STATE OF CALIFORNIA
DEPARTMENT OF CONSUMER AFFAIRS

BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN JR.

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

EDUCATION/LICENSING COMMITTEE MEETING

AMENDED AGENDA

The Dana on Mission Bay
Sunset Room
1710 W Mission Bay Drive
San Diego, CA 92109
(619) 222-6440

May 7, 2015

Thursday, May 7, 2015 09:00 am – 12:00 noon

7.0 CALL TO ORDER AND ESTABLISMENT OF A QUORUM

7.1 VOTE ON WHETHER TO APPROVE MINUTES:
7.1.1 January 8, 2015
7.1.2 March 4, 2015

7.2 VOTE ON WHETHER TO RECOMMEND RATIFICATION OF MINOR CURRICULUM REVISION
7.2.1 American University of Health Sciences Baccalaureate Degree Nursing Program
7.2.2 California State University, San Bernardino Baccalaureate Degree Nursing Program
7.2.3 University of California, Irvine Baccalaureate Degree Nursing Program
7.2.4 University of California, Los Angeles Baccalaureate Degree and Entry Level Master's Degree Nursing Program
7.2.5 University of San Francisco Baccalaureate Degree Nursing Program
7.2.6 University of San Francisco Entry Level Master's Degree Nursing Program
7.2.7 Western Governors University Baccalaureate Degree Nursing Program
7.2.8 Antelope Valley College Associate Degree Nursing Program
7.2.9 College of the Redwoods Associate Degree Nursing Program
7.2.10 Fresno City College Associate Degree Nursing Program
7.2.11 Golden West College Associate Degree Nursing Program
7.2.12 Los Angeles Southwest College Associate Degree Nursing Program
7.2.13 Modesto Junior College Associate Degree Nursing Program
7.2.14 University of California Davis Betty Irene Moore School of Nursing Family Nurse Practitioner Program

Acknowledge Receipt of Program Progress Report:
7.2.15 University of California, Los Angeles Baccalaureate Degree Nursing Program
7.2.16 University Of Phoenix at Modesto (Northern CA Campus) Baccalaureate Degree Nursing Program
7.2.17 West Coast University Baccalaureate Degree Nursing Program
7.2.18 East Los Angeles College Associate Degree Nursing Program

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7.2.19 Kaplan College Associate Degree Nursing Program

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

7.3.1 Antelope Valley College Associate Degree Nursing Program
7.3.2 Mendocino College Associate Degree Nursing Program
7.3.3 Napa Valley College Associate Degree Nursing Program

7.4 VOTE ON WHETHER TO RECOMMEND CONTINUATION OF APPROVAL OF ADVANCED PRACTICE NURSING PROGRAM

7.4.1 Western University of Health Sciences Nurse Practitioner Program

7.5 VOTE ON WHETHER TO RECOMMEND APPROVAL OF MAJOR CURRICULUM REVISION

7.5.1 University of San Diego Hahn School of Nursing Entry Level Master's Degree Nursing Program

7.6 VOTE ON WHETHER TO RECOMMEND ACCEPTANCE OF FINAL PROGRESS REPORT FOR CLOSURE OF ITT TECHNICAL INSTITUTE, RANCHO CORDOVA BRECKINRIDGE SCHOOL OF NURSING ASSOCIATE DEGREE NURSING PROGRAM

7.7 DISCUSSION AND POSSIBLE VOTE ON RECOMMENDATION FOR CONTINUATION OF APPROVAL FOR EVEREST COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

7.8 DISCUSSION AND POSSIBLE VOTE ON RECOMENDING ADDITION OF NURSING PROGRAM INFORMATION TO THE BRN WEBSITE (WARNING STATUS, PROGRAM ACCREDITATION, RETENTION, ATTRITION)

7.9 DISCUSSION AND POSSIBLE VOTE ON RECOMENDING THE STRUCTURE AND MEETINGS OF THE NURSING WORKFORCE ADVISORY COMMITTEE AND THE EDUCATION ISSUES WORKGROUP.

7.10 2013-2014 POST LICENSURE PROGRAM ANNUAL REPORT

7.11 GUIDELINE: CA RN LICENSURE QUALIFICATIONS FOR GRADUATES OF FOREIGN NURSING PROGRAM

7.12 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

7.13 ADJOURNMENT

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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.

BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE MINUTES

DRAFT

DATE: January 8, 2015

TIME: 0900-1200

LOCATION: Hilton Los Angeles Airport
5711 West Century Blvd.
Los Angeles, CA 90045

PRESENT: Michael Jackson, MSN, RN, Chairperson
Jeanette Dong
Raymond Mallel

ABSENT: Beverly Hayden-Pugh, MA, RN

STAFF PRESENT: Louise Bailey, Executive Officer; Stacy Berumen, AEO; Miyo Minato, SNEC; Katie Daugherty, NEC; Shelley Ward, NEC; Laura Shainian, NEC; Janette Wackerly, SNEC; Lori Chouinard, NEC; Carol Velas, NEC; Susan Engle, NEC; Carol Mackay, NEC; Badrieh Caraway, NEC; Linda Sperling, NEC; Leslie A. Moody, NEC; Julie Campbell-Warnock, Research Program Specialist.

7.0 CALL TO ORDER

Michael Jackson called the meeting to order at 0915 AM and Committee members introduced themselves.

7.1 VOTE ON WHETHER TO APPROVE MINUTES

ACTION: The minutes of October 9, 2014 were approved as presented.

Motion: Jeanette Dong			
Second: Raymond Mallel			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: None.

7.2 VOTE ON WHETHER TO RECOMMEND RATIFICATION OF MINOR CURRICULUM REVISION

7.2.1 United States University Entry Level Master's Degree Nursing Program
7.2.2 University of California, Irvine Baccalaureate Degree Nursing Program
7.2.3 De Anza College Associate Degree Nursing Program
7.2.4 Imperial Valley College Associate Degree Nursing Program
7.2.5 Merced College Associate Degree Nursing Program
7.2.6 Pasadena City College Associate Degree Nursing Program
7.2.7 Sacramento City College Associate Degree Nursing Program
7.2.8 Saddleback College Associate Degree Nursing Program
7.2.9 San Joaquin Valley College Associate Degree Nursing Program
7.2.10 Santa Barbara City College Associate Degree Nursing Program
7.2.11 Stanbridge College Associate Degree Nursing Program
7.2.12 Loma Linda University Nurse Practitioner Program

7.2.13 University of Phoenix Nurse Practitioner Program, Sacramento Valley Campus and Costa Mesa Campus (Ontario, Pasadena, Diamond Bar Learning Centers)

Acknowledge Receipt of Program Progress Report:

7.2.14 California Baptist University Baccalaureate Degree and Entry Level Master's Degree Nursing Programs
7.2.15 Charles Drew University Entry Level Master's Degree Nursing Program
7.2.16 CNI College Associate Degree Nursing Program
7.2.17 College of the Desert Associate Degree Nursing Program
7.2.18 East Los Angeles College Associate Degree Nursing Program
7.2.19 Kaplan College Associate Degree Nursing Program
7.2.20 Santa Ana College Associate Degree Nursing Program

ACTION: Recommend Ratify Minor Curriculum Revision and Acknowledge Receipt of Program Progress Report as presented.

Motion: Jeanette Dong			
Second: Raymond Mallel			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: None.

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

7.3.1 Loma Linda University Baccalaureate Degree Nursing Program.

Marilynn M .Herrmann, PhD, RN, Dean/Program Director, and Elizabeth Bossert, PhD, Associate Dean SON and Chair of the Graduate Nursing Program represented the program.

Badrieh Caraway, NEC presented this report. The university is regionally accredited by the Western Association of Schools and Colleges and school of is accredited by the Commission on Collegiate Nursing Education (CCNE). At the time of the site visit a total of 485 students were enrolled in undergraduate nursing program. Total yearly admissions are 168 students. A total of 125 faculty (excluding the director and assistant director) are teaching in the BSN program, 44 full time and 85 part time faculty members. All faculty are competent in their assigned teaching and clinical areas. Over 33% of FT faculty members hold Doctorates and 25% are engaged in a doctorate study, and the majority of remaining faculty hold Master degrees. Program strengths include stable long term leadership provided by the director and assistant director of the program (both appointed in 2006). The program director has been very influential and successful in securing a variety of grants and donations, and in building partnerships with clinical agencies to improve and expand program resources in many significant ways. This has resulted in increased physical space, equipment and capacity for offering nursing program options and meeting specific instructional needs of students. In a well-attended meeting, the faculty described a high level of involvement by both full and part-time faculty with program monitoring and improvement as well as instructional delivery. Meetings were held with students of all levels, they all conveyed satisfaction with their many opportunities for involvement with the program review and change recommendation. Some students of all levels reported inconsistency among faculty in the review and grading of care plans. Students also felt challenged by the Medical- Surgical courses and expressed concerns with volume and density of materials presented. These concerns were shared with the faculty and administration team. Students Survey is conducted and the reviews of the Medical-Surgical courses are underway to determine what revision may be necessary to ensure students success. A meeting was held with Dr. Richard Hart, President and Dr. Herrmann, Dean School of Nursing where both reported that there was no current plan to change the enrollment or delivery pattern of the nursing program. Dr. Elizabeth Bossert will become the program director to replace Dr. Herrmann who is retiring. The future plan includes the expansion of the University programs to meet the current trends in health care services.

NCLEX outcomes have exceeded BRN requirements in a sustained manner over the last six years, ranging from 85.71% to 82.64%. At this time, the LLU BSN program is being delivered in compliance with the BRN rules and regulations and is recommended for continuing approval.

Ms. Dong asked for additional information on issues with med/surg courses. Dr. Hermann explained that the students had provided feedback prompting the faculty to begin an evaluation of the med/surg courses' content and sequencing to identify opportunities for improvement.

ACTION: Recommend Continue Approval of Loma Linda University Baccalaureate Degree Nursing Program.

Motion: Michael Jackson			
Second: Raymond Mallel			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: None.

7.3.2 Western Governors University Baccalaureate Degree Nursing Program.

Alice Martanegara, MSN/Ed, RN, State Director of Nursing, and Dr. Jan Jones-Schenk, National Director College of Health Professions represented the program.

Shelley Ward, NEC presented this report. Western Governors University (WGU) is a nonprofit online university founded and supported by 19 U.S. governors. WGU is regionally accredited by the Northwest Commission on Colleges and Universities. The nursing program is accredited by the Commission on Collegiate Nursing Education. A continuing approval visit was conducted at the WGU on July 25, 26 and 28, 2014, by Shelley Ward, NEC and Carol Mackay, NEC. This is the first continuing approval visit for the program since its inception in 2009. The program was found to be in non-compliance with CCR Sections 1424 (b) – Policies/Procedures Admission Requirement, 1424 (h) – Faculty Geriatrics Approval, 1426 (g) (2) – Required Curriculum Instructional Hours & % Simulation, and 1427 (c) - Clinical Facilities Contract Execution. Three recommendations were rendered. The program submitted a progress report which addressed the areas of non-compliance and recommendation. At the time of the visit 103 students were enrolled, 72 had graduated, and the overall attrition rate was 23% since 2009. Students are enrolled and progress together in cohorts of 10 students every seven to nine months based on the clinical facility partner agreements. Student cohorts remain at the same clinical partner sites for most clinical courses. The course of instruction is composed of 5 six-month terms to be completed in 2.5 years. Progression sequence is designed so that the student completes the didactic course assessments and skills/ simulation lab assessments before progressing to the clinical facility rotations (intensives) within the same term. All theory courses are delivered via an online distance education format. The BRN approved curriculum is based on a 15-week semester system. WGU uses the term "competency" units which are calculated in the same manner as semester units. Content Required For Licensure is approved for a total of 93 semester units and Total Units For Graduation are 120 semester units. Significant changes since 2009 include: the on-ground physical resources were significantly enhanced by moving the program location in 2012 into a newly renovated 4,000 square-foot facility. The program now employs the use of non-partnership clinical facilities at 3 additional locations. Changes in partnership agreements, changes in clinical services offered at partner facilities (i.e. mental health/psych), census variability in obstetrics / pediatrics and availability of coaches are some of the factors that influenced the use of additional clinical facilities. NCLEX annual pass rates for first-time test takers have been consistently above the 75% regulatory threshold since the initial reporting period.

Mr. Mallel asked for additional information regarding student clinical experiences. Ms. Martanegara and Ms. Ward clarified that clinical coaches, who are often clinical facility staff, meet the same qualifications as BRN requires for clinical teaching assistants, and although they are not paid a salary they sometimes receive additional employer provided benefits and can receive education benefits from WGU after a period of service. In response to question regarding student

clinical hours the program director advised that students complete more than 800 clinical hours. Ms. Dong asked for additional program details and the program director responded with the following: attrition of 23% was cumulative for years 2009-2014 which is hoped to be reduced through more stringent admission criteria as well as remediation services for students; students are predominantly ethnic minorities and 1st generation college students with 40% receiving financial aid; program cost is $18,000 including all expenses; faculty were primarily recruited outside CA as to ensure the program did not impact CA supply of qualified faculty; CA program students have not been displaced in clinical facilities by the WGU program.
ACTION: Recommend Continue Approval of Western Governors University Baccalaureate Degree Nursing Program.

Motion: Michael Jackson			
Second: Jeanette Dong			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: Virginia Ander-Zelmore, NP commented that when students are assigned to a facility nurse there is no corresponding reduction in the nurse's patient assignment.

7.3.3 Bakersfield College Associate Degree Nursing Program.
Cindy Collier, RN, MSN, Dean, Nursing/Allied Health represented the program.
Shelley Ward, NEC presented this report. A continuing approval visit was conducted at the Bakersfield College Associate Degree Nursing Program on September 10th and 11th, 2014, by Shelley Ward, NEC, Badrieh Caraway, NEC and Carol Velas, NEC. The program was found to be in non-compliance with CCR Section 1425 (f) – Content Expert. Three recommendations were rendered. The program submitted a progress report addressing the areas of non-compliance and the recommendations. The Bakersfield College Associate Degree in Nursing Program is located in the Kern County Community College District. The college currently implements the ADN program at the main campus in Bakersfield and at space provided through Cerro Coso Community College, which serves as an alternate program location. The ADN program established this alternate program site in fall 2005 to provide the opportunity for students to complete the LVN to RN curriculum option in their local community at Cerro Coso Community College where there is an LVN program, and to meet a District wide initiative to provide nursing education growth opportunities in the Kern Community College Districts. Approximately 10 LVN-RN students are admitted annually in the fall at this location through a partnership with the college and Ridgecrest Regional Hospital. An equipped skills lab has resources comparable to the main campus. Dedicated faculty are assigned teaching and coordinating responsibilities at this location. Instruction for theory nursing courses is provided through a distance education platform via a live interactive closed television broadcast system, as well as in person at designated times in the semester. The program has been faced with responding to resource challenges since the last continuing approval visit. Classroom space availability is limited for class sizes above (40) students, and space needed for skills lab and simulation created the need to use additional off-campus space a short distance away at the Weill Center. Students have access to state of the art technology such as adult/ pediatric/ OB simulation, medication dispensing system, bedside pc's and a variety of equipment/software upgrades. The Bakersfield ADN program experienced significant turnover of faculty and support staff in the last five years and with the support of the college replaced (15) positions. Additionally, the college has approved a new Associate Dean of Nursing position and allocated 20% administrative release time for the two program assistant directors, given the program director's administrative responsibilities for several other allied health programs. Grant funding and community partnerships totaling in excess of 7.2 million dollars, is credited with funding key support positions including clinical teaching assistants, the Educational Advisor, Simulation Coordinator, and Success Coach. External funds have also a provided for equipment and technology upgrades and faculty development. The advisement and remediation services provided by this funding

resulted in the implementation of Early Identification of At Risk Students initiative which has positively influenced attrition and NCLEX – RN examination testing outcomes. College administration voiced their commitment to continue to provide the program with needed resources should granting funding sources discontinue. NCLEX Pass Rates First Time Candidates: 2013-2014 – 91.40%; 2012-2013 - 97.98%; 2011-2012 – 93.10%; 2010-2011 – 88.10%; 2009-2010 – 93.16%.

Mr. Mallel asked about the source of faculty for the program and distances students must travel for clinical experiences. Ms. Collier informed that the students are local for the most part and the program attempts to match student with closest facility, and that they often "grow their own" to develop program faculty. Ms. Dong asked for confirmation that student support services would be continued by the college through alternative funding if grant funds become unavailable, and Ms. Ward confirmed that college leadership had made commitment to continuing services.

ACTION: Recommend Continue Approval of Bakersfield College Associate Degree Nursing Program.

Motion: Michael Jackson			
Second: Jeanette Dong			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: None.

7.3.4 Fresno City College Associate Degree Nursing Program

Stephanie Robinson, M.H.A., RN, Program Director, and Lorraine Smith, Interim Dean of Instruction represented the program.

Leslie A. Moody, NEC presented this report. Fresno City College (FCC) is a college of the State Center Community College District (SCCCD) and, established as Fresno Junior College in 1910, was California's first community college. The nursing program enrolls between 80-100 students in each of the fall and spring semesters and about 60 in the summer. The program indicates that, since 2008, its retention rate is 96-98%; the program completion rate ranges from 91-94%. A regularly scheduled continuing approval visit was conducted from September 24-26, 2014, with an additional meeting scheduled with the director on October 3. The program was found to be in noncompliance with CCR Sections 1424(h), 1425, and 1425.1(d) Faculty Qualifications; 1425.1(b) Faculty Responsibilities; 1427(c) Clinical Facilities; 1429(b) LVN 30-unit Option; and 1431 Licensing Examination Pass Rate Standard. Recommendations were made related to CCR 1424(b)(1) Total Program Evaluation; 1424(d) Resources; 1424 Administration and Organization of the Nursing Program; 1425.1 Faculty Responsibilities; 1426(a) Curriculum; 1427(a) Clinical Facilities; and 1428 Student Participation. The program submitted a progress report in November that addressed the findings and areas of noncompliance, including a plan developed by faculty to address the low NCLEX scores which continues an area of noncompliance. NCLEX pass rate for first-time test takers 2009-10 77.92%; 2010-11 81.11%; 2011-12 82.61%; 2012-13 78.01%; 2013-14 66%; 1st quarter 2014-2015 is 73%.

Ms. Robinson reviewed the program's action plan for improvement which includes implementing a multi-criteria admission requirement, change from ATI to Elsevier for standardized testing instruments, decrease enrollments, increase support for failing students, update policies/procedures, and ensure resources are adequate to support faculty. In response to Committee member questions, Ms. Robinson provided the following: students are mostly 20-35 years old; most common factors for failure are life and academic challenges for which the school provides student support services; graduates who fail NCLEX are offered a review course.

ACTION: Recommend Defer Action To Continue Approval of Fresno City College Associate Degree Nursing Program. Progress report to be presented at the October 2015 Education/Licensing Committee meeting.

Motion: Michael Jackson

Second: Jeanette Dong			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: None.

7.3.5 Los Angeles Valley College Associate Degree Nursing Program

Mary Cox, MSN, PHN, RN, Program Director represented the program.

Laura Shanian, NEC presented this report. A regularly scheduled continuing approval visit was conducted on September 29-30, 2014, by Nursing Education Consultants Laura Shainian, Leslie Moody, and Lori Chouinard. There was one finding of non-compliance for Inadequate Resources: CCR 1424(d) Sufficiency of Resources, and related section CCR 1424(h) Program Administration and Faculty Qualifications; and one recommendation: CCR 1424(e) Program Director/Assistant Director. The program has submitted a progress report for the non-compliance and recommendation. The nursing program began in 1960, and is accredited by ACEN through Fall 2016. The program had been admitting fifty students each Fall and Spring semester since 2006, however, beginning Fall 2014, admission was decreased to forty students twice a year due to decreased budget and fulltime equivalent faculty (FTEF). Current enrollment is 177 students. Since the 2012 interim visit, the program has experienced difficulty filling fulltime faculty vacancies. Changes in the college presidency and administration resulted in a lack of continuity and support for the nursing program, and a low ranking for college hiring. Recently there has been the retirement of a fulltime faculty which now totals three fulltime faculty vacancies in addition to a skills lab coordinator position. In response to this need, college administration has approved the hire of three fulltime nursing faculty now in order to ensure adequate faculty resources for the implementation of the program. In addition, there will be provision for a skills lab staff assignment until the college is able to institutionalize the position as a fulltime skills lab coordinator. NEC will follow-up with the program to ensure all plans have been implemented. Grant funding has paid for equipment, supplies and technology, however, there has been no program funding to maintain warranties for all of the lab equipment. Therefore, the college has agreed to allocate funds to pay for equipment warranties and computer software updates, and to review ongoing equipment/supply needs submitted annually by the program director.

Programs events include a collaborative with Valley Presbyterian Hospital/COPE Solutions which provided for the enrollment of an additional 20 students in 2008-2010. This coming Spring 2015, collaboration with California State University Northridge (CSUN) will begin with students selected to participate in a three year ADN-BSN program. The collaboration is the result of a ten-year long process. ADN students will be concurrently enrolled in both programs. NCLEX scores are : 2009-2010: 88.07%; 2010-2011: 91.86%; 2011-2012: 95.89%; 2012-2013: 90.54%; 2013-2014: 92.06%.

ACTION: Recommend Continue Approval of Los Angeles Valley College Associate Degree Nursing Program.

Motion: Raymond Mallel			
Second: Jeanette Dong			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: None.

7.3.6 Merritt College Associate Degree Nursing Program

Dawn Williams, M.S.N., RN, Program Director and Dr. Elmer Bugg, V-P Instruction represented the program.

Leslie A. Moody presented this report. The Peralta Community College District (PCCD) in Alameda County is comprised of four colleges. Merritt College is located in Oakland, and is the only college in the district that offers the associate degree in a nursing program. The program admits students once a year, and currently enrolls 79 students in its nursing program. A regularly scheduled continuing approval visit was conducted

from November 19-21, 2012, with findings of four areas of non-compliance (CCR Sections 1424(a) Philosophy; 1424(c) Administration; 1424(d) Resources; and 1427(c) Clinical Facilities) and the issuance of one recommendation, (CCR 1424(b)(1) Total Program Evaluation. The Board granted Deferred Action at its April 10, 2013, meeting. The Program submitted progress reports that were presented to the Education/Licensing Committee and the Board in November 2013, and February, April and May 2014. The remaining areas of non-compliance were determined to be CCR 1424(c) Administration and 1424(d) Resources. Board action at the May 7, 2014, meeting was to continue deferred action with a Progress Report to be submitted in November 2014. Ms. Williams submitted a progress report in November and a verbal update was given at this meeting: improvements that have occurred in the channels of communication between the Program and the Administration bring the Program into compliance with CCR 1424(c); issues related to the safety and environment of the modular units have been resolved and mannequins for use in the labs are fully functioning regarding CCR 1424(d) Resources; faculty vacancies were not filled and the program has reduced admissions to 40 students per year as a result; the hiring process to fill the senior clerical assistant position is almost complete with interviews currently underway; the budget for 2014-2015 reflects a 32% increase from that of the previous year. These actions bring the program into compliance with Board rules and regulations. The College indicates it will focus more on retention, and the Program reported that for this fall semester, retention is 93% for the first semester students. NCLEX pass rates for the academic years of 2009-2010 to 2013-2014 range from 92% to 100%, with an average of 98%. The rate for the first quarter of the 2014-2015 academic year is 100%.

A letter to the Committee from Norma Ambriz-Galaviz, President Merritt College was distributed to Committee members. The letter provided information in response to previous findings regarding the program and will be added to archived meeting agenda packet materials.

ACTION: Recommend Continue Approval of Merritt College Associate Degree Nursing Program with enrollment pattern of forty students per year.

Motion: Michael Jackson		
Second: Raymond Mallel		
MJ: Aye	**RM: Aye**	**JD: Jeanette Dong recused herself from discussion and voting on this item due to prior professional relationship with the organization.**

Public Input: None.

7.3.7 Riverside City College Associate Degree Nursing Program.

Sandra Baker, DNP, RN, CNE, Dean-School of Nursing, and Ms. Tammy Vant Hul, Assistant Department Chair represented the program.

Leslie A. Moody, NEC presented this report. A regularly scheduled continuing approval visit was conducted October 14-15, 2014 by Nursing Education Consultants Loretta Chouinard and Leslie A. Moody. The program was found to be operating in full compliance with BRN regulations. There were no findings of noncompliance and no recommendations. The college is WASC-ACCJC accredited, and the program is ACEN accredited with 8-year reaccreditation awarded in Fall 2013. Across the past five years the program has admitted between 170-220 students annually, with approximately half entering in each Fall and Spring semester. Admissions vary based on level of resources available, particularly grant funds. Notable program events of since the last visit were identified. This is a mature prelicensure program with experienced program and college leadership, expert faculty, and contemporary instructional and student support resources. Although some of the current student and curriculum support services and faculty are financed with grant funds, college administration recognizes the need to continue to provide program resources at current levels

from the general fund if grant funds become unavailable. Students express a high degree of satisfaction with all program elements and actively participate in program governance. NCLEX outcomes are consistently well above the minimum required performance threshold and employment of program graduates within the first year of program completion is >95%.

ACTION: Recommend Continue Approval of Riverside City College Associate Degree Nursing Program.

Motion: Jeanette Dong			
Second: Michael Jackson			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: None.

7.4 VOTE ON WHETHER TO RECOMMEND CONTINUATION OF APPROVAL OF ADVANCED PRACTICE NURSING PROGRAM

7.4.1 Loma Linda University Nurse Practitioner Program.

Elizabeth Bossert, PhD,Associate Dean SON and Chair of the Graduate Nursing Program, and Marilynn M .Herrmann, PhD, RN, Dean/Program Director represented the program.

Badrieh Caraway, NEC presented this report. The LLU MSN NP degree program offers five primary care NP tracks: Adult-Gerontology, Family, Pediatric, Neonatal, and Psychiatric NP tracks. Three of these NP tracks were being offered at the time of the visit: Adult-Gerontology, Family, and Pediatric NP tracks. The Neonatal NP track was last offered in 2006. The Psychiatric NP track graduated its first two students in September 2014. LLU also offers a Post Master's NP Certification Program in all population tracks and a DNP Program (post MSN NP). At the time of the site visit a total of 18 students were enrolled in the LLU NPP: AGNP – 2 students; FNP – 8 students; and PNP – 8 students. The LLU MSN NPP unit requirements vary by population track. The AGNP and PNP tracks require a total of 70 academic quarter units. The FNP track requires 69 academic units and the PNP track requires 70 academic units. All NP tracks in the NPP exceed the required clinical hours. The LLU NPP curriculum reflects national NP educational standards. A regularly scheduled continuing approval visit was conducted by Nursing Education Consultants Carol Mackay, Badrieh Caraway and Dr. Carol Velas on October 20-22, 2014. The LLU NPP was found to have no areas of non-compliance. Four recommendations were made in two areas: Section 1484 (d) (11) arranging for clinical instruction and supervision for students, and Section 1484 (d) (12) (P) legal implications of advanced practice. The program provided a response to the recommendations. At this time, the LLU NPP is being delivered in compliance with the BRN rules and regulations and is recommended for continuing approval.

ACTION: Recommend Continue Approval of Loma Linda University Nurse Practitioner Program.

Motion: Michael Jackson			
Second: Jeanette Dong			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: None.

7.5 VOTE ON WHETHER TO RECOMMEND APPROVAL OF MAJOR CURRICULUM REVISION

7.5.1 California State University, Los Angeles Baccalaureate Degree Nursing Program and Entry Level Master's Degree Nursing Program.

Lorie H. Judson, PhD, RN, NP, Director and Professor School of Nursing, and Kathleen Hinoki, PhD, RN, Coordinator ELM Program represented the program.

Leslie A. Moody, NEC presented this report. The CSULA prelicensure programs had a regularly scheduled continuing approval visit in 2012 with no findings of noncompliance and continuing approval was granted.

During the visit discussions were held regarding data that indicated many ELM students were unable to complete the program on time. Specifics of the new ABSN option curriculum were presented. Student benefits include being awarded a BSN degree on completion of prelicensure coursework to facilitate employment and the choice to delay entry into a graduate degree program. Currently enrolled program students were informed of this potential revision at the time of admission and support the change. Current or future students who wish to continue with pursuit of the MSN degree will have that option if they meet the existing admission requirement of graduation with an overall GPA of 3.0 and no less than a grade of "C" in any course. Past ELM program students who have "stopped out" with an approved Leave Of Absence (LOA) may resume progress in the program within allowances of university policy existing at the time the LOA was awarded and in compliance with the requirements of the LOA. The program has obtained required approvals of this revision from both the CSU Chancellor's office and the CSULA campus, and wishes to implement this revision immediately upon receipt of approval from the Board.

ACTION: Recommend Approval of Major Curriculum Revision for California State University, Los Angeles Baccalaureate Degree Nursing Program and Entry Level Master's Degree Nursing Program.

Motion: Michael Jackson			
Second: Raymond Mallel			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: None.

7.6 VOTE ON WHETHER TO RECOMMEND ACCEPTANCE OF FEASIBILITY STUDY FOR PRELICENSURE NURSING PROGRAM

7.6.1 Chamberlain College of Nursing Baccalaureate Degree Nursing Program.

Jan DeMasters, PhD, MSN, RN, Senior Manager, State Licensing and Regulation for Chamberlain College.

Carol Mackay, NEC presented this report. The Chamberlain College of Nursing Feasibility Study dated August 9, 2014 is the first FS submitted by CCN. Following review of the first FS, the BRN requested additional information to demonstrate compliance with the BRN requirements. CCN response to the request is dated November 14, 2014. A summary was presented to describe how CCN plans to meet the BRN requirements as outlined in Step 3 of the *Instructions for Institutions Seeking Approval of New Prelicensure Registered Nursing Program (EDP-1-01(REV03/10).* Institutional history and accreditation was described. The CCN FS is seeking approval for an onsite prelicensure BSN degree program in Sacramento, California. The CCN FS includes an overview of the Sacramento area, including a description of the community and its population. CCN intends to implement its existing prelicensure BSN program on the Sacramento campus on a year round basis (three 16-week semesters per year). The nine semester BSN program can be completed in three years of full time enrollment. The proposed curriculum plan was described. Plans for physical plant, faculty, student support and other resources were described. Information was presented to demonstrate CCN has sufficient fiscal resources to support a BSN program in Sacramento. Total program tuition and fees will be $80,915. Information regarding Chamberlain's work to secure clinical facilities was described. The FS demonstrates availability of inpatient clinical placement for all BRN required clinical areas (M/S, OB, Peds, Psych, and Geri). The Chamberlain College of Nursing Feasibility Study meets all BRN Feasibility Study requirements.

Mrs. Mackay updated that the program is requesting permission to enroll 25 students in the first cohort, 40 in the second cohort, and 45 in the third cohort, for a total program enrollment of 110 in the first year. Mr. Mallel asked about distance students will travel to classes and clinical facilities to which the school representative responded that additional clinical placement options are being sought and that attempt would be made to assign students to the closest facility. Mr. Jackson expressed concern

that existing Sacramento area nursing programs may not have been able to travel to this meeting to give input, and so suggested that consideration of this agenda item should be deferred to the March ELC meeting agenda as that meeting will be held in Northern California.
ACTION: Recommend to defer agenda item to March ELC agenda to allow further review of feasibility study.

Motion: Michael jackson			
Second: Jeanette Dong			
MJ: Aye	**RM: Nay**	**JD: Aye**	

Public Input: None.

7.6.2 Career Care Institute Associate Degree Nursing Program
Corrine O. Stevens, RN, BSN, MSN, PHN, Angela Moore, MSN, RN, Assistant Director of Nursing, and Stirlie Cox, Ed, RN, Consultant.
Carol Mackay presented this report. Feasibility Study (FS) was submitted for a new Associate Degree Nursing Program at Career Care Institute (CCI). The CCI FS dated April 9, 2013 is the first FS submitted since the BRN lifted the moratorium on accepting FS April 1, 2013. Following review of this document, the BRN requested submission of a revised FS to demonstrate compliance with the BRN requirements. The CCI revision was received December 3, 2014. A summary was presented describing how the proposed program meets BRN requirements as outlined in Step 3 of the *Instructions for Institutions Seeking Approval of New Prelicensure Registered Nursing Program (EDP-1-01(REV 03/10).* An overview of the school's history, leadership, accreditation and other healthcare science program offerings was provided, including review of existing VN program NCLEX pass rates. The proposed RN program will be the first degree program on the campus. The CCI FS includes an overview of the demographics for the Antelope Valley region (Northern LA County and Eastern Kern County), and a description of regional health care needs. The proposed program will be a generic ADN program offered year round (six terms of fifteen weeks), to be completed within two calendar years, and all general education, science, and nursing courses will be offered. CCI plans to enroll 32 students annually. Maximum program enrollment will be 64 students. The proposed start date is September 2016. The tuition for the CCI ADN program will be $62,500. The CCI FS includes Facility Verification Forms from nine health care facilities. The FS demonstrated inpatient clinical placement for all BRN required clinical areas (MS, OB, Psych, Peds, and Geri). The Career Care Institute Feasibility Study meets all BRN Feasibility Study requirements. Remaining concerns for the Self Study phase of the initial approval of new RN programs include: NCLEX-PN pass rates and Council of Occupational Education accreditation.
Ms. Dong asked about the number of existing programs in the region of the proposed program and Mrs. Mackay reported she will add that information in the report for the February 2015 Board meeting.
ACTION: Recommend Acceptance of Feasibility Study For Career Care Institute Associate Degree Nursing Program.

