity and Pediatric Clinic | Basic Client Care, Intermediate Client Care, Maternal Health, Pediatric | Thursday, Friday and Saturday | Morning and Evening |
| Silverado | 6.5 Miles | 50 - 100 | Psychiatric, Alzheimer and Dementia Locked Facility | Psychiatric, Alzheimer's and Dementia | Community Psych | Thursday, Friday and Saturday | Morning and Evening |

CALIFORNIA CAREER COLLEGE
LIST OF AGENCIES

| Name | Distance from CCC | Census | Type of Facility | Type of Units | Rotation Purpose | Days of Rotation | Rotation Shifts |
|------------------------------------|--------------------------|---------------|---|---|---|--------------------------------|------------------------|
| Community Sober Living | 15 Miles | 56 | Psychiatric, Drug Addicts, Alcoholics, Schizophrenia, Bipolar | Inpatient Psychiatric Unit | Community Psych | Thursday, Friday, and Saturday | Morning and Evening |
| Totally Kids | 21.7 Miles | 45 | Sub-Acute | Pediatric | Pediatric (Child and Adolescent) | Thursday, Friday and Saturday | Morning and Evening |
| MVP Pediatric and Urgent Care | 10 Miles | 150 | Acute | Pediatric | Pediatric (Child and Adolescent) | Thursday, Friday and Saturday | Morning and Evening |
| Child Development Consortium of LA | 50 Feet | 40-50 | Preschool | Preschool Children | Pediatric | Thursday and Friday | Morning and Evening |
| Kaiser Permanente (Sunset) | 25 Miles | 180-250 | Hospital, Acute Inpatient, Pediatric, Maternity | Med-Surgical, OB, Pediatric, Mental Health, ER, Telemetry | Maternal Health, OB Pediatric, Community Psych, Advance and Complex Client Care | Thursday, Friday and Saturday | Morning and Evening |

CALIFORNIA CAREER COLLEGE
LIST OF AGENCIES
Under Pending Contract

| Name | Distance from CCC | Census | Type of Facility | Type of Units | Rotation Purpose | Days of Rotation | Rotation Shifts |
|---|--------------------------|---------------|-------------------------|----------------------|----------------------------------|-------------------------------|------------------------|
| West Hills Hospital | 4 Miles | 200-300 | Hospital | Med-Surg | Advanced and Complex Client Care | Thursday, Friday and Saturday | Morning and Evening |
| Sherman Oaks Medical Center | 11 Miles | 150 | Hospital | Med-Surg, ICU, ER | Advanced and Complex Client Care | Thursday, Friday and Saturday | Morning and Evening |
| Encino Medical Center | 8 Miles | 100 | Hospital | Med-Surg, ICU, ER | Advanced and Complex Client Care | Thursday, Friday and Saturday | Morning and Evening |
| Motion Picture And Television Fund (Hospital) | 5 Miles | 100 | Hospital | Med-Surg | Intermediate Client Care | Thursday, Friday and Saturday | Morning and Evening |
| Tarzana Medical Center | 7 Miles | 300 | Hospital | Med-Surg, ICU, CCU | Advanced and Complex Client Care | Thursday, Friday and Saturday | Morning and Evening |

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

| | | | | | | | | | | | | | | | | | | |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------|-------------|-------|-------|---|-------|--------|-----|-----|--|-------------|--|
| Name of School: California Career College | | | | | | | | | | | Date Submitted: 4/1/2016 | | | | | | | |
| Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree | | | | | | | | | | | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved | | | | | | | |
| Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor | | | | | Effective Date: 2016 | | | | | | | | | | | | | |
| List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. | | | | | | | | | | | By: Date: | | | | | | | |
| Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | | | | | | | | | | Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter | | *Wk: | | | | | |
| | | | | | | | | | | | Total | | Theory | | Lab | | Total Hours | |
| Quarter/Semester | | | | | | | | | | | | | | | | | | |
| Semester 1 | | | | | | | | | | | | | | | | | | |
| | M | S | O | C | P | G | **Wk: | Total Units | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab | | | | |
| Bio 170 Human Anatomy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 4 | 3 | 3 | 1 | 2 | 45 | 30 | | | | |
| Psych 110 Intro | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | 0 | 0 | 45 | 0 | | | | |
| Eng 200 Oral Comm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | 0 | 0 | 45 | 0 | | | | |
| Bio 175 Human Physiology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 4 | 3 | 3 | 1 | 2 | 45 | 30 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| Total | | | | | | | | 14 | 12 | 12 | 2 | 4 | 180 | 60 | | | | |
| Quarter/Semester | | | | | | | | | | | | | | | | | | |
| Semester 2 | | | | | | | | | | | | | | | | | | |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| Bio 180 Microbiology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 4 | 3 | 3 | 1 | 2 | 45 | 30 | | | | |
| Eng 210 Written Comm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | 0 | 0 | 45 | 0 | | | | |
| Nsg 200 Foundations | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 15 | 6 | 3 | 3 | 3 | 6 | 45 | 90 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| Total | | | | | | | | 13 | 9 | 9 | 4 | 8 | 135 | 120 | | | | |
| Quarter/Semester | | | | | | | | | | | | | | | | | | |
| Semester 3 | | | | | | | | | | | | | | | | | | |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| Nsg 220 Basic Client Care | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 15 | 6 | 3 | 3 | 3 | 6 | 45 | 90 | | | | |
| Soc 100 Intro to Soc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | 0 | 0 | 45 | 0 | | | | |
| Nsg 222 Pharmacology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 3 | 3 | 3 | 0 | 0 | 45 | 0 | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | |
| Total | | | | | | | | 12 | 9 | 9 | 3 | 6 | 135 | 90 | | | | |

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

| | | | | | | | | | | | | | | | | | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------|----|---|---|--|-------|-------|-------|-------------|--------|-----|--|
| Name of School: California Career College | | | | | | | | | | | Date Submitted: 4/1/2016 | | | | | | | |
| Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree | | | | | | | | | | | For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved | | | | | | | |
| Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor | | | | | Effective Date: 2016 | | | | | | | | | | | | | |
| List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. | | | | | | | | | | | By: Date: | | | | | | | |
| Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 | | | | | | | | | | | Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter | | *Wk: | | | | | |
| | | | | | | | | | | | Theory | | Lab | | Total Hours | | | |
| Quarter/Semester | | | | | | | | | | | Total Units | Units | Hr/Wk | Units | Hr/Wk | Theory | Lab | |
| Semester 4 | | | | | | | | | | | | | | | | | | |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| Nsg 240 Inter. Client Care | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 15 | 4 | 2 | 2 | 2 | 4 | 30 | 60 | | | | |
| Psych 160 Dev. Psych | <input type="checkbox"/> | 15 | 3 | 3 | 3 | 0 | 0 | 45 | 0 | | | | |
| Nsg 242 Maternal Infant OB | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 4 | 2 | 2 | 2 | 4 | 30 | 60 | | | | |
| | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | | | | | | | | | | | | |
| Total | | | | | | | | 11 | 7 | 7 | 4 | 8 | 105 | 120 | | | | |
| Quarter/Semester | | | | | | | | | | | Theory | | Lab | | Total Hours | | | |
| Semester 5 | | | | | | | | | | | | | | | | | | |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| Nsg 250 Child/Adoles/Family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 4 | 2 | 2 | 2 | 4 | 30 | 60 | | | | |
| Nsg 252 Community Psych | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 15 | 4 | 2 | 2 | 2 | 4 | 30 | 60 | | | | |
| | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | | | | | | | | | | | | |
| Total | | | | | | | | 8 | 4 | 4 | 4 | 8 | 60 | 120 | | | | |
| Quarter/Semester | | | | | | | | | | | Theory | | Lab | | Total Hours | | | |
| Semester 6 | | | | | | | | | | | | | | | | | | |
| | M | S | O | C | P | G | **Wk: | | | | | | | | | | | |
| Nsg 260 Complex CL. Care | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 15 | 5 | 2 | 2 | 3 | 6 | 30 | 90 | | | | |
| Nsg 254 Advance Clinet Care | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 | 4 | 2 | 2 | 2 | 4 | 30 | 60 | | | | |
| Nsg 265 - Transition to Professional Practice | <input type="checkbox"/> | 15 | 3 | 3 | 3 | 0 | 0 | 45 | 0 | | | | |
| | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | | | | | | | | | | | | |
| | <input type="checkbox"/> | | | | | | | | | | | | |
| Total | | | | | | | | 12 | 7 | 7 | 5 | 10 | 105 | 150 | | | | |

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

| | | |
|------------------------|---|--|
| Pharmacology | NURS 232, 240, 242, 250, 252, 254 | Pharmacology and Drug Calculation, Intermediate Client Care, Maternal, Infant, Women's Health Nsg, Child/Adolescent/Family Nsg, Community Psychiatric Nursing and Advanced Client Care. |
| Legal Aspects | NURS 200, 232, 240, 242, 250, 252, 254, 260 | Foundation of Client Care, Pharmacology, Intermediate Client Care, Maternal, Infant, Women's Health Nsg, Child/Adolescent/Family Nsg, Community Psychiatric Nursing, Advanced and Complex Client Care. |
| Social/Ethical Aspects | NURS 200, 240, 254. | Foundation of Client Care, Intermediate Client Care, Advanced Client Care |
| Management/Leadership | NURS 240, 254, 260. | Intermediate Client Care, Advanced Client Care, Complex Client Care |

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

| REQUIRED CONTENT | Course Number | Course Title | Units |
|--|------------------------------|--------------------------------------|--------------|
| NURSING | | | |
| Medical-Surgical | NURS 200 | Foundation of Client Care | 3,3 |
| | NURS 220 | Basic Client Care | 3,3 |
| | NURS 240 | Intermediate Client Care | 2,2 |
| | NURS 254 | Advanced Client Care | 2,2 |
| Geriatrics | NURS 200, 220, 240, 252, 260 | Geriatrics | (Integrated) |
| Obstetrical | NURS 242 | Maternal, Infant, Women's Health Nsg | 2,2 |
| Pediatric | NURS 250 | Child/Adolescent/Family Nsg | 2,2 |
| Psych/Mental Health | NURS 252 | Community Psychiatric Nursing | 2,2 |
| Complex Client Care | NURS 260 | Complex Client Care | 2,3 |
| | NURS 222 | Pharmacology | 3,0 |
| | | Total Theory & Clinical | 40 |
| Additional Requirements for Graduation (3 units) | NURS 265 | Transitional/NCLEX Review (3 units) | |
| BASIC SCIENCES | | | |
| Anatomy | BIO 170 | Human Anatomy | 4 |
| Physiology | BIO 175 | Human Physiology | 4 |
| Microbiology | BIO 180 | Microbiology | 4 |
| Societal/Cultural Pattern | SOC 100 | Intro to Sociology | 3 |
| Psychology | PSY 110 | Human Physiology | 3 |
| Development Psychology | PSY 160 | Developmental Psych | 3 |
| | | Total BS | 21 |
| COMMUNICATION | | | |
| Verbal | ENG 200 | Oral Communication | 3 |
| Written | ENG 210 | Written Communication | 3 |

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

| REQUIRED CONTENT | Course Number | Course Title | Units |
|---|----------------------|-------------------------------|--------------|
| NURSING | | | |
| Additional Requirements | NURS 222 | Pharmacology | 3 |
| Child/ Adolescent | NURS 250 | Pediatric Nursing | 3.5 |
| Psych/Mental Health | NURS 252 | Community Psychiatric Nursing | 3 |
| Maternity, Infant, Women's Health Nursing | NURS 242 | Maternity Nursing | 3.5 |
| Intermediate Client Care (Geriatric's Integrated) | NURS 240 | Intermediate Client Care | 4 |
| Complex Client Care | NURS 260 | Complex Client Care | 5 |
| BASIC SCIENCES | | | |
| Physiology | BIO 175 | Human Physiology | 4 |
| Microbiology | BIO 180 | Microbiology | 4 |
| TOTAL UNITS | | | 30 |
| Signature Program Director/Designee: | | Date: | |
| | | | |

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.7
DATE: August 11, 2016

ACTION REQUESTED: Vote on Whether to Recommend Changing Warning Status for East Los Angeles College Associate Degree Nursing Program

REQUESTED BY: Laura Shainian, MSN, RN
Nursing Education Consultant

BACKGROUND: Lurelean Gaines, RN, MSN, Program Director/Chairperson. The program is being presented subsequent to the Board’s decision to issue Warning Status with Intent to Close ELAC Nursing Program, at its September 3, 2015 meeting, as a result of continued non-compliance for substandard NCLEX pass rate. The non-compliance for substandard NCLEX pass rate originates from the program’s October 7-8, 2013 regularly scheduled continuing approval visit. Findings for the visit identified 5 areas of non-compliance for which the program has corrected 4 areas. The substandard NCLEX pass rate (<75%) remains as depicted in the table below.

| Year | Taken | Passed | Annual Pass Rate |
|--------------------------|-------|--------|------------------|
| 2006-2007 | 111 | 84 | 75.68% |
| 2007-2008 | 90 | 58 | 64.44% |
| 2008-2009 | 107 | 80 | 74.77% |
| 2009-2010* | 120 | 74 | 61.67% |
| 2010-11 | 84 | 58 | 69.05% |
| 2011-12 | 124 | 102 | 82.26% |
| 2012-13 | 114 | 71 | 62.28% |
| 2013-14 (Oct CAV) | 91 | 45 | 49.45% |
| 2014-15 | 120 | 74 | 61.67% |
| 2015-16 (Three quarters) | 83 | 54 | 65.06% |

*2010 the BRN instituted the Licensing Examination Pass Rate Standard of 75%.

At the August 2015 ELC meeting, the reported annual NCLEX pass rate was 58.02% (81 taken, 47 passed for three quarters between July 2014 and March 2015). Since that time, 4 additional quarters of NCLEX results have been reported for the program:

2014-15

April – June: 69.23%

2015-16

July – Sept: 65.22%

Oct – Dec: 63.33%

Jan – Mar: 66.67%

Quarterly progress reports submitted by the program to the NEC for January – June 2016 referenced the substandard NCLEX pass rates, and contributed it to graduates who are delaying testing beyond three months. NEC examination of cohort data verified a significant number of students who have not tested – up to one-third (34.54%) of two cohorts. The majority of graduates who are testing, are testing 4 to 6 months post-graduation with mixed results, however, there was a recent spike in the number testing within 3 months (from 6.97% to 32.72%). Reasons for delayed testing were described in the progress reports as well as out-reach efforts to contact graduates and offer free NCLEX reviews plus the use of program resources.

Program resources aimed at increasing student success in the program include:

- Kaplan standardized testing
- Automatic remediation for scoring <76% on any quiz or test
- Additional clinical available & simulation
- Student Mentorship Program
- Faculty tutoring
- One faculty assigned 50% release time to serve as Faculty Advisor to students
- Part-time Social Worker to assist students with life issues
- Additional Instructional Assistant in Learning Lab for evenings & weekends
- Program subscription to Mountain Measurement NCLEX Program Reports
- Approval for two tenure-track positions for MS & Psych

There are currently 164 students enrolled in the program. Admission continues to be limited to 48 students twice annually. The final semester of the program's new curriculum (implemented Spring 2015) will be taught this Fall 2016. The first cohort will graduate in December.

Evaluation of the new curriculum and review of the program's revised Systematic Plan for Program Evaluation (SPPE) was discussed during an NEC visit on June 22, 2016. The review focused on areas of the SPPE that lacked evaluative data needed to demonstrate Expected Levels of Achievement in the program, and was therefore inconclusive. Areas without any evaluative data – Attrition/Retention, Program Completion Rates, Program Satisfaction, Evaluation of new curriculum – were of concern given the current status of the program. Each of these areas are to be evaluated using Key Performance Indicators as previously planned by the program in its August 2015 progress report. Follow-up with the SPPE was stressed to determine effectiveness of the total educational program. NEC discussed with the director and administration the need for consultant support for the program to assist with problem identification, the development of individualized remediation plans for high risk students, and faculty development with targeted teaching strategies, in order to make substantive improvement toward bringing the program's pass rate into the compliance standard of 75%.

NEXT STEPS: Place on Board agenda.

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EAST LOS ANGELES COLLEGE DEPARTMENT OF NURSING

January Quarterly report to Board of Registered Nursing

➤ CCR Section 1431- Licensing Examination Pass Rate Standard

The NCLEX examination pass rate for first-time test takers is below 75%.

The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.

• **NCLEX pass rate**

- The January to March NCLEX results prompted the department to look at students individually reviewing timeliness in taking the NCLEX, theory performance, clinical performance, and overall program performance. It was noted that several graduates during the January to March testing period were delaying testing far beyond the recommended three month period, six to twelve months was noted.
- The April to June NCLEX found several graduates indicating that it took a while for ATT however after a more in depth discussion with those individuals, it was noted that graduates took on family responsibilities, worked in an attempt to create a more stable financial situation, and others simply delayed out of the fear of not passing.
- The July to September NCLEX results revealed graduates with overall nursing grade point averages ranging from 2.1 to 3.4, delayed testing, and long term LVN's that worked rather than focusing on preparing for the NCLEX.

After reviewing all of the NCLEX results from January to September, faculty, staff, students, and alumni reached out to assist students in the program and those that had graduated. The mantra was and continues to be 75% and above.

Alumni have come in to talk with students and share information to enhance and encourage success in spite of life challenges. The message was clear as the presenter shared hardships that she and classmates experienced helping students to appreciate that life happens and we must remain resilient to achieve successful outcomes. "Nursing is hard work and it's doable but in order to protect the public the NCLEX must be passed!"

Faulty made telephone calls and sent emails inviting students to return to campus for assistance which included utilization of the Nursing Learning Lab. Sitting in on workshops, skills practice, and use of any tools individuals thought would be helpful. Graduates were called on a weekly basis encouraged to do practice testing increasing the number of test questions to be completed daily/weekly.

The department established and scheduled additional face to face NCLEX reviews for graduates which were conducted by an outside consultant and paid for by East Los Angeles College. Reviews were made available to students completing the program, to graduates that had completed the program but had not tested, and to graduates that had tested and failed the NCLEX. The next NCLEX review will take place 8, 9, and 10 January 2016 conducted by an outside consultant on campus at ELAC.

Senior students were held to the completion of Kaplan remediation in order to complete the program and walk across the stage to be pinned. As a direct result this gate keeping method, senior students were more serious about completing the Kaplan remediation in order to graduate and recognize the validation of readiness for the NCLEX.

September 2015 the chairperson attended the NCSBN Conference in Oregon and returned to share all of the information that was loaded onto the memory stick by NCSBN with all faculty, Lab staff, and students. The information was also discussed with faculty and students reminding all that the new test plan would be implemented 1 April 2016. The plan does not change however there is now more focus on culture and religion. Nursing faculty refer students to the NCSBN website on a continuous basis as we remain committed to working together for the good of the community we serve.

A group of students completing their second semester started the "Mentorship Program" which is a group of students who make it clear as to what they are not and what their intentions are. The mission statement of the Mentorship Program follows:

East Los Angeles College – Department of Nursing
Mentorship Program

The Mentorship Program will be launching this fall 2015 at East Los Angeles College Department of Nursing. Nursing School is difficult for all students throughout the nation, and many have taken to developing programs that will help students navigate through the logistics and difficulties of completing a nursing curriculum.

The Mentorship Program is based on a mentor and a mentee relationship. The mentor will be a student from a semester class ahead of the mentee, and the mentee will also be a mentor to another student that is a semester class behind. This will allow for a continuum for both; mentors and mentees. The mentor will be in a position to practice leadership skills that will not only be helpful as future nurses, but also will be able to put that as experience on a resume. The mentee will have access to a wealth of knowledge from students that have taken classes that the mentee is currently in, and will have guidance, advice, and encouragement that will help them be successful in their current classes. The mentor will also have a mentor from a class ahead, that will be able to pass down knowledge and experience that will be advantageous for them, and will assist them in a successful completion of their classes. Thus, the Mentorship Program is a mutually assisted benefit for all students, regardless of their position in the program. The mentors and their respective mentees will establish a mode of preferred communication, which can be; via email, slotted times for phone calls, or monthly meetings at school, or any other way that they choose to communicate. The basis of this program is to have access to someone that is open and willing to share insight, advice, and encouragement for students. It is not designed for tutoring or lab assistance -- those resources are available through the Nursing Learning Lab via scheduled appointments and referrals. The benefits of the Mentorship Program are quite diverse. Students will be able to place their participation on their resumes upon successful completion. Students will also have access to networking, leadership skills, and certificates of completion, along with special graduation cords. Lastly, students will be able to leave their mark on the program by donating time and effort to mentor and in turn enhance program outcomes for East Los Angeles College Nursing program. The requirements of the program are quite simple. Students must sign up to be mentors for other classes in order to have their own mentor. Students must be active continuing students for all 4 semesters, and all 8 quarters to be eligible for certificate of completion signed by the Director of Nursing, graduation cord, and to be eligible to put their participation on their resume. Those that sign up will be required to sign an academic honesty agreement, and will abide by strict integrity the rules regarding tests, and any other class assignments. The academic honesty agreement will also hold students accountable for professionalism towards the school, faculty and other classmates.

For students who are interested in participating in the Nursing mentorship program at East Los Angeles College you must email me @ elacmentorshipprogram@gmail.com all of your contact information and the semester you will be starting this upcoming fall 2015 semester.

Initially students in the program were not very receptive and it was determined that the need continued to exist so the chairperson met with two primary organizers of the group and decided to do a workshop for the students who would be starting the program winter 2016 and have mentors present so that names, faces, and stories of failure and success could be shared.

Faculty Advisor: Ms. Jade Valmonte, MSN, RN, CPN shared the following objectives for the workshop:

The student will be able to:

- Assess own study and learning skills
- Identify and apply learning strategies
- Understand the different levels of critical thinking questions and

- Identify and apply test taking strategies

The workshop on “How to succeed in the Nursing Program” was widely received as members of the group shared their personal experiences on how they prepare for classes even though they have children, jobs, and other obligations. Any student participating in the “Mentorship Program” signs a Declaration of Academic Honesty.

- **Outreach**

- Telephone calls were made on a weekly basis encouraging graduates to come onto campus and utilize any and all resources meet with instructors
- Emails were sent inviting graduates to come onto campus
- Alumni volunteered to mentor graduates
- Individual faculty contacted graduates
- Graduates were given the opportunity to attend the face to face NCLEX review
- Kaplan information was made available beyond the completion of the program

- **Program**

- One Long Term Substitute was hired August 2015 - June 2016 for Medical Surgical Nursing
- One Long Term Substitute was hired August 2015 – June 2016 for Psychiatric Mental Health Nursing
- Resources are in place for two tenure track positions. Both individuals work as full-time faculty with full benefits. Both individuals have the opportunity to apply for the tenure track positions and if hired 2015-2016 employment will count as the first year of the tenure track position.
- The Department of Nursing has reestablished the relationship with TELACU Education Foundation which is another outside resource that is given to students.

TELACU was established in 1983 and it has shattered barriers to academic success for thousands of first-generation Latino students from underserved communities. The emphasis is on promoting pursuit of STEM and Business-related careers.

Currently ELAC Nursing has two TELACU Scholars who received stipends of \$1200.00 in their third semester and will receive an \$8,000.00 scholarship with the promise of employment at White Memorial Medical Center on receipt of licensure.

- Course data
- **Program Evaluation Plan**

Standards reviewed:

1424 (d)-The program has sufficient resources including faculty, library, staff and support services, physical space and equipment to achieve the program’s objectives.

1424(h) – The faculty is adequate in type and number to develop and implement the program approved by the BRN, and are qualified instructors in each area and are clinically competent in the areas they teach which is validated annually by the clinical facilities.

1425.1(a) – All full-time and part-time faculty assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.

1426 – Faculty attend a monthly curriculum meeting of the whole reflecting on the unifying theme, student performance as related to the BRN approved curriculum. There is continuous discussion regarding ticket to class so as to make sure that there is continuity in expectations for each course. Additionally, content experts for each area meet with their team members to share concerns and make changes as necessary to meet facility requirements and course content changes.

1427 – All clinical facilities utilized are previously approved by the BRN. The program remains in compliance with subsections of regulation 1427 (a) (b).

- The department meets biannually with its' Community Advisory Committee as a direct result feedback is given. Hospitals and community organizations give high rating for ELAC nursing students in the program and graduates that are hired by hospitals such as Monterey Park Hospital, White Memorial Medical Center, and Los Angeles County-USC Medical Center. ELAC Nursing students are known for providing excellent care and are willing participants in hospital and community activities that promote access to care.
- **Remediation**
 - Any student that scores below 76% on any quiz or test is automatically contacted and referred for additional assistance it may be the instructor, a student worker, or the Learning Lab Coordinator who is a RN.
 - Individual remediation plans are often established by the theory instructor when it is noted that the student needs much more help than the student realizes. The student is given a timeline to come into compliance if the is able to do so to successfully complete the course.
 - Clinical remediation is assigned by the clinical instructor informing students of needs to improve with a written evaluation that may be done weekly as necessary. The student is also encouraged to attend an additional clinical with another instructor for additional guidance and support to strengthen student performance.
 - Faculty tutoring is done by all faculty members to empower and promote successful outcomes. There are occasions when students are encouraged to rethink and establish realistic goals to become a health care provider.
 - Independent study is established largely for remediation of Kaplan and skills enhancement in the Nursing Learning Lab. N185 2:05 hours/week; N285is 4:15 hours/week; and N385 is 6:30hours/week.
 - Weekly Simulation Workshops are made available as student self-select participation. Students who attend share their positive experiences and others join the activity.
- **Grant**
 - Los Angeles County Department of Health Services Mentoring Program is a \$90,000.00 grant that is awarded to East Los Angeles College Nursing program annually.
- **Test**
 - Faculty participated in an item writing workshop which was sponsored by Kaplan August 2014 at Rio Hondo College.
 - Faculty also participated in in a Test Construction and Item Writing Continuing Education Seminar for LACCD Nursing faculty at LAC-USC School of Nursing.
 - The college continues to provide funds for faculty development
 - The Alumni also provides funding for faculty and students for staff development
 - Further the department is projecting individual NCSBN item writing continuing education for faculty to enhance and maintain the ability to write test questions that reflect the NCSBN test plans

EAST LOS ANGELES COLLEGE DEPARTMENT OF NURSING

March Quarterly report to Board of Registered Nursing

➤ CCR Section 1431- Licensing Examination Pass Rate Standard

The NCLEX examination pass rate for first-time test takers is below 75%.

The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.

- **NCLEX pass rate**

- The department recently received the October to December outcomes for the NCLEX which is as follows:



01 Oct 2015 to 31 Dec 2015 NCLEX-RN CA - EAST LOS ANGELES COLLEGE - ADN (US04400100)

| | # Total | % Total | Domestic | | | |
|-------------|---------|---------|--------------|--------------|----------|----------|
| | | | # First Time | % First Time | # Repeat | % Repeat |
| # Delivered | 55 | 100.00% | 30 | 54.55% | 25 | 45.45% |
| # Passed | 26 | 47.27% | 19 | 63.33% | 7 | 28.00% |
| # Failed | 29 | 52.73% | 11 | 36.67% | 18 | 72.00% |

- After reviewing the report from NCSBN it can be noted that of the 30 first time takers 29 were 2015 graduates and on average the graduates took the NCLEX within five months of completing the program.
Of the 30 successful first time takers one graduate from 2014 was a first time taker and it was noted that she waited 10 months before taking the NCLEX.
- On average it was noted that graduates are waiting five months before sitting for the examination and some of the rationale and responses were, “I didn’t have the money”; and “I didn’t feel ready so I cancelled my appointment”. As we continue to reach out to students we’re hearing such things as “I’m really having problems with family issues and have been since the date I completed the program” and “I have to work so I don’t have much time to really study”.
We are also aware of cultural challenges that many of the students face with regard to study versus working, and if you already have a license you shouldn’t have to worry about getting another one, and as a faculty our perception is that graduates may be frightened because they really want to be successful on the NCLEX the first time.
- Faculty and staff continue to review, evaluate, and encourage students as a group and individually regarding reviewing timeliness in taking the NCLEX. Theory and clinical performance continues to be enhanced while in the program along with overall program performance. It was noted that several graduates during the January to March testing period were delaying testing far beyond the recommended three month period, six to twelve months was noted while the October to December first time takers were waiting an average of five months. While the message of three months after completing the program is constantly being enforced and the new curriculum one semester of being totally implemented provides a sense of graduates buying into the importance of not waiting beyond three months for testing.
- The department continues to reach out to graduates collecting data and find that there are 10 graduates from 2014 who have not taken the NCLEX and 15 graduates from 2015 who have not taken the NCLEX. All of these individuals have taken the face to face review provided by an outside consultant paid for by the college and completed the Kaplan face to face review. Several of the

individuals who have taken the review and those who have failed NCLEX have been given another opportunity to sit for the face to face review with the outside consultant and have gotten extensions from Kaplan to review.