Motion: Michael Jackson			
Second: Raymond Mallel			
MJ: Aye	**RM: Aye**	**JD: Abstain**	

M/S/C: Michael Jackson/Raymond Mallel. Jeanette Dong abstained from voting on this item.
Public Input: A member of the public spoke about her concerns regarding inadequacy of available nursing program seats in the region of the proposed program.

7.7 VOTE ON WHETHER TO RECOMMEND CHANGING PROGRAM APPROVAL STATUS FOR EVEREST COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

Ruth Ngati, MSN, DNP, RN, Program Director, and Greg Waite, Regional Vice President of Operations and Acting Campus President for Everest College represented the program.
Badrieh Caraway, NEC presented this report. Linda Sperling MSN, DHA, RN was previously the Director of Nursing Program until December 19, 2014. Ruth Ngati, MSN, DNP, RN, new Director of Nursing Program was appointed on December 16, 2014, to start on January 5, 2015, two assistant directors are: Aurora Gumamit, MSN, DNP, RN was appointed December 10, 2014, and Jehad Abu- Kamleh was appointed December, 12, 2014, all meeting BRN requirements. A non-routine site visit to Everest College was conducted on December 9, 2014, in response to the Dec. 4th letter from Dr. Sperling on the concerns related to operations of the Everest College ADN Program. The BRN staff coordinated this site visit with the Bureau of Private Postsecondary Education (BPPE). Badrieh Caraway, NEC, Miyo Minato, SNEC, and Roxana Aalberts of BPPE met with the college representatives: Dr. Linda Sperling, Director; Dina Fauchet, Regional Director; and Mr. Greg Waite, Interim President Everest College and Regional Vice President of Operations. Roxana Aalberts addressed Bureau's concerns. Meeting focused on the compliance concerns related to nursing program director, clinical placements for current students for Spring 2015 quarter, and plans related to new Spring 2015 admission and their clinical placement that were concerns raised in the previous director's letter to the BRN. Everest College instituted personnel changes between the time of BRN's receipt of the director's letter and the visit on December 9. Dr. Sperling extended her last day from Dec. 12 to Dec. 19 and Aurora Gumamit, MSN, DNP, RN, and Jehad Abu- Kamleh, MSN, RN were approved as Assistant Directors for the college. On Dec. 15, Dr. Sperling submitted a progress report to update the situation at Everest College. The report showed efforts being made by the career placement coordinators and the nursing department to contact and make visits to more than 25 clinical agencies. Shortage of clinical sites for the January quarter include Care of Adult II (3 groups) and Pediatric clinical placement for one group. The lack of clinical placement is anticipated to increase in the following quarter that starts in April. The progress report also noted that admission number for the new enrollment for January is being evaluated, pending acquiring additional clinical spaces. The program's decision will be not to admit 40 students in January unless and until all clinical sites have been identified and have signed contracts by January 5, 2015. The changes made to the college administration, i.e., appointment of the Interim Campus President and replacement of the Administrative Assistant, have addressed concerns raised in the initial letter to the BRN. Issues related to implementation of admission policies and procedures and transfer of credits and the responsible individuals making final decisions for the nursing program administration are being addressed and corrective actions taking place. However, clinical placements issues for January 2015 Quarter, have not been resolved and the program's efforts have not been successful in securing any other clinical sites at this time. The program will be continuing all efforts in securing new clinical sites. Program needs more definitive actions to meet Board rules and regulations.
Program representatives reported that approval request forms for additional clinical sites were sent to the NEC the day prior to this meeting and that they were aware that the NEC was away from the office on that day for other BRN meetings. The Committee asked whether the additional clinical sites were planned for existing or future student needs and the program responded that new facilities would meet the needs of both. The NEC has not had opportunity to review the new information to determine whether the program has adequate resources and has completely addressed all areas of noncompliance. The Committee directed that the program cannot admit additional students until adequate resources are verified to support both current and additional students, and that the program condition can be updated in the report to be presented at the February 2015 Board meeting.
ACTION: Education/Licensing Committee Recommendation:

- **Defer consideration of action regarding program approval status pending further review at the March 2015 Education/Licensing Committee meeting.**

- **Suspend admission of new students planned for January 2015 and forward until adequate program resources are verified and approved by the Board.**

Motion: Michael Jackson			
Second: Jeanette Dong			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: None.

7.8 VOTE ON WHETHER TO RECOMMEND GRANTING AN EXTENSION OF THE DEADLINE FOR INITIAL PROGRAM APPROVAL UNTIL JUNE 2015 FOR FOUR-D COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

Rosemary Haggins, DHA, RN, Director of Nursing represented the program.

Shelley Ward, NEC presented this report. Rosemary Haggins, DHA, RN, Director of Nursing was approved as BRN Program Director 6-27-2013. The Board voted at its May 19, 2010 meeting to accept the Feasibility Study for Four-D College Associate Degree Nursing Program. The Board subsequently issued a letter to the college from the action voted at its February 6, 2013 meeting specifying the actions and timeline for the establishment of the program. Step 7 of the document Self-Study Report and Site Visit states that, "At least six (6) months prior to the projected date of student enrollment the program applicant must submit to the NEC a self-study that describes how the proposed program plans to comply with all BRN nursing program-related rules and regulations." The BRN received first Self-Study report for the proposed program on November 12, 2014. The Nursing Program Initial Approval Application & Cover Data Sheet indicates a proposed start date of March 16, 2015 for generic and LVN to RN Option Students. NECs (S. Ward, M. Minato) met with college and the proposed program representatives on 11/2/10 to clarify questions about the initial program approval process requirements. The assigned NEC has maintained ongoing communication with program and college representatives since that time. The Self-Study report is under review by the NEC. The proposed prelicensure program will not be able to be initiated by February 2015.

Ms. Ward reported that the self-study submitted by the program in November 2014 is under review to ensure the program currently has adequate resources to implement and maintain the program
The program director clarified that the program location will be in Colton, CA.
ACTION: Recommend granting an extension of the deadline for initial program approval to June 2015 with the condition that if initial approval is granted the program will be prepared to begin enrolling students no later than September 2015.

Motion: Jeanette Dong			
Second: Raymond Mallel			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: None.

7.9 VOTE ON WHETHER TO RECOMMEND APPROVAL OF THE EDUCATION/ LICENSING COMMITTEE 2015-2017 GOALS AND OBJECTIVES

Leslie A. Moody, NEC presented this report. Education/Licensing Committee goals and objectives are reviewed biennially and revised as needed. The 2013-15 ELC Goals and Objectives have been reviewed and revised to produce the attached recommended DRAFT - 2015-2017 ELC Goals and Objectives. Substantive changes include addition of Objective 1.9 under Goal1; Objective 2.8 under Goal 2; addition of Goal 6 and related objectives; addition of Objective 7.4 under Goal 7. If approved, these goals/objectives will be applied and tracked beginning July 2015.

ACTION: Recommend Approval of the Education/Licensing Committee 2015-2017 Goals And Objectives.

Motion: Michael Jackson			
Second: Raymond Mallel			
MJ: Aye	**RM: Aye**	**JD: Aye**	

Public Input: None.

7.10 2013-2014 ANNUAL SCHOOL SURVEY REPORTS (DRAFT)

Julie Campbell-Warnock, Research Program Specialist presented this report. The BRN 2013-2014 Annual School Survey was conducted from October 1, 2014 to November 17, 2014. The survey was sent to all California pre-licensure nursing programs and was conducted on behalf of the BRN by the Center for the Health Professions at the University of California, San Francisco. The BRN received 100% participation from all 141 of the nursing programs and we would like to thank all of the schools for their participation and prompt responses to the survey. BRN and UCSF staff work each year with nursing program directors representing various prelicensure programs from around the state who review and edit the survey questions if needed. This allows the survey to be a current document that can be used to capture data on new and emerging trends. The draft of the statewide Annual School Reports includes data on new and continuing student enrollments, graduations, faculty, etc. from California pre-licensure nursing programs. There are two reports; one is a trend report which includes historical data for the past ten years on some of the more significant data, and reflects a decline in enrollments, census and graduation overall. 71% of schools continue to report facility imposed restrictions to some clinical practice for students. A new question was added to the survey to collect information about why student access has been restricted to electronic medical records and bar coding medication with reasons cited as insufficient training time and liability respectively. A slight increase in number of faculty was reflected with more than half part-time. The second report includes current year data from most all of the questions asked on the survey. This year questions were added regarding student disabilities in response to a request from staff at the California Committee on Employment of People with Disabilities. Some questions in other areas were added or edited and data will be presented in the data summary report. Both reports will be available on the BRN website sometime in February.

Mr. Mallel asked whether these reports indicate student perceptions of their clinical experiences and Mrs. Campbell-Warnock reported that the BRN will be conducting a survey of students in the near future that will capture that type of information.

Public Input: None.

7.11 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

Ms. Celeste Pederson, former United States University student commented on her experiences with the nursing program at that school.

7.12 ADJOURNMENT

The meeting was adjourned at 1235.

Submitted by:

Leslie A. Moody

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 MINUTES

DRAFT

DATE: March 5, 2015

TIME: 0900-1200

LOCATION: Hilton Los Angeles Airport
5711 West Century Blvd.
Los Angeles, CA 90045

PRESENT: Michael Jackson, MSN, RN, Chairperson
Jeanette Dong

ABSENT: Raymond Mallel
Beverly Hayden-Pugh, MA, RN

STAFF PRESENT: Louise Bailey, Executive Officer; Stacy Berumen, AEO; Miyo Minato, SNEC; Katie Daugherty, NEC; Shelley Ward, NEC; Laura Shainian, NEC; Janette Wackerly, SNEC; Lori Chouinard, NEC; Carol Velas, NEC; Susan Engle, NEC; Carol Mackay, NEC; Badrieh Caraway, NEC; Linda Sperling, NEC; Leslie A. Moody, NEC; Julie Campbell-Warnock, Research Program Specialist.

7.0 CALL TO ORDER

Michael Jackson called the meeting to order at 0915 AM and Committee members introduced themselves. Mr. Jackson announced that the committee did not have a quorum therefore would meet as a sub-committee with recommendations regarding each action item sent forward to the full Board.

7.1 VOTE ON WHETHER TO APPROVE MINUTES

The minutes of the January 8, 2015 meeting could not be approved due to lack of quorum and will be forwarded to the May meeting agenda for approval consideration.
Public Input: None.

7.2 VOTE ON WHETHER TO RECOMMEND RATIFICATION OF MINOR CURRICULUM REVISION

7.2.1 National University Baccalaureate Degree Nursing Program
7.2.2 University of San Francisco Entry Level Master's Degree Nursing Program
7.2.3 Carrington College LVN to RN Associate Degree Nursing Program
7.2.4 Rio Hondo Associate Degree Nursing Program
7.2.5 San Diego State University Nurse Practitioner and Nurse Midwifery Programs
7.2.6 United States University Nurse Practitioner Program

Acknowledge Receipt of Program Progress Report:

7.2.7 California State University, San Marcos Baccalaureate Degree Nursing Program
7.2.8 Dominican University of California Baccalaureate Degree Nursing Program
7.2.9 Holy Names University LVN to Baccalaureate Degree Nursing Program
7.2.10 Mt. Saint Mary's College Baccalaureate Degree Nursing Program
7.2.11 San Diego State University Baccalaureate Degree Nursing Program

7.2.12 Carrington College LVN to RN Associate Degree Nursing Program
7.2.13 East Los Angeles College Associate Degree Nursing Program
7.2.14 ITT Technical Institute, Rancho Cordova Associate Degree Nursing Program
7.2.15 Mission College Associate Degree Nursing Program
7.2.16 Unitek College Associate Degree Nursing Program

RECOMMENDATION (M.Jackson, J.Dong): Ratify Minor Curriculum Revision and Acknowledge Receipt of Program Progress Report as presented.

Public Input: None.

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

7.3.1 National University Baccalaureate Degree Nursing Program.

Diane M. Breckenridge, PhD, MSN, RN, ANEF, Department Chair & Professor, and Gloria McNeal, PhD, MSN, RN, Dean represented the program.

Leslie A. Moody, NEC presented this report. Diane Breckenridge, PhD, MSN, RN, ANEF was assigned as program director beginning 10/10/2014. There have been four other program directors since 2010. 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 campus. Additional campuses began enrolling students at Fresno in 2008 and at Los Angeles in 2009 with BRN approval. Attendance for the nursing program is continuous and courses are presented in condensed 4-8 week timeframes. The approved admission pattern is 50 students four times/year (Oct, Jan, Apr, July) and 20 LVN-RN advanced placement students two times/year at the San Diego campus. Twenty students are admitted twice yearly (Oct, Apr) at each of the Los Angeles and Fresno campuses. Enrollment at the time of visit totaled 507 for all campuses (San Diego 346; Los Angeles 77; Fresno 84). A regularly scheduled continuing approval visit for the NU program was conducted across an extended period from November 12 through December 11, 2014 to accomplish visits to all three program campuses which are geographically remote from each other.

The primary campus site in San Diego was visited on November 12-13, 2014 by NECs Leslie Moody, Carol Mackay and Carol Velas, where an overall evaluation of the program's structure, resources and delivery was completed in addition to evaluation of site specific resources. Meetings were held with university and program leadership, admissions staff, faculty and students, the campus was toured, program documents were reviewed and clinical sites were visited. Multiple areas of concern were identified at this site and have now been corrected. The Los Angeles extended campus was visited on December 10, 2014 by Carol Velas, NEC and Miyo Minato, SNEC. Meetings were held with the program director and site assistant director, admissions staff, students and faculty, and the physical plant was toured. Ms. Jocelyn Corrao, assistant director at this site, was knowledgeable regarding the program and reported the allotted 40% release time was adequate to perform assigned duties. Students at this site voiced concern about a lack of consistent information and direction regarding the required program curriculum. The extended campus in Fresno was visited by Leslie A. Moody, NEC on December 11, 2014. Meetings were held with the program director and site assistant director, admissions staff, students and faculty, and the physical plant was toured with multiple areas of concern identified which are now corrected. A summary chart of findings by campus was presented identifying areas of noncompliance and recommendations written. Areas of concern noted during this visit which were recurrent from past visits of 2008, 2010, and 2012, despite previously implemented corrections, included: unapproved faculty/ inadequate faculty (2008, 2010); appointment of unapproved assistant director (2010); faculty orientation

(2008); inadequate lab resources (2008, 2010); lines of authority and communication (2008, 2010); inadequate clerical staff (2012); incomplete program records/data (2008, 2012). Geographic distance between the three campuses and frequent program director turnover are factors contributing to difficulty sustaining improvements and achieving consistent program delivery.

Students report strengths of the program include peer camaraderie, earning a BSN, accessibility of staff and faculty, faculty expertise, and effective clinical learning experiences, and noted that communication with program leadership/faculty/staff was recently improving. Program faculty are competent and knowledgeable in their respective content areas, and maintain strong collaboration between full-time and part-time faculty to ensure instructional continuity and consistency. Many have been teaching in the program for several years and all demonstrate strong commitment to student success and management of the curriculum, ensuring that course content reflects current best practice standards. Technology is increasingly used to conduct program meetings and communicate to across the three campuses to ensure effective coordination. Many improvements have been made in the past five years to student support services and instructional content/design to improve graduates' critical thinking and address attrition/retention concerns. Graduates' NCLEX outcomes are consistently above minimum required performance threshold with improvement for the past three years: 2009-10 77.70%; 2010-11 75.53%; 2011-12 81.56%; 2012-13 92.34%; 2013-14 92.92%; 2014-15 1st quarter 95.12%, 2nd quarter 94.67%.

University leadership Dr. Gloria McNeal - Dean, Ms. Debra Bean – Provost, and Dr. Michael R. Cunningham – Chancellor/President, report they are not planning enrollment growth at this time but instead want to focus on strengthening resources to improve existing program quality. The program may seek Board permission for enrollment expansion in the future for admission of additional students to meet specifications of the HRSA grant awarded to serve military veterans, but for now these students are being enrolled within the current BRN approved pattern and number. The program has submitted an acceptable corrective plan of action and progress report that reflects correction of areas of noncompliance and recommendation. Hiring of additional faculty is in process. NEC recommended continue approval and NEC to conduct an Interim Visit Fall 2016 with Self-Study required.
Ms. Dong advised that it is unacceptable that a program requires the level of monitoring that has been needed by this program to be repeatedly returned to compliant practices, and asked for additional explanation regarding the program's recurring noncompliance. Dr. McNeal responded that the program had previously not had an RN in the position of Dean, and that the university administrators' support of nursing program compliance had not been consistent which is now corrected with the recent change of administrative leadership. Mr. Jackson expressed concern about letting too much time elapse prior to the next planned visit and suggested the visit should be conducted in one year.
RECOMMENDATION (M.Jackson, J.Dong): Continue Approval of National University Baccalaureate Degree Nursing Program. NEC to conduct Interim Visit in Spring 2016 with program required to submit a Self-Study.
Public Input: None.

7.3.2 Cuesta College Associate Degree Nursing Program.
Marsha Scott, MSN, RN, Program Director, and Jason Curtis, PhD, Dean represented the program.
Laura Shainian, NEC presented this report. A regularly scheduled continuing approval visit was conducted on November 18-19, 2014, by Nursing Education Consultants Laura Shainian and Lori Chouinard. There was one finding of non-compliance for Inconsistent Implementation of Curriculum:

CCR 1426(a) Curriculum; and two recommendations: CCR 1424(b)1 Total Program Evaluation, and CCR 1426(f) Clinical Facilities, which are detailed in the Report of Findings and the Consultant's Report. The program submitted a progress report on January 27, 2015 which includes corrective actions for the non-compliance and two recommendations.

The program utilizes an integrated curriculum model for clinical so that clinical courses have more than one content area. For example, the second semester clinical course includes Obstetrics, Pediatrics, and Med-Surg – students rotate thru these areas over the 18-week semester. It was discovered that the clinical hours in three of the four integrated courses was not being implemented as approved. The submitted progress report demonstrates this has been corrected so that hours are consistent and in compliance. The program submitted a revised total program evaluation plan which allows the program to fully review all program elements. Student feedback regarding the program's Clinical Evaluation Tool indicated students felt the grading was unclear, subjective, & inconsistent. The progress report indicated that a task force of nursing faculty and students was formed to review and revise the current tool.

The program has partnerships with two ADN-to-BSN programs: California State University Channel Islands and Chamberlin College. In Spring 2015, the program will host an ADN-to-BSN Transfer Fair for students who wish to further their education. NCLEX pass rates have been above 90% for the past 10 years. Employer surveys are overall positive and employment rates of new graduates are at 89-92% one year post graduation – many of the 2014 graduates received job offers prior to graduation. NEC recommendation is for continuing approval.
Mr. Jackson commented on the high NCLEX pass rates and the high rate of graduates' employment, and asked about the facilities hiring graduates. Ms. Scott reported that many students are hired by area acute care hospitals and graduates are also hired by correctional facilities, long-term care facilities and physician offices.
RECOMMENDATION (M.Jackson, J.Dong): Continue Approval of Cuesta College Associate Degree Nursing Program.
Public Input: None.

7.3.3 Mt. San Jacinto College, MVC Associate Degree Nursing Program.
Raelene Brooks, MSN, RN, CCRN, Interim Associate Dean, Nursing/Allied Health Unit represented the program.
Shelley Ward, NEC presented this report. A continuing approval visit was conducted at the Mt. San Jacinto College, MVC Associate Degree Nursing Program on November 6th and 7th, 2014, by Shelley Ward, NEC, Miyo Minato, SNEC and Susan Engle, NEC. The program was found to be in non-compliance with CCR Section 1426 (g)(2) – Curriculum Hours related to percent of non-direct patient care activities, and 1427(c) – Clinical Facility Agreements. Three recommendations were rendered. The program submitted a progress report to address the areas of non-compliance. The college has allocated funding for 10 full-time faculty teaching positions. Two positions were vacant. An unanticipated faculty member's leave and the need for an assignment modification for another was impacting full-time faculty workload at the time of the visit. A specific recruitment and hiring schedule is planned over the next year. Program administration relayed that difficulties in hiring qualified faculty have occurred with some issues related to college human resources services. Students participated in task forces influencing change in the medication dosage examination policy and program survey tools. Students felt the program is engaging their participation and communicating effectively on significant issues. The program collaborates with the college Business Services for the execution and maintenance of the clinical affiliation agreements. Developing and implementing a plan to ensure that affiliation agreements are established and maintained

per regulation, and issues related to college human resource services was discussed with program and college administration. The NCLEX-RN examination pass rate has consistently been above the 75% pass rate standard: 2014-2015 - 92.31% (July to Dec.); 2013-2014 - 91.11%; 2012-2013 - 96.49%; 2011-2012 - 85.96%; 2010-2011 - 84.81%; 2009-2010 - 96%. NEC recommendation was for continuing approval.
RECOMMENDATION (M.Jackson, J.Dong): Continue Approval of Mt. San Jacinto College, MVC Associate Degree Nursing Program.
Public Input: None.

7.4 VOTE ON WHETHER TO RECOMMEND APPROVAL OF MAJOR CURRICULUM REVISION

7.4.1 College of Marin Associate Degree Nursing Program.

Rosalind Hartman, MSN, RN, Interim Dean/Director Nursing, and Marshall Alameida, PhD, CNS, RN, Dean of Health Sciences represented the program.
Janette Wackerly, SNEC presented this report. The nursing program is moving 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 proposed model has eight core competencies and eight integrated processes deemed by faculty as essential for pre-licensure nursing education in order to prepare for entry-level registered nursing practice. Course units have been redistributed to allow a redistribution of content.The total nursing units remain at 38.5 (20 theory units; 18.5 clinical units). The proposed revisions will allow for logical and systematic leveling of medical surgical content from basic nursing concepts, to nursing management of clients with common and recurring medical-surgical conditions, to nursing management of moderately complex medical-surgical clients. Pediatric, Maternal-Child, and Mental Health and Care of the Older Adult courses were revised to incorporate the new Program Student Learning Outcomes and changes in care delivery. The course changes were mapped out in the rotation plan to assure that the current clinical sites would accommodate the new rotations. A detailed description of the new curriculum was reviewed by the SNEC, including a list of new course numbers, titles, and units, and the program's rationale for the revision was reviewed. SNEC recommendation is for approval of the revision.
RECOMMENDATION (M.Jackson, J.Dong): Approve major curriculum revision for College of Marin Associate Degree Nursing Program.
Public Input: None.

7.5 VOTE ON WHETHER TO RECOMMEND GRANTING INITIAL APPROVAL OF PRELICENSURE NURSING PROGRAM

7.5.1 University of California, Davis Betty Irene Moore School of Nursing Entry Level Master's Degree Nursing Program.

Theresa A. Harvath, PhD, RN, Program Director; Heather M. Young, PhD, RN, Associate Vice Chancellor and Dean; Kupiri Ackerman-Barger, PhD, RN, Assistant Director; and Lisa Benavides, Dierctor of Strategic Planning, represented the program.
Katie Daugherty, NEC presented this report. Dr. Harvath, FAAN was appointed Program Director shortly after the BRN accepted UCD's feasibility study in March/April 2014. The program submitted the required initial program approval self-study report and supporting evidence on January 12, 2015. An initial program approval site visit was conducted by Katie Daugherty, NEC on January 28-29, and February 2, and 9, 2015 following an earlier series of clinical site visits to verify the appropriateness and adequacy of selected clinical placements for the proposed MEPN program. The program was found to be in compliance with the Board's rules and regulations and no recommendations were made. A compliance summary was presented and detailed information

was provided in the Consultant's Report of Findings and Initial Program Approval Report. The addition of the MEPN program completes the originally conceived plans for the launch of the UCD BIMSON. The SON is accredited by the Commission for Collegiate Nursing Education through 2017. Clinical placements are identified for all content areas and will not displace existing students. The NEC verified that local nursing education program directors (ARC, CSUS, SCC, & SM) continue to support the UCD MEPN program start up effective Summer 2016. Dr. Harvath continues to participate in the various clinical facilities regional planning meetings such as Healthy Community Forum and the Psych/Mental Health planning group. There have been no issues or concerns expressed by the planning group members interviewed in relation to the establishment of the UCD MEPN program. As of February 2015, Dr. Harvath will be joining the separate Kaiser Permanente and VA clinical placement planning groups. There is sufficient compliance evidence to support initial program approval. Based on a program start date in June 2016, NEC site visits will be made in Quarter 3 (winter quarter 2016) and Quarter 6 (fall 2017) to verify program implementation as initially approved and ongoing compliance with the regulations.
Ms. Dong asked how the program would ensure clinical competency of faculty and Dr. Harvath explained that the faculty maintain competency through clinical practice and Instruction. Mr. Jackson asked whether any students of other programs will be displaced from clinical facilities and Ms. Daugherty advised that there will be no displacement of other programs' students. Ms. Minato asked for clarification regarding graduate nursing education options as part of the Entry Level Master's Degree curriculum and Ms. Daughterty described roles. Committee members asked about renewability of grant funds and program cost to students. Program representatives advised that the start-up grant funds are not renewable but ongoing financial support of the program is budgeted by the school, cost to students for the program is $93,000, and some students will receive a one-time $18,000 award and students can also apply for other forms of financial aid.
RECOMMENDATION (M.Jackson, J.Dong): Grant initial program approval for the University of California Davis Betty Irene Moore School of Nursing Entry Level Master's Degree Nursing Program.
Public Input: None.

7.6 VOTE ON WHETHER TO RECOMMEND ACCEPTANCE OF FEASIBILITY STUDY FOR PRELICENSURE NURSING PROGRAM

7.6.1 Chamberlain College of Nursing Baccalaureate Degree Nursing Program.

Jan DeMasters, PhD, RN and Roberta Haley, PhD, RN represented the school.
Carol Mackay, NEC presented this report. Dr. DeMasters is responsible for the development of a new Baccalaureate Degree Nursing (BSN) program for Chamberlain College of Nursing (CCN) in California. The Chamberlain College of Nursing Feasibility Study dated August 9, 2014 is the first FS submitted by CCN. Following review of this FS, the BRN requested additional information to demonstrate compliance with the BRN requirements. CCN submitted a revised FS November 14, 2014. CCN FS was first on the agenda of the January 8, 2015 BRN Education Licensing Committee (ELC) meeting held in Los Angeles and Committee determination was postponed to the March 5, 2015 meeting in Northern California to provide opportunity for input by existing nursing programs in the geographic area of the proposed new program. A summary was provided to describe how CCN meets the BRN requirements as outlined in Step 3 of the *Instructions for Institutions Seeking Approval of New Prelicensure Registered Nursing Program (EDP-1-01(REV03/10).* Chamberlain College of Nursing, formerly Deaconess College of Nursing, is a private degree granting institution of higher learning. In March 2005, DeVry Education Group Inc. acquired Deaconess College of Nursing. In 2006, the name was changed to Chamberlain

College of Nursing. The CCN FS is seeking approval for an onsite prelicensure BSN degree program in Sacramento, California. The proposed Chamberlain campus will be located at 10971 Sun Center Drive, Rancho Cordova, CA 95670, site of an existing CCN campus. CCN is institutionally accredited by the Higher Learning Commission (HCL) and is a member of the North Central Association of Colleges and Schools (NCACS). The next ten-year reaffirmation visit by NCACS will be in 2015-2016. Chamberlain's BSN degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). A ten-year reaccreditation visit was conducted in February 2014, and the results of the review are expected in November 2014. CCN is exempt from approval by the California Bureau of Private Postsecondary Education based on the College's NCACS accreditation. NCLEX pass rate of CCN BSN graduates of the program in other states for the past 4 years was presented and above the CA minimum of 75%. The proposed new BSN program can be completed in nine semesters, three years of full time enrollment. The CCN BSN program consists of 129 credit hours: 60 credit hours in liberal arts and sciences provided through a consortium agreement with DeVry university, and 69 credit hours in the nursing major. Information was reviewed regarding number of existing programs in the Sacramento region and potential applicant pool, clinical placements, budget, clinical facilities and other required resources. The proposed enrollment/admissions pattern was reviewed. Concern has been communicated with CCN regarding the high enrollment numbers and the rapid program growth. It was explained that typically the BRN approves a fixed number for student admissions and program growth is slow. The requirement that Schools of Nursing must seek BRN approval to make changes in enrollment numbers was also clarified. New program implementation is planned to occur no later than two years from BRN acceptance of the CCN FS (4/2017). The Chamberlain College of Nursing Feasibility Study meets all BRN Feasibility Study requirements with concerns remaining regarding admission and enrollment projections and the availability of clinical placements.

Mr. Jackson expressed concern regarding the proposed enrollment/admission plan. Ms. Mackay reported that she has discussed with the school that enrollment/admissions approval for a new program is usually more conservative than what is proposed in the FS. Ms. DeMasters explained that not all admitted students begin in the nursing courses as many need to first complete prerequisite coursework. It was identified that this will need further consideration in the self-study phase of the new program proposal review. Ms. Mackay provided additional clarification regarding the proposed program's planned clinical placements and additional information was provided by school representatives. Ms. Dong inquired about distances of proposed clinical facilities from the school campus, and Ms. Mackay reported that six of the proposed clinical facilities are located more than 50 miles from the school. The school representatives responded that commitments have been obtained from more clinical facilities than will be needed and that the school will use a computer program to plot student addresses compared to clinical site locations so that students can be scheduled at the nearest facility. Ms. Dong asked whether all clinical facilities listed in the FS report materials will be either verified or removed from the list. Ms. Mackay informed that the number of placements available indicated on the facility verification forms reflect fewer placements than indicated on the school's report, but that during the self-study phase of the approval process additional forms and information are required which will provide more accurate information and include information regarding other schools using the facilities for clinical placements. Additional evaluation of the proposed enrollment/admission pattern and clinical facilities will be conducted as part of the self-study phase of the approval process.

RECOMMENDATION (M.Jackson, J.Dong): Accept the Feasibility Study for Chamberlain College of Nursing Baccalaureate Degree Nursing Program.

Public Input: Dr. Marshall Alameida of the College of Marin expressed concern that addition of BSN programs can result in displacement of ADN program students related to clinical facility

preference. Elsa Monroe, RN agreed and also encouraged the Board to require that programs are NLN accredited.

7.7 GUIDELINE: CA RN LICENSURE QUALIFICATIONS FOR PERSONS SERVING IN MEDICAL CORPS OF ARMED SERVICES

Miyo Minato, SNEC presented this report. Persons with prior healthcare related military education and service frequently have questions regarding eligibility for RN licensure. The guideline was created to meet this need and, with the Committee's endorsement and after presentation to the full Board in April at the regular meeting, will be posted to the BRN website to provide convenient access to information for these potential applicants.

Ms. Minato explained the need for the guideline related to inquiries from potential licensure applicants who often do not qualify and are confused about the regulatory requirements. Mr. Jackson asked whether different consideration is given based on the type of corpsman experience and Ms. Minato explained that nursing programs can determine whether to grant credit. Ms. Dong asked whether the guideline has been circulated to other agencies for feedback and Ms. Minato explained that this was not necessary since the guideline only provides an explanation of BRN regulations.

Public Input: None.

7.8 2013-2014 ANNUAL SCHOOL SURVEY REPORTS

Julie Campbell-Warnock, Research Program Specialist presented this report. The Regional Annual School Reports present the historical analyses of nursing program data from the 2004-2005 BRN Annual School Survey through the 2013-2014 survey for the nine economic regions in California. Each region has a separate report. All data are presented in aggregate form, and describe the overall trends in these regions over the specified time periods. The data items addressed include the numbers of nursing programs, enrollments, completions, retention rates, student and faculty census information, simulation centers and student access to clinical sites and experiences. The nine regions include: (1) Northern California, (2) Northern Sacramento Valley, (3) Greater Sacramento, (4) Bay Area, (5) San Joaquin Valley, (7) Central Coast, (8) Southern California I (Los Angeles and Ventura Counties), (9) Southern California II (Orange, Riverside, and San Bernardino Counties), and (10) Southern Border Region. Counties within each region are detailed in the corresponding report. The Central Sierra (Region 6) does not have any nursing programs and was, therefore, not included in the analyses. The San Francisco Bay Area Report (Region 4) is attached as a sample. Final reports will be made available to the public on the BRN website after review by the full Board.

Public Input: None.

7.9 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

Ms. Elsa Monroe expressed that it is important to continue offering RN professional entry at ADN level which creates additional opportunity for socioeconomically challenged persons and those living in rural areas.

7.10 ADJOURNMENT

The meeting was adjourned at 11:22 AM.