- Students with prior offences are given information from the BRN informing them of what enforcement has to have in order to evaluate their documents in preparation to sit for the NCLEX. That being said, the latest experiences with a few students in the delay regarding offences and submitting information before completing the program, these individuals are coming seeing the chairperson months after completing the program saying, “I was too ashamed to tell you about this and my lawyer is taking too long to clear my records”, as a result of this behavior students are informed of the process and the fact that Enforcement Unit of the BRN will take time to go through documents and nothing happens in a short period of time at the last moment.
- Unlike previous graduates overall nursing grade point averages range from 2.5 to 3.4 for 2014 graduates and 2.5 to 3.8 for 2015 graduates, it was noted with the 2014 LVN’s had a team leader who kept them on track with regard to reviewing together and staying on top of everything. Further, it has been noted that the more mature the student is the better he or she performs because an informed decision has been made.
- Alumni continue to reach out to provide assistance, community partners at Monterey Park Hospital and TELACU Education Foundation in collaboration with White Memorial Medical Center continue to provide opportunities for ELAC students to promote success. Additionally, the student mentors have availed themselves to assist and promote excellence in new and continuing students. The mantra is and continues to be, students should strive for grades in the 80th percentile in order to have the confidence to take the NCLEX within three months after completing the program. Alumni continue to come in and talk with students and share information to enhance and encourage success in spite of life challenges. The messages are clear as the presenters share hardships and experiences reminding the students to be resilient to achieve successful outcomes. Faculty and staff remind students that Nursing is indeed hard work but it’s doable and a few sacrifices will have to be made to achieve successful outcomes.
- Faculty and staff continue to make telephone calls and send emails inviting students to return to campus for assistance which includes utilization of the Nursing Learning Lab, sitting in on workshops, skills practice, and utilization of any tools individuals think might be helpful. Graduates are called and or emailed weekly many are not answering the telephone however messages are left indicating that practice question and reviewing is critical to their success.
- The department continues to schedule face to face NCLEX reviews for graduates conducted by the outside consultant and the next one is planned for 10, 11, & 12 June 2016. The review will be made available to students completing the program, to graduates that had completed the program but had not tested, and to graduates that had tested and failed the NCLEX. Further, the Kaplan face to face review will take place during the week of 20 June 2016.
- Senior students continue to be held to the completion of Kaplan remediation in order to complete the program and walk across the stage to be pinned. As a direct result this gate keeping method, senior students are appreciating the importance of actually doing the remediation to acquire mastery.
- Students are encouraged to go to the NCSBN website to look at format, go to the areas identified for students and become more comfortable with expectations for NCLEX. Somehow students are a little more fearful because they think the test is harder but they are reminded that the test while the test is challenging the test plan has not changed. All nursing faculty refer students to the NCSBN website to help decrease anxiety that comes with NCLEX, and students are also told that true preparation enhances reliability of success.
- The Mentorship Program is actively in place with formal presentations on how to study for nursing and other tips that lead to success.

For students who are interested in participating in the Nursing mentorship program at East Los Angeles College they must email mentors @ elacmentorshipprogram@gmail.com .

- **Outreach continues**
 - Telephone calls are made on a weekly basis encouraging graduates to come onto campus and utilize any and all resources meet with instructors
 - Emails are sent inviting graduates to come onto campus
 - Alumni volunteer to mentor graduates
 - Individual faculty contact graduates
 - Graduates are given the opportunity to attend the face to face NCLEX review
 - Kaplan information is readily made available beyond the completion of the program
- **Program**
 - Long Term Substitutes are actively engaged as full-time faculty and will have the opportunity to apply for a tenure track position if desired and faculty remind these individuals to apply when the position opens. The positions will be for M/S and Psychiatric nursing. Resources are in place for both tenure track positions.
 - This spring semester 2016 the Department of Nursing has two “TELACU Scholars” who have received \$1500 scholarships and in their last semester both will receive \$8000.00 with the promise of employment at White Memorial Medical Center once they have received their RN license. **TELACU was established in 1983 and it has shattered barriers to academic success for thousands of first-generation Latino students from underserved communities. The emphasis is on promoting pursuit of STEM and Business-related careers.**
 - **Program Evaluation Plan**
 - Standards reviewed:
 - 1424 (d)**-The program has sufficient resources including faculty, library, staff and support services, physical space and equipment to achieve the program’s objectives. Further, funding is available for the two tenure track positions.
 - 1424(h)** – The faculty is adequate in type and number to develop and implement the program approved by the BRN, and are qualified instructors in each area and are clinically competent in the areas they teach which is validated annually by the clinical facilities.
 - 1425.1(a)** – All full-time and part-time faculty continue to assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.
 - 1426** – Faculty attend a monthly curriculum meeting of the whole reflecting on the unifying theme, student performance as related to the BRN approved curriculum. There is continuous discussion regarding ticket to class so as to make sure that there is continuity in expectations for each course. Additionally, content experts for each area meet with their team members to share concerns and make changes as necessary to meet facility requirements and course content changes.
 - 1427** – All clinical facilities utilized are previously approved by the BRN. The program remains in compliance with subsections of regulation 1427 (a) (b).
 - The department meets biannually with its’ Community Advisory Committee as a direct result feedback is given. Hospitals and community organizations give high rating for ELAC nursing students in the program and graduates that are hired by hospitals such as Monterey Park Hospital, White Memorial Medical Center, and Los Angeles County-USC Medical Center. ELAC Nursing students are known for providing excellent care and are willing participants in hospital and community activities that promote access to care.
- **Remediation**
 - Any student that scores below 76% on examinations and quizzes are identified as an “At Risk Student”.
 - Any faculty identifying any faculty identifying “At Risk Students” must create an individual remediation plan for theory and weekly Clinical Evaluations that provide clearly identified

expectations. The student is given a timeline to come into compliance in order to enjoy successfully completion of the course.

- The student is also encouraged to attend an additional clinicals with another instructor for additional guidance and support to strengthen student performance.
- Faculty tutoring is done by all faculty members to empower and promote successful outcomes. There are occasions when students are encouraged to rethink and establish realistic goals to become a health care provider.
- Independent study is established largely for remediation of Kaplan and skills enhancement in the Nursing Learning Lab. N185 is 2:05 hours/week; N285 is 4:15 hours/week; and N385 is 6:30hours/week to provide opportunity for mastery of content.
- Weekly advisement and workshops are made available to any student interested on Fridays from 0730 to 1600 hours. Students seem to enjoy receiving content in a different voice and feel less threatened when that is no grade association.
- Additional clinical is made available to students to enhance mastery in the clinical site.
- **Grant**
 - Los Angeles County Department of Health Services Mentoring Program is the grant that continues to support the program by providing extra clinicals and workshops.
- **Staff Development**
 - Faculty continue to have content mastery meeting for test development making sure that course content is leveled throughout the program in each content area
 - The college continues to provide funds for faculty development
 - The Alumni also provides funding for faculty and students for staff development
 - The department is projecting individual NCSBN item writing continuing education for faculty to enhance and maintain the ability to write test questions that reflect the NCSBN test plans

East Los Angeles College Department of Nursing

June Quarterly Report to the Board of Registered Nursing

➤ CCR Section 1431-Licensing Examination Pass Rate Standard

The NCLEX examination pass rate for first time takes is below 75%

The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.

- **NCLEX pass rate**

- The department received the January to March outcomes for the NCLEX which as follows:



01 Jan 2016 to 31 Mar 2016 NCLEX-RN CA –

EAST LOS ANGELES COLLEGE - ADN (US04400100)

| | # Total | % Total | Domestic | | | |
|-------------|---------|---------|--------------|--------------|----------|----------|
| | | | # First Time | % First Time | # Repeat | % Repeat |
| # Delivered | 49 | 100.00% | 30 | 61.22% | 19 | 38.78% |
| # Passed | 24 | 48.98% | 20 | 66.67% | 4 | 21.05% |
| # Failed | 25 | 51.02% | 10 | 33.33% | 15 | 78.95% |

- From the 2014 graduates there are eight (8) graduates who have not tested.
- Currently the majority of the 2015 graduates are testing within the recommended three month period, however there are others that are waiting as long as seven (7) to ten (10) months . It should be noted that all of these individuals have been invited to attend on campus reviews, tutoring, and mentoring. When contacted the rationale and responses were, “I needed to work full-time.”; “I didn’t have the money”; and “I didn’t feel ready so I cancelled my appointment”. As we continue to reach out to students we’re hearing such things as “On the evening of my Pinning Ceremony my family became a totally dysfunctional group”; “I have to work so I don’t have much time to really study”; and “I appreciate your calls and emails but I just don’t have time!”
 We are also aware of cultural/demographic/academic challenges that many of the students/graduates face with regard to studying verses working, and such comments as “You already have a license you shouldn’t have to worry about getting another one.”, There is the perception of some faculty, that graduates may be frightened because they really want to be successful on the first attempt taking the NCLEX to help bring back full status to the program.
- The mantra for students, faculty, and staff is, “You must take the NCLEX within three months after completing the program.” This message is shared in orientation for new students and shared with families and friends at the Pinning ceremonies. All nursing faculty, the RN in the Lab, student tutors, additional RN tutors, and Nursing Alumni continue to review, support, tutor, and encourage student success. Graduates are invited back to utilize any and all tools that may reinforce their review of theory and clinical practice in an attempt to keep content relevant and timely. Theory content shared in a different voice helps deliver the message, the Chairperson of the Community

Advisory Committee met with graduating seniors May 2016, sharing the importance of taking the NCLEX within three months after completing the program so that when she looking to hire new graduates she wants ELAC graduates to have a license because ELAC nursing students help keep customer satisfaction high. It should be noted that thirty three (33) graduates from 2015 tested for the first time twenty passed (20) on the first attempt. Of the thirty graduates that tested for the first time, nine (9) graduates waited 8-10 months five of the nine (9) passed on the first attempt. The majority of the 2015 graduates who tested took the NCLEX within a three month period which helps to inform the department that graduates are sincere about testing within the recommended three months after completing the program. Those graduates who did not pass on the first attempt shared a lack of preparation and the need to work. As of June 2016 there are ten (10) graduates from 2015 who have not tested and the reason for not doing so is related to death of a loved one, inability to really prepare, errors related to student name, incomplete course work, lack of response from licensing, and lack of student follow-up related to actual submission of the application for testing. After speaking with several of the ten (10) individuals who have not tested they have ATT dates for July and August and all have been invited back to the NCLEX review 10, 11, and 12 June 2016 and the Kaplan review 13-16 June 2016. All have been informed of the free review offered in LACCD.

- The department continues to reach out not only to first time takes but also to graduates that need to repeat the NCLEX. There are nine (9) graduates from 2014 who have not taken the NCLEX and all resources have been made available to enhance successful outcomes. All of these individual have taken the face to face review provided by an outside consultant paid for by the college and completed the Kaplan face to face review. Several of the individuals who have taken the review and those who have failed NCLEX have been given another opportunity to sit for the face to face review with the outside consultant and have gotten extensions from Kaplan to utilize all available and improved resources for continuous review.
- Students with prior offences are given the letter from the BRN, dated 2011, informing students of what enforcement has to have in order to evaluate their documents in preparation to sit for the NCLEX. That being said, the latest experiences with a few students in the delay regarding offences and submitting information before completing the program. There are several individuals that share with the director as follows, “I was too ashamed to tell you about this and my lawyer is taking too long to clear my records”, as a result of this behavior students are informed of the process and are told in orientation before starting the program to journal the incidents that have occurred in the past so that documentation and character references are ready from former employers, senior faculty, and others who are able to attest to prior behavior and behavior exhibited while in the nursing program. Further, ELAC nursing has had enforcement representatives do presentations for all nursing students, faculty, and staff in addition to attending Enforcement meeting when they are located in southern California. Students are told that delaying reporting will delay testing dates.
- Unlike previous graduates overall nursing grade point averages range from 2.5 to 3.4 for 2014 graduates and 2.5 to 3.8 for 2015 graduates, it should be noted that the 2014 LVN’s had a team leader who kept them on track with regard to reviewing together and staying on top of everything. Further, it has been noted that the more mature the student is the better he or she performs because an informed decision has been made.
- Alumni continue to reach out to provide assistance, community partners at Monterey Park Hospital and TELACU Education Foundation in collaboration with White Memorial Medical Center continue to provide opportunities for ELAC students to promote success. Additionally, the student mentors have availed themselves to assist and promote excellence in new and continuing students.

The message is and continues to be, “Students should strive for grades in the 80th percentile in order to have the confidence to take the NCLEX within three months after completing the program”.

Alumni continue to come in and talk with students and share information to enhance and encourage success in spite of life challenges. The messages are clear as the presenters share hardships and experiences reminding the students to be resilient to achieve successful outcomes. Faculty and staff remind students that Nursing is indeed hard work but it's doable and a few sacrifices will have to be made to achieve successful outcomes.

- Faculty and staff continue to make telephone calls and send emails inviting students to return to campus for assistance which includes utilization of the Nursing Learning Lab, sitting in on workshops, skills practice, and utilization of any tools individuals think might be helpful. Graduates are called and or emailed weekly many are not answering the telephone however messages are left indicating that they should be doing practice questions and increasing the numbers of questions on a weekly basis reading the rationale to comprehend the reasons for correct incorrect responses. This activity is critical to success.
- The department continues to schedule face to face NCLEX reviews for graduates conducted by an outside consultant and the next one is planned for 10, 11, & 12 June 2016. The review will be made available to students completing the program, to graduates who have completed the program but had not tested, and to graduates who had tested and failed the NCLEX. Further, the Kaplan face to face review will take place during the week of 20 June 2016. All students were sent information with regard to a free NCLEX at LAVC 7-14 July 2016. Students are referred to websites that have free practice NCLEX questions and are encouraged to visit sites. Former students also reach out to senior students sharing experiences as to how they prepared and the importance of really reviewing at least two to three weeks doing hard core preparation.
- Senior students continue to be held to the benchmark and completion of Kaplan remediation in order to complete the program and walk across the stage to be pinned. As a direct result of this gate keeping method, senior students are appreciating the importance of actually doing the remediation to acquire mastery which is a predictor of success on NCLEX. Graduates that have complied with the stated expectation state, "Kaplan really does work!"
- Students are encouraged to go to the NCSBN website to look at format, go to the areas identified for students and become more comfortable with expectations for NCLEX. Somehow students are a little more fearful because they think the test is harder but they are reminded that while the test is challenging the test plan has not changed. All nursing faculty refer students to the NCSBN website to help decrease anxiety that comes with NCLEX, and students are also told that true preparation enhances reliability of success.
- Students began working on The Mentorship Program summer 2015 and the Mentorship Program was launched fall 2015 and is actively working with students, providing presentations on how to study for nursing and other tips that lead to success.

For students who are interested in participating in the Nursing mentorship program at East Los Angeles College must email mentors @ elacmentorshipprogram@gmail.com.



East Los Angeles College – School of Nursing

Mentorship Program

The Mentorship Program will be launching this fall 2015 at East Los Angeles College School of Nursing. Nursing School is difficult for all students throughout the nation, and many have taken to developing programs that will help students navigate through the logistics and difficulties of completing a nursing curriculum.

The Mentorship Program is based on a mentor and a mentee relationship. The mentor will be a student from a semester class ahead of the mentee, and the mentee will also be a mentor to another student that is a semester class behind. This will allow for a continuum for both; mentors and mentees. The mentor will be in a position to practice leadership skills that will not only be helpful as future nurses, but also will be able to put that as experience on a resume. The mentee will have access to a wealth of knowledge from students that have taken classes that the mentee is currently in, and will have guidance, advice, and encouragement that will help them be successful in their current classes. The mentor will also have a mentor from a class ahead, that will be able to pass down knowledge and experience that will be advantageous for them, and will assist them in a successful completion of their classes. Thus, the Mentorship Program is a mutually assisted benefit for all students, regardless of their position in the program. The mentors and their respective mentees will establish a mode of preferred communication, which can be; via email, slotted times for phone calls, or monthly meetings at school, or any other way that they choose to communicate. The basis of this program is to have access to someone that is open and willing to share insight, advice, and encouragement for students. It is not designed for tutoring or lab assistance -- those resources are available through the Nursing Learning Lab via scheduled appointments and referrals.

The benefits of the Mentorship Program are quite diverse. Students will be able to place their participation on their resumes upon successful completion. Students will also have access to networking, leadership skills, and certificates of completion, along with special graduation cords. Lastly, students will be able to leave their mark on the program by donating time and effort to mentor and in turn enhance program outcomes for East Los Angeles College Nursing program.

The requirements of the program are quite simple. Students must sign up to be mentors for other classes in order to have their own mentor. Students must be active continuing students for all 4 semesters, and all 8 quarters to be eligible for certificate of completion signed by the Director of Nursing, graduation cord, and to be eligible to put their participation on their resume. Those that sign up will be required to sign an academic honesty agreement, and will abide by strict integrity the rules regarding tests, and any other class assignments. The academic honesty agreement will also hold students accountable for professionalism towards the school, faculty and other classmates.

For students who are interested in participating in the Nursing mentorship program at East Los Angeles College you must email me @ elacmentorshipprogram@gmail.com all of your contact information and the semester you will be starting this upcoming fall 2015 semester.

Faculty Advisor: Jade Valmonte, MSN, RN

- **Outreach continues**

- Telephone calls are made on a weekly basis encouraging graduates to come onto campus and utilize any and all resources meet with instructors
- Emails are sent checking the status of preparation for NCLEX
- Invitations are sent to graduates to come onto campus to utilize resources and or attend tutoring/workshops
- Alumni volunteer and are mentoring graduates
- Support from Community Advisory members (talking with graduates, offering tips to success, reminding students how important it is to test within three months of completion)
- The majority of nursing faculty contact graduates
- Graduates are given the opportunity to attend the face to face NCLEX review
- Kaplan information is readily for review available far beyond completion of the program

- **Program**

- Long Term Substitutes are actively engaged as full-time faculty and are applying for the tenure track positions this June 2016. Notice of intent for M/S and Psychiatric nursing is now available on the LACCD website. Financial resources are in place to support both tenure track positions.
- This spring semester 2016 the Department of Nursing has two “TELACU Scholars” who have received \$1500 scholarships and in their last semester both will receive \$8000.00 with the promise of employment at White Memorial Medical Center once they have received their RN license. TELACU Scholars are mentored while in the nursing program and the scholars graduating in June are required to take the NCLEX by 26 August 2016. **TELACU was established in 1983 and it has shattered barriers to academic success for thousands of first-generation Latino and other students from underserved communities. The emphasis is on promoting pursuit of STEM and Business-related careers.**

B. Strategies for Success

This is a sample calendar that is sent to students on a monthly basis which affords them the opportunity to plan and make informed decisions to meet their academic/clinical/tutorial needs. All nursing faculty maintain office hours and all full-time faculty tutor students.

The Nursing Lab has been open Monday through Sunday, but is currently open Monday through Friday. The campus Library is open Sunday through Saturday

| SPRING 2016 <i>February 2016</i> Sponsored by: <i>DHS Los Angeles County Department of Health Services</i> | | | | | | |
|--|-------------------------------|----------------|------------------|-----------------|---|-----------------|
| <i>Sunday</i> | <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> | <i>Friday</i> | <i>Saturday</i> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Extra Clinical w/ Ms. Wallace | N265 tutoring Ms. Figueroa | | | | Tutoring/skills workshop with Ms. Gutierrez 7- 4PM | |

| | | | | | | |
|--|--|----|----|---|---------------------------------|---------------------------------|
| 8 | 9 Dr. Plotkin N272 Tutoring 7AM-9AM | 10 | 11 | 12 Dr. Plotkin N272 Tutoring 7AM-9AM | 13 Virginia Wynne 8-430pm | 14 Virginia Wynne 8-430PM |
| 15 Extra Clinical w/ Ms. Wallace | 16 | 17 | 18 | 19 Dr. Plotkin N272 Tutoring 7AM-9AM | 20 Virginia Wynne 8-430pm | 21 Virginia Wynne 8-430pm |
| 22 Extra Clinical w/ Ms. Wallace | 23 Dr. Plotkin N272 Tutoring 7AM-9AM | 24 | 25 | 26 Dr. Plotkin N272 Tutoring 7AM-9AM | 27 Virginia Wynne 8-430pm | 28 Virginia Wynne 8-430pm |
| Please email Zinnia at marquez@elac.edu to schedule going to extra clinical | | | | | | |

- Students are encouraged to form study groups to review theory content.
- Faculty place study questions on the Moodle discussion board.
- Faculty in M/S and OB provide simulation activities including but not limited to code blue, respiratory arrest, and chest pain.
- Clinical practicum is changed to case scenarios based with emphasis on prioritization of task and medication safety.
- Technology is utilized using devices such as clickers and other software as active learning strategies to engage and motivate students. DocuCare access cards are given to students in M/S and OB currently and will be utilized in second semester beginning fall 2016.
- Instant messaging using WeChat was used in M/S to keep the clinical group informed of upcoming events and clinical requirements.
- Students are introduced to PDS scenario software in the Nursing Learning Lab to enhance performance. Each student using PDS scenarios have spent at least eight hours in an eight week period.

C. Students

There are currently 166 students in the program however 50 students will be completing/graduating 6 June 2016.

Forty eight plus three students are admitted in summer and winter.

The first graduates completing the newly created curriculum will graduate December 2016.

D. Curriculum

Implementation of the final semester of the new curriculum will be fall 2016 (29 August 2016). Graduates completing the new curriculum will be taking the NCLEX spring 2017.

E. Summary of the six areas addressed in the Systematic Program Evaluation Plan for 2015/2016:

1. Mission/Administration

- The mission, philosophy, and program objectives are congruent with the college and the district mission, philosophy, and campus objectives. The last revised Mission Statement was approved by the Board of Trustees July 2015.

2. Faculty & Staff

The following chart is a summary of the current full-time and part-time faculty. It should be noted that nine of the ten full-time nursing faculty are approved to teach Medical/Surgical Nursing.

Current Number of Nursing Faculty and Content Experts

| Number of Instructors | | Number of Assistant Instructors | | Number of Clinical Teaching Assistants | |
|---|-------------------|---------------------------------|----------------------------|--|-----------|
| Full Time | Part Time | Full Time | Part Time | Full Time | Part Time |
| 10 ^e *(This includes the 2 Long Term Substitutes) | 10 | 0 | 0 | 0 | 1 |
| Content Experts: | | | | | |
| Medical Surgical | Obstetrics | Pediatrics | Mental Health/Psych | Geriatric | |
| Brenda Chan | Martha Garcia | Pauline Sunda | Jack Duncan | Rachel Plotkin | |
| Use of non-faculty [CCR 1424 (i)] | N/A | | | | |

NELAC Nursing maintains a day to day list of faculty who are BRN approved however they cover classes when needed and when they're available to cover a class. They are not assigned to a particular course.

Full-Time Faculty not including the Chairperson/Director

- Brenda Chan, Lead teacher for N269 M/S III - lecture/clinical
- Carolyn Du, N271 Obstetrics - clinical
- *Jack Duncan, N268 Lead teach for Psychiatry - lecture/clinical
- Jennifer Munguia Figueroa, Lead teacher for N265 Fundamentals - lecture/clinical
- Martha Garcia, Lead teacher for N271 Obstetrics – lecture/clinical
- Kimberly Knight, Lead teacher for N267 M/S II – lecture/clinical
- *Eugene Liu, N272 M/S IV - clinical
- Rachel Plotkin Olumese, Lead teacher for N272 M/S IV – lecture/clinical
- Pauline Sunda, N270 Pediatrics - clinical
- Jade Valmonte, N270 Lead teacher for Pediatrics – lecture/clinical

Part-Time Faculty who are assigned to a required course when available

- Kathaleen Lutz, N265 Fundamentals clinical first quarter and N266 M/S second quarter - clinical
- Sally Plant, N265 Fundamentals clinical first quarter and N266 M/S second quarter - clinical
- Simon Ching, N265 Fundamentals clinical first quarter and N266 M/S, not available for second quarter - clinical
- Geraldine Martinez, N267 M/S II - clinical
- Sunday Okundolor, N268 Psychiatry - clinical
- Angie Millan, N269 M/S III - clinical

- Quang Vu, N272 M/S IV - clinical
- Dorothy Moore N252 Dosage Calculations (program elective)

Day to day substitutes all M/S

- Sergio Aguirre - clinical
- Sulma Bravo - clinical
- Infunanya Oparah - clinical
- Leticia Ramos – lecture or clinical

The faculty is adequate in type and number to maintain the new curriculum and ready to implement the last semester of the new curriculum approved by the BRN. Qualified BRN approved faculty in each content area and are clinically competent in the areas they teach which is validated annually by the clinical facilities in which they are assigned.

All full-time and part-time faculty continue to assume responsibility and accountability for instruction, evaluation of students, and the planning and implementation of curriculum content.

Faculty attend a monthly curriculum meeting of the whole reflecting on the unifying theme, student performance as related to the BRN approved curriculum. There is continuous discussion regarding ticket to class so as to make sure that there is continuity in expectations of students for each course. Additionally, content experts for each area meet with their team members to share concerns and make changes as necessary to meet facility requirements and course content changes on a minimum monthly basis however communication takes place weekly.

3. Students

- ELAC nursing randomly selects students for the program once the following has been evaluated by Admissions and Records:

Requirements/Prerequisites

One of the following—official U.S. high school transcript, official U.S. GED transcript or proof of U.S. college degree

A cumulative GPA pf 2.0

A GPA of 2.5 in the Science prerequisites (Anatomy/Physiology/Microbiology)

Completion of TEAS 5 with a cut score of 62%

Satisfactory completion of the following courses:

1. Anatomy/Physiology: College courses in Anatomy/Physiology with Laboratory (minimum 8 semester units) or Biology 20 (a combined course of Anatomy /Physiology).
Note: no more than one repeat is allowed in the 3 sciences (Anatomy/Physiology/Microbiology).
2. Chemistry 51 or 65 or (1 year of high school chemistry acceptable provided a minimum grade of “C” is achieved in both semesters)
3. Microbiology 1 or 20: A college course in Microbiology with Laboratory (minimum 4 semester units)
4. Psychology 1: General Psychology course (minimum 3 semester units)
5. Psychology 41: Life-Span Psychology (minimum 3 semester units)
6. English 101: College Reading and Composition (minimum 3 semester units)

Health: The student must be free from any condition that would present a threat to the well-being of the consumer (Title 22, California Code of Regulations, Division, Section 70723 (a). A complete physical examination with select immunizations will be required upon acceptance.

Back ground checks-A background check at the students cost is required and must be successfully passed before the student is able to start the Nursing program.

Once 48 + 3 students (cushion for potential students that may drop before starting or within weeks of starting classes) are accepted into the program, the student is notified via email that she or he has been accepted into the program a detailed letter is sent to the student informing the student of the mandatory orientation inviting significant others (usually individuals that are a part of her or his support system).

At the orientation provided by the director, first and foremost students were informed that the program is on “Warning”. At that point students were informed that upon completion of the program they should be taking the NCLEX within three months of completing the program. Students receive a packet which includes all information regarding the physical examination; AHA CPR card; fire class information; module information and location for purchase, textbook list for the entire two year program (explaining the M/S textbook will be utilized for the entire two year period) however Psych, Peds, and OB textbooks are a different purchase along with Fundamentals, Drug, Health Assessment, Dosage Calculations, and Nursing Process. Students are also fitted for uniforms on the day of orientation. Students also receive information with regard to Kaplan Standardized test plan that is a great tool that provides remediation and enhances success only if utilized. Students are given a partial Student Handbook with information that will help them navigate the winter or summer while taking Health Assessment, Nursing Process, and Pharmacology all of which are foundation courses that are the foundation of the program.

Before starting the spring 2016 semester, students attended a workshop on “How to Succeed in the Nursing Program: Study and Exam-Taking Tips” conducted by the Nursing Mentorship Program Advisor with a power point presentation that outlined what the student would be able to accomplish. Students were reminded that nothing replaces reading!