Submitted by:

Leslie A. Moody

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: May 7, 2015

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 American University of Health Sciences Baccalaureate Degree Nursing Program
7.2.2 California State University, San Bernardino Baccalaureate Degree Nursing Program
7.2.3 University of California, Irvine Baccalaureate Degree Nursing Program
7.2.4 University of California, Los Angeles Baccalaureate Degree and Entry Level Master's Degree Nursing Program
7.2.5 University of San Francisco Baccalaureate Degree Nursing Program
7.2.6 University of San Francisco Entry Level Master's Degree Nursing Program
7.2.7 Western Governors University Baccalaureate Degree Nursing Program
7.2.8 Antelope Valley College Associate Degree Nursing Program
7.2.9 College of the Redwoods Associate Degree Nursing Program
7.2.10 Fresno City College Associate Degree Nursing Program
7.2.11 Golden West College Associate Degree Nursing Program
7.2.12 Los Angeles Southwest College Associate Degree Nursing Program
7.2.13 Modesto Junior College Associate Degree Nursing Program
7.2.14 University of California Davis Betty Irene Moore School of Nursing Family Nurse Practitioner Program

Acknowledge Receipt of Program Progress Report:

7.2.15 University of California, Los Angeles Baccalaureate Degree Nursing Program
7.2.16 University Of Phoenix at Modesto (Northern CA Campus) Baccalaureate Degree Nursing Program
7.2.17 West Coast University Baccalaureate Degree Nursing Program
7.2.18 East Los Angeles College Associate Degree Nursing Program
7.2.19 Kaplan 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
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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
American University of Health Sciences Baccalaureate Degree Nursing Program	L. Moody	03/27/2015	The required advanced medical surgical course for the LVN 45 quarter unit option is changed from N380/N380L Critical Care to N470/470L Advanced Adult Nursing Health Care Theory (5 units) and Clinical Studies (5 units). This will make the course/content required for advanced medical surgical theory and clinical uniform for all program students, consistent with the major curriculum revision approved June 2013.
California State University, San Bernardino Baccalaureate Degree Nursing Program	B. Caraway	02/25/2015	The CSUSB BSN submitted the following changes to the Curriculum: 1. Deletion of the following courses: CHEM 208, Human Biochemistry (3 units), MATH 305, Statistics (4 units),and ANTH 325, Human Biological Variation (4units). 2. MATH 110 being replaced with MATH 165, to combine the math requirement with the statistic requirement. 3. HUM319,Myth , Metaphor and symbol, being replace with HUM 325 perspectives on Gender The changes were made to align the Department of Nursing with the rest of the university. The above changes resulted in reduction in the total units for graduation from 193 units to 184 units. The changes were reflected in the revised" Total Curriculum Plan" and the "Required Curriculum: Content Required for Licensure" forms. These revisions will be reflected in the Student Handbook, Department Website and University Bulletin.
University of California, Irvine Baccalaureate Degree Nursing Program	C. Velas	02/17/2015	The program submitted changes to science courses, which are based on course and program evaluations: BioSci M118L (Microbiology lab) from 4 to 5 units; BioSci E112L (Physiology lab) from 3 to 4 units. Increase in science units will be 33 to 35units, units for total licensure will increase from 113 to 115units and units for graduation will increase from 183 to 185units. These changes will impact the current students in the Class of 2017.
University of California, Los Angeles Baccalaureate Degree and Entry Level	S. Ward	02/09/2015	BSN: Conversion of Nursing 162D Human Responses to Critical Illness: Introduction to Critical Care course from a (3) unit theory, (1) unit clinical med. /surg. course to a (4) unit theory course. It is transitioned to a other degree

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Master's Degree Nursing Program			requirement course. ELM: Conversion of Nursing 465D Human Responses to Critical Illness: Introduction to Critical Care course from a (3) unit theory, (1) unit clinical med. /surg. course to a (4) unit theory course. It is transitioned to a other degree requirement course.
University of San Francisco Baccalaureate Degree Nursing Program	K. Daugherty	03/11/2015	CRL/TCP forms updated changing the course numbering for OB/PEDS clinical course to N428, LVN 30 unit option courses to include N 475X, and reflect additional courses meeting the verbal and written communication requirements.
University of San Francisco Entry Level Master's Degree Nursing Program	K. Daugherty	02/27/2015	ELM/MSN-CNL program objectives revised to reflect AACN-CNL competencies(http://www.aacn.nche.edu/cnl/CNL-Competencies-Oct-2013.pdf. New set of objectives reflects eleven areas versus ten areas and 2013 AACN document language; program objectives content not substantively changed by revisions. These changes were faculty approved 2/2015 and become effective in Fall 2015.
Western Governors University Baccalaureate Degree Nursing Program	S. Ward	04/06/2015	Nurs 4910 Physical Assessment increased by 1 unit theory. Nurs 3231 Care of Adults with Chronic Illness decreased 1 unit theory and increased 1 unit clinical. Nurs 3310 Care of the Developing Family decreased by 0.5 clinical unit. Nurs 3320 Nursing Care of Children decreased by 0.5 clinical unit. Science and communication courses are reorganized. Nursing, science and communication courses renamed and renumbered. One form correction done.
Antelope Valley College Associate Degree Nursing Program	C. Velas	03/10/2015	Effective Fall 2015, 18 week semester will be compressed into a 17 week schedule. This is an increase of one week from previous curriculum and is a result of the Chancellor's Office request secondary to Faculty Flex scheduling. There are no changes to units, however hours of instruction have increased.
College of the Redwoods Associate Degree Nursing Program	C. Velas	03/27/2015	Effective 10/15/2014, Eng 1A increased from 3units to 4units. "Other Degree Requirements" were changed to reflect correct number of 9 units.
Fresno City College Associate Degree Nursing Program	S. Ward	04/06/2015	Change RN 101 and RN 102 Transition to Fresno City College Registered Nursing program theory and clinical courses so they will be implemented over 10 weeks instead of 6 weeks to improve LVN student success. Eliminate pre-

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			requisites and co-requisite requirements for the RN 33 Transcultural Healthcare course.
Golden West College Associate Degree Nursing Program	L. Shainian	03/02/2015	Effective Fall 2015, BIO G200 Pharmacology (3 units), will no longer be required as the pharmacology content taught in this course is already imbedded within the medical/surgical, maternal/child, and psych/mental health courses. NURS G260 Professional Nursing Issues and Trends (1.5 units) will no longer be included in the nursing curriculum as the content is already absorbed within all nursing courses of the program since faculty find the content pertinent to be taught over multiple courses . Nursing units decreased from 76.5 to 72 units: Theory Units decreased from 20.5 to 19; Clinical units unchanged; Science units decreased from 22 to 19; Total Units for Licensure decreased from 68.5 to 64; Total Units for Graduation decreased from 76.5 to 72 units.
Los Angeles Southwest College Associate Degree Nursing Program	C. Velas	02/12/2015	Effective Fall 2015 Nursing 518, Transition for Transfer Students, was created for LVN advanced placement students. Students will complete Nursing 518 in the summer and join generic ADN students in the second semester to complete the program. LVN experience will replace courses taught in the first semester accounting for 9 units.
Modesto Junior College Associate Degree Nursing Program	S. Engle	03/31/2015	Effective Fall 2015, units will be reduced from 40 to 36 units (18 theory and 18 clinical) to be consistent with ADN to BSN articulation and IOM recommendations; separate geriatrics from fundamentals course to create one unit geriatrics course to strengthen geriatric component and clinical exposure; combine maternity & pediatrics course to be delivered over the semester to meet program objectives; separate out Preceptorship from N276 to create separate course, to create increased experiences & marketability. Program philosophy & theoretical model unchanged. Course numbers and units as noted: N270 Pharmacology 2 units/36 hours; N271 Fundamental (theory 3 units/54 hour, clinical 3.5 units/189 hours); N272 Geriatrics (theory 0.5 units / clinical 9 hours, 0.5 /27 hours); N273Maternal-Child (theory 3 units/54 hours, clinical 3.5 units /189 hours); N275 Med-Surg (theory 3.5 units/63 hours, clinical 3.5 units/189 hours); Mental Health (theory 2 units/36 hours, clinical 1 unit/54

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			hours); N276 Advanced Med-Surg (theory 3.5 units, clinical 3 units/162 hours); N277 (theory I unit/18 hours, clinical 3 units/162 hours). Total units=36 (theory 18 (324 hours), clinical 18 (972 hours). Total units for licensure decreased from 66 units to 62 units; Total units for graduation decreased from 71.5 units to 67.5 units. Information will be noted in the college catalog.
University of California Davis Betty Irene Moore School of Nursing Family Nurse Practitioner Program	K. Daugherty	03/31/2015	Effective Summer 2015 program admissions, the eight quarters full time FNP M.S. Nursing Science and Health Care Leadership graduate degree track, will total 105 instead of 107 units. The FNP academic graduate core courses will include 26 units (260 hrs.); the FNP didactic/theory coursework 46 units(460 hrs.) and the FNP clinical component 33 units(990 hrs.). These changes more evenly distribute the number of units taken each quarter based on student and faculty evaluative feedback. FNP students wishing to obtain dual PA certification enroll in a ninth quarter following petition and graduate group approval. Re-establishing a post Master's FNP certificate program option is under consideration by the SON graduate group but no definitive timeline for possible re-implementation identified.

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
University of California, Los Angeles Baccalaureate Degree Nursing Program	S. Ward	02/13/2015	Submitted a plan of correction dated 2/12/15, to address non-compliance with NCLEX-RN examination pass rates for academic year 2013-14.
University of Phoenix at Modesto (Northern CA Campus) Baccalaureate Degree Nursing Program	S. Engle	02/13/2015	The program received written notification of non-compliance with CCR 1431 annual pass rate <75%. Program pass rate for (July 1, 2013-June 30, 2014) was 65.85% (n = 41) first time test takers. The program has submitted a comprehensive assessment and action plan to improve the annual pass rate.
West Coast University Baccalaureate Degree Nursing Program	S. Ward	02/20/2015	A plan of correction dated 2/13/15 was submitted, to address non-compliance with NCLEX- F examination pass rates for academic year 2013-14.
East Los Angeles College Associate Degree Nursing Program	S. Ward	03/23/2015	The program submitted a progress report (#3) on 3-18-2015. It provides updates on implementation of the plan of correction previously submitted to the Board in addressing area of non-compliance.
Kaplan College Associate Degree NursinProgram	L. Moody	03/23/2015	In compliance with CCR Section 1432, Kaplan College, San Diego has provided written notification that the school will be purchased by Virginia College, LLC in a transactio expected to be completed around July 1, 2015. Mr. John Carreon,Vice President, State Affairs/Associate General Counsel for Kaplan College has assured by letter dated March 21, 2015 that this change of ownership will not incur any change in program leadership or delivery, and that appropriate steps are being taken in communicatio with the school's accrediting body (ACICS) and the CA Bureau of Private Post-Secondary Education (BPPE) to ensure seamless continuation of degree granting authority. Kaplan College will continue to keep the BRN apprised of developments related to this ownership transition which affect the nursing program, including accreditation status and name change.
		03/31/2015	The program has submitted a progress report update to indicate additional actions taken to further correct findings of noncompliance and recommendations written related to the April 29-30, 2014 Continuing Approval Visit. Actions include addition of full- and part-time faculty with continuing recruitment for 2 full-time faculty positions, formalization of assessment/remediation resources for students, establishment of a more active and effective student governance process, ongoing progress in work on major curriculum revision proposal, and additional changes that will contribute to increased NCLEX-RN success for graduates. The actions described and evidence of implementation demonstrate appropriate and substantial progress toward achieving full compliance with BRN regulations.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.1
DATE: May 7, 2015

ACTION REQUESTED: Vote On Whether To Recommend Continuation Of Approval For Antelope Valley College Associate Degree Nursing Program

REQUESTED BY: Carol Velas, Nursing Education Consultant

BACKGROUND: Dr. Karen Cowell has been Program Director and Dean of Career Technical Education since 2001. Dr. Cowell has oversight of 29 programs and spends 10% of her time supervising the registered nursing program. She is supported by Elizabeth Sundberg MSN, RN who has 80% release time. Ms. Sundberg spends 90% of her release time supervising the registered and licensed vocational nursing programs.

A regularly scheduled continuing approval visit was conducted on March 10-11, 2015, by Nursing Education Consultants Carol Velas and Laura Shainian. The program was found to be in compliance with all rules and regulations of the Board of Registered Nursing. One recommendation was given in California Code of Regulations 1424(d)-Administration and Organization of the Nursing Program Resources. The recommendation is detailed in the Report of Findings and the Consultant's Report. The program submitted a letter on April 18, 2015 which includes the plan to address the recommendation.

Antelope Valley College was founded in 1929 as part of Antelope Valley Union High School and became a separate community college district in 1961. It is located in Northern Los Angeles County, situated in the western Mojave desert. The nursing program began in 1970 with its first graduating class in 1972. The program usually admits 60 students in the spring and 40 students in the fall with an additional 20 VN-ADN students admitted once a year if funding is available. The total current enrollment is 226 students.

A major curriculum revision was completed and approved in 2014 and will be implemented in Fall, 2015. The revision included moving from a theoretical framework grounded in Dorthea Orem's Self-Care Deficit theory to a conceptual framework which identifies the entry-level nurse as a practitioner, manager of care, scholar and teacher following the core values of excellence, integrity, and caring. Quality & Safety in Education for Nurses (QSEN) prelicensure competencies, advocacy and the Nursing Process are integrated throughout the curriculum to equip the student to carry out desired roles and responsibilities of the professional nurse. Low, medium, and high fidelity simulation is integrated into all courses. The new curriculum reflects the model curriculum vetted by California State University and Community College faculty to provide a seamless transfer of ADN graduates to baccalaureate programs. Antelope Valley College's ADN program has transfer agreements with California State University, Bakersfield and Chamberlain College.

Students, faculty and administration are happy and supportive of the program. Students report they have a progressive curriculum and excellent support from faculty and staff. They especially enjoy their skills/simulation labs and the elective work study program offered though community education.

Resources for this program are abundant and supported by several grants, however textbooks and other resource material found in the skills lab and library reference desk were outdated. There is no regularly scheduled review of instructional and reserve materials.

There is a systematic total program evaluation plan that analyzes timely program completion, attrition, and NCLEX pass rates annually. Course and program online surveys are completed regularly by students, faculty, clinical affiliates, and employers. Analysis and action plans are written and reported regularly.
NCLEX pass rates have remained in the 90th percentile for the past 5 years:

2009-2010	94.57%
2010-2011	85.71%
2011-2012	90.48%
2012-2013	91.96%
2013-2014	81.00%
2014-2015 (Jul-Sep)	89.29%
2014-2015 (Oct-Dec)	100.00%

Antelope Valley College's Associate Degree Nursing Program is well respected and valued in the community. Students are employed at both major hospitals and many commute to the Los Angeles Basin for employment.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Carol A. Velas Ed.D, MSN, RN
Nursing Education Consultant
(916) 330-0452

REPORT OF FINDINGS

ANTELOPE VALLEY COLLEGE
ASSOCIATE DEGREE IN NURSING PROGRAM
CONTINUING APPROVAL VISIT
March 10-11-2015

NON-COMPLIANCE: NONE

RECOMMENDATIONS:

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.

Consider periodic, scheduled review and replacement of textbooks and other instructional resource material to ensure currency (within five years) in your Skills Lab and Library Reference Desk (faculty reserves).

CONSULTANT APPROVAL REPORT FOR CONTINUING APPROVAL REVIEW

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

(916) 322-3350

PROGRAM NAME: Antelope Valley College, Associate Degree Nursing Program

DATES OF VISIT: March 10 & 11, 2015

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APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR	X		
SECTION 1425(a) The director of the program shall meet the following minimum qualifications:			Karen W. Cowell, PhD, RN was appointed Dean, Career Technical Education and Director of Nursing on April 1, 2001. Dr. Cowell has 100% administrative release time of which 10% is used to administer the ADN program. Other Career and Technical Education programs Dr. Cowell manages include: Vocational Nursing , Nurse Aide/Home Health Aide, Respiratory Care/Therapy, Emergency Medical Technology, Radiologic Technology, Medical Office Assisting, Nutrition and Foods, Clothing and Textiles, Interior Design, Fire Technology, Accounting, Business, Management, Marketing, Real Estate, Office Technology , Computer Applications, Computer Information Systems, Aeronautics, Aircraft Fabrication, Air Conditioning and Refrigeration, Auto Body, Automotive Technology, Drafting, Electrical Electronics Technology, Engineering, and Welding. In 2014, a college-wide reorganization occurred and department chairs were established. There are five department chairs that are responsible for the day to day operation of their areas. The nursing department chair/assistant director has 80% release time. Major concerns of each of these departments are brought to the Dean's level.
(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;	X		
(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with 1420 (h);	X		
(3) Two (2) year's experience teaching in pre- or post-licensure nursing programs; and	X		
(4) One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or	X		
(5) Equivalent experience and/or education as determined by the board.			

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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		Elizabeth A. Sundberg, RN, MN was appointed Assistant Director on November 6, 2008. Professor Sundberg had 60% release time to support Dr. Cowell in the administration of the program until January 1, 2015 when it increased to 80% with the assignment of Department Chair. Professor Sundberg also has responsibility for the Vocational Nursing program. Ms. Sundberg spends 90% of her time supporting the administration of the ADN Program.
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		
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		The Assistant Director has direct reporting responsibilities to the Dean/Program Director for the administration of the nursing program and has the ability to assume the position of authority over the nursing program in the absence of the Program Director.
SECTION 2: TOTAL PROGRAM EVALUATION			Program policy and procedures are written and reflect the philosophy, institution, program, and course learning outcomes.
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		
(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		There is a systematic total program evaluation plan that analyzes timely program completion, attrition, and NCLEX pass rates annually. Course and program online surveys are completed regularly by students, faculty, clinical affiliates, and employers. Analysis and action plans are written and reported regularly at faculty and other committee meetings (Program Evaluation and Planning). In response to higher than normal attrition in the second and fourth semesters, the faculty decided to pursue a major curriculum revision that moved medical/surgical content across three semesters instead of two, revised the nursing philosophy and conceptual framework to include QSEN competencies and to align the curriculum with the transfer model curriculum (SB 1440). Implementation of new curriculum begins in Fall 2015. Beginning with the Fall 2015 cohort, a new admission criteria (multi-criteria screening process adopted by the Chancellor's Office) will be implemented. Fifty percent of the admitted students will be taken from this ranking criterion.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances. **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		There is a student grievance policy written in the ADN Resource Manual. The policy statement includes that students will have due process and includes policies contained in the Antelope Valley College Administrative Policy Manual; AP 5520, AP5530, and BP550. There have been 15 resolved grievances since 2008. The majority of grievances stem from grading. There is an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and faculty, and clinical affiliates.

	Compliance	Non-Compliance	COMMENTS
SECTION 3: SUFFICIENCY OF RESOURCES	X		There are currently 226 students enrolled in the ADN program. Total yearly admissions into the program are 100 generic nursing students (60 in the Spring and 40 in the Fall semesters) with an additional 20 LVN-ADN students if funding is available. **Physical Space/equipment:** The ADN program moved into a new building in 2012 that is shared with the sciences. The total building space is 105,000 sq. ft. The classrooms hold 20 to 100 students and are fully equipped with current technology. **Skills Labs: HS205, 207, 209** Over 5,000 sq. ft. house three skills labs. **HS 205** has 10 beds including headboard, over bed tables, and privacy curtains. There are sinks located between each two beds. Tables and chairs were available to seat 14 people comfortably. **HS 207** has 7 hospital beds, headboards, over bed tables, privacy curtains, sinks and tables and chairs to seat 24 comfortably. **HS 209** had 7 beds, headboards, over bed tables, sinks, and privacy curtains. Tables and chairs were available to seat 18 people comfortably. Typical equipment found in hospitals was available in each room (IV and feeding pumps, linen carts, computer cart with charts, medication carts, with storage available in each room. Instructional resource material in the skills lab was outdated. **Simulation Lab: HS211A, D, E** Annette Jones is the full-time skills lab coordinator. She is assisted by two staff (Hilda Barkate and Kathleen Harjes). Three simulation rooms house high and low fidelity mannequins in beds with equipment needed for realistic simulation of the ICU, OB, newborn, teen, or young adult patient. A large supply room is stocked with all the supplies needed to simulate patient care. **HS211C** is a workroom for part-time faculty and houses the Scantron and central printer. A storage cart with 24 laptops was purchased with grant funding from the Chancellor's office. There is campus-wide Wi-Fi. Blackboard is used as a course management system and students can obtain course syllabi, handouts, and grades. Some instructors use computerized testing in their courses. **HS272-** Computer lab with IT Tech support. Chairs with arm desks, chairs/tables and individual booths are available in this well-lit quiet study lab. **Faculty offices:** Private offices with desk/chair and guest chair, storage, shelves, computer and telephone are available for all faculty. Part-time faculty workroom is located in the Skills Lab. **Faculty and supportive staff:** 27 Faculty (excluding Program Director) Full-time=12, Part-time=15 Instructors=13, Assistant Instructors=8, CTAs=6

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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.	X		**Campus-wide resources**: Resources are centrally located in the Learning Center which provides assistance for all students including tutoring, writing, math, reading, and supplemental instruction. All students have access to the Library on campus and via the internet. The library provides a variety of print, electronic, and digital resources that serve students, faculty, and staff, whether they are working on or off campus. Nursing resources on library shelves was very outdated. Instructor resource material from Reference Desk was also outdated. Students also have access to the Office for Students with Disabilities, Financial Aid, and EOPS. **Faculty resources:** Karen Smith, full-time Program Coordinator and one full-time Administrative Clerical III support the faculty in the RN program. One full-time, grant-funded nursing counselor/academic success advisor is available to all nursing students. Her office is in the nursing building and her office hours are adequate for student appointments. The counselor is new as of January and not completely aware of the LVN options but understands Dr. Cowell as a resource for student inquiry.
SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS **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:	X		
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.	X		The faculty is responsible for governance and the development of policies and procedures of the nursing program. The nursing faculty meets most Mondays and more often if needed through Curriculum Committee, ADN Faculty Meetings, Semester Course Meetings, annual Advisory Meetings, and the semiannual Program Evaluation and Planning Meeting for the purposes of developing departmental procedures and practices, planning, organizing, implementing, and evaluating all aspects of the nursing program. Full-time faculty regularly participates with part-time faculty and student representatives occasionally participating.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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.	X		Qualified content experts are represented for Med/Surg, OB, Peds, PMH, and Geriatrics. **Faculty:** Total 27 (excluding director) 12 Full-time and 15 Part-time • Instructors-13 • Assistant Instructors-8 • Clinical Teaching Assistants-6
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		At the beginning of each academic year changes to courses and curriculum are communicated to faculty through the ADN Professional Development Orientation. Other communication regarding courses occurs at Semester Course Meetings attended by full-time and adjunct faculty and through email and face to face contact.
SECTION 1425(c) An instructor shall meet the following minimum qualifications:			13 Instructors
(1) The education requirements set forth in subsection (a) (1).	X		
(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		
SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:	X		8 Assistant Instructors
(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		

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
(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		
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		6 Clinical Teaching Assistants
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		Qualified content experts are full-time and represented for Medical/Surgical, Obstetrics, Pediatrics, Psych/MH, and Geriatrics. Medical/Surgical: Elizabeth A. Sundberg, RN, MN Obstetrics: Sandra Hughes, RN, MN Pediatrics: Debra Dickinson, RN, MN Psych/Mental Health: Denise Walker, RN, MSN Geriatrics: Victoria Beatty, RN, MSN, G-CNS
Section 5: CURRICULUM SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure.			

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
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		The current curriculum of the ADN Program supports the philosophy based on the Self-care Theory of Dorothea E. Orem with a conceptual framework that includes the roles of provider and manager of care, communicator and collaborator, patient advocate, teacher, and member of the profession. The curriculum is based on the California Board of Registered Nursing Scope and Standards of Practice. The curriculum allows students to build upon prior learning, progressing from simple to increasing complexity. As a result of course attrition, the faculty developed and will implement a new curriculum in Fall 2015. The curriculum has moved to a conceptual framework which identifies the entry-level nurse as a practitioner, manager of care, scholar and teacher following the core values of excellence, integrity, and caring. Quality & Safety in Education for Nurses (QSEN) prelicensure competencies, advocacy and the Nursing Process are integrated throughout the curriculum to equip the student to carry out desired roles and responsibilities of the professional nurse. Orem's theory will still be taught as a self-care approach to patient care. Low, medium, and high fidelity simulation is integrated into all courses. The new curriculum reflects the model curriculum vetted by California State University and Community College faculty to provide a seamless transfer of ADN graduates to baccalaureate programs. Antelope Valley College's ADN program has transfer agreements with California State University, Bakersfield and Chamberlain College.
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X		Full and part-time faculty interface through Semester Course Meetings, emails, and face to face communication.
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 college offers a multi-day orientation to the college for all faculty. The department chair/assistant director for nursing orients the new faculty members to the program including policies and procedures. The lead instructor orients the new faculty to the courses he/she will be teaching, clinical supervision and student evaluation at the Semester Course Meeting. Hospital orientations are part of the orientation process for new full time and part time employees. Faculty is given information about who to contact to arrange for orientations (including the EMR and hospital policies) at the hospitals.
SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.	X		

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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		Last major curriculum change was November 20, 2014 with implementation starting Fall 2015.
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		Unifying themes include: • People are spiritual, psycho-socio-physiological beings who are rational and responsible for themselves…People are affected by, and respond to the environment by acting upon self, society, and all aspects of the environment. • Health is a state of wholeness or integrity of individuals…Health and illness is viewed as a continuum from optimal wellness to severe illness. Birth to death is viewed as developmental continuum. These two continua intersect at any point on either continuum. • The program fosters the intellectual, personal and professional development of the students and provides an educational foundation for articulation with universities and colleges. • The faculty believes that its responsibility is to provide an environment conducive to learning, to plan learning experiences, to provide direction, to act as a resource person, to offer feedback and to stimulate critical thinking…Learning is the acquisition of knowledge, skill and professional attitude throughout the educative process… • Diversity enriches the students and faculty and enhances the nurse-patient relationship. Students in the community college reflect a variety in learning styles; therefore the nursing program utilizes various methodologies to facilitate learning… • Nursing education integrates other disciplines in the arts and sciences. It is based on the premise that nurse agency results from cognitive knowledge, understanding of affective feelings, and development of psychomotor skills…
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:	X		Content for Licensure: 65.5 semester units Other Degree requirements: 7 semester units **Graduation: 72.5 semester units** 16 week: semester
(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-40.5 semester units** Total Theory: 20.75 units Total Clinical: 19.75 units

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
(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.	X X		**<u>Communication-6 semester units</u>** COM 103-Process of Communication- 3 units ENGL 101-Freshman Composition-3 units **<u>Related Sciences-19 semester units</u>** BIOL 201 General Human Anatomy-4 units BIOL 202 General Human Physiology-4 units BIOL 204 General Microbiology-5 units SOC 101 Introduction to Sociology-3 units PSY 101 General Psychology-3 units
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		Theory and clinical courses are taught concurrently in all clinical nursing courses. Nursing and instructional content meet regulation. Instructional outcomes are leveled for the first through fourth semesters, meet regulation, and are reflected in course syllabi.
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum. (1) 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) the 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 sciences 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 concepts are integrated throughout curriculum.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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: (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: (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: (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: (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.	NA		Program does not include Preceptorship

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
(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 include names of all current preceptors, registered nurse licenses, and dates of preceptorships. (7) Plan for ongoing evaluation regarding the continued use of preceptors. (c) Faculty/student ratio for precetorship 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.	NA		
SECTION 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		Nursing curriculum is delivered in semesters over 16 weeks, condensed calendar. Less than 25% of non-direct patient care includes simulation throughout the entire curriculum.
SECTION 6: CLINICAL FACILITIES 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. 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.	X		Clinical faculty supervises only students enrolled in the nursing program.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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		All clinical facilities are Board approved.
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		Written clinical objectives and student assignments are presented to each clinical site. Sites are evaluated by faculty using the Clinical Agency Assessment Form to determine the suitability of the clinical agency and to ensure the clinical experiences meet course objectives. An exit interview occurs between the faculty and hospital representative at the end of each clinical rotation to discuss concerns and successes. Annual Advisory meetings are another forum for communication between the clinical affiliates and the college. Students evaluate clinical sites at the end of each course. Results of clinical agency assessment, exit interview, student evaluation, and Advisory Meetings are reviewed by faculty and program administration and discussed at the semi-annual Program Evaluation and Planning meeting or as needed.
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:			Clinical agency contracts have implemented CCR Section 1427(c) requirements.
(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;	X		
(2) Provision for orientation of faculty and students;	X		
(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;	X		
(5) Provisions for continuing communication between the facility and the program; and	X		
(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	X		

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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		
SECTION 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 1:10-11. The ratio of faculty to students is set by the Curriculum Committee. The ratio is based on the assessments of the patient units and clinical agencies that are conducted by the faculty annually. Each unit and agency is evaluated to determine the adequacy of patient census; acuity of patient needs; objectives of the learning experience; class level of the student; types of experiences available to students; the types and amount of supervision required by the faculty; and the requirements established by the clinical agency.
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.	X		Evaluation tools include formative and summative evaluation and are specific for each course, progressive in complexity with uniform objectives.
SECTION 7: STUDENT PARTICIPATION **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: (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 are strongly encouraged to formally and/or informally participate with faculty in reviewing and making changes in the program. This is done through attendance at ADN Faculty, Nursing Advisory, Curriculum, and Program Evaluation and Planning meetings. Self-Study reports students "occasionally" attend meetings. Students also complete online course, program, clinical facility, faculty, and graduate surveys. Average return rate of the graduate survey is reported as 30%. Program is actively implementing strategies to increase student attendance in meetings and return of evaluations.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS **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.	X		LVNs have three options to complete their education and be eligible to take the National Council Licensure Exam-RN. These include: the 30-unit Option, Advanced Placement, and entrance into the generic ADN program. Printed in College Catalog pg. 296 Currently there are zero LVN students in the 30-unit option.
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 applicant's academic deficiencies, irrespective of the time such courses were taken.	X		LVNs are advised of the academic options available by the Admission Representative and ADN Program Director. The nursing counselor is actively learning the LVN Options.
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. 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		**<u>Current 30-unit option:</u>** BIOL 202 General Human Physiology-4 units BIOL 204 General Microbiology-5 units NS200 Nursing Transition-3 units NS230 Professional Nursing III-0.5 units NS232 Psychiatric/Geriatric/Community Nursing-4 units NS240 Professional Nursing IV-1 unit NS241 Medical/Surgical Nursing II-12.5 units **Total 30 units** **<u>Fall 2015 30-unit option:</u>** BIOL 202 General Human Physiology-4 units BIOL 204 General Microbiology-5 units NS200 Nursing Transition-3 units NS202A Medical Surgical Nursing II-5.5 units PSY236 Developmental Psychology-3 units NS201A Psychiatric-Mental Health Nursing-3 units NS204A Medical Surgical Nursing III-5.5 units NS 205A Transition to Professional Nursing-1 unit **Total 30 units**

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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.	X		Reflected in College Catalog.
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.	X		For the past 5 years, Antelope Valley College Associate Degree in Nursing Program has consistently been above the BRN first time licensing exam rate. 2009-2010: 94.57% 2010-2011: 85.71% 2011-2012: 90.48% 2012-2013: 91.96% 2013-2014: 81.00% 2014-2015 (Jul-Sep): 89.29% 2014-2014 (Oct-Dec): 100.00%

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
SECTION 11: CHANGES TO AN APPROVED PROGRAM **SECTION 1432** (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.	X		

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ANTELOPE VALLEY COLLEGE
Career Technical Education
(661) 722-6300, Ext. 6402 • Fax (661) 722-6403

March 18, 2015

Carol Velas, EdD, NEC
Board of Registered Nursing
Sacramento, CA

Dear Dr. Velas:

First, I would like to convey the thanks of my faculty and myself for the cordial and helpful visit to examine our associate degree nursing program for re-approval. The faculty and I are discussing the perspectives that you and Ms. Laura Shainian brought to our attention during the visit.

The recommendation regarding the outdated instructional materials on our reserve library shelves and in our skills lab has been followed. In response, our library staff has removed the outdated editions of the textbooks that were in the reserve collection. Our skills lab coordinator has removed all outdated editions of print material and video materials from the skills lab closets.

A task force consisting of the nursing department chair/assistant director, dean/director of nursing, nursing faculty, the library department chair, and the health sciences librarian collection specialist has been formed. The task force will be reviewing the college library collection and making recommendations for replacing outdated materials with current editions and current resources. The project and other updates to the library collection will be funded by a special budget augmentation of $100,000 from the president's office. We expect this project to be completed by December 2015.

Antelope Valley College appreciates the time and effort you and Ms. Shainian invested in reviewing our program.

Sincerely,

Karen W. Cowell

Karen W. Cowell, RN, MSN, PhD
Dean, Career Technical Education
Director of Nursing

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.2
DATE: May 7, 2015

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval of Prelicensure Nursing Program For Mendocino College Associate Degree Nursing Program

REQUESTED BY: Janette Wackerly, M.B.A., RN, Supervising Nursing Education Consultant (SNEC)

BACKGROUND: Barbara French PhD, MSN-FNP, RN is the Director of the Associate Degree Nursing Program at Mendocino College since 02/23/2004.