Remediation/Tutoring/Workshops

- Any student that scores below 76% on examinations and quizzes are is contacted immediately and referred to tutoring with and individual faculty, RN in the Nursing Learning Lab, student tutor, attend workshops on Fridays or other tutoring on Sundays. Students receiving grades below 76% are identified as an “At Risk Student” who is then given a personalized remediation plan. The student may also be encouraged to withdraw from a course in order to follow a remediation plan that will help strengthen theory and clinical performance.
- Faculty identifying a student as an “At Risk Student” must create an individual a remediation plan for theory and weekly clinical evaluations that provide clearly identifiable expectations. The student is given a timeline to come into compliance in order to enjoy successful completion of the course.
- The student is also encouraged to attend an additional clinical sessions with another instructor for additional guidance and support to strengthen student performance and provide objectivity.
- All nursing faculty tutor students to empower and promote successful outcomes. There are occasions when students are encouraged to rethink their career goals and establish realistic achievable goals to become a health care provider.
- Independent study is established largely for remediation of Kaplan and skills enhancement in the Nursing Learning Lab. N185 is 2:05 hours/week; N285 is 2:15 hours/week; and N385 is 6:30hours/week to provide opportunity for mastery of content.

- Weekly advisement and workshops are made available to any student interested on Fridays from 0730 to 1600 hours. Students seem to enjoy receiving content in a different voice and feel less threatened when that is no grade association.
- Additional clinical is made available to students to enhance mastery in the clinical setting.

NCLEX Success

- Over 50% of students scored greater than 655 on Kaplan Integrated testing Examination 314 in M/S III. Faculty conducted a recent graduate review and the relationship of passing the state board examination and the Kaplan testing scores. Data showed that Kaplan Integrated Exam 314 is a strong indicator of students passing NCLEX on the first attempt. Ninety percent (90%) of students who passed Examination 314 with a score of 65% or above passed the NCLEX on the first attempt.
- Faculty must continue to remind students to use NCLEX resources such as Khan Academy, Evolve, Kaplan videos in focus tests remediation, Lippincott Advisor in DocuCare, and NCLEX review books.

Information regarding individual students was removed from this document to protect privacy.

4. Curriculum

Before the development of the new curriculum faculty recognized that students coming into the nursing program may come in with a high GPA, but they must be taught how to study nursing, how to apply theory to practice, how to take nursing examinations, and how important practice is to a successful outcome.

Development of the new curriculum was achieved by utilizing AHRQ, IOM, and QSEN as its foundation. A variety of clinical and community experiences allow students to recognize that care occurs in and out of the acute setting. Further, culture and spirituality are a part of the everyday experience for ELAC students in the diverse hospital clients and in the diverse community that ELAC Nursing serves. The Learning theory was utilized to develop this curriculum which is based on Adult Learning Theory and Social Cognitive Theory.

The department meets biannually with its' Community Advisory Committee and as a direct result feedback is given on how students are performing in the hospital setting. Hospitals and community organizations give high rating for ELAC nursing students in the program and graduates that are hired by hospitals such as Monterey Park Hospital, White Memorial Medical Center, and Los Angeles County-USC Medical Center. ELAC Nursing students are known for providing excellent care and are willing participants in hospital and community activities that promote access to care. ELAC Community Advisory Committee applauded the curriculum change indicating that it provided greater preparation for student in clinical settings and is more relevant to what is actually occurring in the hospitals today.

Each instructor has the academic freedom to operationalize teaching strategies, innovative techniques, simulation, and unfolding case studies. Lead teachers share expectations with clinical instructors to verify that while techniques may differ concepts remain constant throughout the curriculum.

Now that three semesters of the new curriculum has been implemented, modules are reviewed and revised as necessary to provide students with the best possible tools to enhance their success. Throughout the last three semesters there were numerous

discussions with regard to the “ticket to class”, holding students accountable and the value of the assignment given as the ticket to class.

First year

Fundamentals set the tone for ticket to class because the first quarter the ticket to class was given as an assignment a student didn't have the assignment, the instructor sent him to the Nursing Learning Lab. to complete the assignment with an expected time for completion, as a direct result students have not shown up without their ticket to class. It has been noted that retention of students has improved tremendously and with the confidence to move forward. During summer session, students who have not reached the Kaplan remediation benchmark must complete remediation hours before moving on in the fall.

Second year

M/S III Ticket to class is implemented with each week of lecture.

- Students are asked to submit a one page written document on the information requested as the ticket to class. All students accurately completed the ticket to class every week without delay.
- Reading guide, Evolve case studies, test preps, PowerPoint lectures, Moodle resources, and tutoring are available to students to enhance their success.
- Three exams are given with increasing difficulty including high level application/analysis questions and select all that apply questions.
- Exam questions include pharmacology, lab result interpretations, EKG rhythm, and other core content with a focus on physical assessment findings and task prioritization.
- Practice quizzes are available on Moodle with unlimited attempts.
- All students must complete Kaplan focus tests that pertain to the module topics and score 100% prior to taking the theory test.
- Content such as spirituality, pain management, HIPAA, and electronic health records are discussed in lecture and the clinical setting.
- Pharmacology quizzes are given in clinical and students collaborated on medication information sheet using Google doc.
- Clinical quizzes are given to test student knowledge on previously learned content, i.e. physical assessment, type, onset, peak, and duration of insulin, and skills procedures.
- Students have opportunities to see the role of the RNs in specialty area such as GI lab and Cardiac Cath lab.
- There is a 20% attrition rate for spring due to low test scores, weak academic performance, personal financial challenges/burdens, full-time work hours, and child care issues.
- Counseling and remediation plans were developed and given to students who either dropped the class or failed the course.
- Satisfactory course evaluation with 100% participation of students who completed online course evaluation by accessing the link available from the departments' home page.

5. Resources

Financial

- The current administration supports human resources that afford the department to cover classes when an instructor is out for illness, personal challenges, and or conference attendance.
- Funds are available for conference attendance for both full-time and part-time faculty.
- Funds are available for tuition reimbursement
- Fiscal resources are in place to hire two full-time tenure track faculty.
- ELACNAC (ELAC Nursing Alumni) provides funding for faculty and student development activities
- The Nursing Building has floors that have been redone to resemble a hospital floor
- On 4 April 2016 the Nursing Office was moved out of the bungalow into the G1 Administration Building , 3rd floor

Human

- Interviews were conducted on 26 April 2016 to hire an additional Instructional Assistant (RN) to work in the Nursing Learning Lab to cover evening and weekends. The campus hiring committee for classified staff gave approval for nursing to hire a full-time Instructional Assistant to work in the Nursing Learning Lab. This is an ongoing process to fill the position.
- Hiring of two tenure track faculty to be done for fall 2016.

Professional Development provided by the college

- Instructional improvement
- Program and course curriculum or learning resource development and evaluation
- Learning Resource service
- Conferences and workshop
- Full-time instructors are obligated to complete a total of 33.5 hours of Professional Development activities.
- Part-time instructors are obligated on a per course basis.

Departmental Professional Development

- Faculty continue to have content mastery meeting for test development to insure that course content is leveled throughout the program in each content area.
- The department will working out a plan for payment to complete the NCSBN item writing continuing education for faculty to enhance and maintain the ability to write questions that reflect the NCSBN test plan.
- ELACNAC (ELAC Nursing Alumni) provides funding for faculty professional development and for student pre-professional development.
- Faculty meeting held with Kaplan Consultant reviewing Integrated Test
- Item writing workshop attended by all full-time and a few part-time faculty
- Four faculty members attended End of Life Nursing Education Consortium (ELNEC) two day Core course training

Outside Resources

- CA State Chancellors Office Retention grant
- Los Angeles County Department of Health Services Tutoring Mentoring Program grant that continues to support the program by providing supplies, tutoring, mentoring, workshops, and additional clinical practice for students at LAC-USC Medical Center.
- TELACU Education Foundation

6. Outcomes

- To enhance and guide student performance faculty are developing tools to that will be given to students as post orientation and tips to succeed the summer experience of three nursing courses. For example:

N277 Health Assessment Recipe for Success

- 1. Read assigned chapters before class meetings (2 hours daily)
- 2. View weekly lecture videos and take notes on Lecture Power Point Module (1 hour a day)
- 3. Instructor during class (weekly)
- 5. View assigned lab videos weekly (1 hour after lecture)
- 6. Practice head-to-toe assessment on assigned partner, at home or make appointment in the lab to receive tutoring from lab staff and tutor at least twice a week. If your partner is not available practice with family member, friend, pet, or stuffed toy. (1 hour twice a week)
- 7. Complete all assignments (1 hour a week)

- 8. Take the end of chapter NCLEX questions and use other NCLEX practice questions from Kaplan and other sources (2 hours week)
- 9. Get at least 6-8 hours of sleep daily, and eat nutritiously. Remember that the recommended number of hours to work is 20 hours because you walking into a very demanding schedule, you will need time to study!
- 10. Create a time table with check off list with above instructions
- 11. Most importantly, practice, practice, practice head-to-toe.

F. Future Plans

- Nurse Advisor to start fall 2016, logistics and responsibilities will be worked out during the summer.
- Social Worker (MSW) to be hired to address the many life issues that seems to work as barriers to success for ELAC Nursing students.
- NCSBN test construction is being set up for all full-time and two part-time faculty
- Every instructor will provide tips on how to survive in their particular course beginning summer 2016
- Anticipated purchase of SkillsHub – a tool that contains instructional videos, step by step instructions on performing skills, and NCLEX type questions and rationale to help students assess and understand skills. Provides progress reports and instructor feedback.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.8
DATE: August 11, 2016

ACTION REQUESTED: 2015-16 ELC Goals and Objectives Achievement Report

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: The Education/Licensing Committee annually reviews and reports the achievements relative to the ELC goals and objectives. The attached report presents the achievements for the period of July 1, 2015 – June 30, 2016 relative to the ELC Goals and Objectives 2015-2017 which were Board approved on 02/05/2015.

Nursing program education activities reported for the period include:

- Scheduled continuing approval visits are conducted for prelicensure and advanced practice nursing programs every five years with findings reviewed by the ELC and full Board. Nursing Education Consultant (NEC) continuing approval visit reports were reviewed by Education/Licensing Committee (ELC) for 16 ADN programs, 5 BSN programs, 4 ELM programs and 3 Advanced Practice programs with approval status recommendations made to the Board.
- Four letters of intent (LOI) for new prelicensure programs were received; 3 feasibility studies were reviewed and accepted by ELC; 1 new ADN and 1 new BSN prelicensure nursing programs were granted initial program approval.
- ELC reviewed and made recommendations regarding 21 major curriculum revision proposals.
- Three prelicensure programs were placed on “Warning Status With Intent to Close the Program” and remain so at the time of this report. This status is noted on the BRN website homepage and on the BRN approved programs list per policy of the Board to inform consumers.
- ELM programs at four California State Universities voluntarily closed. One will no longer offer a prelicensure nursing program (CSUDH); three continue to offer prelicensure Baccalaureate Degree programs (CSULB, CSULA, CSUFresno).

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant

**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE
2015-2017 GOALS AND OBJECTIVES**

GOAL ACHIEVEMENT REPORT July 1, 2015 – June 30, 2016

GOAL 1

Ensure that nursing education programs meet regulatory requirements, and that the curriculum content addresses contemporary political, technical, economic, healthcare and nursing practice developments.

- 1.1 Review prelicensure and advanced practice program content, including public health nurse content, to determine compliance with regulatory requirements and Board policy, and if content reflects current trends in healthcare and nursing practice.
- 1.2 Maintain BRN policy statements that reflect current statute, regulation and policy.
- 1.3 Ensure that nursing education programs include the Scope of Practice of Registered Nurses in California (BPC 2725) and the Standards for Competent Performance (CCR 1443.5) in their curriculum, and that advanced practice education program curriculum additionally includes Article 7 Standardized Procedure Guidelines.
- 1.4 Maintain awareness of current political, technical, economic, healthcare and nursing practice trends through attending and participating in educational conferences, committees and other events within California and nationally, for development of regulation and policy.
- 1.5 Monitor legislation affecting nursing education and convene advisory committees when appropriate.
- 1.6 Monitor nursing program curriculum structure and content for application of recommendations from the 2010 Institute of Medicine's - Future of Nursing, Carnegie Study on the Transformation of Nursing Education, the Quality and Safety Education for Nurses (QSEN) Competencies, The Essentials of Baccalaureate Education in Nursing, The Essentials of Master's Education in Nursing and other such works from established sources that present generally accepted standards.
- 1.7 Evaluate proposed new programs to ensure regulatory compliance and ability to secure necessary resources with timely program implementation adhering to the application process and timeline identified in regulations and policy.
- 1.8 Encourage and support graduate nursing education programs to prepare nurse educators and other nursing specialists to support implementation of the Health Care Reform Act of 2009.
- 1.9 Encourage nursing programs to schedule student attendance at a BRN disciplinary hearing when possible to increase awareness of licensure responsibilities.

ACHIEVEMENTS:

- Prelicensure and advanced practice nursing education program curriculum was regularly evaluated as part of scheduled continuing approval visits for application of contemporary standards including IOM recommendations, QSEN Competencies, Essentials of Baccalaureate Education and Master's Education, inclusion of BPC 2725 and CCR 1443.5 content, and ensure compliance with regulations.
- Scheduled continuing approval visits are conducted for prelicensure and advanced practice nursing programs every five years with findings reviewed by the ELC and full Board. Nursing Education Consultant (NEC) continuing approval visit reports were reviewed by Education/Licensing Committee (ELC) for 16 ADN programs, 5 BSN

- programs, 4 ELM programs and 3 Advanced Practice programs with approval status recommendations made to the Board.
- Four letters of intent (LOI) for new prelicensure programs were received; 3 feasibility studies were reviewed and accepted by ELC; 1 new ADN and 1 new BSN prelicensure nursing programs were granted initial program approval.
 - ELC reviewed and made recommendations regarding 21 major curriculum revision proposals.
 - Three prelicensure programs were placed on “Warning Status With Intent to Close the Program” and remain so at the time of this report. This status is noted on the BRN website homepage and on the BRN approved programs list per policy of the Board to inform consumers.
 - ELM programs at four California State Universities voluntarily closed. One will no longer offer a prelicensure nursing program (CSUDH); the other three continue to offer prelicensure Baccalaureate Degree programs (CSULB, CSULA, CSUFresno).
 - BRN NEC staff regularly participated in regional and statewide nursing program deans/directors meetings and conferences, NCSBN education and practice workgroup telemeetings, HealthImpact (formerly CINHC) meetings, Health Professions Education Foundation meetings, APRN Coalition telemeetings, CA Interagency Council on Veterans telemeetings, Institute of Medicine on-line workshops, and other events as appropriate or requested to maintain awareness and provide input.
 - Prelicensure nursing program deans and directors were sent monthly e-mail reminders of BRN Board discipline hearings to encourage student attendance.
 - Legislation affecting nursing education was addressed as part of the BRN Legislative Committee agendas.
 - NECs Wayne Boyer and Susan Engle and SNEC Miyo Minato attended the Symposium Between Academia and Practice sponsored by the County of Los Angeles Department of Public Health in May 2016 where the discussion included exploration of the need to utilize ambulatory and community health settings for clinical education of nursing students.