A scheduled continuing approval visit was conducted on March 16, 17, 18, 2015 by Janette Wackerly RN Supervising Nursing Education Consultant. The following finding of non-compliances are: not having a written five year plan for total program evaluation CCR 1424(b)(1); sufficient resource: faculty CCR 1424(d) and three recommendation: CCR 1424(e) director shall dedicate sufficient time for administration of the program; CCR 1425 reporting faculty changes, notification of hiring and resignations; CCR 1424(h) replacement of director due to retirement end 5/2015 and assistant director retiring end of fall 2015 semester both are teaching faculty and content experts. (The non-compliances and recommendations are detailed in the Report of Findings and the Consultant's Report). The program is requested to provide an early July 2015 progress report to be calendared for the August 6, 2015 Education Licensing Committee meeting.

The Mendocino-Lake Community College District incorporates approximately 3200 square miles of predominately rural geography, including three population centers in Ukiah, Willits, and Lakeport. Approximately 100,000 people live within the boundaries of the district. In November 2006, the College passed its first bond initiative and one of the results was $1.3 million dedicated to a nursing complex on the college campus. In May 2013 the nursing program director and faculty with the college administration were able to refurbish portable structures (roofing, siding, floors, walls, insulation, wiring and windows) transforming to a fully functional space with state of the art technology for nursing student to practice skills, receive instruction and or remediation, study, and participate in state of the art high fidelity simulation scenarios. There are two dedicated simulation suites complete with a birthing mother, infant Panda resuscitation/warmer, adult 3G Sim Man, and a pediatric simulator/crib. All rooms have working suction, air, headwalls, and equipment carts. Both simulation rooms are equipped with discrete wall and ceiling cameras and there is a view/control room where faculty can run simulations and directly observe and hear students talking. All simulations are taped and then shown to the students during debriefing.

The bond funding included refurbishing another portable building that now has five faculty offices, a reception area, conference/break room, a copy room, a server/computer room, and a nursing computer lab with 24 thin clients' computer stations. The computer room includes marker board, teaching station, individual head phones for each computer, and computer desks that protects the equipment. This space allows the students to practice with their ATI testing and take their proctored exams.

The Mendocino College RN Program continues to be a major contributor to the local area in regards to meeting the ongoing and upcoming demands for nurses in a rural community. Since the nursing students are educated in rural facilities, they understand the special client and facility needs associated with rural health care.

Mendocino College Nursing Program is primarily funded through grant monies with CCC enrollment grant being the current source of funding. In addition nursing receives CTEA funds for clinically relate travel. The three permanent full time instructor positions are paid primarily through the District. The rest of the categorical full time faculty position are paid via hospitals donation; $90, 000 annually between Ukiah, Willits, and Lakeport. Other funding sources have included Mendocino College Foundation with funding through Kiwanis, Mendocino Private Industry Council, Ukiah Rotary.

One of the highest strengths of the Mendocino nursing program has been the high NCLEX pass rate. The past class had 100% first time pass rate, and the pass rate has never been below 93.3%. For a small rural program this is reflective of the time and energy both students and faculty give to the process.

2009/2010		2010/2011		2011/2012		2012/2013		2013/2014	
# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
15	93.33%	28	96.43%	20	95%	19	94.74%	19	100%

The program since 2003 has graduated >200 new nurses. The majority of graduates have remained in the local area. Most have experienced great success in their nursing careers. Some are department heads; the local surgical outpatient facility is run and staffed by past graduates. One past graduate is the ED Director at Howard Hospital, Willits, CA. Another graduate is in charge of Hospice in the Mendocino Coast area. The graduates are integrating and assimilating into the health care community.

The nursing program was due in fall 2014 semester for an approval visit. The delay for the fall approval visit to spring 2015 was due to the director of nursing being off site due to medical leave. The nursing program day to day teaching activities and oversight were accomplished by the two assistant directors. The director is responsible for the continuing approval report for spring 2015 which she did upon return from leave.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Janette Wackerly, M.B.A., RN
Supervising Nursing Education Consultant

REPORT OF FINDINGS

Mendocino College Associate Degree Nursing Program
CONTINUING APPROVAL VISIT
March 16, 17, 18, 2015

NON-COMPLIANCE:

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.

The nursing program had collected data on admission and selection, attrition and retention of students and students meeting community needs. The program lacked a written plan for evaluation of the total program which faculty plan to address.

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

The Mendocino College, Planning and Budget Committee, are granting approval to replace a full time vacated nursing faculty position and to replace the current director spring 2015 and assistant director when she retires in spring 2016.
The approval visit had determined insufficient faculty resources to meet the objectives of the nursing program.

RECOMMENDATIONS:

1424(e) -The director and the assistant director shall dedicate sufficient time for administration of the program.
Director has 75% release time to administer the program and teaching courses in overload status.
Assistant director has 25% release time to administer the program and teaching courses in overload status.

1425 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.
Suggestion attention be paid to reporting faculty changes, notification of hiring faculty and resignations to meet 1425

1424(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatric, 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 an interdisciplinary team; focusing on quality improvement, and using information technology.
N132 Complex Medical Surgical Nursing II remove NCLEX REVIEW (Med-Surg), (OB&Peds) (Comprehensive Review) if appropriate identify as ATI as described the courses Student Learning Outcomes.

CONSULTANT APPROVAL REPORT FOR CONTINUING APPROVAL REVIEW

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

(916) 322-3350

PROGRAM NAME Associate Degree Nursing Program, Mendocino College

DATES OF VISIT: March 16, 17, 18, 2015

WORK COPY

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR			
SECTION 1425(a) The director of the program shall meet the following minimum qualifications:	X		Dr. Barbara French PhD, MSN-FNP, RN
(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;	X		PhD-Psychology, Saybrook Graduate School and Research 7/99 MSN-FNP Sonoma University 5/2007
(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with 1420 (h);	X		Asst Director Merced ADN program 1996-1998
(3) Two (2) year's experience teaching in pre- or post-licensure nursing programs; and	X		Nursing Faculty Merced ADN College
(4) One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or	X		Direct patient care O"Con ner Hospital, San Jose 1992
(5) Equivalent experience and/or education as determined by the board.			N.A
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		Fran Laughton RN, PHN, MSN-FNP MSN-FNP Sonoma State University 1995 BSN Domigus Hill 1989 And Dr. Vicki Chaudrue, adjunct faculty without benefits and without release time; available for 'backup' director and assistant director when needed.
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		Director 75% release time and 11 month appointed faculty position in place since 2003. Assistant Director is a 9 month appointment with 25% release time for administrative duties. **Recommendation**: increase time for Director, 75% unrealistic release time to administer the program: especially when factoring classroom teaching with additional overload for teaching requirements.
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		Due to director medical leave 9/29/2015 to October 6, 2015, then working from home until January 5, 2015; assistant director delegated authority to perform the director's duties in the director absence. The director resumed her duties on campus January 5, 2015 The 1412(F) regulation is met.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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		Student Handbook College 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	**Non-Compliance:** Nursing program does not have a written five year plan total program evaluation. The program has evidence of evaluation of attrition/retention, employer & alumni surveys, RN-NCLEX pass rate and course & level student learning outcome assessments.
SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances.	X		College catalog describes the grievance processes. The nursing program has informal procedures at the student-faculty level to resolve identified problem. Student-faculty level problem may go to college grievance procedure outlines in college catalog.
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.			Organizational chart meets requirement.
SECTION 3: SUFFICIENCY OF RESOURCES			
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.		X	**Non-Compliance** Faculty resignation in May 2014 and the faculty position not replaced for hire 2014 or 2015. Sufficiency faculty resource needs to be addressed in that director retiring May 2015 and assistant director resigning fall 2015. Faculty are to be qualified and adequate in type and number to implement the nursing program.
SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS			

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
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:	X		All faculty RN Licenses are current **Recommendation:** Suggest attention be paid to reporting faculty changes, notification of hiring faculty and resignations to meet 1425.
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.	X		Director and assistant director along with all faculties have been responsible for developing policies and procedures, planning, organizing, implementing and evaluating all aspect of the program.
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.	X		**Recommendation:** Describe going forward from retirement of director and assistant director how Mendocino College will provide faculty that is adequate in type and number and implementation of the approved ADN program. Develop mechanism for a least one qualified instructor in each area as required in 1426 (d) and content expert in area as required.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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		The supervision requirement has been met for Director supervising assistant director through all functional levels instructor, assistant instructor and clinical teaching assistant
SECTION 1425(c) An instructor shall meet the following minimum qualifications:	X		
(1) The education requirements set forth in subsection (a) (1).	X		Barbara French PhD, MSN-FNP, RN Director and faculty Fran Laughton MSN-FNP Assistant Director and faculty Vicki Chaudrue EdD, MSN, Assistant Director and faculty Carol Kendall-Douchette, MSN, RN part time faculty Lisa Woods MSN, BSN,
(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		
SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:	X		Nora Danning BSN, RN part-time Nancy Goodman BSN, RN part-time Jennifer Graff MSN-FNP, BSN, RN part-time Michelle Hoomalu BA, RN part-time Cathleen Lukrich MSN, RN part-time Nika Patterson BSN, RN part-time
(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;			

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
(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.			
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		Lynne Alarie ADN RN Rosmary Beck ADN RN Lisa Leonard ADN RN Niki Patterson ADN RN Rebecca Plachte ADN RN
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		Rachael Barber MSN-FNP, RN obstetric & pediatric Vicki Chaudrue EdD, RN medical/surgical and geriatric Barbara French PhD, MSN-FNP, RN med/surg &psych Fran Laughton MSN-FNP obstetric, pediatric, P/MH, med/surg

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
Section 5: CURRICULUM 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		Philosophy recognizes that people are complex and dynamic beings who respond to changing environments in biological, psychological and social domains. Focus is to provide students with perspective and techniques of a consistent and logical decision-making process. Conceptual framework based upon the concepts of nursing process and nursing roles. Curriculum and course sequencing builds on the adaptive behavior of clients to obtain and maintain health in various settings
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X		All faculty assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.
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		
SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.	X		
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		
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		
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:	X		Total number of Units---83 units Theory Units—29 units Clinical Units—18 units
(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		
(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication.	X		

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
(3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.			
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		Theory courses and clinical patient experiences are directly related and clinical instructors assign nursing students to patients based on the weekly theory content to reinforce these topics and allow hands-on learning. **Recommendation:** N 132 Complex Medical Surgical Nursing II remove NCLEX REVIEW (Med- Surg), (OB & Peds) (Comprehensive Review) if appropriate identify as ATI as described the courses Student Learning Outcomes.
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.	X		
(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		

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
			WORK COPY
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:	X		
(a) The course shall be approved by the board prior to its implementation.	X		
(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following:	X		
(1) Identification of criteria used for preceptor selection;	X		
(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities;	X		Preceptor Training Packet Spring 2015
(3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements: (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;	X		
(E) A relief preceptor, who is similarly qualified to be the preceptor and 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: (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.	X		

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
(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 include names of all current preceptors, registered nurse licenses, and dates of preceptorships. (7) Plan for ongoing evaluation regarding the continued use of preceptors. (c) Faculty/student ratio for precetorship 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.	X X X		Preceptor Training Packet Preceptor Student Handbook Faculty Liaison, Fran Lofton MSN-FNP, RN
SECTION 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		
SECTION 6: CLINICAL FACILITIES			
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.	X		Faculty only supervise nursing students enrolled in the registered nursing program.
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.	X		Preceptorship, non-faculty, meets requirements.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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		Program maintains a grid
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		
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;	X		
(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.			
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.			

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
SECTION 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 policy on faculty:student ratio has remained consistent since 2005. Maximum instructor:student ration is 1:10. This ratio will be further decreased based on: area facilities requirement such as critical care, size of facility, and level of student in rotation
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.	X		Student Learning Outcomes Assessment in evidence, outcomes statements of behaviors for graduates based on curriculum: theory and clinical practicum.
SECTION 7: STUDENT PARTICIPATION **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:	X		Student officers are elected mid-term in their first semester and updated as needed. Students participate in local health fairs, fund raising activities, tours of the simulation lab at open house and Foundation events. Each year college holds an employee health faire under college insurance, faculty and students participate. Each year student participate in Children's Health Faire in Willits, vision, hearing, educate on diabetes and poisoning
(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 avenues to present information on all aspects of the education program through survey tools.
SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS **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.	X		The nursing program offers advance placement for LVN to RN each year. The program admits minimum of 6 LVNs and seeks also to fill any attrition of the first two semesters with eligible LVNs. The 30 unit option is on space available basis only. To date one student has chosen this option and completed.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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 applicant's academic deficiencies, irrespective of the time such courses were taken.	X		If a LVN applicant does not have a transcript identifying completion of pediatrics and obstetrics, the LVN-RN applicant is referred to the Ukiah Adult Education LVN program for attendance and completion of the courses not in evidence: pediatric and obstetric nursing.
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.	X		
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		
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.	X		College catalog College website information Student Handbook

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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.	X		

2009/2010		2010/2011		2011/2012		2012/2013		2013/2014	
# Taken	**% Pass**	**# Taken**	**% Pass**	**# Taken**	**% Pass**	**# Taken**	**% Pass**	**# Taken**	**% Pass**
15	93.33%	28	96.43%	20	95%	19	94.74%	19	100%

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
SECTION 11: CHANGES TO AN APPROVED PROGRAM SECTION 1432 (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.	X		

BOARD OF REGISTERED NURSING
Nursing Practice Committee
Agenda Item Summary

AGENDA ITEM: 7.3.3
DATE: May 7, 2015

ACTION REQUESTED: Vote on Whether to Recommend Continuing Approval of Prelicensure Nursing Program For Napa Valley Associate Degree Nursing Program

REQUESTED BY: Janette Wackerly, RN, Supervising Nursing Education Consultant

BACKGROUND: Janice G Ankenmann MSN, RN, CCRN, FNP-C, Associate Degree Director interim)

A continuing approval visit was conducted on November 18 and 19, 2014 and February 19, 2015 by Janette Wackerly, Supervising Nursing Education Consultant. The program was found to be in non-compliance with Section 1424(e) director & assistant director insufficient time to administer the nursing program and job descriptions not related to 1420(h) Director and 1420 (c) Assistant Director; Section 1424(b)(1) written plan for evaluation of the total program not in evidence; Section 1424(d) limited resources staff and support services; Section 1424(g) nursing faculty handbook and faculty responsibilities per CCR 1425.1 not in evidence; and Section 1426(d) concurrent theory and clinical courses. The NEC is requesting a progress report by September 2015.

The following recommendations were made to strengthen the program: Section 1424(b) nursing faculty improve informal process of student problem identification to resolution; Section 1424 (c) organization chart established in faculty handbook: relationships, lines of authority and channels of communication; Section 1424 (j) director supervision of all faculty levels; Section 1425(f) Faculty Handbook content expert job descriptions and curriculum work identified; Section 1424 (a) curriculum philosophy and objectives updating to reflect contemporary nursing; Section 1425.1 (b) Faculty Handbook with policies on orientation and mentoring; Section 1426(a) College catalog reflect Board approved curriculum theory and clinical units; Section 1426(b) unifying theme 1424(g) last updating 2009; Section 1424 (i) identifying students in alternative clinical placements due to agency requirements; Section 1426 (b) tools to evaluate student's academic progress, performance and clinical learning experience be made consistent, course to course in the program, possible use of rubric.

In January 2014 the Director of Nursing and Associate Dean of Health Occupation retired and for a number of months the assistant director led the nursing program. However, attempts at hire to the director position both internally and externally was not successful. May 2014 Janice Ankenmann, previously an assistant director, assumed the interim role of director with board approval. The Janice Ankenmann, interim director has 75% to 80 % release time to administer the RN nursing program. Janet Duffy was approved as assistant director has 25% to-30% release time to assist with RN program administrative duties.

The first approval report submitted to the supervising nursing education consultant did not contain the detailed information responding to the regulations. A second approval report was provided to the supervising nursing education consultant in December 2014 which included the needed responses to the regulations. The school visit was conducted with the director, dean of health occupations, faculty, students, and clinical facilities on November 17 and 18, 2014. Multiple telephone meetings regarding the approval report for non-compliances and recommendation were accomplished with the director. On February 19, 2015 an on campus school visit provided needed interaction with the supervising nursing education consultant, nursing director, dean of health occupations, president and vice president of the Napa Valley College to discuss activities needed to bring the Napa Valley College Associate Degree Nursing program into full compliance with the board's rules and regulations.

Napa Valley College Associate Degree Program has submitted their plan for compliance with the Board of Registered Nursing Rules and Regulations identified in the Approval Report, see attached. The attached plan includes dates for progress reports to the NEC as well as completion dates. The nursing program requests time for a comprehensive approach to programmatic needs and consultation with a content expert to assist with curriculum. The program projects the curriculum process will take about a year.

The nursing program and dean of health occupations has been supportive and working to accomplish full compliance.

NEXT STEP: Place on Board Agenda.

PERSON TO CONTACT: Janette Wackerly, RN, SNEC

REPORT OF FINDINGS

Napa Valley Associate Nursing Degree Program
CONTINUING APPROVAL VISIT
November 18-19, 2014 and February 19, 2015

NON-COMPLIANCE:

- Section 1424(e) – Director & Assistant Director insufficient time for administration of the nursing program and job descriptions Section related to 1420 (h) Director and 1420 (c) Assistant Director.
- Section 1424(b)(1) – Written plan for evaluation of the total program not in evidence.
- Section 1424(d) – Resource staff and support services, dedicated administrative support for the program insufficient or not identified.
- Section 1424(g) – Nursing facility handbook not in evidence and faculty primary responsibilities.
- Section 1426(d) – Concurrent theory and clinical not reflected in courses sequencing.

RECOMMENDATIONS:

- Section 1424(b) – Nursing facility improve informal process of student problem identification to resolution
- Section 1424(c) – Organization chart established in faculty handbook: relationships, lines of authority, and channels of communication
- Section 1424(j) – Director supervision of all faculty levels
- Section 1425(f) – Faculty handbook content expert job descriptions and curriculum work identified
- Section 1424(a) – Curriculum philosophy and objectives updating to reflect contemporary nursing
- Section 1425.1(b) – Faculty handbook with policies on orientation and mentoring faculty
- Section 1426(a) – College catalog reflect Board approved curriculum theory and clinical units
- Section 1426(b) – Unifying theme
- Section 1424(g) – Last updating 2009
- Section 1424(i) – Identifying students in alternative clinical placements due to agency requirements
- Section 1426(b) – Tools to evaluate student’s academic progress, performance, and clinical learning experience be consistent course-to-course in the program, possible use of rubric

CONSULTANT APPROVAL REPORT FOR CONTINUING APPROVAL REVIEW

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

(916) 322-3350

PROGRAM NAME: Napa Valley College ADN

DATES OF VISIT: November 17&18, 2014 and February 19, 2015

WORK COPY

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR			Janice Ankenmann RN, MSN, FNP-BC, CCRN Interim until June 2015
SECTION 1425(a) The director of the program shall meet the following minimum qualifications:	X		
(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;			MSN FNP January 2002 University of Phoenix MBA Health Administration 1997 St Mary's College
(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with 1420 (h);			Assistant Director of Napa Valley College 8/15/2011-9/15/2013
(3) Two (2) year's experience teaching in pre- or post-licensure nursing programs; and			Professor Napa Valley College June 2005 to current
(4) One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or			RNII at Queen of the Valley ICU 1990-2006 FNP at Napa Valley Nephrology & Internal Medicine
(5) Equivalent experience and/or education as determined by the board.			
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		Janet Duffy RN MSN
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.		X	Draft job description Program Director does not meet intent of CCR 1420(h) and suggested release time is insufficient to administer the registered nursing program. Draft job description Assistant director does not meet intent of CCR 1420(c) and no release time at time of approval for Asst. Director. **Non-Compliance:** Director 1420(h) with authority and responsibility to administer the program. The Director coordinates and directs all activities in developing, implementing, and managing the nursing program including its fiscal planning. Sufficient release time to administer the program. Formalize job descriptions for director and assistant director
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.			Janet Duffy RN, MSN Assistant Director appointment 8/2014 Master's in Nursing San Jose State University Professor 1999 Psych/Mental Health and Geriatric Assistant Director 9/2004-9/2006

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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		The philosophy and the objectives of nursing program must be consistent and serve as the basis of the curriculum structure. **Recommendation**: Faculty Handbook describe how faculty assure philosophy and objectives serves as the basis of the curriculum, update QSEN 2012 needing planning and implementation throughout curriculum.
(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	**Non-compliance**: The program does not have a documented plan for total program evaluation for the past 5 years. Faculty recognize that formal total program evaluation has not been a part of their regular practice as nurse educators. The evaluation processes needs to assess the effectiveness of the total educational program, including the effectiveness of the evaluation plans as a quality improvement tool. The evaluation reports to include patterns and trends, faculty analysis, outcome analysis (change, resolution).
SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances.	X		Formal Grievance identified in Napa College Faculty Handbook pgs 109-116. **Student Handbook page 30** Channels of Communication, Informal process, follow appropriate channels to resolve concerns, testing, evaluation procedures, classroom activities, clinical environment, or unethical/competent practices with peers/staff. Question: how would the nursing student proceed? **Recommendation:** Nursing faculty develop the plan for nursing students to address concern through chain of command that starts with classroom or clinical instructor, and move on to the core faculty (full time) and then to the Director as necessary. The process formalized in the Nursing Faculty Handbook with processes and data records identified and utilized. Student Handbook informal processes improved by identified process explanation and related documentation/forms.
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		**Submission Draft 11.2014** Student Grievance Procedure-Form is a ADN Remediation Plan, faculty need to identify the process and related documentation, time frame for inclusion in Faculty Handbook and Nursing Student Handbook. Organizational chart for Interim Director and Faculty in evidence. **Recommendation**: linkage to 1420 (h) Director authority and responsibility to administer the program, faculty responsibilities 1420(d) and 1420 (F) incorporated into a Faculty Handbook

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
SECTION 3: SUFFICIENCY OF RESOURCES **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.		X	The report identifies resources: educated and experience faculty, library, support services, awaiting confirmation of director and assistant director (current interim), testing and tutoring, center for health occupation skills lab, adequate supplies for clinical training, state of the art high fidelity and staffed simulation center (Yountville). **Non-Compliance:** The report does not identify administrative support for the program in hours per week nor identifying work processes that require administrative support in time allotments per week for evaluative functions: data collection, analysis, evaluation.
SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS **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:	X		Faculty teaching in areas of medical/surgical, pediatric, obstetric, geriatric, psych/mental health have validated continuing education and teaching assignment for the area/population verified as clinically competent 4120(d). In future assure that faculty prelicensure competency is based on content related teaching assignments. Verification of licensure for all teaching faculty is identified in the revised approval report.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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.		X	**Non-Compliance** Nursing Faculty Handbook not in evidence to support primary responsibilities as defined (1424 (g)) Faculty in retrospect, past five years, do not function as a group of educators producing the ADN program in concert with each other or amongst the first year and second year program components. Nursing program consultant required to assist program faculty to meet the regulation. Mission statement 2009, Program Philosophy 2009, Unifying theme 2009, Program outcomes 2009 are not updated to include Quality and Safety Education of Nursing (QSEN). Inconsistent descriptions of nursing program, NURS courses and Health Occupation and student materials.
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.	X		Faculty profiles that include the last five years of activities related to their teaching assignment(s) and their approved clinical areas are in evidence with CE hours &/or clinical work experiences sufficient to demonstrate faculty expertise and continued clinical competency. **Supplemental report received and faculty activities reported.**
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		**Recommendation:** Describe the hierarchy of the faculty in relationship to implementing the curriculum. List relationship of Director through faculty and non-faculty in relationship to implementing the curriculum. Supervision has been inconsistent within the nursing program and organization of faculty.
SECTION 1425(c) An instructor shall meet the following minimum qualifications:	X		Janice Ankenmann RN, MSN, CCRN, FNP-C Maria del Rosario C. Biddenback MSN, FNP- Janet Duffy RN, MSN, Donna Geiger RN, MSN, FNP-BC Robert Millay RN, MSN Ed Linda Napholz RN,BSN, MSN PhD, Regina Orozco RN, BSN, MSN Janice Whitmer RN, BSN, MS Karen Lewis RN, MSN Noreen Martin RN, MSN Stacie Sanborn RN, MSN Monique Yablon RN, MSN

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
(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.			
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;	X		EDP-P-10 all assistant faculty identified in the approval report. Yvonne Carter BSN, RN Beatrice Chavez BSN, RN Lazaro Jose Chong ASN, RN Laura Corson BSN, RN Heather Davis MSN, FNP Marie Fortier MEd, RN Megan McWilliams BSN, RN Martha Pierre BSN, RN
(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.			

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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		EDP-P-10 t Crystal Luikart RN, ADN Jo Froland RN, ADN
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		**Recommendation** Faculty Handbook to implement 1420(F) content expert responsibilities will be incorporated and include review and monitor the entire curriculum content for the designated nursing area. The work is explained and recognized by all faculty. **Recommendation** Content experts identified in report, however no related job description and no curriculum work identified for logical and systematic leveling of courses and measurements and evaluation of Student Learning Outcomes. Integrated content for medical/surgical, psychiatric, pediatric, geriatric not clearly delineated by faculty and all faculty credentialed in these reported areas. Janice Ankenmann RN, MSN, CCRN, FNP-C Med/Surg Maria Biddenback RN, BSN, MSN, FNP Pediatric Janet Duffy RN, MSN Psych/Mental Health & Geriatric Regina Orozco RN, BSN, MSN Obstetric
Section 5: CURRICULUM 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		Meets requirement but dated to 2009 or earlier. **Recommendation:** Suggest that faculty consult contemporary descriptors for nursing competencies and current practices standards such as but not limited to collaboration, evidence based practice, safety and information competencies and others as described in nursing resources.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X		Board considers part-time faculty share same responsibilities as full time faculty. Faculty members are responsible for consistent implementation of the program. Need evidence responding to: Nursing faculty job descriptions, program's full-time and part-time policy. Student report consistent implementation of philosophy and framework across the curriculum. Specific meeting minutes for validation of students reporting consistent implementation as required.
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		**Recommendation**: Develop policy for orientation of new faculty members, including processes in Faculty Handbook. **Faculty Handbook:** develop: Orientation
SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.	X		**Faculty Handbook:** Policy on faculty remediation.
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		Total curriculum Plan (EDP-P-05) Total units 73.5 Nursing Theory ---25.5 units Nursing Clinical----18 units **Recommendation** The College Catalog pages 145-146 Total Units 74.5-85.5. Update all documents to reflect current Board approved curriculum structure. See 1426(c)
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		As reported in Section 1424(g) unifying theme dated 2009. Six core components: nursing process adheres to legal and ethical standards of practice, maintain effective communication, apply theory to practice, organize and manage care and demonstrate professional growth and personal growth. **Recommendations:** teaching, and QSEN updating core concepts such as patient centered care, teamwork and collaboration, evidence-based practice, clinical judgment, quality improvement, information competency and professionalism.
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		Total Units 73.5 Theory 25.5 units Clinical 18 units Semester 18 weeks

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
(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.			English 120 Reading & Composition 3 units SPEE 124 Career Communication 3 units BIOL 218 Human Anatomy—5 units BIOL 218 Human Physiology---5 units BIOL 220 Microbiology---5 units Psychology 125 Human Growth and Development—3 units Societal/Cultural **???** 3 units
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	**Non-Compliance:** Theory and clinical shall be concurrent: Pediatric Nurs 141-142; NURS143-144; NURS 245; NURS 246-NURS247; NURS 248, NURS 249-Nurs 250. Provide course mapping of theory with clinical providing evidence of concurrency within the semesters: pediatric clinical and medical/surgical, psychiatric, geriatric related to theory. (EDP-P-05) Clinical mapping needs verify theory to clinical practice for psych and geri (EDP-P-05). All faculty need approval in semester courses for the areas with current practice with students in clinical, current CE or academic program. Only OB as having theory and clinical not related as integrated content.
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum. (1) 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) the 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 sciences 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		NURS 141 Introduction of Nursing, Psych 125, NURS Engl 120 Reading and Comp, SPEE 124 Career Communication BIOL 218 Human Anatomy,BIOL 219 Human Physiology, BIOL General Microbiology, Psych 125 Human Growth and Development Humanities (please identify)

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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: (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: (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: (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: (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.	X		Why the titling on HEOC others still NURS NURS 250—Nursing Preceptorship Theory 18 hours Clinical 108 hours Credit 3 units Please look at the course objective #7 How can Hesi Exit Exam? explain process and outcome to BRN Reported from program director that Hesi Exit Exam removed from NURS 250 (2)Section 1426.1(b)(3) meets requirements (5) Section 1426.1(b)(4) Communication plan Preceptor course files and responses from student/preceptor review, meets requirements.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
(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 include names of all current preceptors, registered nurse licenses, and dates of preceptorships. (7) Plan for ongoing evaluation regarding the continued use of preceptors. (c) Faculty/student ratio for precetorship 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.			(5)Section 1426.1 (b) **Onsite meetings are held at regular intervals, verified …** **Conduction ongoing monitoring and evaluation**
SECTION 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		Mapping by course, (exception course(s) where basic nursing skill in a skills lab are taught) direct patient care hours per course listed and identify of simulation hours in identified mapped courses.
SECTION 6: CLINICAL FACILITIES			
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.	X		Met requirement
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.	X		Preceptorship NURS 250 **Recommendation:** Mapping by course(s), identify nursing students on alternative clinical placement in acute care when facility has reduced number of nursing students on a care unit/floor.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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		Program verified current contracts
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		**Faculty Handbook:** Faculty responsibilities to evaluate clinical facilities in meeting student learning objectives, SLOs, and only assign students to facilities that can provide the experience necessary to meet the SLOs and theory to clinical practice
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;	X		All agreements reviewed
(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.			
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		At the time of approval visit, no new clinical agencies or facilities required for nursing student learning activities.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
SECTION 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		Meets requirements. Clinical facilities are beginning to request fewer nursing student, 6 per unit, where previously may have had 10 nursing students. Nursing program addressing acute care hospital request to decrease number of nursing students on the acute care nursing unit. **Recommendation (1424 i)** relate information
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.	X		**Recommendation:** develop a system of consistent and clear demonstration of competency for theory and clinical possible use of rubrics.
SECTION 7: STUDENT PARTICIPATION **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: (d) Philosophy and objectives; (e) Learning experience; and (f) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities.	X		Faculty Handbook identify how to: Provide opportunities for students to participate with faculty in identification of policies and procedures (a) Philosophy and objectives (b) Learning experiences (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facility.
SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS **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.	X		At the time of the approval visit, Napa Valley College, did not have a LVN-RN program due to decreased or discontinued funding.

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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.	X		Director of Nursing evaluates applicant's academic deficiencies or does academic counseling provide this service?
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. 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		Catalog publishes requirements
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.	X		

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
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.	X		The pass rate on RN-NCLEX is above the minimum pass rate for the past five years.

2009/2010		2010/2011		2011/2012		2012/2013		2013/2014	
# Taken	**% Pass**	**# Taken**	**% Pass**	**# Taken**	**% Pass**	**# Taken**	**% Pass**	**# Taken**	**% Pass**
69	84.06%	91	90.11%	93	88.17%	73	91.78%	36	80.56%

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS **WORK COPY**
SECTION 11: CHANGES TO AN APPROVED PROGRAM SECTION 1432 (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.	X		Program notified the Nursing Education Consultant when the assistant director was functioning as interim director, and again when the assistant director/interim director resigned and anew interim director was appointed. The change was due to director retirement. Administration offered current faculty 20 hours per week paid at administrative salary. On May 2014 faculty who had been assistant director agree to in the interim Director role for Napa Valley College.

April 9, 2015

Dear Ms. Janette Wackerly, MBA, RN
California Board of Registered Nursing
Supervising Nursing Education Consultant
Practice Liaison

RE: **Napa Valley College Associate Degree of Nursing Plan for Compliance with the BRN Approval Report**

The Napa Valley College ADN program recognizes the areas of non-compliance and the recommendations made by the BRN during the approval visit and as in the approval report. Our goal is to provide a current and comprehensive nursing program to our nursing students' that meets all of the California Board of Nursing requirements-- and we will meet all of the requirements herein.

Attached is our plan for compliance, some of which we are already working on, for your review and approval. Some of the updates we are working on now (ex. Faculty Handbook, Student Handbook) can be accomplished in a shorter timeframe but will need revision again once our longer term goals are met. Several of the requirements will require more time to do a thorough and comprehensive update (such as the curriculum). We would like to include consultation with a content expert to assist us with curriculum updates and this will take more time, we project one year from now. When completed, this would need approval of the BRN and then we will need to go through the college's process for curriculum review and approval (perhaps another 3 -6 months). The attached plan includes dates for progress reports to the NEC as well as completed due dates.

We would appreciate your kind consideration for the time needed to do a comprehensive review and update, and we will be mindful of our obligation to our students and the public in the interim.