GOAL 2

Provide leadership in the development of new approaches to nursing education.

- 2.1 Support creative approaches to curriculum and instructional delivery, and strategic partnerships between nursing education programs, healthcare industry and the community, such as transition to practice and post-licensure residency programs, to prepare registered nurses to meet current nursing and community needs.
- 2.2 Review Nursing Practice Act regulations for congruence with current nursing education, practice standards and trends, and recommend or promulgate proposals for revisions to regulation that will ensure the high quality of nursing education.
- 2.3 Sponsor and/or co-sponsor educational opportunities for professional development of nursing educators and directors in service and academia.
- 2.4 Evaluate the use of technology in teaching activities such as on-line research, distance learning, Web-based instruction and high-fidelity simulation laboratory experiences.
- 2.5 Encourage and support programs’ development of articulation agreements and other practices that facilitate seamless transition between programs for transfer and admission into higher degree programs.
- 2.6 Collaborate with the BRN Nursing Practice Committee to review, evaluate and recommend

revision as needed of regulations pertinent to advanced practice nursing education.

- 2.7 Contribute to the NCSBN's Transition to Practice Study, ensuring a voice for California stakeholders.
- 2.8. Encourage programs to evaluate curriculum for inclusion of objectives and content to support learning emerging nursing roles of care coordinator, faculty team leader, informatics specialist, nurse/family cooperative facilitator, and primary care partner.

ACHIEVEMENTS:

- The Education Issues Workgroup held a meeting on April 26, 2016 at BRN headquarters in Sacramento. Workgroup participants include nursing program directors, staff from the BRN and the University of California San Francisco research center, and representatives from HealthImpact, Kaiser Permanente, and the Community College Chancellor's Office. The focus of the meeting was to review the 2014-2015 Annual School Survey instrument and make edits as needed for the 2015-2016 survey document. Other issues discussed included an overview of a new ambulatory education/practice pilot project that is in the beginning stages, discussion of teacher-student ratios in the clinical setting, update of nursing program information to be included on the BRN website and an overview of the BRN clinical simulation survey report now available on the BRN website.
- Information regarding registered nursing scholarship and loan repayment programs available through The Health Professions Education Foundation is provided via the BRN website homepage.
- Programs visited for continuing approval and proposed new programs were evaluated for the use of technology including simulation lab. The BRN Annual Survey includes questions which capture data regarding prelicensure programs' use of simulation. A BRN staff workgroup has formed and begun work to evaluate applications for simulation in prelicensure nursing education and identify best practices for use in developing evaluation criteria.
- Data regarding prelicensure nursing programs' use of simulation was captured as part of the Annual School Survey and results of the 2015 Simulation in Nursing Education Survey was reported to the Board.
- The rulemaking process was begun to implement nursing education provisions of SB466 regarding awarding of credit for military coursework/experience to prelicensure nursing program applications. Initial guidance was provided to programs regarding policy requirements in anticipation of regulatory revision and a guideline has been drafted for publication once the rulemaking process is complete and regulations are adopted.

GOAL 3

Ensure that reports and data sources related to nursing education in California are made available to nurse educators, the public, and others, and are utilized in nursing program design.

- 3.1 Collaborate with the BRN contracted provider retained to conduct the consolidated online annual school survey of the prelicensure nursing education programs in California, and publish survey results on the BRN Website.
- 3.2 Maintain and analyze systematic data sources related to prelicensure and advanced nursing education, including the use of simulation, reporting findings annually.
- 3.3 Provide information about nursing programs to the public.

- 3.4 Maintain information related to each prelicensure program and update periodically.
- 3.5 Provide data to assist nursing programs in making grant or funding applications.
- 3.6 Encourage prelicensure programs to utilize NCSBN data and analysis of entry level RN practice to evaluate the effectiveness of their nursing education programs in preparing graduates for practice.

ACHIEVEMENTS:

- Staff worked with the contracted vendor to prepare surveys and reports which were then presented at meetings of ELC and the Board, published on the BRN website, and provided to other stakeholders as requested. Surveys conducted in collaboration with UCSF and other organizations and reported to ELC included: 2014-15 Annual School Survey Report, 2014-2015 Regional Annual School Reports, 2014-15 Post Licensure Program Annual Report, 2015 Simulation in Nursing Education Survey.
- A meeting was held with the contracted survey vendor, Julie Campbell-Warnock and BRN NECs to review and make recommendations for the Annual School Survey tool. These recommendations were taken forward to the Education Issues Workgroup for development of the BRN Annual Survey 2015.
- The Prelicensure Interactive Database which allows the public to select and review data by variables such as region, degree type and program type is being updated on the website to include data for 2014-15.
- Nursing program information has been maintained on the BRN website and includes lists of approved prelicensure and advanced practice nursing programs by type of program with hyperlink to school website, address and phone contact information. Information was updated annually and as changes were reported by programs.
- NECs and other BRN staff responded to phone (via BRN call center and direct calls) and e-mail (via DCA webmaster and direct) inquiries from nurses, general public, legislators and other stakeholders regarding nursing education.
- NECs encouraged prelicensure programs to utilize the NCSBN NCLEX-RN Test Plan and other related resources when evaluating a program's curriculum/instruction as part of continuing approval visits, problem focused visits, and when consultation was requested by a program.
- Annual attrition/retention data, and school & program accreditation for each prelicensure program is now posted on the BRN website and will be annually updated.

GOAL 4

Facilitate and maintain an environment of collegial relationships with deans and directors of prelicensure and advanced practice nursing education programs.

- 4.1 Conduct an annual orientation for new directors and an annual update for both new and continuing directors of prelicensure programs.
- 4.2 Maintain open communication and provide consultation and support services to prelicensure and advanced practice nursing programs in California.
- 4.3 Present BRN updates at COADN Directors' Meetings, annual CACN/COADN Meeting, and other venues as appropriate.
- 4.4 Conduct meetings as needed with advanced practice program directors to seek input, provide updates and foster discussions regarding current issues, regulatory reform and other topics pertinent to advanced practice in California, such as the implications of the Health Care Reform Act of 2009.

ACHIEVEMENTS:

- The first BRN Annual School Survey Overview Webinar was conducted to provide programs deans/directors easy access to instruction regarding completion of the survey.
- The Annual BRN Update for nursing education program deans and directors was presented in Fall 2015 to provide orientation for new directors, and provide instruction for both new and continuing directors regarding prelicensure program administration, continuing approval visit preparation of self-study, instruction regarding licensure application, and interactive question/answer opportunity. Updated Directors Handbook on CD was distributed to all prelicensure program directors prior to the Annual BRN Update.
- Each BRN approved prelicensure and advanced practice nursing program had an assigned NEC who provided guidance to the program through written correspondence, phone contact, and visits to the nursing program sites.
- SNECs and NECs attended meetings of CACN, COADN, CINHC, ICV, NCSBN and other groups to provide BRN activity updates and clarification of BRN regulations, policy and procedure.

GOAL 5

Monitor and evaluate the NCLEX-RN examination construction, process and test-taker outcomes, and maintain a collaborative relationship with the National Council of State Boards of Nursing.

- 5.1 Participate in periodic review of the NCLEX-RN examination process to ensure established security, test administration procedures and other testing standards are met.
- 5.2 Encourage nurse educators and working RNs to participate in NCLEX-RN examination panels to ensure consistent representation from California.
- 5.3 Participate in NCSBN committees and conferences to maintain representation from California.
- 5.4 Monitor and report California and national NCLEX-RN first time pass rates of California candidates, including results for internationally educated candidates.
- 5.5 Provide input into the NCSBN Practice Analysis, Test Plan revision and passing standard as requested or appropriate.

ACHIEVEMENTS:

- The Winter 2015 BRN Report included an article encouraging California RNs to serve as item writers, item reviewers, or members of the Standard Setting Panel of Judges for the NCLEX item and examination development process.
- The BRN Executive Officer attended the National Council of State Boards of Nursing (NCSBN) annual meetings. Nursing Education Consultants regularly participated in NCSBN education committee and practice committee tele-meetings which were held several times during the year.
- Quarterly and annual NCLEX-RN exam results were reported as part of the ELC report segment of Board meeting agendas, and reported in the annual BRN Report publication.
- NECs monitored NCLEX-RN exam outcomes for their assigned nursing programs and took action as required by regulation for any program performing below threshold. Three prelicensure programs with NCLEX-RN outcomes below the required 75% first time pass rate were placed on "Warning Status With Intent to Close the Program."

- NECs and BRN administrative staff have been notified of updates to the NCSBN NCLEX administrative manual, exam information and website.
- The NEC NCLEX liaison worked with BRN licensing unit and other BRN staff, and NCSBN staff to ensure timely distribution of quarterly program reports and completion of related follow up, and accuracy of NCSBN and CA NCLEX databases and published statistics.

GOAL 6

Maintain licensure and certification application processes in compliance with regulation and to ensure applicants meet all licensure and certification requirements.

6.1 Monitor licensure/certification activities to ensure compliance with regulations and policy, and implement improvements as needed.

6.2 Track and trend areas of concern regarding application/certification, and communicate significant findings to the Board and stakeholders as appropriate.

6.2 Continue work on implementation and improvement of the online licensure and tracking system to ensure timely, efficient and accurate processing of applications, and capability for data retrieval in report formats.

6.3 Provide instructions to licensure/certification applicants regarding application requirements and process.

ACHIEVEMENTS:

- Licensing Unit implemented monthly one-hour live license application information sessions presented just prior to monthly disciplinary hearings so that students and other attendees can benefit from both.
- Licensing Analysts implemented a system of providing notice to program directors regarding disposition of program roster applications.
- Licensing Unit reports were presented at ELC meetings.

GOAL 7

Provide ongoing monitoring of the Continuing Education (CE) Program and verify compliance with BRN requirements by licensees and providers.

7.1 Review and consider for approval CE provider applications to ensure regulatory compliance.

7.2 Conduct systematic random audits of registered nurses to monitor compliance with renewal requirements and appropriateness of CE courses completed.

7.3 Conduct systematic random reviews of CE providers to monitor compliance with CE regulations.

7.4 Review existing continuing education regulation, policy and guidelines in regards to allowable continuing education topics and other identified concerns, and propose revision as needed.

ACHIEVEMENTS:

- BRN Report Winter 2015 included an item about continuing education requirement for licensees and random audits.
- The BRN received 210 Continuing Education Provider (CEP) applications and issued 102 CEP certificates.
- Random auditing of 6,118 registered nurses related to their compliance with the continuing education regulations was performed with follow-up action taken as necessary.

- NEC's and other BRN staff responded to phone and written inquiries from the public regarding continuing education requirements and policies, and worked with Providers to reinforce the BRN's expectations related to appropriate course content, use of the CEP number in advertising or marketing materials, and other issues.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.9
DATE: August 11, 2016

ACTION REQUESTED: SB466 Education Regulations Rulemaking Process Update With Vote on Whether to Recommend Continuing Rulemaking Process and Adopt Related Guideline

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: The regulatory proposal amending Title 16, CCR sections 1418, 1423.1, 1423.2, 1424, 1426, and 1430, for implementation of SB 466 expanded requirements of registered nursing education programs, was the subject of a 45-Day Notice comment period culminating on July 11, 2016 when a public hearing was held. There was no public testimony at the hearing. During the comment period two organizations submitted comments. Following is a summary of the comments and proposed responses.

Chancellor’s Office California Community Colleges and California State University Office of the Chancellor: In a joint letter from Ms. Walker of the Chancellor’s Office California Community Colleges, and Dr. Blanchard of the California State University Office of the Chancellor objection was expressed regarding “section 1430. Previous Education Credit” relative to the requirement of “individualized instructional plans.” Alternate language was suggested.

Proposed Response: Reject the recommendation.

It is believed that the authors of the letter intended to comment on section 1426(d)(1) which is where the language of individualized instructional plans is included. The requirement for an individualized instructional plan refers to the student’s demonstration that some required elements of the approved curriculum have already been met, thus the student would not be required to complete those elements, which comprises the individualized plan. The nursing program will develop policies/procedures to determine how prior learning/experience will be assessed in the context of the program’s required curriculum, and will award credit for same when applicable in accordance with the program policies.

Western Governors University: In a letter from Dr. Martanegara of Western Governors University concern was expressed regarding section 1423.1(a) regarding validation methodology to be applied to clinical competencies for the purpose of awarding credit relative to prior experience.

Proposed Response: Reject the comments.

The proposed regulatory language does not specify how programs will conduct equivalency validation relative to their curriculum requirements, including evaluation of clinical competency for awarding of credit or advanced placement. It will be the responsibility of the program to

establish policy/procedure which defines the methodology and related requirements for demonstrating applicability of prior knowledge/experience.

ELC recommendation for action is requested regarding adoption of Specific Language For Proposed Changes and the related Guideline which is intended to be posted on the website and distributed to nursing programs upon final approval of regulatory revisions.

NEXT STEPS: Place on Board agenda and proceed with rulemaking process per direction of the Board.

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant



401 Golden Shore
Long Beach, California 90802-4210

Telephone: 562-951-4710

**CALIFORNIA COMMUNITY COLLEGE
CHANCELLOR'S OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752

July 1, 2016

Louise Bailey, MEd, RN
Executive Officer,
California Board of Registered Nursing
PO Box 944210
Sacramento, CA 94244-2100

Dear Ms. Bailey:

In reviewing proposed regulatory language for educational regulations (SB466), we have concerns about the current Board of Registered Nursing proposed language for section 1430. Previous Education Credit (1). This section as proposed calls for "an individualized instructional plan." SB466 stipulates a process to grant credit for past military learning and experiences and does not address individualization of an instruction plan. Educational institutions, like ours, have processes in place that allow students a challenge mechanism to grant educational credit through various strategies and educational plans that must be followed.

We wish to suggest the following alternate language that we believe is consistent and in accord with the intent of SB466. "Students may satisfy theory and clinical course requirements through demonstration of having achieved course competencies or objectives. The student's prior learning may be from military or other education or experiences."

We appreciate the role of the Board of Registered Nursing and bring this concern as colleagues working together to optimize nursing education for military veterans.

Sincerely,

Handwritten signature of Pamela D. Walker in blue ink.

Pamela D. Walker
Vice Chancellor, Educational Services
California Community Colleges
Chancellor's Office

Handwritten signature of Loren J. Blanchard in black ink.

Loren J. Blanchard, Ph.D.
Executive Vice Chancellor, Academic and Student Affairs
California State University
Office of the Chancellor

LJB/clm

- c: Mr. Erik Skinner, Acting Chancellor, California Community Colleges
Dr. Timothy P. White, Chancellor, California State University
Dr. Margaret Brady, Faculty Coordinator, Nursing and Health Programs
Dr. Christine Mallon, Assistant Vice Chancellor, Academic Programs and Faculty Development
Dr. Linda L. Zorn, Sector Navigator/Statewide Director – Health Workforce Initiative,
California Community College Chancellor's Office



WGU

July 6, 2016

California Board of Registered Nursing
1747 North Market Blvd #150
Sacramento, CA 95834

Re: Proposed Regulations: Nursing Education Credit for Military Experience/Education (SB466)

To the Board of Registered Nursing:

Thank you for the opportunity to provide a written correspondence regarding the requirement that RN programs establish policies and procedures for evaluating and granting credit for life experience (a summation of 1423.1(a)). Western Governors University has read the pending rules and regulations associated with awarding military members “credit” for their service. Our present policies and procedures allow students to progress through our competency-based coursework by demonstrating—as quickly as the student can—based on her or his competence of specific course content associated with lab and/or didactic components within a course. How this process would be translated into awarding credit for the clinical component of the curriculum is concerning. If the regulation merely requests policies and procedures (e.g., line 89) related to how military members can be advanced by demonstrating their competence, we can produce these policies and procedures for each of the areas minus the clinical portion.

We agree that military personnel are often discharged with a vast and diverse set of healthcare-related skills, and we support a competency-based approach to learning. Unlike Prior Learning Assessment (PLA) as these regulations seem to propose, CBE (Competency Based Education) requires the assessment and confirmation of competencies whereas PLA “assumes” competency from prior experiences. In roles like the registered nurse, where patient safety depends on confirmed competence, we strongly urge the board to consider how competencies can be confirmed rather than assumed. There are clinical competencies such as interprofessional communication, safe patient hand-offs, patient care prioritization (to name just a few), that cannot be validated through an exam or (in some cases), though a simulation. The need for clinical instruction and validation of the application of knowledge in practice settings, with live patient encounters to validate their practice skills is a vital part of essential learning for preparing registered nurses to practice safely.

We look forward to working with the Board of Registered Nursing to further strengthen our program.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Alice Martanegara', is written over a light blue rectangular background.

Alice Martanegara, DNP, RN
State Director of Nursing – California
2900 South Harbor Blvd, Suite 201
Santa Ana, CA 92708

BOARD OF REGISTERED NURSING
Specific Language of Proposed Changes

Proposed changes are designated by single underline and ~~strikeout~~.

1418. Criteria for Evaluation of Equivalent Armed Services Training and Experience
Eligibility for licensure of applicants who have Military Education and Experience

An applicant who presents with relevant military education and experience, and who presents documentation from a board-approved registered prelicensure nursing program of equivalency credit evaluation that provides evidence of meeting the minimum standards for competency set forth in Section 1443.5 and the minimum education requirements of licensure listed pursuant to Sections 1426(c)(1) to (3), utilizing challenge examination or other evaluative methods, will be considered to meet the education requirements for licensure.

~~A military applicant who has met the qualifications set forth in Section 2736.5 of the Code and who has completed a course of instruction that provided the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Section 1443.5 and that contained the theoretical content and clinical experience specified in Section 1426(e)(1) through (e)(7) is determined to have completed the course of instruction prescribed by the Board for licensure.~~

Note: Authority cited: Section 2715, Business and Professions Code. Reference: ~~Section 2736.5, Business and Professions Code. Section 2786.1(a), (b), and (c).~~

HISTORY: 1. New section filed 10-28-76; effective thirtieth day thereafter (Register 76, No. 44). 2. Amendment filed 9-27-85; effective thirtieth day thereafter (Register 85, No. 39). 3. Repealer and new section filed 3-9-2000; operative 4-8-2000 (Register 2000, No. 10).

1423.1 Grounds for denial or removal of board approval.

The board shall deny approval and shall remove approval of a prelicensure nursing program that:

- (a) Fails to provide evidence of granting credit, in the field of nursing, for previous education, including military education and experience, through an established policy and procedure, to evaluate and grant credit.

- (1) Each prelicensure program shall have a policy and procedures that describe the process to award credits for specific course(s), including the prior military education and experience, through challenge examinations or other methods of evaluation for meeting academic credits and licensure requirements.
- (2) Each program shall make information regarding evaluation of and granting credit in the field of nursing for previous education, including military education and experience, for purpose of establishing equivalency or granting credit, available to applicants in published documents, such as college catalog or student handbook and online, so that it is available to the public and to the board.
- (3) Each program shall maintain a record that shows applicants and results of transferred/challenged credits, including applicants who applied for transfer of military education and experience.
- (b) Fails to provide opportunity for applicants with military education and experience for the purpose of obtaining evaluation for equivalent academic credit through challenge examination or other method of evaluation.
- (c) Discriminates against an applicant solely on the grounds that an applicant is seeking to fulfill the units of nursing required by Section 2736.6.
- (d) Fails to demonstrate continuous improvement to correct deficient findings, including but not limited to the following:
 - (1) Deferred Action to Continue Approval status lasting longer than two years;
 - (2) Inconsistent pattern of noncompliance findings between regularly scheduled continuing approval school visit cycle.
 - (3) Repeated findings of the same noncompliance from one approval evaluation visit to the next scheduled approval visit.

Note: Authority cited: Sections 2786, 2786.1, 2788, Business and Professions Code.

1423.2 Denial or revocation of approval of a nursing program.

- (a) Upon sufficient evidence of noncompliance and lack of demonstrated corrective actions to remove noncompliance, the board may take actions to:
 - (1) Deny approval of a nursing program; or
 - (2) Revoke approval from a nursing program; or
 - (3) Place a nursing program on a warning status with intent to revoke approval and close the program; or

(4) Close a program when a program has been on a warning status for one year and the program fails to show substantive corrective changes.

(b) The board shall provide specific requirements for correction of noncompliance findings and a return date for review of the program's approval status.

(c) The board shall place a school on a warning status with intent to withdraw approval when a nursing program shows conditions pursuant to Section 1423.1(d).

(d) The board may immediately revoke approval and close a nursing program in situations that require immediate action, including but not limited to the loss of school's accreditation or lack of effective nursing program leadership.

Note: Authority cited: Sections 2786, 2786.1, 2788, Business and Professions Code.

1424. Administration and Organization of the Nursing Program

(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.

(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.

(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

(2) The program shall have a procedure for resolving student grievances.

(3) The program shall have policies and procedures that demonstrate consistent granting of credit for military education and acquired knowledge by providing opportunity to obtain credit by the following methods, including but not limited to the listed methods:

(a) the use of challenge examinations; or

(b) the use of evaluative methods to validate achievement of course objectives and competencies.

(4) The program shall make available the policies and procedures, including the acceptance of military coursework and experience, on the school's website, in a manner that allows access to the information via the board's posted list of approved Registered Nursing Programs.

- (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.
- (d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.
- (e) The director and the assistant director shall dedicate sufficient time for the administration of the program.
- (f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.
- (g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.
- (h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.
- (i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.
- (j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.
- (k) The student/teacher ratio in the clinical setting shall be based on the following criteria:
- (1) Acuity of patient needs;
 - (2) Objectives of the learning experience;
 - (3) Class level of the students;
 - (4) Geographic placement of students;
 - (5) Teaching methods; and
 - (6) Requirements established by the clinical agency.

Note: Authority cited: Sections 2715, 2786, 2786.1 and 2786.6, Business and Professions Code.
Reference: Sections 2786-2788, Business and Professions Code.

HISTORY 1. Amendment of subsections (b) and (g) filed 4-27-87; operative 5-27-87 (Register 87, No. 18).

2. Amendment filed 9-21-2010; operative 10-21-2010 (Register 2010, No. 39).

1426. Required Curriculum

(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.

(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.

(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:

(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.

(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.

(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.

(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.

(1) Theory and clinical practice requirements of the curriculum will be adjusted in recognition of military education and experiences of the student, when applicable, through an individualized instructional plan that results in meeting the same course objectives and competency standards.

(e) The following shall be integrated throughout the entire nursing curriculum:

- (1) The nursing process;
- (2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;
- (3) Physical, behavioral, and social aspects of human development from birth through all age levels;
- (4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines;
- (5) Communication skills including principles of oral, written, and group communications;
- (6) Natural science, including human anatomy, physiology, and microbiology; and
- (7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.

(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.

(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:

- (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.
- (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.

Note: Authority cited: Sections 2715, 2786.1 and 2786.6, Business and Professions Cod. Reference: Sections 2785-2788, Business and Professions Code.

HISTORY: 1. Amendment of subsection (d) filed 4-27-87; operative 5-27-87 (Register 87, No. 18).
2. Amendment of section heading and section filed 9-21-2010; operative 10-21-2010 (Register 2010, No. 39).

1430. Previous Education Credit

An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing, including military education and experience, through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.

Note: Authority cited: Sections 2715, 2786.1(a) and 2786.6, Business and Professions Code.

Reference: Sections 2736 and 2786.6, Business and Professions Code.

HISTORY: 1. Renumbering of former section 1430 to new section 1432 and new section 1430 filed 9-21-2010; operative 10-21-2010 (Register 2010, No. 39).



GUIDELINE: EVALUATION AND GRANTING CREDIT FOR PREVIOUS EDUCATION OR OTHER ACQUIRED KNOWLEDGE, INCLUDING MILITARY EDUCATION AND EXPERIENCE

Purpose: Prelicensure nursing programs are required to have a process for evaluation of an applicant's previously acquired knowledge in the field of nursing, for the purpose of identifying knowledge and skill equivalency to program course requirement, and awarding credit. Applicants' relevant military coursework and experience must also be considered. Validation of previously acquired knowledge/skill can be established by various methods including verifying equivalency of coursework or other learning activities, use of challenge examinations, or other methods. Programs are required to have policies and procedures that define these processes and demonstrate consistent granting of credit for military education and acquired knowledge. These policies/procedures must be made available on the school's website, in a manner that allows access to the information via the Board's posted list of approved Registered Nursing Programs.

Relevant Regulation (Title 16, California Code of Regulations):

CCR Section 1418. Eligibility for licensure of applicants who have Military Education and Experience (Section# will link to reg on website)

CCR Section 1423.1 (a)(1-3) and (b) Grounds for denial or removal of board approval (Section# will link to reg on website)

CCR Section 1424.(b)(3) Administration and Organization of the Nursing Program (Section# will link to reg on website)

CCR Section 1426(d)(1) Required Curriculum (Section# will link to reg on website)

CCR Section 1430. Previous Education Credit (Section# will link to reg on website)

Criteria for Compliance:

Prelicensure nursing programs are required to:

- Have a written policy that identifies the mechanisms by which provisions of these regulations will be fulfilled, and a written procedure that explains to applicants, students and other interested parties, the process by which credit can be obtained for previous education or other acquired knowledge in the field of nursing, including military education and experience.
- Make the policy/procedure information available at the school's website page that is linked from the BRN website approved programs list.
- Provide evaluation when requested, of previous education or other acquired knowledge in the field of nursing, for the purpose of establishing equivalency or granting credit.
- Knowledge obtained via relevant military education and experience must be evaluated to determine applicability in establishing equivalency or granting credit. Have a process to provide the documentation of completed evaluation for submission to the BRN upon applicant's request.
- Demonstrate that theory and clinical practice requirements are adjusted in recognition of military education and experiences of the student through an individualized instructional plan that results in meeting the same course objectives and competency standards.



BOARD OF REGISTERED NURSING

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Resources: The following resources may be helpful in guiding development of policies/procedures.

- CA RN Licensure Qualifications For Persons Serving In Medical Corps Of Armed Services (EDP-I-34 03/16/2015) <http://www.rn.ca.gov/pdfs/regulations/edp-i-34.pdf>
- American Council on Education, Military Guide: Guide to the Evaluation of Educational Experiences in the Armed Services <http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx>
- Best Practices in Counseling and Advisement for Veterans, Prepared for the Tarrant County College District (February 2013) https://www.tccd.edu/documents/About%20TCC/Institutional%20Research/TCCD_Best_Practices_in_Counseling_and_Advisement_for_Veterans.pdf
- NCSBN ANALYSIS: A Comparison of Selected Military Health Care Occupation Curricula with a Standard Licensed Practical/Vocational Nurse Curriculum https://www.ncsbn.org/13_NCSBNAalysis_MilitaryLPNVN_final_April2013.pdf
- Military Education and Training Campus (METC) <http://www.metc.mil/>
Lt Col Melanie Ellis melanie.j.ellis3.mil@mail.mil

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.10

DATE: August 11, 2016

ACTION REQUESTED: DCA Office of Information Services Presentation and Discussion –
Licensing Process Improvement

REQUESTED BY: Dr. Joseph Morris, Executive Officer

BACKGROUND:

A presentation will be given by a staff member from the Department of Consumer Affairs' Office of Information Services regarding an initiative to improve the initial licensing process via use of the Cloud.

Board staff will also discuss other process improvements to include electronic submission of applications, transcripts, and training additional BRN and DCA staff to evaluate applications.

NEXT STEPS: Place on Board agenda and proceed per direction of the Board.