Respectfully,

Janice Ankenmann

Janice Ankenmann, RN MSN, CCRN, FNP-C
Napa Valley College Associate Degree Director (interim)
2277 Napa Vallejo Highway
Napa, CA 945598

Napa Valley College ADN Plan for Compliance with BRN Approval Report April 9, 2015	RECOMMENDATIO	NON- COMPLIANCE	PLAN	TIME FRAME
Section 1: Program Director/ Assistant Director **SECTION 1424 (e)**		✓		
Non-Compliance: Draft job description Program Director does not meet intent of CCR 1420(h) and suggested release time is insufficient to administer the registered nursing program. Draft job description Assistant director does not meet intent of CCR 1420(c) and no release time at time of approval for Asst. Director. **Non-Compliance:** Director 1420(h) with authority and responsibility to administer the program. The Director coordinates and directs all activities in developing, implementing and managing the nursing program including its fiscal planning. Sufficient release time to administer the program. Formalize job descriptions for director and assistant director			**Nursing Director** job description has been re-written to meet the intent of CCR 1420(h) and to include 80% release time, pending administrative approval. **Assistant Nursing Director** job description has been re-written to meet the intent of CCR1420 (h) and to include 20% release time, pending administrative approval.	Submission of job descriptions to the NEC by **April 14, 2015.** Administrative approval to be complete by **May 4, 2015**. Position(s) to be filled by **July 1, 2015.**
SECTION 2: Total Program Evaluation **SECTION 1424 (b) (1)**		✓		
Non-Compliance: The program does not have a documented plan for total program evaluation for the past 5 years Faculty recognize that formal total program evaluation has not been a part of their regular practice as nurse educators. The evaluation processes needs to assess the effectiveness of the total educational program, including the effectiveness of the evaluation plans as a quality improvement tool. The evaluation reports to include patterns and trends, faculty analysis, outcome analysis (change, resolution).			Total Program Evaluation plan, inclusive of assessment of the effectiveness of the total educational program via quality improvement strategies is being developed.	Total Program Evaluation Plan will be submitted to the NEC for approval **May 4, 2015.**
SECTION 1424 (b) (2)	✓			
Recommendation: Nursing faculty develop the plan for nursing students to address concern through chain of command that starts with classroom or clinical instructor, and move on to the core faculty (full time) and then to the Director as necessary. The process formalized in the Nursing Faculty Handbook with processes and data records identified and utilized. Student Handbook informal processes be improved by identified process explanation and related documentation/forms.			Student Handbook is being updated and revised, inclusive of a chain of command that is specific and accurate. Any required forms will be included in the student handbook for ease of student use and better clarity.	Submission to the NEC for approval by May 4, 2015.

SECTION 1424 (c) **Recommendation**: linkage to 1420 (h) Director authority and responsibility to administer the program, faculty responsibilities 1420(d) and 1420 (F) incorporated into a Faculty Handbook	✓			
			Program Director authority and responsibility in administering the program as well as faculty responsibilities will be incorporated into an ADN faculty handbook.	Submission to the NEC for approval by **May 4, 2015.**
SECTION 3: Sufficiency of Resources **SECTION 1424 (d)** **Non-Compliance:** The report does not identify administrative support for the program in hours per week nor identifying work processes that require administrative support in time per week for evaluative functions: data collection, analysis, evaluation.		✓		
			There are two full time secretaries who assist as needed (with ADN Director prioritization) between 25-50% of time, and there will be a full time Assistant Administrator hired July 1, 2015 who will spend a minimum of 20% of time assisting with ADN data collection and processing to assist in meeting regulatory requirements.	Plan to the NEC by **May 4, 2015.**
SECTION 4: Program Administration and Faculty Qualifications **SECTION 1424 (g)** **Non-Compliance:** Nursing Faculty Handbook not in evidence to support primary responsibilities as defined (1424 (g)) Faculty in retrospect, past five years, do not function as a group of educators producing the ADN program in concert with each other or amongst the first year and second year program components. Mission statement 2009, Program Philosophy 2009, Unifying theme 2009, Program outcomes 2009 are not updated to include Quality and Safety Education of Nursing (QSEN). Inconsistent descriptions of nursing program, NURS courses and Health Occupation and student materials.		✓		
			Nursing Faculty Handbook is in development. Faculty handbook will not meet all criteria listed (mission statement, program philosphy, etc. to include QSEN) until total program evaluation and curriculum revision can be completely updated. All nursing program materials will be reviewed and corrected for consistency.	Preliminary Nursing Faculty Handbook to be submitted to the NEC by **May 4, 2015**. Final product will not be complete until program updates can occur, with expert consultation, within one year(**May 2016**). Will update NEC every four months (**Sept 2016, Jan 2016**) as to current progress. Inconsistencies in nursing program materials will be be corrected by **June 17, 2015**.

SECTION 1424 (j) **Recommendation:** Describe the hierarchy of the faculty in relationship to implementing the curriculum. List relationship of Director through faculty and non-faculty in relationship to implementing the curriculum. Supervision has been inconsistent within the nursing program and organization of faculty.	✓			
			Updated job descriptions of the director and assistant director, along with clearer descriptors of the role of faculty and content experts in the Faculty handbook will meet this recommendation. Supervision has been conistent (on an interim basis) since March 2015 and will be permanently consistent from July 1, 2015.	Submission of job descriptions to the NEC by **April 14, 2015.** Preliminary Nursing Faculty Handbook to be submitted to the NEC by **May 4, 2015.**
SECTION 1425(f) **Recommendation:** Faculty Handbook to implement 1420(F) content expert responsibilities will be incorporated and include review and monitor the entire curriculum content for the designated nursing area. The work is explained and recognized by all faculty. Content experts identified in report, however no related job description and no curriculum work identified for logical and systematic leveling of courses and measurements for meeting Student Learning Outcomes. Integrated content for med/surg, psych, peds, geriatric not clearly delineated by faculty all credentialed in the areas of med/surg, psych, peds, geriatric as required. Janice Ankemann, RN, MSN, CCRN, FNP-C Med/Surg Maria Biddenback RN, BSN, MSN, FNP Pediatric Janet Duffy, RN, MSN Psych/Mental Health & Geriatric Regina Orozco RN, BSN, MSN Obstetric	✓			
			Suggestions to be met via inclusion in the Faculty Handbook and in the Total Evaluation Program plan. Clear demonstration of leveling of content, integration of SLO's, and credentialled faculty teaching appropriate content will be demonstrated.	Preliminary Nursing Faculty Handbook to be submitted to the NEC by **May 4, 2015**. Total Program Evaluation Plan will be submitted to the NEC for approval **May 4, 2015**, inclusive of plan for demonstrating leveling of content, integration of SLO's, and credentialled faculty teaching appropraite content.
SECTION 5: Curriculum **SECTION 1425.1 (a)** **Recommendation:** When planning the total program evaluation include student reporting consistent implementation of philosophy and framework across the curriculum.	✓			
			Students will report consistent implementation of philosophy and framework across the curriculum when verbally questioned and during post course and post program evaluation	Total Program.Evaluation Plan will be submitted to the NEC for approval **May 4, 2015.**
SECTION 1425.1 (b)	✓			

Recommendation: Develop policy for orientation of new faculty members, including processes in Faculty Handbook.			New faculty orientation will be included in the Faculty handbook.	Nursing Faculty Handbook to be submitted to the NEC by **May 4, 2015.**

SECTION 1426 (a)	✓			
Recommendation: The College Handbook pages 145-146 Total Units 74.5-85.5. Update all documents to reflect current approved curriculum.			All nursing program materials will be reviewed and corrected for consistency.	Inconsistencies in nursing program materials will be be corrected by **June 17, 2015.**
SECTION 1426 (b)	✓			
Recommendation: Teaching, and QSEN look at updating core concepts such as patient centered care, teamwork and collaboration, evidence-based practice, clinical judgment quality improvement, information competency and professionalism.			Total program evaluation and curriculum updates (inclusive of mission statement, program philosphy, etc.), will clearly be reflective of QSEN core concepts.	Program updates, with expert consultation, within one year (**May 2016**). Will update NEC every four months (**May 2015, Sept 2016, Jan 2016 and completed May 2016)** as to current progress.
SECTION 1426 (c)	✓			
Recommendation: Societal/cultural **???** 3 units			This is a co-requisite currently that is a requirement for acheivement of the associates degree and would be best grouped with pre-requisiste classes.	Program updates, with expert consultation, within one year (**May 2016**). Will update NEC every four months (**May 2015, Sept 2016, Jan 2016 and completed May 2016)** as to current progress.
SECTION 1426 (d)		✓		

Non-Compliance: Theory and clinical shall be concurrent: Pediatric Nurs 141-142; NURS143-144; NURS 245; NURS 246-NURS247; NURS 248, NURS 249-Nurs 250. Provide course mapping of theory with clinical providing evidence of concurrency within the semesters: pediatric clinical and other med/surg, psych, peds, geri related to theory. (EDP-P-05) Clinical mapping needs to also verify theory to clinical practice for psych and geri (EDP-P-05). All faculty need approval in semester courses med/surg/children/psych/geri with current practice with students in clinical, current CE or academic program. Only OB as having theory and clinical not related as integrated content.			Course mapping will be developed to clearly demsonstrate concurrency of theory and clinical.	Draft of current program mapping to NEC by **June 17, 2015** and completed with curriculum update within one year (**May 2016**).

SECTION 1426 (e)	✓			
Recommendation: Humanities **??**			This is a co-requisite currently that is a requirement for acheivement of the associates degree and would be best grouped with pre-requisiste classes. After BRN approval of course updates, curricular changes will need to be made within campus structure.	Program updates, with expert consultation, within one year (**May 2016**). Will update NEC every four months (**May 2015, Sept 2016, Jan 2016 and completed May 2016**) as to current progress.
SECTION 1426.1 Preceptorship (a)		✓		
Non-Compliance: why the titling on HEOC, other still NURS? Please look at the course objective #7. How can HESI Exit Exam? Explain process and outcome to BRN.			Course objective #7 has been eliminated. Forms all are titled as NURS 250. Preceptorship process is clearly explained in Introduction to Preceptorship in NURS 250 syllabus.	To be submitted to the NEC by **May 4, 2015.**
SECTION 1426.1 (b)		✓		
Non-Compliance: Report from program director that HESI Exit Exam removed from NURS 250			Request approval by NEC that the HESI exit exam be approved to be moved to NURS 249 so that remediation may occur in the same semester but final course of the program .	Request to be provided to the NEC by **May 4, 2015.**
SECTION 6: Clinical Facilities **SECTION 1424 (k)** Mapping of Courses Recommendation	✓			

Recommendation: Mapping by course (s), identify nursing students on alternative clinical placement in acute care when facility has reduced number of nursing students on a care unit/floor.			Course mapping will be developed to clearly demsonstrate nursing students in alternative clinical placements when facility has reduced number of nursing students on a unit.	Plan to NEC **June 17, 2015**. To be activated in **Fall semester, 2015**.
SECTION 1426 (f)	✓			
Recommendation: develop a system of consistent and clear demonstration of skills competency by student for example use of rubrics for theory, clinical and simulation based QSEN.			As program updates are made, will work on consistent method of assuring and tracking skill competency for each student throughout the program.	Plan to NEC **June 17, 2015**. To be activated in **Fall semester, 2015.**

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4.1
DATE: May 7, 2015

ACTION REQUESTED: Vote on Whether To Recommend Continuation of Approval of Western University of Health Sciences Nurse Practitioner Program

REQUESTED BY: Carol Mackay, Nursing Education Consultant

BACKGROUND: A continuing approval visit was conducted at Western University Health Sciences (WUHS) Family Nurse Practitioner (FNP) program on March 12-15, 2015 by Carol Mackay, Badrieh Caraway, Loretta Chouinard, and Linda Sperling, NECs. The program was found to be in compliance with all BRN rules and regulations. One recommendation was made related to Standardized Procedures. The program needs to ensure that California-based preceptor sites have Standardized Procedures in place that meet BRN requirements. Prior to conclusion of the visit, plans to address this issue were discussed.

The primary purpose of the WUHS FNP program is to improve access to primary care services in rural, urban, and underserved communities. Dr. Diana Lithgow is director on the Family Nurse Practitioner at Western University of Health Sciences. The FNP program is web based with on-site seminars twice a semester. WUHS offers both the MSN degree and Post-Master's Certificate programs. WUHS enrolls both California-based and out-of-state (OOS) students.

At the time of the visit, there were 89 students enrolled in the FNP program. A total of ten faculty members teach in the FNP program. All of these faculty members are currently in NP practice.

The program has four Clinical Instructors (CI). The clinical faculty team meets weekly to review student progress. All students have at least one virtual site visit each semester. Multiple systems are in place for identifying at risk students. On site visits are also conducted as needed to monitor progress of these students.

The FNP program also has a designated Clinical Coordinator (CC) who is responsible for assisting students secure their clinical preceptorship. The FNP program has an extensive data bank of clinical sites and preceptors both in California and OOS. FNP students are provided names of preceptors in their geographic area to contact, plus instructions to contact the CC if there are problems. Some students did report difficulty finding a preceptor.

Song Brown grant funding assists the program in securing preceptor sites in rural, urban, and underserved areas throughout California. FNP students receive financial support when assigned to these sites (usually a one week intensive experience).

The FNP curriculum was developed according to the standards of the AACN Master's Essentials, NONPF guidelines for FNP curriculum, and the BRN regulations. The master's degree FNP curriculum consists of 65 semester units and the post-master's certificate curriculum ranges from 44-48 semester units. Both the degree and post-master's certificate programs require 15 semester units of direct clinical practice (675 hours).

The FNP curriculum is sequenced so the APRN core courses (Health Assessment, Pharmacology, and Pathophysiology) are completed prior to or concurrently with clinical practicum. Instruction in diagnostic and treatment procedures, and Simulation Assessments with standardized patients occur during on-site seminar weekends. To assure a well rounded experience in clinical practicum, students are expected to see patients in the following lifespan group: Pediatrics 15%; Gynecology 15 %; Obstetrics 10 %; Adult 40%; and, Geriatrics 20 %.

In conclusion, the WUHS FNP program meets BRN regulations and is recommended for continuing approval.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Carol Mackay, MN, RN
Nursing Education Consultant

Report of Findings
Western University of Health Sciences
FNP Program
Continuing Approval Visit
March 12 - 14, 2015

Recommendations:

Section 1424 (d)(12)(P) – The curriculum shall include, but is not limited to: legal implications of Advanced Practice.

Develop and implement a process for ensuring that California-based preceptor sites have Standardized Procedures in place that meet BRN requirements.

BOARD OF REGISTERED NURSING
CONSULTANT APPROVAL REPORT
NURSE PRACTITIONER PROGRAM

PROGRAM: Western University Health Sciences (WUHS)
College of Graduate Nursing (CGN)
Family Nurse Practitioner Program

VISIT DATES: March 12-14, 2015

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
Section 1484. Standards of Education. The program of study preparing a nurse practitioner shall meet the following criteria: SECTION 1484(a) Purpose, Philosophy and Objectives (1) have as its primary purpose the preparation of registered nurses who can provide primary health care;	X		WUHS CGN offers both the MSN/FNP and the Post-Master's FNP Certificate programs. The curriculum is web based with on-site campus seminars. WUHS CGN enrolls both California-based students and out-of-state (OOS) students. Spring 2015 enrollments: 72 California-based students and 17 OOS students. Fifty students are enrolled in the MSN/FNP program and 39 students in the PM-FNP Certificate program. The primary purpose of the FNP program is to improve access to primary care services in rural, urban, and underserved communities.
(2) have a clearly defined philosophy available in written form;	X		
(3) have objectives which reflect the philosophy, stated in behavioral terms, describing the theoretical knowledge and clinical competencies of the graduate.	X		The outcome competencies for WUHS MSN/FNP graduates are consistent with Master's education and Advanced Practice Nursing. Course objectives reflect outcome competencies for the FNP.
SECTION 1484(b) Administration (1) be conducted in conjunction with one of the following:			

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(A) An institution of higher education that offers a baccalaureate or higher degree in nursing, medicine or public health.	X		WUHS, a graduate health science university, is composed of nine health professions colleges. The CGN offers two degrees and one professional certification: Doctor of Nursing Practice, MSN (includes an Entry Program), and Post-Master's FNP Certificate.
(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.	NA		
(2) Have admission requirements and policies for withdrawal, dismissal and readmission clearly stated and available to the student in written form.	X		WUHS CGN MSN/FNP program policies are available in writing in the CGN Catalogue 2014-2015 and on the web site.
(3) Have written policies for clearly informing applicants of the academic status of the program.	X		WUHS is accredited by WASC. The CGN graduate programs are accredited by AACN. The FNP program is approved by the California Board of Registered Nursing.
(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		WUHS FNP graduates are awarded a MSN/FNP degree or a Post-Master's FNP Certificate. WUHS official transcripts include the population track (FNP).
(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		Procedures for maintaining records comply with WASC requirements. Student records are maintained by the Registrar. In the event of FNP program closure, the WUHS Chief Academic Officer and the Dean of the CGN would notify the BRN.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(6) Provide for program evaluation by faculty and students during and following the program and make results available for public review.	X		An ongoing Continuous Quality Improvement plan is in place. The evaluation plan includes collection and analysis of data from students, alumni, faculty, preceptors, and employers.
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		Ten faculty teach in the FNP program.
(1) Each faculty person shall demonstrate current competence in the area in which he/she teaches.	X		All faculty are competent in their assigned teaching area.
(2) The director or co-director of the program shall: (A) be a registered nurse;	X		Dr. Diana Lithgow, FNP Program Director, Assistant Dean of Distance Operations, administers the FNP Program. CA RN # 343032 - NP Certificate # 4537
(B) hold a Master's or higher degree in nursing or a related health field from an accredited college or university;	X		Dr. Lithgow 2005 – PhD University of California Los Angeles 1986 – MSN California State University Long Beach 1982 – BSN California State University Long Beach
(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		Dr. Lithgow was a faculty member and part of the original design team that launched the MSN/FNP program in 1997.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(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		All faculty teaching in the FNP program hold either a master’s or doctorate degree.
(4) A clinical instructor shall hold active licensure to practice his/her respective profession and demonstrate current clinical competence.	X		All FNP program faculty possess active, unencumbered licenses and certificates. All are in current FNP practice. Clinical preceptors are NPs, MDs, and DOs with active, unencumbered licenses and certificates.
(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		The FNP program has four identified clinical instructors (CI). The clinical faculty team meets weekly to review student progress. CI responsibilities include: interacting with enrolled students both on-line weekly and during seminar weekends twice a semester, assessing student’s clinical progress, assessing and evaluating assigned learning activities, providing feedback, assigning a clinical grade, and communicating with preceptors. All students have at least one virtual site visit per semester. On-site visits are also conducted as needed to monitor student progress.
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.			The CGN curriculum was developed according to the standard’s of the AACN Master’s Essentials, NONPF guidelines for FNP curricula, and the BRN regulations for NP programs.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(2) The program shall provide evaluation of previous education and/or experienced in primary health care for the purpose of granting credit for meeting program requirements.	X		CGN has a challenge policy for previous graduate course work. Students who are specialty Nurse Practitioners (Pediatric, Women's Health, and Geriatric) may petition for a reduction in clinical hours in their specialty area.
(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		To assure a well-rounded experience, FNP students are expected to see patients in the following lifespan groups: Pediatrics 15%; Gynecology 15%; Obstetrics 10%; Adult 40%; and Geriatrics 20%. The electronic clinical logging system (Typhon) also tracks the types of conditions FNP students are managing.
(4) Curriculum, course content, and plans for clinical experience shall be developed through collaboration of the total faculty.	X		Procedures are in place for all FNP faculty to participate in ongoing program development, revision and updating the curriculum.
(5) Curriculum, course content, methods of instruction and clinical experience shall be consistent with the philosophy and objectives of the program.	X		
(6) Outlines and descriptions of all learning experiences shall be available, in writing, prior to enrollment of students in the program.	X		FNP program information is available in the WUHS CGN Catalogue and on the web site for future students.
(7) The program may be full-time or part-time and shall be comprised of not less than (30) semester units,[forty-five (45) quarter units], which shall include theory and supervised clinical practice.	X		The WUHS FNP program is available full time and on an extended plan (additional year). MSN/FNP 65 Semester Units PM-FNP Certificate 44-48 Semester Units

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(8) The course of instruction shall be calculated according to the following formula: (A) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.	X		Contact hours in the didactic and clinical courses conform to the BRN formulas.
(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 WUHS FNP program is on the semester system. The contact hours for a fifteen week semester are compressed and delivered in a 13-week semester.
(9) Supervised clinical practice shall consist of two phases: (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.	X		Each semester of the WUHS FNP program includes a clinical practice course. Phase 1 of clinical training occurs in Semester 1 of Year 1. Following instruction in Advanced Health Assessment in the skills lab, FNP students begin their clinical experience.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(B) Following acquisition of basic theoretical knowledge prescribed by the curriculum the student shall receive supervised experience sand instruction in an appropriate clinical setting.	X		During Phase 2 (semester 2-6), students take a series of didactic courses focusing on primary care management, pathophysiology and pharmacology with concurrent clinical practice courses. Two Seminar Weekends are held each semester. Seminar Weekends consist of lectures, case presentations, instruction in diagnostic and treatment procedures, and OSCE (Simulation Assessments with standardized patients once a year).
(C) At least 12 semester units or 18 quarter units of the program shall be in clinical practice.	X		Both MSN/FNP and PM-FNP Certificate require 15 Semester units of clinical practice (675 hours).
(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.	X		

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(11) The program shall have the responsibility for arranging for clinical instruction and supervision for the student.	X		The Clinical Coordinator (CC) is responsible for assisting FNP students secure their clinical preceptorship. The CGN has an extensive databank of clinical sites and preceptors in California and OOS. FNP students are provided names of preceptors in their geographic area to contact, plus instructions to contact the CC if there are problems. Some students did report difficulty finding a preceptor. Song Brown grant funding assists the program in securing preceptor sites in rural, urban and underserved areas throughout California. FNP students receive financial support when assigned to these sites (usually a one week intensive experience). The following sites were visited: 1. Inland Pulmonary Medical Group/Mountain View UC: Joey Dang FNP, preceptor 2. Pediatric Clinic: Cecilia Casaciang MD, preceptor
(12) The curriculum shall include, but is not limited to: (A) Normal growth and development	X		The required content areas are integrated throughout the FNP theory and clinical courses.
(B) Pathophysiology	X		
(C) Interviewing and communication skills	X		
(D) Eliciting, recording and maintaining a developmental health history	X		

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(E) Comprehensive physical examination	X		
(F) Psycho-social assessment	X		
(G) Interpretation of laboratory findings	X		
(H) Evaluation of assessment data to define health and developmental problems	X		
(I) Pharmacology	X		Guest speaker (S. Phillips, APRN-NP) lectures on the legal aspects of Pharmacology, specifically California law/Furnishing Numbers and DEA content.
(J) Nutrition	X		
(K) Disease management	X		
(L) Principles of health maintenance	X		
(M) Assessment of community resources	X		
(N) Initiating and providing emergency treatments	X		
(O) Nurse practitioner role development	X		
(P) Legal implications of advanced practice	X		**Recommendation:** Develop and implement a process for ensuring that California-based preceptor sites have Standardized Procedures in place that meet BRN requirements.
(Q) Health care delivery systems	X		
(13) The course of instruction of a program conducted in a non-academic setting shall be equivalent to that conducted in an academic setting.	NA		

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5.1
DATE: May 7, 2015

ACTION REQUESTED: Vote On Whether To Approve Major Curriculum Revision For University Of San Diego Hahn School Of Nursing Entry Level Master's Degree Program (USDH-ELM).

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Susan Bonnell, PhD, APRN, CPNP is the program director and Linda Urden, DNSc, RN, CNS, NE-BC, FAAN is the assistant director. Approval is requested to increase admission to sixty students annually each Fall into the USDH-ELM program.

A regularly scheduled continuing approval visit to the USDH-ELM program was conducted in March, 2014 at which time it was identified that the program had increased annual program without obtaining required BRN approval. Prior approval was for enrollment of fifty students annually each Fall. In 2013 the program offered admission to sixty-five students of which sixty-one subsequently accepted and were enrolled. The program had adequate faculty and clinical placements to support the increased enrollment, however the increase stressed the physical plant resources of the program creating challenges for classroom and skills lab scheduling.

The nursing school's new Beyster Institute for Nursing Research (BINR) building annexing the original nursing building is under construction and scheduled for completion and occupancy in August 2015. This will provide an additional 30,000 square feet of space and will increase classroom and lab facilities to ensure adequate physical plant resources to accommodate an increased enrollment. Other required resources of faculty and clinical placements continue in place which has been re-confirmed with review of documentation provided by the program. If approved, the program will begin enrolling sixty students annually with the admission cohort scheduled to begin classes in September 2015.

NEXT STEPS: Place on Board agenda.

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

March 16, 2015

Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
Board of Registered Nursing
PO Box 944210
Sacramento, CA 94244-2100

Dear Ms. Moody,

As you advised, on March 14, 2013 the University of San Diego Hahn School of Nursing and Health Science & Betty and Bob Beyster Institute for Nursing Research, Advanced Practice, and Simulation express-mailed a check for $500 with the appropriate form for a "Major Curriculum Revision," to the Board of Registered Nursing Administrative Offices in Sacramento. The school requests maintaining the increased enrollment of 10 additional Master's Entry Program in Nursing (MEPN) students that first was implemented in 2013. The MEPN class of 2013 is graduating May 23, 2015. The entering MEPN class for which we seek approval is scheduled to begin official coursework Sept 07, 2015.

This packet contains a copy of our proposal to maintain increased enrollment. The proposal includes our rationale and evidence to demonstrate adequate and improved resources to support continuing this additional enrollment, including faculty, physical resources, and clinical facility placement resources. We have also included class and clinical schedules for the 2013 cohort of 60 students. Future cohorts will follow a similar schedule. We are sending you an electronic copy to your office email, as well as sending a hard copy to the Sacramento BRN office. Thanks so much for your consideration.

Sincerely,

Sally Brosz Hardin

Sally Brosz Hardin, PhD, RN, FAAN
Dean and Professor
University of San Diego, Hahn School of Nursing and Health Science and Betty and Bob Beyster Institute for Nursing Research, Advanced Practice, and Simulation
5998 Alcala Park,
San Diego, CA 92110-2492

Cc: Linda D. Urden, DNSc, RN, CNS, NE-BC, FAAN
Professor and Director, Master's and International Nursing Programs

Susan Bonnell, PhD, APRN
Coordinator, Master's Entry Program in Nursing

UNIVERSITY OF SAN DIEGO (USD) HAHN SCHOOL OF NURSING AND HEALTH SCIENCE (SON) and BETTY and BOB BEYSTER INSTITUTE FOR NURSING RESEARCH, ADVANCED PRACTICE, and SIMULATION (BINR)

PROPOSAL TO MAINTAIN INCREASED ENROLLMENT OF MASTER'S ENTRY PROGRAM IN NURSING (MEPN) STUDENTS BEGINNING OFFICIAL CLASSES SEPTEMBER 7, 2015

The Rationale for Maintaining Increased Enrollment

The rationale for maintaining MEPN increased enrollment at 60 students in the 2015-17 Cohort and future MEPN cohorts is enumerated below.

- Overall Quality of USD SON
  - *US News and World Report* recently published its 2015 ranking of Graduate Nursing Master's Programs.
  - The Report ranked USD SON as 30th best in the nation.
  - This was the first year that the ranking considered quantitative empirical data as well as Deans' overall qualitative perceptions of Nursing graduate programs.
    - USD SON moved up 19 slots from 49 to 30.

- Quality of Faculty
  - All tenure and full-time clinical faculty are doctorally prepared, as are many part-time adjunct faculty.
  - Faculty have relevant and current clinical experience in relation to the courses they teach.
  - The Faculty includes 5 Fellows in the American Academy of Nursing and 1 in the American Academy of Nurse Practitioners.
  - The clinical faculty to student ratio consistently has remained at 1:10 or fewer students.
  - We have developed a 4-hour adjunct clinical instructor orientation and offer a master clinical faculty to mentor new adjunct clinical faculty.

- Quality and Diversity of MEPN Applicants
  - There has been no decrease in SON MEPN applications.
  - In 2014-5, of 294 MEPN applicants, 120 were invited to USD for a two-day interview-orientation-reception.
    - Interviews included small and large group sessions with faculty, administrators, and the current MEPN students.

        - Almost all students had B+ or higher GPAs and straight “A” grades in Science pre-requisites.
        - The SON overall diversity and under-represented student population is 39% of its total population.
        - Drs. Bonnell and Urden received a large Song-Brown State of California grant to fund a special program that provides mentoring, support, and socialization of diverse students, many of whom are the first in their family to attend college.

- Quality of MEPN Program
    - Data indicate that the 2013-15 MEPN cohort of 60 students has 0% attrition.
    - Barring an unforeseen circumstance, all of these students will graduate on May 23, 2015, except for one who suffered an accident and will return in fall 2015 to complete the program.
    - Between 2010 through 2014 we have admitted 232 students with a 5% attrition rate.
    - Students receive focused individual and small group attention, especially in the clinical seminars, problem-based-learning cases, clinical practica, and Simulation Center Practice and Assessments.

- The Beyster Institute for Nursing Research, Advanced Practice, and Simulation
    - A gold LEED, three-story, $18,000,000, 30,000 sq.ft. building annexed to Hahn Main **will more than double space for student learning**, **practice, and socialization.**
    - The BINR entrance fronts Marian Way, with a first story dedicated to the Lizbeth Dickinson Smoyer Nursing Simulation Center, which is double the size of the current Simulation Lab.
    - Its second story focuses on the education of advanced practice nurses, and the third floor houses the Center for Nursing Research.
    - Each of the floors contain classrooms, innovative learning and study areas, faculty offices, conference rooms, and faculty and student research, lounging, and social areas.
    - This Institute truly was designed to prepare the next generation of Clinical Nurse Leaders and nurse scientists, educators, executives, and advanced practitioners.
    - BINR is scheduled for completion by August 15, 2015 and movers are scheduled for August 27, 2015.

- SON's Role in Simulation
  - USD SON was one of the first nursing schools in the country to operationalize simulation for its nursing students
    - Simulation Center faculty are doctorally prepared, and experts in simulation who lead interdisciplinary training with UCSD medical and pharmacy students, and frequently present at Simulation Conferences across the country regarding the clinical cases, computerized simulators, and 150 trained actors who participate in MEPN and NP students' clinical practice and exams or assessments.
  - Although USD SON maintains the BRN mandated 25% or less simulation hours, we find simulation to be an excellent method to assess students, especially with high risk skills such as medication and IV administration, glucometer use, or with inter-professional communication.

- SON's Clinical Partnerships, Contracts, and MOUs with Major Medical Centers and Health Care Agencies
  - USD SON has Formal Clinical Partnerships with
    - Palomar Health, a new, one billion dollar, community-based health care system,
    - The Veterans Administration of San Diego,
    - St. Joseph Hospital in Orange County, and
    - Cigna Health Care (MOU in final stage of completion).
    - USD SON also has a close relationship with Sharp Health Care as well as contracts and MOUs with 44 hospitals, clinics, and health care agencies throughout San Diego and surrounding areas.
  - A plethora of San Diego sites are requesting USD SON to consider a partnership.
    - We anticipate expanding to a community center for seniors as well as providing students with a hospice experience.
  - MEPN students also are placed in underserved community sites such as Nativity Prep Academy, a private middle school for children living at or below the poverty level.
    - Monarch School for homeless children,
    - St. Madeleine's Sophie Center, which provides day care for developmentally challenged adults,
    - Bayside Community Center for seniors from southeast Asia,
    - Hacienda Townhomes, a community center for families who have transitioned out of homelessness,
    - and CRASH, a community based alcohol and drug rehab center.

- The attached tables illustrate the variety of placements that were successfully utilized with our 2013-15 Cohort of 60 MEPN students.
- USD SON diligently arranges all clinical practica adhering to the strict rules stipulated by the San Diego Consortium.
- USD SON has a 70% faculty person assigned solely to the placement and coordination of MEPN students.
- USD SON has not had difficulty assigning students for clinical placement; neither does it usurp the opportunity for other local schools to provide these experiences for their students.
- USD SON has particular concerns about the ability of on-line programs from other locals and states who utilize San Diego clinical facilities for training. We believe that San Diego schools should have first priority in assigning students to local health care agencies in our own city.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.6
DATE: May 7, 2015

ACTION REQUESTED: Vote on Whether to Recommend Acceptance of Final Progress Report for Closure of ITT Technical Institute, Rancho Cordova (ITTRC) Breckinridge School of Nursing (BSNHS) Associate Degree Nursing Program

REQUESTED BY: Katie Daugherty, Nursing Education Consultant

BACKGROUND: Ms. Diana Johnston, MSN, RN, has served as the program's Assistant Director #5 (AD) since 10/31/14. She remains the sole program administrative representative. Efforts to recruit a qualified RN Program Director (PD) or a second program AD as outlined in the program's November 18, 2015 letter were reported by the program's Final Progress Report (FPR) to "have been exhausted". Former ITTRC PD #5 remains in a consultant role to the program as a "contract employee/consultant" of ITT/ESI-BSNHS, Inc., the company headquarters located in Carmel, Indiana.

If accepted by the Board(BRN), today's attached report and exhibits will be ITTRC's final presentation and progress report related to voluntary program closure, the "teach out" plan, and the change in the program's BRN program approval status. Please refer to ITTRC's November 18, 2014 RN program letter and attachment, and the November 2014 Board (BRN) Action letter for further details as attached.

Brief Cohort #1, 2, and #3 Program Status summary:

- Cohort #1 (19) graduated in June 2014; the most recent NCSBN report data indicates 17 of 19 have taken the NCLEX examination; 15 of 17 passed NCLEX on first attempt (88.2%); 1of 17 passed on second attempt. Results for all 19 graduates will be captured and reported as these become available.

- Cohort#2 (21) graduated in December 2014; the official verified NCLEX pass rate report for C2 is not available as yet. For today's reporting purposes, the NEC has verified that about half of the C2 graduates now have a CA RN license using the information available through the BRN licensing verification system. This data suggests those in C2 now holding a CA RN license more than likely tested between January 1, 2015 and March 31, 2015.

- Cohort #3 (29) students are in the ninth and final nursing NU2999 Capstone Advanced Medical Surgical/Preceptorship course with program completion/graduation scheduled for June 6, 2015. As of 4/23/15, Ms. Johnston reports all 29 are meeting academic and clinical performance requirements for the course and are expected to complete the program on time in June 2015. Cohort #3 graduates' (June 2015) NCLEX pass rate results are expected to be available between July 1, 2015 and March 31, 2016. NCSBN reports will be sent electronically to the designated ITTRC representative when available and as needed to ensure complete accurate program NCLEX results for all graduates are on file with the program and the BRN.

Listed below is a brief summary of the key points in FPR pages 1-3 and Exhibits A, B and F as attached. Please note not all FPR Exhibits or submitted documentation is attached due to the large number of pages of information provided.

CCR 1424 Administration and Organization including AD assigned time, resources, program evaluation; CCR 1425 Faculty/Faculty Resignations; and CCR 1428 Student Participation etc.

- AD Ms. Johnston continues to have at least 20% (5 hours/week) available to administer/manage the program. In the FPR she states students, faculty and clinical agencies have accepted her leadership. Further, during her tenure as the program AD, there have not been any concerns or problems related to the program, program leadership, the program's voluntary program closure or "teach out" etc. reported to the Board.

- A total of 4 FT faculty (DJ,TD, ZF,LL) and 4 PT faculty (KD,GH,SS,SW) remain on the program faculty roster (see FPR Exhibits A and B). From January through February 2015, three FT faculty resignations (AM, EDG, JR) occurred and Board notification was timely. The April 2015 FPR Exhibits A and B reflect faculty teaching assignment changes to the November 2014 approved NU 2810 and NU 2999 faculty "teach out" document. The faculty changes occurred due to FT faculty resignations (AM, JR).

- Per the FPR, faculty resources will be available to program graduates for NCLEX preparation purposes through August 2015, and thereafter, faculty resignation forms will be submitted per the regulation. FPR Exhibit A listing shows FT administrative/clerical support for the program remains in place. Career services support will also be available to program graduates beyond the teach out/program closure date.

- FPR Exhibit C program evaluation documents verify the standard course and clinical evaluation forms continue to be used each quarter with some variability in submission numbers by course. Graduate surveys (~20%) for Cohort #1 and #2 have been collected.

CCR 1426 Curriculum and CCR 1427 Clinical Facilities:

- According to FPR Exhibit A, approved M/S faculty (TD and LL) are providing the didactic/theory instruction for NU 2999 and Cohort #3 HESI NCLEX predictive testing and the NCLEX prep Kaplan review is being implemented as planned.

- Cohort #3 (29) students are completing the NU 2999 Capstone Advanced Medical Surgical clinical preceptorships at either Sutter General Hospital Sacramento or Sutter Memorial Hospital Sacramento. Board approved medical-surgical faculty (ZF, TD, LL) are providing the clinical supervision with overall administrative oversight by AD Ms. Johnston.

Program Closure Activities Summary:

- Refer to the FPR and Exhibit F for a copy of the Written Notification ITTRC sent to the board approved clinical agencies regarding the program's planned closure on June 6, 2015. A copy of the ITTRC student notification form related to voluntary program closure and teach out plans was presented at the November 20, 2014 Board meeting and actual student notification of program closure and "teach out" occurred during the Fall 2014 quarter.

- FPR states ITT/ESI Inc., Regulatory Affairs Manager (SC), will notify the Accrediting Council for Independent Colleges and Schools (ACICS) and the CA Bureau of Private Postsecondary Education (BPPE) of the ITTRC RN program closure on May 29, 2015 and provide the Board copies of these notifications at the same time.

- ITTRC's BRN generated RN Program Approval Certificate will be returned to the NEC electronically around June 16, 2015. ITTRC's (BSNHS) Approved Program listing will be removed from the BRN website in June 2015 per Board action.

- As presented at the November 20, 2014 Board meeting, ITTRC records for program students will be managed and stored at the ITT Technical Institute Rancho Cordova (ITTRC) campus. The campus registrar will be responsible for maintaining all records and responding to records requests. Please see the attached November 18, 2014 ITTRC letter for further details.

- ITTRC will identify a representative to receive NCLEX pass rate reports electronically from the Board each quarter after program closure. This individual will be responsible for submitting report corrections to the BRN per the cover letter instructions attached to the reports when sent. The Board will also notify the NCSBN of ITTRC program closure per NCSBN's State Board notification requirements.

- ITTRC campus and program leadership clearly understand the continuing obligation to notify the NEC of program changes immediately and that NEC monitoring will continue through completion of all program "teach out" and program closure activities.

NEXT STEPS: Place on Board agenda.
PERSON TO CONTACT: Katie Daugherty, MN, RN, NEC
(916) 574-7685

CORRECTED COPY

April 14, 2015

Ms. Katie Daugherty, MN, RN
Nursing Education Consultant
California Board of Registered Nursing
P.O. Box 944210
Sacramento, California 94244

Dear Ms. Daugherty,

The Breckinridge School of Nursing and Health Sciences in Rancho Cordova respectfully submit the enclosed progress report to provide evidence of full compliance with BRN regulations and progress report for the planned program closure.

Program Administration

Progress:

- The approved assistant director (AD), Diana Johnston, MSN, continues to devote at least 20% of time to administrative duties that support the management of program activities.
- Recruiting efforts have been exhausted to secure a second assistant program director, or program director.
- Facility administration and faculty have accepted the assistant director, Diana Johnston, as a reliable clinical liaison and a successful leader.
- Communication is maintained with clinical facilities as well as the BRN through the NEC.
- Notification of change and/or faculty status has been reported in a timely manner.
- Nursing faculty meetings continue, meeting minutes have been maintained, and are located in the AD office.
- Nursing, APG, Curriculum, and SPEP committee meetings continue and meeting minutes are maintained in the AD office. (See Exhibit J)
- Communication is maintained between the preceptorship faculty Advisor, Zona Freeman, BSN, and Capstone Instructor as well as AD to adequately monitor and track student learning and practice skills.

Communication to the NEC

Progress:

- The most current clinical and course schedule's (Exhibit A) and faculty schedules (Exhibit B) are enclosed as requested.
- In the event changes in Faculty status occur, the AD will notify the BRN via the NEC in a timely matter.

Program Evaluation

Progress:

- Raw Course and clinical evaluation results for current students are submitted **(Exhibit C).**

- NCLEX pass rate and graduate student placement grid (Exhibit D) for Cohorts 1 and 2.
- To date, 16 of 19 in Cohort 1 have tested and passed, 2 of the 16 failed the first attempt, and 1 retested and passed. To date, none of the 21 students in Cohort 2 have tested.

Student Related Updates

Progress:

- Students continue to voice satisfaction in program leadership.
- Students continue to voice satisfaction in preceptorship experiences.
- Communication between faculty, preceptor, and student occurs on a weekly basis. Faculty is available to the preceptor and student during the entire preceptorship experience.
- The preceptor qualifications are verified by the AD (Exhibit E) ensuring the preceptor meets the qualifications covered by the BRN code of regulations.

Clinical Facilities

Progress:

- Sutter General and Sutter Memorial Medical Centers continue to provide preceptorship experiences for the current students as agreed through Cohort 3 program completion.
- A letter (Exhibit F) sent to the approved clinical facilities (Exhibit G) for ITT Tech Rancho Cordova, CA for notification of the planned program closure date of June 6th, 2015.

Program Closure Plan Support

Progress:

- Support for current and graduate students of Breckinridge School Nursing and Health Sciences at ITT Technical Institute is available through the Career Services Department as published in the Student Catalog, pages 90-91 **(Exhibit H)**. The Career Services department provides services such as where to access job postings, interview opportunities, how to prepare for and appear at job interviews, resume building and job search activities.
- Career services support will remain in place and on-going beyond the timeframe of the teach out/planned program closure.
- Current faculty communicate with graduates to provide support to our graduate students by providing NCLEX preparation support, job search techniques, resume building, conducting graduate exit surveys and mock interviews.
- Kaplan NCLEX preparation will be held on campus with no additional cost to students for Cohort 3, June 1-4th, 2015.
- Current faculty and program support staff will remain employed by ITT Tech Rancho Cordova throughout program closure and beyond. Resignations are not expected to be submitted until after program closure activities have been

completed including pinning, graduation, and NCLEX support activities expected towards the end of August.

- Program course and clinical student surveys will be distributed on finals week for Cohort 3 at the end of the program upon course work completion.
- Cohort 3 HESI scores (Exhibit I) are submitted with exception of the exit HESI which will be administered during finals week.
- Kaplan evaluations will be completed on June 4th after the live course completion. Results will be evaluated for effectiveness.
- Meeting minutes for the Spring 2015 (Exhibit J) are maintained in the AD office and are available to the NEC upon request.
- Assistant Director, Diana Johnston, can be reached via cell phone at (916) 204-7205, or via private email at dianaJohnston40@gmail.com at any time for program related questions and/or follow-up.
- The BRN approval certificate will be forward electronically to the NEC around June 16, 2015.
- Written notification of program closure will be sent to ACICS and BPPE on May 29, 2015 by Sheri Campfield, Regulatory Affairs Manager, ITT Educational Services, Inc. Copies will be forwarded to BRN at that time.
- We will be tracking and monitoring graduates who have not yet taken the NCLEX, and will forward notification to NCSBN once all qualified graduates have tested.
- As graduates engage in NCLEX, preparation support will be available.

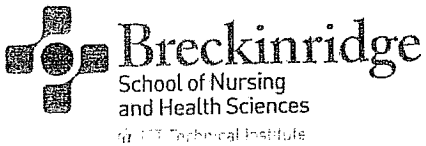
Sincerely,

Diana Johnston, MSN

Diana Johnston, MSN, RN
Assistant Program Director,
Breckinridge School of Nursing
Professor Maternal Child/Pediatrics

EXHIBIT A
ITTRC APRIL 2015 PROGRESS REPORT

CORRECTED COPY



Cohort 3 Spring 2015
Theory & Preceptorship Schedule

NU2999 Nursing Capstone **Dates:** March 16 - June 8, 2015 **Effective: March 3, 2015**

Required Theory & Clinical Hours: Nursing Capstone 15H/45H/150H

Weeks		*Sunday*	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
FACULTY				**TD 0900-1350 (LL)**				
WK 1	March 15-21			NU2999				
WK 2	March 22-28			NU2999				
WK 3	March 29-April 4			NU2999				
WK 4	April 5-11			NU2999				
WK 5	April 12-18			NU2999				
FACULTY				**TD 0900-1350 (LL)**				
WK 6	April 19-25			NU2999				
WK 7	April 26-May 2			NU2999				
WK 8	May 3-9			NU2999				
WK 9	May 10-16			NU2999				
WK 10	May 17-23			Exit HESI 0900				
WK 11	May 24-30		Memorial Day	NU2999 - Final				
WK 12	May 31-June 6		*NCLEX REVIEW	*NCLEX REVIEW	*NCLEX REVIEW	*NCLEX REVIEW		

Note: H = Hours, O = Orientation, SGH = Sutter General Hospital, SMH Sutter Memorial Hospital

DK = Kulbir Dhillon, TD = Teresa Dodson, ZF = Zona Freeman, GH = Gwen Hubbard, DJ = Diana Johnston, LL= Linda Larson, SS = Sue Starck, SW = Sara Warth

EXHIBIT B
ITTRC APRIL 2015 PROGRESS REPORT

CORRECTED COPY

Breckinridge School of Nursing and Health Sciences at ITT Technical Institute

Faculty BRN Approvals 4/10/15

Faculty	Employment Status	Content Expert	Classification	MS	OB	MH	PEDS	G	Degree's	Teaching Assignments	Nursing Clinical Instructors
Johnston, Diana	Full-Time	Ped/OB	Assistant Program Director, ADN, Instructor		✓		✓		MSN Education	NU2999 Nursing Capstone	Monitoring all classes
Dhillon, Kulbir	Part-Time	Med Surg	Instructor	✓					MSN FNP	None Currently	None Currently
Dodson, Teresa	Full-Time		Instructor	✓		✓		✓	MSN Nursing	NU2999 Nursing Capstone	NU2999 Supervise Clinical Placement
Freeman, Zona	Full-Time		Asst. Instructor	✓			✓		BSN Nursing	None Currently	NU2999 Supervise Clinical Placement
Hubbard, Gwen	Part-Time		Instructor			✓			MSN Education	None Currently	None Currently
Larson, Linda	Full-Time		Instructor	✓				✓	MSN Nursing	NU2999 Nursing Capstone	NU2999 Supervise Clinical Placement (back-up)
Lytle, JoAnn	Full-Time		Administrative; Clerical							None	None
Starck, Sue	Part-Time	Psych	Instructor			✓			MSN Nursing	None Currently	None Currently
Warth, Sara	Part-Time	Gero	Instructor	✓				✓	MSN Education	None Currently	None Currently

EXHIBIT F
ITTRC APRIL 2015 PROGRESS REPORT

April 14, 2015

[Facility Contact Person/Address]

Re: Breckinridge School of Nursing and Health Sciences @ ITT Technical Institute, Rancho Cordova - Voluntary Termination of Program

Dear Ms./Mr. [Facility Contact],

The Breckinridge School of Nursing and Health Sciences @ ITT Technical Institute, Rancho Cordova, ("Breckinridge") is providing written notice of the Associate of Science degree in Nursing program teach-out. As the last student cohort will graduate in June 2015, the Clinical Agreement established between Breckinridge and [Clinical Facility Name] will be terminated effective June 6, 2015.

Breckinridge appreciates the opportunity it has had to place its students in clinical experiences at your facility enabling us to deliver a quality nursing education to our students. We look forward to a continued, positive relationship throughout the remaining few months of the program.

Please let me know if you require any additional information.

Sincerely,

Diana Johnston, MSN, RN
Assistant Program Director
Breckinridge School of Nursing and Health Sciences at ITT Technical Institute

Breckinridge
SCHOOL OF NURSING
AND HEALTH SCIENCES

@ ITT Technical Institute.

November 18, 2014

Ms. Katie Daugherty, MN, RN
Nursing Education Consultant
California Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244

Re: Breckinridge School of Nursing and Health Sciences @ ITT Technical Institute, Rancho Cordova - Voluntary Termination of Program

Dear Ms. Daugherty,

The Breckinridge School of Nursing and Health Sciences @ ITT Technical Institute, Rancho Cordova, ("Breckinridge") hereby notifies the California Board of Registered Nursing ("Board") of its intention to terminate and, with Board approval, "teach out" its Associate of Science in Nursing program, effective November 20, 2014.

Breckinridge has a mission of providing a Nursing Program designed for the education of individuals from diverse backgrounds to be well-prepared registered nurses who can provide competent care in a variety of ever-changing health care settings. As was noted at the Board Meeting in September in Costa Mesa, Breckinridge has produced very able graduates with an excellent first-time NCLEX pass rates. Currently, of the 19 students from the first graduate cohort in June 2014, 16 testers have resulted in 16 first-time passers.

Despite its best efforts to retain a Program Director and Faculty, Breckinridge has experienced a great deal of difficulty to hire and maintain these individuals even though many exceptions were made to accommodate the competitive compensation demands of the nursing community. In addition, while Breckinridge has currently secured the necessary sites and faculty to complete the clinical rotations of the current students, it has been unable to secure the necessary clinical sites for the 2016 rotations that will be necessary if additional students were admitted to the program. As such, the Program faces an untenable position given the current regulatory requirements.

The Assistant Director, Diana Johnston, is currently administering the Nursing program and Carla Carter, the former Program Director, continues to support the program in a consulting capacity. The campus is in the process of identifying a second Assistant Director candidate who will be appointed following Board approval. With the appointment of two qualified Assistant Directors to administer the program as required by the Board, Breckinridge is demonstrating a commitment to compliance throughout the duration of the program teach-out.

Breckinridge understands its need to comply with the standards for approval until all the matriculating students are graduated from the program. As set forth below, we anticipate that

10863 Gold Center Drive
Rancho Cordova, CA 95670-6047

Phone: 916-851-3900 • Fax: 916-851-9225

all enrolled students will have completed their scheduled courses by June 6, 2015 (program closing date). We are aware of our obligation to notify the Board of the official closing date following graduation of the program's last class.

Planned Teach-Out Schedule

Following the scheduled graduation of 21 students on December 7, 2014, there will be 29 students enrolled in the program. The table below identifies the students remaining by quarter, the number of students enrolled, the anticipated graduation date of the remaining students, and the last academic quarter that the course(s) will be offered to students enrolled in the program.

Quarter/Course	Number of Students	Student Graduation Date	Last Quarter Course Offered
8th Quarter NU2840 Maternal Child Nursing Nursing Roles II	29	June 6, 2015	Winter Quarter, 2014
9th Quarter NU2999 Nursing Capstone	29	June 6, 2015	Spring Quarter, 2015

Faculty

Faculty are currently being assigned to the remaining courses (theory and clinical).

Faculty Member	Status	Responsibilities
Annemarie Marchi	Full-time	NU2810
Diana Johnston	Full-Time	NU2840 Theory, OB Clinical, Asst. Program Director
Zona Freeman	Full-Time	PEDS Clinical, NU2999 Preceptorship Coordinator
Jordana Ricaforte	Full-Time	NU2999 Preceptorship Coordinator

Breckinridge
SCHOOL OF NURSING
AND HEALTH SCIENCES

@ ITT Technical Institute.

Clinical Affiliations

Breckinridge agrees to sustain affiliation agreements to provide clinical learning experiences to meet stated course objectives. Agreements exist with the following agencies:

Clinical Agency	Contract Term	Associated Courses
Sutter Memorial Hospital	12/31/2015	NU2840, NU2810, NU2999
Sutter General Hospital	12/31/2015	NU2999

Student Records

The records of students who enrolled in our Nursing program will be managed and stored at the ITT Technical Institute, Rancho Cordova, located at 10863 Gold Center Drive, Rancho Cordova, CA 95670. The Registrar at the campus will be responsible for maintaining all records and responding to record requests during the teach out and following the closing of the program. All records will be maintained and stored in compliance with applicable requirements. Official student records, including transcripts, attendance records, and student account information are maintained within an integrated electronic database. The school maintains a student's records for seven (7) years following the student's graduation or last date of attendance. The school will permanently retain: (a) the student's final transcript (through his or her last date of attendance) with respect to the student's enrollment in a program of study at the school; and (b) any transcripts with respect to the student's enrollment at any other postsecondary institution that the school may have received.

Breckinridge appreciates the opportunity given by the Board to serve the community to provide quality nursing education. Thank you for your consideration of our request to terminate and "teach out" our Nursing program, and please let me know if you require any additional information to assist you in your deliberations.

Sincerely,

Diana Johnston

Diana Johnston, MSN, RN

Assistant Program Director

Breckinridge School of Nursing and Health Sciences at ITT Technical Institute

10863 Gold Center Drive
Rancho Cordova, CA 95670-6047

Phone: 916-851-3900 • Fax: 916-851-9225

Breckinridge
SCHOOL OF NURSING
AND HEALTH SCIENCES
@ ITT Technical Institute.

NOTIFICATION TO GRADUATES AND STUDENTS OF ITT TECHNICAL INSTITUTE BRECKINRIDGE SCHOOL OF NURSING AND HEALTH SCIENCES ASSOCIATE OF SCIENCE IN NURSING PROGRAM

This serves as formal, written notification confirming the proposed closing date of the Associate of Science in Nursing program ("Program") offered by ITT Technical Institute Breckinridge School of Nursing and Health Sciences ("ITT Tech Rancho Cordova").

ITT Tech Rancho Cordova notified the California Board of Registered Nursing ("Nursing Board") on November 20, 2014, of its intention to terminate the Program. ITT Tech Rancho Cordova will continue to comply with the applicable standards for approval until all the matriculating students are graduated from the program on, or prior to, the proposed closing date of June 6, 2015.

By signing below, I, _____ (print), acknowledge receipt of this notification concerning the proposed closing date of the program.

Signature: _____ Date: _____

By no later than December 5, 2014, please return a signed copy of this notice to Diana Johnston, MSN, RN, Assistant Director, Breckinridge School of Nursing and Health Sciences.

10863 Gold Center Drive
Rancho Cordova, CA 95670-6047

Phone: 916-851-3900 • Fax: 916-851-9225

STATE OF CALIFORNIA
DEPARTMENT OF CONSUMER AFFAIRS

BUSINESS CONSUMER SERVICES AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN JR

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

November 21, 2014

Diana Johnston, MSN, RN
Assistant Director
ITT Technical Institute, Rancho Cordova
10863 Gold Center Drive
Rancho Cordova, CA 95670

Re: ITT Technical Institute, Rancho Cordova Breckinridge School of Nursing Associate Degree Nursing Program request for BRN approval to voluntarily close the program.

Dear Ms. Johnston:

The Board of Registered Nursing, at its November 20, 2014, meeting in Emeryville, California voted the following actions in regards to the ITT Technical Institute, Rancho Cordova Breckinridge School of Nursing Associate Degree Nursing Program:

- Acknowledge and approve the program's 11/18/14 written request to close (terminate) the ITTRC Associate Degree Nursing program;
- Acknowledge the program's 11/18/14 request to "teach out" the existing two cohorts of program students; Cohort #2 (21 students) are scheduled to complete/graduate effective by the end of Fall 2014 quarter (December 7, 2014 per the ITTRC 11/18/14 letter) and Cohort #3 (29 students) are scheduled to complete the program at the end of the Spring 2014 quarter (June 6, 2015 per the 11/18/14 ITTRC letter).
- Program Assistant Director to ensure compliance with the regulations in the absence of an approved Program Director and fulfill all necessary Board requirements including those related to the program requested "teach out" and program closure. This includes timely notification of program changes in all aspects of the program.
- NEC will continue to monitor the program as needed;
- Continue to maintain suspended program enrollment;
- Eliminate the one specific September 2014 Board action item requiring a program written progress report and program attendance at the January 2015 ELC and February 2015 Board meeting;
- Require the program to provide a written progress report for the March 2015 ELC and April 2015 Board meeting by the Board's requested due dates. The progress report is to detail specific areas of progress related to the program's "teach out" and program closure details/actions including appropriate notifications, communications, sustained provision of adequate type and number of resources, including faculty, clinical facilities, support services and other services necessary to support student learning and remediation needs for Cohort #2

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Louise R. Bailey, MEd, RN, Executive Officer

students to complete/graduate from the program on time in December 2014 and Cohort #3 to complete/graduate on time in June 2015. Progress report to include updates related to student progression/completion status, and other pertinent information and supporting evidence as needed and warranted for program closure effective June 2015. The progress report will be reported out in the minor curriculum progress report section provided the "teach out" and program closure is occurring as planned with program closure occurring effective June 2015.

- Program to provide a final written program progress report for presentation at the May 2015 ELC and the June 2015 Board meeting by the Board requested due dates. Board actions will include, but not be limited to, the specified dates for Board withdrawal of program approval, the program's return of the BRN program approval certificate and the removal of program from the Board of Registered Nursing's website listing as a Board approved pre-licensure Associate Degree Nursing Program. Program representatives are required to be in attendance at the May and June 2015 meetings.

If further information is needed please do not hesitate to contact Katie Daugherty, Nursing Education Consultant at (916) 574-7685.

Sincerely,

BOARD OF REGISTERED NURSING

Miyo Minato

Miyo Minato, MN, RN
Supervising Nursing Education Consultant

cc: Katie Daugherty

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.7
DATE: May 7, 2015

ACTION REQUESTED: Discussion and possible vote on recommendation for continuation of approval for Everest College Associate Degree Nursing program

REQUESTED BY: Miyo Minato, MN, RN
Supervising Nursing Education Consultant

BACKGROUND: Dr. Ruth Ngati, MSN, DNP, RN, new Director of Nursing Program started the position on January 5, 2015.

The Everest College ADN program was before the ELC at the January 8, 2015 meeting to review reports from unscheduled site visit to the campus conducted on December 9, 2014 in response to a concerned letter related to insufficient clinical placement and not having a qualified director. The program had corrected the areas of non-compliance identified at the December site visit when the committee reviewed the findings. The committee allowed the program to proceed with the scheduled classes so that enrolled students could continue with their education without disruptions. The program delayed admission of one cohort as directed by ELC in January.

The Board staff continued to hear in the media about the financial aid issues Corinthian Colleges, Inc. (CCI) were involved with and was in contact regularly with Dr. Ngati by email or telephone asking about Everest College and impact on the students. Starting around the week of April 20, 2015, the Board staff started to receive communication from Dr. Ruth Abbott, who was the National Vice President of Nursing Programs for CCI before her retirement in January 2015 and was asked to serve as a consultant to CCI. Miyo Minato has been in contact with Dr. Abbott on several occasions providing information and answering questions on how Everest College can develop a teach-out plan for the students who are remaining in the program. On April 17, 2015 Bureau of Private Postsecondary Education (BPPE) notified CCI of the Emergency Decision to "Cease enrollment of any new students in all program" effective upon close of business on April 23, 2015, and the notice identified the campuses, including the ADN Program (refer to attached letter).

Discussions of teach-out options included a CA board-approved nursing program in Visalia that has been in contact with CCI to consider transfer arrangements of all the students. Although the school has a campus in Ontario, this transfer of students would require Board's permission to teach Everest College students at their Ontario campus. Additionally the students would have to adjust to a new curriculum to earn their degree as transfer students. It is in the students' best interest, if the Everest College could provide a teach-out plan that would allow the students to complete the curriculum the students have started at Everest College. This is particularly crucial for students who are in their last quarter of the program and would graduate in July 2015.

On April 24, 2015 Everest College was notified via email of the ELC agenda for May 7, 2015 and the need to submit a teach-out plan for the three cohorts of students, totaling approximately 120 students. The three groups of students are scheduled for completions as follows: July 2015 (40); January 2016 (40); and July 2016 (40). All students will be completed by July 2016.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Miyo Minato, MN, RN
Supervising Nursing Education Consultant
miyo.minato@dca.ca.gov
323-890-9950

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Addendum to the Agenda Item Summary

AGENDA ITEM: 7.7
DATE: May 7, 2015

ACTION REQUESTED: Discussion and possible vote on recommendation for continuation of approval for Everest College Associate Degree Nursing program

REQUESTED BY: Miyo Minato, MN, RN
Supervising Nursing Education Consultant

The Board received communication that CCI gave notices to students and employees regarding the closure of all schools on April 27, 2015. Board staff was in communication with CCI representatives, Dr. Ruth Abbot, Dr. Ruth Ngati, and spoke with Carole Brown and Greg Osborn from SJVC upon the issuing of the closure notice. A student representative from Everest College ADN Program contacted Badrieh Caraway, NEC, on behalf of the nursing students at Everest College. The Board staff has continued to maintain communication and provided information with the student following the school closure.

On April 30, 2015, Dr. Ngati submitted a proposal, as requested by the Board staff, that included plans for the interested students transfer to SJVC, which was working with CCI prior to the closure. This proposal outlined the number of students involved and how Dr. Ngati and SJVC will provide the necessary instructions for these students to complete the nursing education that was started at Everest College and would complete their education at SJVC, Ontario site, and apply for licensing examination. This plan addresses the three groups of students that were scheduled for completion from Everest College: July 2015 (40); January 2016 (40); and July 2016 (40). Specific highlights of this proposal include the following:

- SJVC is WASC accredited and has a BRN-approved ADN Program with continuing approval status. Dr. Janine Spencer is the program director. The primary campus is located in Visalia, but it has a campus in Ontario that offers other healthcare related programs. They have a Respiratory Therapy program that uses skills/simulation lab that the school thinks could be remodeled relatively easily. Although the facility has some of the basic equipment for training and could be shared with nursing, the school is in communication with vendors for any additional equipment that may be needed specific to nursing program, pending Board approval. Additional information on this aspect was requested.
- SJVC's approved program has a similar curriculum design, units required, and course sequencing, as compared to Everest's curriculum, except for the academic credit system, semester (SJVC) vs. quarter (Everest). However, review of total units (hours) and length of the program appear comparable. Refer to attached worksheet and the Dr. Ngati's report.
- SJVC reviewed Everest's courses and evaluated three non-nursing, degree required courses, totaling 12 units, as non-transferrable. All other courses, based on individual transcript evaluation would be considered for transfer credits. Specific course transfer credits and what additional

courses needed by the three cohort groups are described on pages 4 – 7 of Dr. Ngati's report. Review of these transfer units and total nursing curriculum meets minimum units and other requirements for the curriculum in CCR 1426.

  - Cohort 1 (completion scheduled – July 2015) will only take Advanced Medical Surgical Course and Leadership. Requiring 20 weeks to get ADN degree from SJVC.
  - Cohort 2 (completion scheduled – January 2016) will receive 14 units of nursing credits for the two courses (12 units) completed at Everest. This group will need to complete 31 nursing units to get their ADN degree.
  - Cohort 3 (completion scheduled – July 2016) will receive credits for the GE courses covered during the first year and will complete 51 units of nursing curriculum required in the second year of the program.
- Pending outcome of the Board's recommendation, SJVC has spoken with the nursing faculty from Everest College, including Dr. Ngati to staff the continued education of the students who transfer into this approved plan. Additionally, SJVC has started communications with the clinical facilities Everest College had contracts with and is negotiating new contracts so that when the program is approved, the students can resume their education where it was interrupted. Some agencies have given a verbal verification. Additional information related to the names and specific status was asked for the ELC meeting.
- Earliest anticipated start date of this plan is July 2015.

The telephone conversations this Board staff has had with SJVC representatives showed that the school is committed to helping students who are unexpectedly left without any plans to complete their nursing education a workable option for students to complete, if this transfer proposal is approved and can proceed to implement the program at a SJVC's Ontario site with understanding that this approval is limited to the three cohorts (40 students in each cohort). Prior to actual implementation, a site visit of the Ontario campus for physical spaces and resources need to be reviewed by the NEC. If SJVC plans to continue the use of Ontario site as an alternate campus site for its primary campus in Visalia, the school must submit a major curriculum proposal and obtain Board approval prior to its implementation.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Miyo Minato, MN, RN
Supervising Nursing Education Consultant
miyo.minato@dca.ca.gov
323-890-9950

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
P (916) 431-6959 F (916) 263-1897 www.bppe.ca.gov

NOTICE OF EMERGENCY DECISION

April 17, 2015

Mr. Jack Massimino
Chairman and CEO
Corinthian Colleges Inc.
6 Hutton Centre Drive Suite 400
Santa Ana, CA 92707

Mr. Tony Guida
Duane Morris LLP
750 B Street Suite 2900
San Diego, CA 92101

Pursuant to California Code of Regulations, Title 5, section 75150, subdivision (d) and Government Code section 11460.40, the Bureau for Private Postsecondary Education (Bureau) hereby notifies Corinthian Colleges, Inc. and any of its subsidiaries that operate Everest College and WyoTech locations in California (Institution), and Jack Massimino, Chairman and CEO of Corinthian Schools, Inc., that upon close of business on April 23, 2015, the attached Emergency Decision will become effective. The Emergency Decision will order the Institution to **CEASE ENROLLMENT OF ANY NEW STUDENTS IN ALL PROGRAMS** at all of the following locations:

Everest College:

- School Code: 1904591
  18040 Sherman Way, Suite 400
  Reseda, CA 91335

- School Code: 3601871
  1460 S. Millikin Avenue
  Ontario, CA 91761

- School Code: 1924201
  1231 Cabrillo Avenue, Suite 201
  Torrance, CA 90501

Everest College (cont'd):

- School Code: 1913561
  12801 Crossroads Parkway South
  City of Industry, CA 91746

- School Code: 3000221
  511 N. Brookhurst Street, Ste. 300
  Anaheim, CA 92801

- School Code: 1900741
  1045 W. Redondo Beach Blvd., #275
  Gardena, CA 90247-7105

- School Code: 1900731
  2215 W. Mission Road
  Alhambra, CA 91803

- School Code: 3600141
  217 E. Club Center Drive, #A
  San Bernardino, CA 92408

- School Code: 1917331
  3000 S. Robertson Blvd., Suite 300
  Los Angeles, CA 90034

- School Code: 3303781
  1819 South Excise Avenue
  Ontario, CA 91761-8525

- School Code: 98946206
  500 Santa Ana Blvd.
  Santa Ana, CA 92701

WyoTech:

- School Code: 0102871
  200 Whitney Pl.
  Fremont, CA 94539

- School Code: 1904031
  2161 Technology Place
  Long Beach, CA 90810

You have the right to be heard before the Director of the Department of Consumer Affairs, or his designee, regarding the allegations in the Emergency Decision prior to the effective date of the Emergency Decision. If you would like to be heard before the Director, please submit a request by fax to Yvette Johnson, Enforcement Manager, Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 263-1895 (fax). Alternatively, you may request a hearing before the Director, or his designee, by telephoning Yvette Johnson at (916) 431-6915. Unless the Bureau receives your request by **5:00 p.m.** on **April 21, 2015** you will be deemed to have waived your right to be heard before the Director, or his designee.