PERSON(S) TO CONTACT: Christina Sprigg
Chief of Administration and Licensing

Long Dau
Licensing Program Manager

The following are documents presented to the ELC at the meeting which were not previously included in the published agenda packet.

American *Holistic Nurses* Association

2900 SW Plass Ct, Topeka, KS 66611-1980 • (800) 278-2462 • Fax: (785) 234-1713
info@ahna.org • www.ahna.org

TO: California Board of Nursing

FROM: Terri Roberts JD, RN
Executive Director
American Holistic Nurses Association

DATE: August 10, 2016

SUBJ: Request for Clarification on **Complementary and Alternative Therapies in Registered Nursing Practice** *Advisory Statement* Status

Annually, for the past 5 years the American Holistic Nurses Association (AHNA) has conducted a survey of all of the United States Boards of Nursing seeking information about the status of Nurse Practice Act statute, regulation, or advisory opinion's that relate to holistic nursing, holistic treatments and complimentary alternative modalities that RN's may be performing.

According to the 2015 AHNA Survey the CA BON had their **Complementary and Alternative Therapies in Registered Nursing Practice** *Advisory Statement* posted on their website (July 2015) (Copy attached). This Advisory Statement was adopted in 2000, printed in the Spring 2000 the BRN report Volume 13, No. 1.

California licensed RN's that are members of AHNA have brought it to our attention that the **Complementary and Alternative Therapies in Registered Nursing Practice** *Advisory Statement* has been removed from the CA BON website. We have reviewed all the CA BON minutes and actions for the past 24 months and we do not find Board action related to this *Advisory Statement* that would have warranted removal from the public domain on the website. We are not certain of the date of removal, but in our records it was still up on the website in July of 2015.

- Did the CA BON take formal action on this Advisory Statement and if so, what was the action and when was it taken?
- If formal action to change the CA BON's Advisory Statement on this topic has not been taken by the Board, we respectfully request that the Advisory Statement be added back to the website in the public domain.

Additionally, we recognize that the CA BON has in the recent past come under scrutiny, adverse media attention and policy maker criticism for continuing nursing education provided in courses to California nurses by CA Approved Providers that is neither appropriate or scientifically supported. We understand that the BON only approves Providers, not courses and monitoring CNE courses of all CA Providers is and would be an expensive and monumental task for staff. AHNA is a California Board of Nursing Approved Provider and we take that responsibility and the content we sanction to present very seriously, requiring scientific, evidenced based support for the educational content presented and competent qualified presenters to deliver the courses.

Nursing is dynamic and responsive to research about effective treatment modalities, and incorporating these into current practice. Nurses practicing holistic nursing are often qualified and competent providers of Complementary & Integrative Health Approaches, such as meditation, healing or therapeutic touch, and

aromatherapy. There are also other recognized and evidence supported modalities in addition to those being incorporated into nursing care today throughout the country.

When the Board or CA BON staff are responding to these criticisms, regarding the CA Approved Providers who have been inappropriate in presenting courses outside the boundaries expected, we would ask that they be careful not to generalize about content and discard appropriate CNE for RN's in todays practice environment that they may not be familiar with.

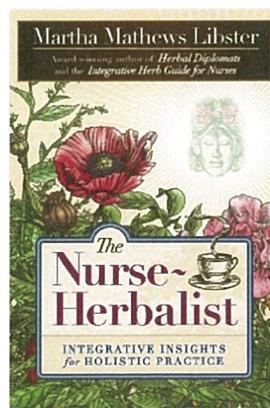
Attached is a provider denial letter dated July 17, 2016 from *Susan English RN, DNP Nursing Education Consultant* to Martha Libster PhD, MSN, APRN-CNS, APHN-BC who recently submitted a new application for CE Providership status to be able to provide CNE to nurses on Herbal Remedies. Dr. Libster is an Advanced Practice Registered Nurse and recognized expert in Herbal Medicine. She is the author of *The Nurse Herbalist, Integrative Insights for Holistic Practice* published in 2012.

An example of an herb that many may recognize is Echinacea, one of the most popular herbs in America today. Echinacea is a Native American medicinal plant named for the prickly scales in its large conical seed head, which resembles the spines of an angry hedgehog (echinos is Greek for hedgehog). Today, people use echinacea to shorten the duration of the common cold and flu, and reduce symptoms, such as sore throat (pharyngitis), cough, and fever.

The public expects RN's to be familiar with commonly used over the counter medications and herbs such as Echinacea, and their interactions with prescribed medications. In concert with our questions regarding the *Advisory Statement* status, we question Dr. Libsters denial by the CA BON to be an Approved Provider with the rationale that "The course titled The nurse-herbalist program does not meet the regulatory requirements. It has been determined that Complimentary Alternative Medicine (CAM) including but not limited to nurse-herbalism are not considered the practice of nursing".

We look forward to clarification on the two issues identified here and appreciate the Boards willingness to hold open comment periods at meetings to hear from the public they serve to protect and the colleagues they regulate.

Thank You.



Advisory Statement

COMPLEMENTARY AND ALTERNATIVE THERAPIES IN REGISTERED NURSING PRACTICE



The competency of a registered nurse (RN) to perform the skills of complementary and alternative therapies begins with nursing education and ends with the safe nursing practice of those skills in such a way "that ensures the safety, comfort, personal hygiene, and protection of patients; and the performance of disease prevention and restorative measures" (B&P Section 2725). An RN is deemed competent in complementary and alternative therapies when she or he consistently demonstrates the knowledge of complementary and alternative therapies, and performs these tasks safely.

History: Complementary and alternative therapies are based on the medical systems of ancient peoples, including Egyptians, Chinese, Asian Indians, Greeks, and Native Americans. Some therapies such as osteopathy and naturopathy have evolved in the United States over the past two centuries. Still other approaches, such as bioelectro-magnetic applications, are on the frontier of current scientific knowledge and understanding.

Nursing Practice: The practice of nursing has traditionally espoused the concepts of systems, holistic, and humanistic theories.

These theories are the essence of nursing practice and may include complementary and alternative therapies. Because of the theoretical congruence between nursing practice and the practice of complementary and alternative therapies, RNs are in a unique position to bridge the gap between conventional biomedical therapies and complementary and alternative therapies. Registered nurses

RNs are in a unique position to bridge the gap between conventional biomedical therapies and complementary and alternative therapies.

must act as advocates for their clients, and provide clients with information needed to make informed decisions about their health and health care; such information includes complementary and alternative therapies.

The Nursing Practice Act (NPA) defines the practice of nursing as "... those functions, including basic health care, that help people cope with difficulties in

daily living that are associated with their actual or potential health or illness problems or the treatment thereof, and that require a substantial amount of scientific knowledge or technical skill including all of the following . . . Direct and indirect patient care services . . ." (Section 2725). These direct and indirect patient services include the competence of RNs to provide information about complementary and alternative therapies and to perform complementary and alternative procedures in accordance with the Standards of Competent Performance (CCR, Section 1443.5).

The ability of RNs to practice complementary and alternative therapies begins in nursing curricula/education. Nurses have the educational opportunities, in both theory and practice, to support the use of some complementary and alternative therapies with conventional therapies. For example, nursing students are taught how to manage pain. The nursing students then teach their clients about the complementary and alternative techniques for reducing pain, such as focused breathing and relaxation, massage, guided imagery, music, humor, and distraction, as well as medication therapy used for reducing pain (conventional therapy).

The more complex complementary and alternative therapies become part of advanced education and nursing practice, frequently in the context of continuing education workshops or seminars; examples include acupressure, aromatherapy, massage, yoga, meditation, and reflexology. Acupuncture and chiropractic require a license to practice in California. Applied kinesiology, herbal medicine, homeopathy, and ayurveda usually require formal educational preparation and practice, and in some instances these therapies have private certification.

Advisory Statements Now Available

The Board approved the following new or revised advisory statements on February 4, 2000. Please contact the BRN office for copies or refer to the BRN Web site.

- ◆ RN Supervision of Medical Assistants
- ◆ The Certified Nurse Practitioner
- ◆ Frequently Asked Questions Regarding Nurse Practitioner Practice
- ◆ Nurse Practitioners—Laws and Regulations
- ◆ Update on Pharmacy Laws and the Health and Safety Code Related to Nurse Practitioners



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Louise R. Bailey, MEd, RN, Executive Officer



July 17, 2016

Golden Apple Healing Arts
Dr. Martha Libster
P.O. Box 4704
Naperville, IL 60567

Dear Dr. Libster,

The California Board of Registered Nursing received your application for approval as a Continuing Education Provider (CEP). In accordance to California Code of Regulation (CCR) 1456 reads in part that the content of all courses to continuing education must be relevant to the practice of nursing and must be related to the scientific knowledge and/or technical skills required for the practice of nursing or be related to direct or indirect patient/client care.

The course titled The nurse-herbalist program does not meet the regulatory requirements. It has been determined that Complimentary Alternative Medicine (CAM) including but not limited to nurse-herbalism are not considered the practice of nursing.

The regulatory requirements for Continuing Education specific to providers is found in in the California Nursing Practice Act (NPA), CCR 1454 Approved Providers, 1455 Continuing Education Hours, 1456 Continuing Education Courses, 1457 Instructor Qualifications, 1458 Course Verification, 1459 Advertisement and 1459.1 Withdrawal of Approval. The NPA is found under the Regulations tab at www.RN.ca.gov

Your application will be considered for a Continuing Education Provider after we receive a course that is determined to meet CCR 1456 requirements.

Susan C. Engle RN, DNP
Nursing Education Consultant
Board of Registered Nursing
P. O. Box 944210
Sacramento, CA 95244-2100
(916) 574-7682 Fax: (916) 574-7700

Jessica Miller: Speaking on CAM Provider Denials Aug11

"It has been determined that Complementary/Alternative Medicine [CAM] is not part of the practice of Nursing"

At the meeting of this committee on May 12th I opened my comments with this statement. I had been told this in writing and on the phone by a CA Board of Nursing staff member. At that meeting, I mentioned a variety of CAM modalities actively used in integrative medicine, hospital and hospice settings in California, I described my shock that forward thinking California would have such a policy. Furthermore, I could find no documentation of such a policy on the BRN website.

The board seemed surprised, and said they had no such policy, although some changes were being discussed.

Some weeks later, I attended a meeting of CAM practitioners, including several whose CA Board of Nursing CE provider status had been recently renewed. I assumed that the board had spoken to this staff member, and the issue was resolved.

But in the last few weeks I have seen the two denial letters for new applications from experienced CAM CE providers, using the identical reason "It has been determined that Complementary/Alternative medicine is not part of the practice of nursing" signed by the same staff member. I am including one denial letter here with the applicant's permission. The other denial letter was identically worded but for an applicant based in California and teaching a form of energy medicine.

I ask the board to take the following actions, until their new policy is formally documented, discussed and officially implemented.

- 1) Clarify its position with this staff member,
- 2) Insist she reconsider any applications refused for this reason in the last year,
- 3) Allow new applications until such time as a new policy is in place.

Regarding the creation of a new policy, please consider carefully California's reputation for forward thinking medicine, and the many schools and hospitals with popular Integrative and wellness programs. If the California board of nursing is turning its back on allowing CEs for Complementary/Alternative medicine, it is a major national news story. I suggest the board consult with the American Holistic Nurses Association and other similar bodies with a history of working with state nursing boards on such issues.

ABOUT JESSICA MILLER Jess@ReikiMastery.com, ReikiMastery.com, 626-963-3533I contacted the board about getting CE provider status last December for my Reiki classes. I have been teaching Reiki for nearly 25 years, and had been giving CEs for CA nurses for 2 decades through the Intl. Center for Reiki training. I am creating my own Reiki School, with a focus on practical fast acting Reiki techniques. Many of my students are involved in hospital Reiki programs including at Huntington Hospital, Stanford and Sharp Memorial. I was told not to even apply. My goal is to restore the ability of all responsible CAM providers to be part of the CA Nursing CE program.

Integration of Ambulatory Concepts with Appropriate Clinical Experience

Access to ambulatory areas that meet the program's course objectives and enhance the learning experience

| Nursing Education Concept | Department or Preceptor | Learning Experience | Possible Rubric or Outcome Measure |
|--|---|---|--|
| Professional Practice | All areas | Map organization of ambulatory care Note how safety needs are met Integration of EBP | Describe how the concepts look like: advocacy, caring, compassion, relation-based care |
| Social Determinants of Health | Home Health, Family Medicine, Pediatrics | Interview to determine health status variances, affects of stress on life decisions | Identify fundamental causes of disease Describe effective communication skills needed in ambulatory care setting |
| Management of Patients with Chronic Conditions | Family Med, Case Management, Internal Med, Cardiology, Neurology, all the oligies | Care Coordination (common thread) | Patient education (teaching), Adherence, Outreach, Case Management (providing resources internal/in the community), comprehensive nursing assessment when patient enters the program by phone or in-person |
| Management of Patients with Complex Chronic Conditions | Oncology, Home Health, Adult and Pediatric Sickle Cell, Palliative Care, HIV Clinic, Pulmonology, Nephrology, ED, Acute Care Center/ Clinical Decision Unit(ACC/EDU), Urgent Care, Same Day Surgery | Participate in procedures, post procedure care, pre-procedure education, | Motivational interviewing, Triage/ Time management, More than face to face interactions, care gap closure, adult care visits, assessing patients via proxy (AAACN), patient advocacy |
| Women's Health | OB/GYN, Ultrasound, | Life span of a woman, pre-menopause, pre-natal, post natal care, | Motivational Interviewing/Counseling |
| Pediatrics | Pediatrics, Home Health, Family Medicine | Patient/family education related to milestone visits, immunization education, immunizations | Case studies that show the patient life cycle |
| Behavioral Health | Behavioral Health Centers, Group Meetings, Support Groups | | Promotion/care associated with life-long/long-term behavioral health. Demonstrate interpersonal communication to promote compliance with prescribed care in the multi-cultural population. |
| Care of the Geriatric Patient | Family Medicine, Geri Center, Home Health | Geriatric and Family Assessment with inter-professional team | Identify components of effective care coordination |
| Leadership | Oncology, Home Health, Adult and Pediatric Sickle Cell, Palliative Care, HIV Clinic, Pulmonology, Nephrology, ED, Acute Care Center/ Clinical Decision Unit(ACC/EDU), Urgent Care, Same Day Surgery | Department Managers QI/QA projects with executive summary | Utilization/ coordination, resource allocation/ time management, inter-professional education, |