If requested, the hearing before the Director of the Department of Consumer Affairs, or his designee, will be held on **April 22, 2015** at **12:00 p.m.** at the Department of Consumer Affairs Executive Office, located at 1625 North Market Blvd., Suite S-308, Sacramento, CA 95834.

Within 10 days after issuance of the Emergency Decision, the Bureau will file an Accusation on the charges and allegations set forth in the Emergency Decision. The adjudicative proceedings shall be conducted in accordance with Article 10 (commencing with Section 11445.10) of Chapter 4.5 or Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code, as requested by you.

Upon issuance of the Emergency Decision, you have the right under Government Code section 11460.80 to obtain judicial review of the Decision.

The Emergency Decision shall remain in effect until such time as the Accusation has been fully adjudicated or upon issuance of the final decision following judicial review.

Joanne Wenzel, Bureau Chief
Bureau for Private Postsecondary Education

4-17-15
Date

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
P (916) 431-6959 F (916) 263-1897 www.bppe.ca.gov

EMERGENCY DECISION

April 17, 2015

Mr. Jack Massimino
Chairman and CEO
Corinthian Colleges Inc.
6 Hutton Centre Drive Suite 400
Santa Ana, CA 92707

Mr. Tony Guida
Duane Morris LLP
750 B Street Suite 2900
San Diego, CA 92101

Pursuant to California Education Code section 94938, California Code of Regulations, Title 5, section 75150, and article 13 (commencing with section 11460.10) of Chapter 4.5 of Part 1 of Division 3 of Title 2 of the Government Code, the Bureau for Private Postsecondary Education (Bureau) issues the following Emergency Decision:

The Bureau hereby orders Corinthian Colleges, Inc. and any of its subsidiaries that operate Everest College and WyoTech locations in California (Institution), and Jack Massimino, Chairman and CEO of Corinthian Schools, Inc., to **CEASE ENROLLMENT OF ANY NEW STUDENTS IN ALL PROGRAMS** at all of the following locations **effective upon close of business April 23, 2015:**

Everest College:

- School Code: 1904591
  18040 Sherman Way, Suite 400
  Reseda, CA 91335

- School Code: 3601871
  1460 S. Millikin Avenue
  Ontario, CA 91761

- School Code: 1924201
  1231 Cabrillo Avenue, Suite 201
  Torrance, CA 90501

- School Code: 1913561
  12801 Crossroads Parkway South
  City of Industry, CA 91746

- School Code: 3000221
  511 N. Brookhurst Street, Ste. 300
  Anaheim, CA 92801

- School Code: 1900741
  1045 W. Redondo Beach Blvd., #275
  Gardena, CA 90247-7105

- School Code: 1900731
  2215 W. Mission Road
  Alhambra, CA 91803

- School Code: 3600141
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  San Bernardino, CA 92408

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  3000 S. Robertson Blvd., Suite 300
  Los Angeles, CA 90034

- School Code: 3303781
  1819 South Excise Avenue
  Ontario, CA 91761-8525

- School Code: 98946206
  500 Santa Ana Blvd.
  Santa Ana, CA 92701

WyoTech:

- School Code: 0102871
  200 Whitney Pl.
  Fremont, CA 94539

- School Code: 1904031
  2161 Technology Place
  Long Beach, CA 90810

This order is based on an immediate danger to the public health, safety, and welfare. Specifically, the Bureau has determined that:

- As set forth in the attached Declaration of Yvette Johnson, there is a substantial failure by the Institution to meet institutional minimum operating standards related to financial resources as required by the California Private Postsecondary Education Act of 2009 and the California Code of Regulations, Title 5, section 71745.

This circumstance requires immediate action by the Bureau to protect students, prevent misrepresentations to the public, and prevent the loss of public funds or monies paid by students.

You have the right to be heard before the Director of the Department of Consumer Affairs, or his designee, regarding the allegations in the Emergency Decision prior to the effective date of the Emergency Decision. If you would like to be heard before the Director, please submit a request by fax to Yvette Johnson, Enforcement Manager, Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 263-1895 (fax). Alternatively, you may request a hearing before the Director, or his designee, by telephoning Yvette Johnson at (916) 431-6915. Unless the Bureau receives your request by **5:00 p.m.** on **April 21, 2015** you will be deemed to have waived your right to be heard before the Director, or his designee.

If requested, the hearing before the Director of the Department of Consumer Affairs, or his designee, will be held on **April 22, 2015** at **12:00 p.m.** at the Department of Consumer Affairs Executive Office, located at 1625 North Market Blvd., Suite S-308, Sacramento, CA 95834.

Within 10 days after issuance of the Emergency Decision, the Bureau will file an Accusation on the charges and allegations set forth in the Emergency Decision. The adjudicative proceedings shall be conducted in accordance with Article 10 (commencing with Section 11445.10) of Chapter 4.5 or Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code, as requested by you.

Upon issuance of the Emergency Decision, you have the right under Government Code section 11460.80 to obtain judicial review of the Decision.

The Emergency Decision, **effective upon close of business April 23, 2015**, shall remain in effect until such time as the Accusation has been fully adjudicated or upon issuance of the final decision following judicial review.

Joanne Wenzel, Bureau Chief
Bureau for Private Postsecondary Education

4-17-15
Date

DATE: April 30, 2015

TO: California Board of Registered Nursing

FROM: Ruth K. Ngati, DNP, MSN, CNS, PHN
Campus Nursing Director, Everest College, Ontario-Metro

RE: Transfer of Everest RN Students to Proposed RN Program at
San Joaquin Valley College, Ontario Campus

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   - **Cohort #3**
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   - **Technical**
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1. NECESSITY FOR TRANSFER FROM EVEREST COLLEGE TO AN APPROVED SAN JOAQUIN VALLEY COLLEGE PROGRAM

Since Everest College Ontario-Metro closed on April 27, 2015, without a teach-out contract or any other program to help Nursing Students continue with their education, there is an urgent necessity to find a suitable institution to help these students continue with their education. A fully accredited college capable of absorbing the displaced students within a very short time must be identified and be given the opportunity to help the students. The transfer of students from Everest College to the San Joaquin Valley College program is supported by these considerations:

San Joaquin Valley College (SJVC) has the required accreditation, financial stability, staff, and teaching facility equipped with required resources for nursing education. And, as described in footnote 3 on page 6, has begun to establish relationships with clinical sites secured by Everest College.

SJVC has a nine-year history of teaching and graduating nursing students at its facility in Visalia. SVJC is capable of taking all the 125 displaced students as soon as July 13, 2015, contingent on BRN approval of transfer. In addition, the SJVC nursing curriculum is substantially compatible with Everest College Ontario-Metro, such that students will not lose many credits already earned in their nursing program.

SVJC has already received employment applications from the majority of the Everest nursing faculty who were teaching the students at Everest College Ontario-Metro. Upon approval of transfer by BRN, these teachers will be interviewed and those selected will continue to teach students in the same cohorts utilizing the SJVC Ontario facility and curriculum. Therefore, the teaching and learning processes could be seamless and ensure continuation of learning with minimum interruptions, hardships or extensions for time to graduate.

SVJC expects to contract with Dr. Ruth K. Ngati, the former Campus Director of Everest College Ontario-Metro, as Registered Nursing Program Consultant to help coordinate and expedite the normalization of the transfer process. Dr Ruth K. Ngati is approved by the CA BRN to function as a Dean/Director of Nursing Program. Upon BRN approval of the transfer of students, she will assume the position of Program Director of the RN program at the SJVC Ontario Campus. Dr. Ruth K. Ngati has good rapport with the displaced students, the nursing faculty and the teaching clinical sites.

SJCV is not associated with Everest College Ontario-Metro in any way or form. The transfer of displaced students to SJVC is explicitly and exclusively for SJVC and not a continuation of the Everest program.

2. SAN JOAQUIN VALLEY COLLEGE OVERVIEW

San Joaquin Valley College (SJVC) was founded in 1977 and is a private, for-profit college awarding 22 Associate of Science Degrees (including one in Registered Nursing at the Visalia campus) and ten Certificates of Completion at 14 on-ground locations [including one in Ontario] and an online modality. SJVC Is owned by second-generation owners Mark A. Perry, President and Michael D. Perry, CEO.

SJVC is accredited by Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) and is approved to operate by the California Bureau for Private Postsecondary Education (BPPE.) The College holds 10 programmatic approvals [including BRN approval for the Registered Nursing programs at the Visalia campus.]

3. STUDENT EXPERIENCE

There are four student cohorts who began their education at Everest, and if approved by the BRN and WASC, would transfer to SJVC and complete requirements for graduation from SJVC. Those cohorts, and their anticipated experience are:

COHORT #1 [originally scheduled to graduate from Everest in July 2015]

Transfer Credit: Students' Everest transcripts would be carefully evaluated for transfer to SJVC, with these assumptions of equivalency and transfer credit:

Level III Nursing Courses

EVEREST			=	SJVC		
COURSE #	COURSE TITLE	UNITS[1]		COURSE #	COURSE TITLE	UNITS[2]
NSG 1010	Fundamentals of Nursing	3.0		RN 10	Fundamentals	3.0
NSG 1015	Fundamentals of Nursing Clinical	3.0		RN 10L	Fundamentals Clinical	3.0
NSG 1026	Nursing Pharmacology	3.0		RN 22	Pharmacology	2.0
NSG 1020	Nursing Care of Adult Client I	4.0		RN 24	Basic Medical Surgical Nursing	3.0
NSG 1025	Nursing Care of Adult Client I Clinical	4.0		RN 24L	Basic Medical Surgical Clinical	3.0
NSG1030	Maternal and Child Nursing	4.0		RN 23/37	Maternal/Pediatrics	6.0
NSG1035	Maternal and Child Nursing Clinical	4.0		RN 23L/37L	Maternal/Pediatrics Clinical	4.0
NSG2010	Mental Health Nursing	3.0		RN 43	Mental Health	3.0
NSG2015	Mental Health Nursing Clinical	3.0		RN 43L	Mental Health/Clinical	2.0
NSG2020	Contemporary Nursing in Community Settings	3.0		RN 30	Gerontology/Community Health	1.0
NSG2025	Contemporary Nursing in Community Settings Clinical	3.0		RN 30L	Gerontology/Community Health	1.0
NSG2030	Nursing Care of Adult Client II	4.0		RN 35	Intermediate Medical Surgical Nursing	3.0
	TOTAL	41			TOTAL	34

COHORT #1, continued

[1] Throughout this proposal: Quarter units

[2] Throughout this proposal: Semester units

General Education Requirements:

EVEREST			=	SJVC ADMISSIONS REQUIREMENT	
COURSE #	**COURSE TITLE**	**UNITS**			
BIOL 1085C	Anatomy & Physiology	6.0		Anatomy and Physiology	
ENC 1101	Composition	4.0		English/Composition	
HUN 1001	Basic Nutrition	2.0		Nutrition	
BIOL 1086C	Anatomy and Physiology II	6.0		Anatomy and Physiology	
MCB 2010C	Microbiology	6.0		Microbiology	
MAT 1033	College Algebra	4.0		Algebra	
ENC 1102	Composition II	4.0		English	
MEA 1006c	Therapeutic Communication	2.0		Speech	
SYG 2000	Principles of Sociology	4.0		Sociology	
PSY 2012	General Psychology	4.0		General Psychology	
CGS 2167C	Computer Applications	4.0		Does not transfer	
SLS 1105	Strategies for Success	4.0		Does not transfer	
AML 2000	Introduction to American Literature	4.0		Does not transfer	
	TOTAL	**54**		**TOTAL**	**42**

COHORT #1, continued

Schedule to Graduation: To earn an Associate of Science from SJVC, students in this cohort would be scheduled for the following 20 weeks of instruction:

COURSE #	COURSE TITLE	UNITS	WEEKS OF INSTRUCTION
RN 46	Advanced Medical Surgical Nursing	3	15
RN 46 L	Advanced Medical Surgical Nursing Clinical[3]	4	15
RN 44	Nursing Leadership	3	20
	SJVC COURSES SUB-TOTAL	10	
	LEVEL III NURSING TRANSFER CREDIT SUB-TOTAL	34	
	GENERAL EDUCATION TRANSFER CREDIT SUB-TOTAL	42	
	PROGRAM TOTAL[4]	**86**	

[3] Throughout this proposal: Clinical sites secured by Everest are being contacted by SJVC. As of April 29th, of the thirteen major sites, 9 have been contacted and verbally offered to continue the relationship with SJVC. Contingent on approval from BRN and ACCJC/WASC, SJVC will secure written agreements under its name. SJVC will continue its efforts to contact the remaining four sites. It should be noted that those four are very small and would not have an impact on the program either way.

[4] Throughout this proposal: SJVC's program requires a minimum of 84 units

COHORT #2 [originally scheduled to graduate from Everest in January 2016]

Transfer Credit
Students' Everest transcripts would be carefully evaluated for transfer to SJVC, with these assumptions of equivalency and transfer credit:

Level II Nursing

EVEREST			=	SJVC		
COURSE #	**COURSE TITLE**	**UNITS**		**COURSE #**	**COURSE TITLE**	**UNITS**
NSG 1010	Fundamentals of Nursing	3.0		RN 10	Fundamentals	3.0
NSG 1015	Fundamentals of Nursing Clinical	3.0		RN 10L	Fundamentals Clinical	3.0
NSG 1026	Nursing Pharmacology	3.0		RN 22	Pharmacology	2.0
NSG 1020	Nursing Care of Adult Client I	4.0		RN 24	Basic Medical Surgical Nursing	3.0
NSG 1025	Nursing Care of Adult Client I Clinical	4.0		RN 24L	Basic Medical Surgical Clinical	3.0
	TOTAL	**17**			**TOTAL**	**14**

COHORT #2, continued

General Education Requirements:

EVEREST		=	SJVC ADMISSIONS REQUIREMENT	
COURSE TITLE	**UNITS**			
Anatomy & Physiology	6.0		Anatomy and Physiology	
Composition	4.0		English/Composition	
Basic Nutrition	2.0		Nutrition	
Anatomy and Physiology II	6.0		Anatomy and Physiology	
Microbiology	6.0		Microbiology	
College Algebra	4.0		Algebra	
Composition II	4.0		English	
Therapeutic Communication	2.0		Speech	
Principles of Sociology	4.0		Sociology	
General Psychology	4.0		General Psychology	
Computer Applications	4.0		Does not transfer	
Strategies for Success	4.0		Does not transfer	
Introduction to American Literature	4.0		Does not transfer	
	TOTAL	**54**	**TOTAL**	**42**

COHORT #2, continued

Schedule to Graduation: To earn an Associate of Science from SJVC, students in this cohort would be scheduled for the following 60 weeks of instruction:

COURSE #	COURSE TITLE	UNITS	WEEKS OF INSTRUCTION
RN 43	Mental Health	3.0	8
RN 43L	Mental Health Clinical	2.0	8
RN 35	Intermediate Medical Surgical Nursing	3.0	12
RN 35L	Intermediate Medical Surgical Clinical	3.0	12
RN 23	Maternal/Child	3.0	12
RN 23L	Maternal/Child Clinical	2.0	12
RN 36	Physical Assessment	2.0	12
RN 37	Pediatrics	3.0	8
RN 37L	Pediatrics Clinical	2.0	8
RN 30	Gerontology/ Community Health	1.0	5
RN 30L	Gerontology/Community Health Clinical	1.0	5
RN 44	Nursing Leadership	3.0	20
RN 46	Advanced Medical Surgical Nursing	3.0	15
RN 46L	Advanced Medical Surgical Clinical	4.0	15
	SJVC COURSES SUB- TOTAL	35	
	LEVEL II NURSING TRANSFER CREDIT SUB-TOTAL	14	
	GENERAL EDUCATION TRANSFER SUB-TOTAL	42	
	PROGRAM TOTAL	**91**	

COHORT #3 [originally scheduled to graduate from Everest July 2016]

Transfer Credit
Students' Everest transcripts would be carefully evaluated for transfer to SJVC, with these assumptions of equivalency and transfer credit:

General Education

EVEREST		=	SJVC ADMISSIONS REQUIREMENT	
COURSE TITLE	**UNITS**			
Anatomy & Physiology	6.0		Anatomy and Physiology	
Composition	4.0		English/Composition	
Basic Nutrition	2.0		Nutrition	
Anatomy and Physiology II	6.0		Anatomy and Physiology	
Microbiology	6.0		Microbiology	
College Algebra	4.0		Algebra	
Composition II	4.0		English	
Therapeutic Communication	2.0		Speech	
Principles of Sociology	4.0		Sociology	
General Psychology	4.0		General Psychology	
Computer Applications	4.0		Does not transfer	
Strategies for Success	4.0		Does not transfer	
Introduction to American Literature	4.0		Does not transfer	
	TOTAL	**54**	**TOTAL**	**42**

Schedule to Graduation: To earn an Associate of Science from SJVC, students in this cohort would be scheduled for the following 80 weeks of instruction:

COURSE #	COURSE TITLE	UNITS	WEEKS OF INSTRUCTION
RN 10	Fundamentals	3.0	12
RN 10L	Fundamentals Clinical	3.0	12
RN 12	Pathophysiology	2.0	20
RN 24	Basic Medical Surgical Nursing	3.0	12
RN 24L	Basic Medical Surgical Clinical	3.0	12
RN 22	Pharmacology	2.0	20
RN 23L	Maternal/Child Clinical	2.0	12
RN 36	Physical Assessment	2.0	12
RN 37	Pediatrics	3.0	8
RN 37L	Pediatrics Clinical	2.0	8
RN 30	Gerontology/ Community Health	1.0	5
RN 30L	Gerontology/Community Health Clinical	1.0	5
RN 43	Mental Health	3.0	8
RN 43L	Mental Health Clinical	2.0	8
RN 35	Intermediate Medical/Surgical Nursing	3.0	12
RN 35L	Intermediate Medical/Surgical Clinical	4.0	12
RN 23	Maternal/Child	3.0	12
RN 23L	Maternal/Child Clinical	2.0	12
RN 44	Nursing Leadership	3.0	20
RN 46	Advanced Medical Surgical Nursing	3.0	15
RN 46L	Advanced Medical Surgical Clinical	4.0	15
	SJVC COURSES SUB-TOTAL	51	
	GENERAL EDUCATION TRANSFER SUB-TOTAL	42	
	PROGRAM TOTAL	**93**	

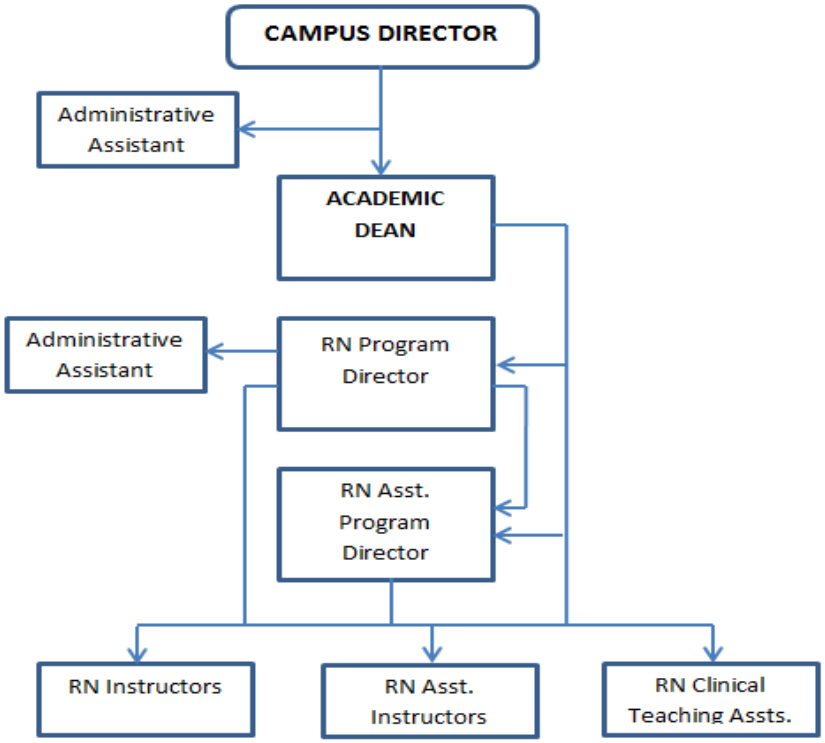
COHORT #4: These students were originally in one of the three cohorts described above; however, due to Leaves of Absence and re-entry, these would require individual assessment and determination if transfer and completion is a feasible option.

4. SAN JOAQUIN VALLEY COLLEGE: RESOURCES

If the SJVC program is approved by the BRN as a transfer and completion option for the Everest students, the following resources would be available:

Human

SJVC is firmly committed to providing the human resources required to deliver quality academic programs and student support services in the Registered Nursing Program at the Ontario campus. To that end, the College has an organizational structure planned for the program at this location which will provide the necessary framework to ensure the quality of the program, support services, and that the site is operating effectively. This structure, which includes the instructional, managerial, and administrator staff planned for the program at this location is depicted in the organization chart below.



SJVC has received applications for employment from the following Everest faculty, already approved by the BRN. Should SJVC obtain BRN approval, these applicants would be interviewed and those selected for employment will continue to teach students in the same cohort.

Name	FT	PT	Specialty Noted
Dr. Ruth Ngati	X		Program Director
Chibunna Nwaobia		X	Mental Health
Pamela Coleman	X		OB; Peds; Community; Public Health
Edith Amadi	X		MedSurg; Fundamentals
Denise Roberts		X	MedSurg; Adv. MedSurg Clinical; Critical Care
Eartha Reed	X		OB
Mikala Chislom	X		MedSurg
Nikki Chuml	X		OB; Pharm; MedSurg
Jehad Abukamleh	X		Adv. MedSurg; Critical Care; Assist. PD
Aurora Gumamit		X	OB; Leadership
Maria Ottinger		X	Clinical Coordinator
Carissa Demke	X		Administrative Assistant
Christine Orloff		X	Fundamentals; MedSurg; Adv. Clinical

Physical

The RN classroom and labs will be fully furnished and equipped to meet course and program learning outcomes and provide an environment conducive to the teaching/learning process.

SJVC's RN instructors have developed comprehensive lists of textbooks and library resources that support and enhance the program's curriculum. The cost of textbooks is included in the program's tuition fees. Students receive their textbooks at the beginning of each course.

Technical

The following technology resources will be made available to support the teaching/learning process and evaluation of the effectiveness of the Registered Nursing program.

Computer Access

The Ontario Campus' library, designated classrooms, and administrative offices have computers that are connected to printers and have internet access. The computers in the library and classrooms are available for students to use during the library's normal hours of operation and designated class time.

Computer Assistance

Technology support services are provided by the SJVC Help Desk Administrators who offer live, real-time assistance to students, staff, and faculty five days a week during normal business hours, and weekends as needed. SJVC users in need of technology assistance place a request through the ticketing system, phone, or email. The Help Desk employs an internet-based remote support application that allows staff to connect to the end-user's computer over the internet. The end user need only have a connection to the internet and navigate to SJVC's remote support web page.

The College has a full-time Network Administrator who oversees the operation, maintenance, and repair of computing equipment for campuses in that region.

Financial

SJVC has sufficient fiscal resources to start and sustain the RN program at the Ontario Campus. The College has documented its fiscal sufficiency during the 20 years it has been accredited by ACCJC. The College demonstrates its financial health by undergoing regular audits and meeting the U.S. Department of Education's financial responsibility standards, including the equity, primary reserve, and net income ratios, as outlined in 34 CFR section 668.171 (2010).

5. CONCLUSION

These facts qualify San Joaquin Valley College Ontario to be uniquely placed to accept transfer of these students:

- San Joaquin Valley College Ontario has the wherewithal to support the transfer of all 121 nursing students.
- San Joaquin Valley College Ontario is the only Associate Degree Nursing Program in the community that has shown genuine interest to help these students complete their education.
- The nursing teaching facility has adequate space and has required resources for nursing education.
- The transfer of students could be seamless since the established cohorts will remain intact.
- The faculty from the closed Everest College could transfer to San Joaquin Valley College Ontario to continue teaching the same students.
- The same clinical sites utilized by Everest College have agreed verbally to accept clinical contracts from San Joaquin Valley College Ontario.
- San Joaquin Valley College Ontario is within the same community as Everest College; hence, students won't have to travel away from their current residences.
- The program can resume as soon as July 13, 2015 contingent upon all required BRN approvals.
- Dr. Ruth K. Ngati will act as Registered Nurse Consultant in the transition and assume Directorship upon BRN Student transfer approval.

As a previous Campus Nursing Director of the closed Everest College Ontario-Metro, I am personally concerned about the education of these students. Therefore, I ask the BRN Education and Licensing Committee (ELC) to allow the transfer of these students to San Joaquin Valley College because in my judgment, it offers the best alternative for the students to complete their nursing education.

Finally, I thank the BRN ELC for allowing me the opportunity to represent both the displaced students and the proposed San Joaquin Valley College, Ontario Nursing Program and request the acceptance of these representations.

Sincerely,

Dr. Ruth K. Ngati

EVEREST COLLEGE:

Quarter

Term	Course no. Name	Units	Hours Th	Hours Cl
1	Bio 1085 C A&P I	6	48	72
2	Bio 1086 C A&P II	6	48	72
1	ENC 1101 English	4	48	
1	MAT Coll algebra	4	48	
4	SYG 2000 Soc	4	48	
1	SLS 1105 Success	4	48	
1	HUN 1101 Nutrition	2	24	
		30	312	144
Term	Course no. Name	Units	Hours Th	Hours Cl
2	MCB 2010C Micro	6	48	72
2	ENC 1102 Eng cmp	4	48	
2	MEA106C Ther comm	2	24	
2	CGS2167C comp	4	24	72
2	PSY2012 Psych	4	48	
7	AML 2000 Am Lit	4	48	
		24	240	144
Term	Course no. Name	Units	Hours Th	Hours Cl
3	NSG 1010/15 Fund	6	36	108
6	NSG 2010/15 PMH	6	36	108
6	NSG 2020/25 (Geri)	6	36	108
		18	108	328
Term	Course no. Name	Units	Hours Th	Hours Cl
4	NSG1020/25 Adlt MS	8	48	144
4	NSG 1026 Pharm	3	36	
5	NSG1030/35 Mat/Ch	8	48	144
		19	132	288
Term	Course no. Name	Units	Hours Th	Hours Cl
5	NSG 2030/35 MS II	8	48	144
		8	48	144
Term	Course no. Name	Units	Hours Th	Hours Cl
8	NSG 2040 Adv Nsg	8	48	144
8	NSG 2050/55 Lead	6	36	108
8	NSG 2065 Seminar	2	24	
		16	108	252
	Total Units & Hours	107	900	1156
	Adjusted units & hrs	95	780	1,084

SAN JOAQUIN VALLEY COLLEGE

Semester

Term	Course no. Name	Units	Hours Th	Hours Cl
1 (GE)	Biol 10 Anat	4	45	45
1 (GE)	Bio 45 Physio	4	45	45
1 (GE)	Writing and Comp	3	45	
1 (GE)	Intermed Algebra	3	45	
1 (GE)	Soc 1 Intro to Soc	3	45	
		17	225	90
Term	Course no. Name	Units	Hours Th	Hours Cl
2 (GE)	Biol 14 Micro	4	45	45
2 (GE)	SPC 1A Pub Sp	3	45	
2 (GE)	Psy 1 Psych	3	45	
2 (GE)	Humanities	3	45	
2 (GE)	Chem 3A	4	45	45
		17	225	90
Term	Course no. Name	Units	Hours Th	Hours Cl
3 (Nsg 1)	RN 10 Fund/ Lab	6	45	135
3 (Nsg 1)	RN 43 PMH/Lab	5	45	90
3 (Nsg 1)	RN 12 Pathophys	2	30	
		13	120	225
Term	Course no. Name	Units	Hours Th	Hours Cl
4 (Nsg 2)	RN 21 Beg MS	6	45	135
4 (Nsg 2)	RN 22 Pharm	2	30	
4 (Nsg 2)	RN 20 Mat/NB	5	45	90
		13	120	225
Term	Course no. Name	Units	Hours Th	Hours Cl
5 (Nsg 3)	RN 33 Peds	5	45	90
5 (Nsg 3)	Intermed MS	6	45	135
5 (Nsg 3)	Health Assess	2	30	
		13	120	225
Term	Course no. Name	Units	Hours Th	Hours Cl
6 (Nsg 4)	RN30 Geron/comm	2	15	45
6 (Nsg 4)	RN46 Adv MS	7	45	180
6 (Nsg 4)	RN 44 Leadership	3	45	
		12	105	225
	Total Units & Hours	85	915	1080

Courses not transferred and/or not required.

CURRICULUM PLAN FOR TRANSFERRED STUDENTS FROM EVEREST COLLEGE

Cohort 1 Was scheduled to Complete on July 2015:

		Completed	Not trans	SJVC
Completed	GE Requirements	54	12	42
	Nursing Units/Clin	41	4	21+16
	Courses to complete			6+4
				(27+20)
	Total units			89

Quarter	Everest College				Semester	San Joaquin Valley College					
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
1	Bio 1085 C A&P I	6	48	72	1 (GE)	Biol 10 Anat	4	45	45		
2	Bio 1086 C A&P II	6	48	72	1 (GE)	Bio 45 Physio	4	45	45		
1	ENC 1101 English	4	48		1 (GE)	Writing and Comp	3	45			
1	MAT Coll algebra	4	48		1 (GE)	Intermed Algebra	3	45			
4	SYG 2000 Soc	4	48		1 (GE)	Soc 1 Intro to Soc	3	45			
~~1~~	~~SLS 1105 Success~~	~~4~~	~~48~~								
1	HUN 1101 Nutrition	2	24								
		26	264	144			17	225	90		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
2	MCB 2010C Micro	6	48	72	2 (GE)	Biol 14 Micro	4	45	45		
2	ENC 1102 Eng cmp	4	48								
2	MEA106C Ther comm	2	24		2 (GE)	SPC 1A Pub Sp	3	45			
2	~~CGS2167C comp~~	~~4~~	~~24~~	~~72~~							
2	PSY2012 Psych	4	48		2 (GE)	Psy 1 Psych	3	45			
7	~~AML 2000 Am Lit~~	~~4~~	~~48~~		2 (GE)	Humanities	3	45			
					2 (GE)	Chem 3A	4	45	45		
		16	168	144			17	225	90		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
3	NSG 1010/15 Fund	6	36	108	3 (Nsg 1)	RN 10 Fund/ Lab	6	45	135	3	3
6	NSG 2010/15 PMH	6	36	108	3 (Nsg 1)	RN 43 PMH/Lab	5	45	90	3	2
					3 (Nsg 1)	RN 12 Pathophys	2	30			
6	NSG 2020/25 (Geri)	6	36	108							
		18	108	324			11	90	225		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
4	NSG1020/25 Adlt MS	8	48	144	4 (Nsg 2)	RN 21 Beg MS	6	45	135	3	3
4	NSG 1026 Pharm	3	36		4 (Nsg 2)	RN 22 Pharm	2	30		2	
5	NSG1030/35 Mat/Ch	8	48	144	4 (Nsg 2)	RN 23 Mat/NB	5	45	90	3	2
		19	132	288			13	120	225		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
5	NSG 2030 MS II	4	48		5 (Nsg 3)	RN 37 Peds	5	45	90	3	2
5	NSG 2035 MS II lab	4		144	5 (Nsg 3)	RN 35 Intermed MS	3	45		3	
					5 (Nsg 3)	RN 35L Interm MS L	3		135		3
					5 (Nsg 3)	Health Assess	2	30			
		4	48	0			11	90	225		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
8	NSG 2040 Adv Nsg	8	48	144	6 (Nsg 4)	RN30 Geron/comm	1	15		1	
					6 (Nsg 4)	RN30L Gero/comm	1		45		1
8	NSG 2050/55 Lead	6	36	108	6 (Nsg 4)	RN46 Adv MS	7	45	180	3	4
8	NSG 2065 Seminar	2	24		6 (Nsg 4)	RN 44 Leadership	3	45		3	
		16	108	252			12	105	225	21 + 6	16 +4
		99	828	1152			81	855	1080	27	20

CURRICULUM PLAN FOR TRANSFERRED STUDENTS FROM EVEREST COLLEGE

Cohort 2 Was scheduled to Complete on Jan 2016:

		Completed	Not trans	SJVC
Completed	GE Requirements	54	12	42
	Nursing Units/Clin	41	4	8+6
	Courses to complete			18+13
				(26+19)
	Total Units			87

Quarter	Everest College				Semester	San Joaquin Valley College					
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
1	Bio 1085 C A&P I	6	48	72	1 (GE)	Biol 10 Anat	4	45	45		
2	Bio 1086 C A&P II	6	48	72	1 (GE)	Bio 45 Physio	4	45	45		
1	ENC 1101 English	4	48		1 (GE)	Writing and Comp	3	45			
1	MAT Coll algebra	4	48		1 (GE)	Intermed Algebra	3	45			
4	SYG 2000 Soc	4	48		1 (GE)	Soc 1 Intro to Soc	3	45			
1	SLS 1105 Success	4	48								
1	HUN 1101 Nutrition	2	24								
		30	312	144			17	225	90		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
2	MCB 2010C Micro	6	48	72	2 (GE)	Biol 14 Micro	4	45	45		
2	ENC 1102 Eng cmp	4	48								
2	MEA106C Ther comm	2	24		2 (GE)	SPC 1A Pub Sp	3	45			
2	CGS2167C comp	4	24	72							
2	PSY2012 Psych	4	48		2 (GE)	Psy 1 Psych	3	45			
7	AML 2000 Am Lit	4	48		2 (GE)	Humanities	3	45			
					2 (GE)	Chem 3A	4	45	45		
		24	240	144			17	225	90		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
3	NSG 1010/15 Fund	6	36	108	3 (Nsg 1)	RN 10 Fund/ Lab	6	45	135	3	3
6	NSG 2010/15 PMH	6	36	108	3 (Nsg 1)	RN 43 PMH/Lab	5	45	90	3	3
					3 (Nsg 1)	RN 12 Pathophys	2	30			
6	NSG 2020/25 (Geri)	6	36	108							
		18	108	328			11	90	225		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
4	NSG1020/25 Adlt MS	8	48	144	4 (Nsg 2)	RN 21 Beg MS	6	45	135	3	3
4	NSG 1026 Pharm	3	36		4 (Nsg 2)	RN 22 Pharm	2	30		2	
5	NSG1030/35 Mat/Ch	8	48	144	4 (Nsg 2)	RN 20 Mat/NB	5	45	90		
		19	132	288			13	120	225		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
					5 (Nsg 3)	RN 33 Peds	5	45	90	3	2
5	NSG 2030/35 MS II	8	48	144	5 (Nsg 3)	Intermed MS	6	45	135	3	3
					5 (Nsg 3)	Health Assess	2	30		2	
		8	48	144			13	120	225		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
8	NSG 2040 Adv Nsg	8	48	144	6 (Nsg 4)	RN30 Geron/comm	2	15	45	1	1
8	NSG 2050/55 Lead	6	36	108	6 (Nsg 4)	RN46 Adv MS	7	45	180	3	4
8	NSG 2065 Seminar	2	24		6 (Nsg 4)	RN 44 Leadership	3	45		3	
		16	108	252			12	105	225	8+18	6+ 13
	Total Units & Hours	115	948	1,300		Total Units & Hours	83	885	1080	26	19
	Adjusted units & hrs	103	828	1,258							

Courses not transferred and/or not required.

CURRICULUM PLAN FOR TRANSFERRED STUDENTS FROM EVEREST COLLEGE

Cohort 3 Was scheduled to Complete on July 2016:

		Completed	Not trans	SJVC
Completed	GE Requirements	54	12	42
	Nursing Units/Clin	0	0	0
	Courses to complete			31+20
	Total Units			93

Quarter	Everest College				Semester	San Joaquin Valley College					
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
1	Bio 1085 C A&P I	6	48	72	1 (GE)	Biol 10 Anat	4	45	45		
2	Bio 1086 C A&P II	6	48	72	1 (GE)	Bio 45 Physio	4	45	45		
1	ENC 1101 English	4	48		1 (GE)	Writing and Comp	3	45			
1	MAT Coll algebra	4	48		1 (GE)	Intermed Algebra	3	45			
4	SYG 2000 Soc	4	48		1 (GE)	Soc 1 Intro to Soc	3	45			
1	SLS 1105 Success	4	48								
1	HUN 1101 Nutrition	2	24								
		30	312	144			17	225	90		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
2	MCB 2010C Micro	6	48	72	2 (GE)	Biol 14 Micro	4	45	45		
2	ENC 1102 Eng cmp	4	48								
2	MEA106C Ther comm	2	24		2 (GE)	SPC 1A Pub Sp	3	45			
2	CGS2167C comp	4	24	72							
2	PSY2012 Psych	4	48		2 (GE)	Psy 1 Psych	3	45			
7	AML 2000 Am Lit	4	48		2 (GE)	Humanities	3	45			
					2 (GE)	Chem 3A	4	45	45		
		24	240	144			17	225	90		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
3	NSG 1010/15 Fund	6	36	108	3 (Nsg 1)	RN 10 Fund/ Lab	6	45	135	3	3
6	NSG 2010/15 PMH	6	36	108	3 (Nsg 1)	RN 43 PMH/Lab	5	45	90	3	2
					3 (Nsg 1)	RN 12 Pathophys	2	30		2	
6	NSG 2020/25 (Geri)	6	36	108							
		18	108	328			13	120	225		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
4	NSG1020/25 Adlt MS	8	48	144	4 (Nsg 2)	RN 21 Beg MS	6	45	135	3	3
4	NSG 1026 Pharm	3	36		4 (Nsg 2)	RN 22 Pharm	2	30		2	
5	NSG1030/35 Mat/Ch	8	48	144	4 (Nsg 2)	RN 20 Mat/NB	5	45	90	3	2
		19	132	288			13	120	225		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
					5 (Nsg 3)	RN 33 Peds	5	45	90	3	2
5	NSG 2030/35 MS II	8	48	144	5 (Nsg 3)	Intermed MS	6	45	135	3	3
					5 (Nsg 3)	Health Assess	2	30		2	
		8	48	144			13	120	225		
Term	Course no. Name	Units	Hours Th	Hours Cl	Term	Course no. Name	Units	Hours Th	Hours Cl		
8	NSG 2040 Adv Nsg	8	48	144	6 (Nsg 4)	RN30 Geron/comm	2	15	45	1	1
8	NSG 2050/55 Lead	6	36	108	6 (Nsg 4)	RN46 Adv MS	7	45	180	3	4
8	NSG 2065 Seminar	2	24		6 (Nsg 4)	RN 44 Leadership	3	45		3	
		16	108	252			12	105	225	31	20
	Total Units & Hours	115	948	1,300		Total Units & Hours	85	915	1080		
	Adjusted units & hrs	103	828	1,258							

Courses not transferred and/or not required.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.8
DATE: May 7, 2015

ACTION REQUESTED: Discussion and Possible Vote on Addition of Nursing Program Information to the BRN Website (Warning Status, Program Accreditation, Retention, Attrition).

REQUESTED BY:

Julie Campbell-Warnock
Research Program Specialist

Leslie Moody, RN, MSN, MAEd
Nursing Education Consultant

BACKGROUND:
Currently the BRN website provides the following data related to each approved pre-licensure nursing program:

- Listing of programs by degree type with complete school address, telephone number and whether they have an accelerated fast track program or the program admits LVNs only. The program listing is also linked to the school's website.
- Past five years of NCLEX results by program.

Recommendations from the Senate Committee on Business, Professions and Economic Development (BP&ED) and the Assembly Committee on Business and Professions (B&P), collectively "the Committees", in response to the 2014 Sunset Review Report, are to additionally post individual program information regarding warning status, accreditation, attrition, and retention to the website to better inform current and potential students as well as the general public.

DISCUSSION:

- **Warning Status**
  Currently information regarding schools in Warning Status is available in the Board meeting minutes which are posted to the website. This information could be made more prominently available in other parts of the website by notification posted on the home page and/or the nursing programs page.

- **Accreditation**
  There are two types of accreditation, institutional/school accreditation and program accreditation. School and/or program accreditation may impact the student's transfer of academic credits from one institution to another, their ability to qualify for admission to a higher degree program, or employer's recognition of the degree.

  Institutional/School Accreditation: Nursing programs are required to be an institution of higher education or affiliated with an institution of higher education that has degree granting authority. California public schools (UC, CSU, CCC)-are required to have regional accreditation. Private institutions must be approved by the California Bureau for Private Postsecondary Education (BPPE). BPPE is currently completing emergency regulations to

reflect requirements stated in Senate Bill 1247, which became effective January 1, 2015 and mandates that approved postsecondary institutions offering degrees be accredited by an accrediting agency recognized by the United States Department of Education. Institutions currently offering degree programs who do not already meet this requirement must do so by July 1, 2020. Institutions that do not meet the required time frames will have their approval to operate in California suspended and will be required to cease enrollment of new students and either find teach-out opportunities for existing students or provide a refund. The new provisions also require institutions that are not currently accredited and that offer degree programs to provide notice to potential new students that their approval to operate is contingent upon the institution becoming accredited.

Program Accreditation: Nursing programs can obtain program accreditation from accrediting agents such as the Accreditation Commission for Education in Nursing (ACEN, formerly NLNAC) or Commission on Collegiate Nursing Education (CCNE). Program accreditation is an indication that the program has met certain professional standards as required by the accrediting body and is currently optional in California.

Currently the BRN collects institutional accreditation information only during the initial approval process and receives verification of approval from BPPE. This information is not systematically updated. Program accreditation information is currently collected on the Annual School Survey. To post information regarding both types of accreditation on the website, the BRN will need to implement regular collection of institutional accreditation information in addition to the program accreditation information already collected. This could be accomplished via the annual school survey.

Information on individual schools and/or nursing programs accreditation information are generally available on the school's website. Links from the BRN's list of approved nursing programs to the school's website currently provides the public access to obtaining the accreditation status of the school. Accreditation information could be added to the List of Approved Schools on the BRN website.

- **Attrition and Retention**
  Currently the BRN's website presents NCLEX results for the past five years for each program as an indication of program success. The information includes the number taken and the percent passed of first-time test takers for each academic year. The BRN currently collects attrition and retention data via the annual school survey and reports this and all other data from the survey in aggregate (regionally, by program type, statewide, etc.). Multiple years' of retention and attrition data (enrollment, attrition and retention) could be presented on the website for each program in a manner similar to website presentation of the NCLEX results. Explanation including definitions for attrition and retention, and factors influencing the experiences could also be provided to help the public understand and interpret the data.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Julie Campbell-Warnock
Research Program Specialist

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.9
DATE: May 7, 2015

ACTION REQUESTED: Discussion and Possible Vote on the Structure and Meetings of the Nursing Workforce Advisory Committee and the Education Issues Workgroup

REQUESTED BY: Julie Campbell-Warnock
Research Program Specialist

BACKGROUND:
The BRN establishes and appoints advisory/ad hoc committees and workgroups as needed to complete specific tasks. The current committees and workgroups and their functions are as follows:

- Education Issues Workgroup (EIW) (formerly the Education Advisory Committee) - Reviews and provides recommendations to BRN staff for the Annual School Survey and report. Considers and provides recommendations to the BRN staff, as necessary, on various nursing education related topics.
- Nursing Workforce Advisory Committee (NWAC) - Advises the Board members and staff of the BRN on current and projected issues affecting the nursing workforce in California and reviews and provides input on the biennial RN survey instrument.

The legislative committees responsible for the BRN sunset review in 2010 recommended combining the NWAC and the EIW and that the combined committee begin to address some of the more critical issues regarding both the education of nurses and workforce planning development for the nursing profession. The rationale included the commonality of issues impacting both nursing education and the nursing workforce.

In response to the recommendation, the BRN agreed that education and workforce issues are intertwined and should not be examined separately or in isolation, however, that there are issues and work in each of these areas that benefit from a depth and richness of knowledge and experience that can be obtained from a variety of individuals representing different areas. For these reasons the BRN expressed value in having two separate committees so representation from the various interest groups could be assured without the committee becoming too large. In order to allow for both groups to work together and still have a depth of representation, the BRN continued both the committee and the workgroup with overlap of some members between the two.

It was also recommended and the BRN agreed, and it has been repeated by the legislative committees responsible for the BRN sunset review in 2014, that the NWAC should begin meeting more often and with more consistency. Due to the limited budget and travel restrictions,

the NWAC was only able to meet twice between 2010 and 2014 and the EIW has met annually (except in 2012 when it worked through e-mail).

DISCUSSION:
The main focus of the EIW has been to review and provide input to the annual school survey and other education issues relevant in California such as faculty, clinical placements, simulation, and military veterans in nursing. The NWAC main focus has been to review and provide input into the biennial California RN survey and other workforce issues relevant in California. Combining the NWAC and EIW would consolidate effort and resources. Regularly scheduled meetings would increase the opportunity to discuss nursing education and workforce issues with key stakeholder representatives, identify needs for improvement or action, establish priorities and develop action plans.

Recommendation at this time is to combine the NWAC and the EIW and hold meetings two to three times per year, if the Board's resources allow or except when prohibited by budget restrictions or other fiscal conservation mandates. The EIW would be continued as a workgroup under the NWAC for the specific function of providing review and advising BRN staff regarding the annual school survey.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Julie Campbell-Warnock
Research Program Specialist
(916) 574-7681

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.10
DATE: May 7, 2015

ACTION REQUESTED: 2013-2014 Post Licensure Program Annual Report

REQUESTED BY: Julie Campbell-Warnock, Research Program Specialist

BACKGROUND:
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 2013-2014 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.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Julie Campbell-Warnock
Research Program Specialist
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California Board of Registered Nursing
2013-2014 Annual School Report

Data Summary and Historical Trend Analysis

A Presentation of Post-Licensure Nursing Education Programs in California

April 17, 2015

Prepared by:
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PREFACE

Nursing Education Survey Background

Development of the 2013-2014 Board of Registered Nursing (BRN) School Survey was the work of the Board's Education Issues Workgroup, which consists of nursing education stakeholders from across California. A list of workgroup members is included in the Appendices. The University of California, San Francisco was commissioned by the BRN to develop the online survey instrument, administer the survey, and report data collected from the survey. Pre-licensure nursing education programs that also offer post-licensure programs were invited to provide data on their post-licensure programs for the first time in 2004-2005. Revisions to the post-licensure sections of the survey may prevent comparability of some data.

Funding for this project was provided by the California Board of Registered Nursing.

Organization of Report

The survey collects data about nursing programs and their students and faculty from August 1 through July 31. Annual data presented in this report represent August 1, 2013 through July 31, 2014. Demographic information and census data were requested for October 15, 2014.

Data from pre- and post-licensure nursing education programs are presented in separate reports and will be available on the BRN website. Data are presented in aggregate form and describe overall trends in the areas and over the times specified and, therefore, may not be applicable to individual nursing education programs.

Statistics for enrollments and completions represent two separate student populations. Therefore, it is not possible to directly compare enrollment and completion data.

Value of the Survey

This survey has been developed to support nursing, nursing education and workforce planning in California. The Board of Registered Nursing believes that the results of this survey will provide data-driven evidence to influence policy at the local, state, federal and institutional levels.

The BRN extends appreciation to the Education Issues Workgroup and all survey respondents. Your participation has been vital to the success of this project.

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Survey Participation

Pre-licensure nursing education programs that also offer post-licensure programs were invited to provide data on their post-licensure programs for the first time in 2004-2005. In 2013-2014, 35 RN to BSN programs, 36 Master's degree programs, and 13 doctoral programs responded to the survey. A list of survey respondents is provided in Appendix A.

Since 2004-2005, the number of post-licensure programs in California grew by 35% (n=9) for RN to BSN programs, 50% (n=12) for Master's degree programs, and 160% (n=8) for doctoral programs.

Table 1. Number of Post-Licensure Programs by Program Type, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
RN to BSN	26	27	31	32	32	31**	34	33	32	35
Master's Degree	24	27	30	28*	29	31	36	36	36	36
Doctoral	5	5	6	7	7	7	9	10	12	13
Number of Schools[Ŧ]	32	33	41	37	39	39	43	45	44	45

Ŧ Since some nursing schools admit students in more than one program, the number of nursing programs is greater than the number of nursing schools.
*Although there were 29 master's degree programs in 2007-2008, only 28 programs reported data that year.
**One of the RN to BSN programs had been counted twice when the 2009-2010 report was published. The data have been corrected in this report.

DRAFT

DATA SUMMARY AND HISTORICAL TREND ANALYSIS

This analysis presents data from post-licensure nursing programs that responded to the 2013-2014 BRN School Survey in comparison with data from previous years of the survey. Since post-licensure programs offer a range of degrees, this report is presented in three sections: RN to BSN programs, Master's degree programs, and doctoral programs. Data presented include the number of nursing programs, enrollments, completions, and student and faculty census data. Faculty census data are presented separately since they are collected by school, not by program type.

RN to BSN Programs

Number of Nursing Programs

The number of RN to BSN programs has increased by 35% (n=9) over the last ten years, from 26 programs in 2004-2005 to 35 programs in 2013-2014. Most of this growth occurred between 2004-2005 and 2007-2008. Since then, the number of RN to BSN programs fluctuated until 2013-2014, when the number of programs increased by 9% (n=3) over the last year. The share of RN to BSN programs offered at private schools has shown an overall increase over the last ten years, with some fluctuation over the last four years. However, the majority of programs remain public. In 2013-2014, 54% (n=19) of RN to BSN programs were offered at public schools.

Table 2. Number of RN to BSN Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Programs	**26**	**27**	**31**	**32**	**32**	**31**	**34**	**33**	**32**	**35**
Public	65.4%	63.0%	61.3%	59.4%	59.4%	58.1%	55.9%	57.6%	53.1%	54.3%
Private	34.6%	37.0%	38.7%	40.6%	40.6%	41.9%	44.1%	42.4%	46.9%	45.7%

Program Information

Most RN to BSN programs use distance learning and flexible course scheduling as methods of increasing RN access to the program. Offering courses via distance education has become more common over the last ten years, reaching its highest level (83%) in 2012-2013, followed by a slight decline to 71% of programs in 2013-2014. While flexible course scheduling remains a common method that programs use to increase RN access to the program, the share of programs using flexible course scheduling has remained about the same over the last four years. Some programs offer courses in work settings (23% in 2013-2014) and use partial funding of classes by work settings (17% in 2013-2014), but these approaches have become less common over the last three years.

Table 3. Approaches to Increase RN Access to the Program, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Distance education modes	46.2%	51.9%	58.1%	68.0%	66.7%	57.7%	56.7%	71.0%	83.3%	71.4%
Flexibility in course scheduling	61.5%	63.0%	64.5%	72.1%	74.1%	80.7%	63.3%	67.7%	63.3%	68.6%
Partial funding of classes by work setting	30.8%	44.4%	41.9%	32.0%	33.3%	46.2%	56.7%	35.5%	30.0%	22.9%
Courses provided in work settings	30.8%	37.0%	29.0%	40.1%	33.3%	38.5%	33.3%	41.9%	30.0%	17.1%
Number of programs	26	27	31	25	27	26	30	31	30	35

DRAFT

Most RN to BSN programs have direct articulation of ADN coursework (67%). In the last six years, the share of programs using partnerships with ADN programs, or similar collaborative agreements, to award credit for prior education and experience to their students has increased, while the share of programs using a specific program advisor has decreased. In 2013-2014, 55% of RN to BSN programs used partnerships or collaborative agreements, and 39% of programs used a specific program advisor. A limited number of programs use specific upper division courses, portfolios to document competencies, or testing to award credit to ADN-prepared nurses entering the program.

Table 4. Mechanisms to Award Credit for Prior Education and Experience, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Direct articulation of ADN coursework	73.1%	55.6%	73.3%	64.0%	70.0%	71.4%	64.5%	71.0%	73.3%	67.7%
Partnerships with ADN programs or similar collaborations	7.7%	18.5%	10.0%	16.0%	23.3%	28.6%	45.2%	45.2%	53.3%	54.8%
Specific program advisor	46.2%	59.3%	36.7%	52.0%	60.0%	53.6%	51.6%	45.2%	43.3%	38.7%
Tests to award credit*	23.1%	40.7%	36.7%	36.0%	20.0%	17.9%	22.6%	22.6%	20.0%	22.6%
Specific upper division courses	11.5%	37.0%	26.7%	16.0%	30.0%	28.6%	19.4%	12.9%	13.3%	9.7%
Portfolios to document competencies	15.4%	18.5%	13.3%	24.0%	16.7%	14.3%	19.4%	16.1%	6.7%	12.9%
Number of programs	26	27	31	25	30	28	31	31	30	31

*NLN achievement tests or challenge exams

New Student Enrollments

Admission spaces available for new student enrollments in RN to BSN programs more than tripled since 2004-2005. In 2013-2014, there were 3,368 admission spaces that were filled with a total of 2,252 students. Since an online RN to BSN program accepts all qualified applicants, the number of new students enrolling in these programs can vary dramatically depending on interest in the program rather than on program resources. In 2010-2011, 385 students enrolled in this program, while 507 enrolled in 2011-2012, 412 enrolled in 2012-2013, and 394 enrolled in 2013-2014.

Table 5. Availability and Utilization of Admission Spaces*, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Spaces Available	1,006	1,851	2,296	1,998	2,286	2,346	2,287	2,978	3,224	3,368
New Student Enrollments	681	1,665	1,438	1,754	1,985	2,101	1,913	1,998	2,488	2,252
% Spaces Filled with New Student Enrollments	**67.7%**	**90.0%**	**62.6%**	**87.8%**	**86.8%**	**89.6%**	**83.6%**	**67.1%**	**77.2%**	**66.9%**

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

DRAFT

New student enrollment in both private and public RN to BSN programs has increased since 2004-2005. Private programs had a ten-fold increase in their new enrollments from 2004-2005 until 2009-2010, followed by fluctuation in enrollment since then. Public programs saw more modest increases in enrollment between 2004-2005 and 2007-2008, followed by a period of enrollment decline until 2010-2011. In 2011-2012, public programs had increasing enrollment for two years, followed by a decline to 1,247 students in 2013-2014.

Table 6. RN to BSN New Student Enrollment by Program Type, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Student Enrollment	**681**	**1,665**	**1,438**	**1,754**	**1,985**	**2,101**	**1,913**	**1,998**	**2,488**	**2,252**
Public	572	732	687	978	867	788	788	1,083	1,578	1,247
Private	109	933	751	776	1,118	1,313	1,125	915	910	1,005

In 2013-2014, RN to BSN programs received 2,873 qualified applications for admission, one of the largest number of applications received in ten years but fewer than received the previous year. Of the 2,873 applications received, 22% (n=621) were not accepted for admission.

Table 7. Applications* for Admission to RN to BSN Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Qualified Applications	**978**	**3,041**	**2,341**	**2,769**	**2,364**	**2,651**	**2,424**	**1,998**	**3,069**	**2,873**
Accepted	681	1,665	1,438	1,754	1,985	2,101	1,913	1,998	2,488	2,252
Not Accepted	297	1,376	903	1,015	379	550	511	0	581	621
% Qualified Applications *Not Enrolled*	**30.4%**	**45.2%**	**38.6%**	**36.7%**	**16.0%**	**20.7%**	**21.1%**	**0%**	**18.9%**	**21.6%**

*These data represent applications, not individuals. A change in the number of applications may not represent an equivalent change in the number of individuals applying to nursing school.

Student Census Data

The total number of students enrolled in RN to BSN programs almost tripled from 1,243 on October 15, 2005 to 3,436 ten years later. After two years of an increasing number of students enrolled in RN to BSN programs, both public and private programs had fewer students enrolled in 2014 than in the previous year.

Table 8. Student Census Data*, RN to BSN Programs, by Academic Year

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Public Programs	1,046	1,915	2,068	2,033	2,055	1,873	2,086	2,182	2,624	2,194
Private Programs	197	1,279	1,068	921	1,427	1,374	1,013	1,223	1,467	1,242
Total Nursing Students	1,243	3,194	3,136	2,954	3,482	3,247	3,099	3,405	4,091	3,436

*Census data represent the number of students on October 15th of the given year.

DRAFT

Student Completions

The number of students that completed an RN to BSN program in California more than quadrupled in the past ten years, from 439 in 2004-2005 to 1,772 in 2013-2014. Even though there has been dramatic growth in the number of graduates in both public and private programs over this time period, public programs have graduated a larger share of RN to BSN students than private programs over the past four years.

Table 9. Student Completions, RN to BSN Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Public Programs	350	428	502	548	608	613	696	850	1,030	1,097
Private Programs	89	545	542	458	831	761	572	750	796	675
Total Student Completions	439	973	1,044	1,006	1,439	1,374	1,268	1,600	1,826	1,772

Summary

RN to BSN programs enrolled and graduated significantly more students in 2013-2014 than in 2004-2005. While the number of RN to BSN programs and spaces available in those programs increased over the last year, the number of qualified applications, new students enrolling in these programs, and the number of students completing these programs declined slightly during that time period. Most RN to BSN programs continue to use distance education modes and flexibility in course scheduling in order to increase RN access to the program.

Master's Degree Programs

Master's degree programs offer post-licensure nursing education in functional areas such as nursing education and administration, as well as advanced practice nursing areas (i.e. nurse practitioner, clinical nurse specialist, nurse midwife, nurse anesthetist, and school nurse).

In 2013-2014, 36 schools offered a Master's degree program including at least one of the aforementioned components. The number of programs has remained the same since 2010-2011. Of the schools that offer a Master's degree program, 52.8% are public programs.

Table 10. Number of Master's Degree Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Programs	**24**	**27**	**30**	**28***	**29**	**31**	**36**	**36**	**36**	**36**
Public	58.3%	55.6%	56.7%	57.1%	55.2%	58.1%	52.8%	52.8%	52.8%	52.8%
Private	41.7%	44.4%	43.3%	42.9%	44.8%	41.9%	47.2%	47.2%	47.2%	47.2%

*Although there were 29 Master's degree programs in 2007-08, only 28 programs reported data that year.

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New Student Enrollments

Admission spaces available for new student enrollments in Master's degree programs have almost doubled in the last ten years, from 1,452 in 2004-2005 to 2,856 in 2013-2014. These spaces were filled with a total of 2,211 students. After reaching a high of 2,938 available admission spaces in 2011-2012, the number of available admission spaces declined in 2012-2013 and increased again in 2013-2014. While new student enrollment has grown considerably since 2004-2005, there was a slight decline between 2009-2010 and 2011-2012, followed by a fluctuation in the number of new students enrolling in Master's degree programs over the last two years.

Table 11. Availability and Utilization of Admission Spaces*, Master's Degree Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Spaces Available	1,452	1,700	1,977	2,136	2,491	2,671	2,474	2,938	2,472	2,856
New Student Enrollments	1,169	1,510	1,722	1,956	2,147	2,464	2,454	2,200	2,274	2,211
% Spaces Filled with New Student Enrollments	**80.5%**	**88.8%**	**87.1%**	**91.6%**	**86.2%**	**92.3%**	**99.2%**	**74.9%**	**92.0%**	**77.4%**

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

In the past ten years, private Master's degree programs have seen the most growth in new students enrolling in their programs. New enrollment in private programs more than quadrupled from 2004-2005 to 2009-2010, followed by a slight decline in 2010-2011 and slight fluctuations since then. New student enrollment in public programs increased almost every year from 2005-2006 through 2010-2011 and has declined each year since. In 2013-2014, more than half of new students (52%, n=1,140) enrolled in private programs.

Table 12. New Student Enrollment, Master's Degree Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Student Enrollment	**1,169**	**1,510**	**1,722**	**1,956**	**2,147**	**2,464**	**2,454**	**2,200**	**2,274**	**2,211**
Public	901	853	1,028	1,196	1,221	1,204	1,353	1,083	1,077	1,071
Private	268	657	694	760	926	1,260	1,101	1,117	1,197	1,140

After two years of increasing applications to Master's degree programs, there was a decline in the number of applications over the last year – to 3,476 applications in 2013-2014. Despite this decline in applications, programs continue to receive more applications than can be accommodated. In 2013-2014, 36% (n=1,265) of applications were not accepted for admission.

Table 13. Applications* for Admission to Master's Degree Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Qualified Applications	**2,338**	**2,954**	**2,696**	**2,175**	**2,760**	**3,723**	**3,001**	**3,214**	**3,764**	**3,476**
Accepted	1,169	1,510	1,722	1,956	2,147	2,464	2,454	2,200	2,274	2,211
Not Accepted	1,169	1,444	974	219	613	1,259	547	1,014	1,490	1,265
% Qualified Applications *Not* Enrolled	**50.0%**	**48.9%**	**36.1%**	**10.1%**	**22.2%**	**33.8%**	**18.2%**	**31.5%**	**39.6%**	**36.4%**

*These data represent applications, not individuals. A change in the number of applications may not represent an equivalent change in the number of individuals applying to nursing school.

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Student Census Data

The total number of students enrolled in Master's degree programs doubled in the past ten years. After two years of increasing total enrollment between 2011 and 2013, total enrollment declined to 4,846 students in 2014. While private programs have had dramatic increases in total student enrollment since 2005, these programs have also had more fluctuation in their year-to-year enrollment than public programs. Private programs currently account for 51% of enrollment.

Table 14. Student Census Data*, Master's Degree Programs, by Academic Year

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Public Programs	1,838	2,418	2,601	2,643	2,775	2,613	2,722	2,557	2,572	2,382
Private Programs	537	1,206	1,388	1,180	1,583	2,093	1,835	2,062	2,443	2,464
Total Nursing Students	2,375	3,624	3,989	3,823	4,358	4,706	4,557	4,619	5,015	4,846

*Census data represent the number of students on October 15th of the given year.

Student Completions

The number of students that completed a Master's degree program in California has more than doubled in the last ten years. In 2013-2014, 1,939 students completed Master's degree programs, the highest number of graduates in ten years. While both public and private programs graduated more students this year than they did in 2004-2005, private programs had more dramatic growth during this time. The growth in the number of students completing Master's degree programs over the last year was due to graduates of private programs.

Table 15. Student Completions, Master's Degree Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Public Programs	740	703	849	844	892	904	952	1,034	933	933
Private Programs	137	389	390	452	646	687	612	857	829	1,006
Total Student Completions	877	1,092	1,239	1,296	1,538	1,591	1,564	1,891	1,762	1,939

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Nurse practitioners represent the largest share of graduates from Master's degree programs in each of the last eight years and the share of graduates in this specialty area reached its high of 56% of Master's degree program graduates in 2012-2013. Nursing Administration had the greatest decline in the share of students completing those specialty areas over the last two years.

Table 16. Student Completions by Program Track or Specialty Area*[1], Master's Degree Programs, by Academic Year

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Nursing Education	12.2%	14.1%	15.1%	14.6%	13.5%	8.6%	9.6%	7.8%
Nursing Administration	16.5%	9.7%	10.0%	10.2%	13.4%	11.6%	7.3%	4.5%
Clinical Nurse Specialist	10.3%	13.8%	13.8%	11.9%	8.0%	8.8%	8.9%	6.4%
Nurse Practitioner	48.2%	43.7%	40.4%	39.2%	45.6%	44.7%	56.4%	53.4%
Certified Nurse Midwife	1.7%	2.0%	1.0%	1.7%	1.9%	1.2%	0.9%	0.9%
Certified Nurse Anesthetist	4.8%	4.2%	4.6%	4.8%	4.6%	3.8%	3.6%	3.9%
School Nurse	0.2%	0.8%	0.7%	3.0%	1.5%	1.4%	1.1%	1.9%
Clinical Nurse Leader			4.4%	3.5%	6.1%	10.4%	7.9%	9.4%
Case Management			0.7%	2.1%	2.3%	2.2%	2.3%	2.2%
Community Health/Public Health			0.1%	1.2%	0.6%	0.5%	0.7%	1.0%
Nursing Informatics								0.3%
Ambulatory Care			1.2%	1.2%	1.7%	2.2%	0.0%	1.9%
Nurse Generalist			9.0%	3.3%	1.6%	1.2%	0.2%	1.8%
Health Policy						2.6%	0.2%	0.0%
Nursing Science and Leadership						2.5%	2.4%	1.2%
Other specialty	6.1%	11.8%	2.7%	6.1%	0.7%	0.8%	1.0%	0.1%
Total Student Completions	**1,239**	**1,298**	**1,538**	**1,591**	**1,564**	**1,891**	**1,762**	**1,939**

Blank cells indicate that the information was not requested in the given year.
*These data were not collected prior to 2006-2007.
1- Students who double-majored were counted in each specialty area for the first time in 2008-09. Therefore, each student who completed a Master's degree program may be represented in multiple categories.

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Individual/family nursing is the most common specialty area for nurse practitioners (NPs), with 67% of NPs graduating in this specialty area in 2013-2014. Other common specialty areas in 2013-2014 include gerontology primary care (11%), gerontology acute care (6%) and pediatrics primary care (5%). Gerontology had the greatest increases among NP graduates over the last year. In 2013-2014, the survey responses to these questions were changed to align with population foci recommendations from the National Organization of Nurse Practitioners Faculty (NONPF).

Table 17. Student Completions by Nurse Practitioner Specialty*, by Academic Year

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Acute care	7.2%	8.8%	9.0%	12.0%	10.4%	6.2%	7.1%	-
Adult	6.5%	14.8%	4.7%	8.3%	14.3%	7.1%	6.0%	-
Family	58.3%	53.1%	62.5%	58.0%	53.0%	67.2%	70.9%	-
Individual/Family								66.9%
Gerontology	3.5%	3.0%	2.9%	2.7%	2.4%	1.7%	1.5%	-
Adult/Gerontology primary								10.8%
Adult/Gerontology acute								6.2%
Neonatal	0.2%	1.2%	0.8%	1.1%	1.4%	1.2%	0.0%	0.2%
Occupational health	1.0%	0.7%	1.3%	1.9%	1.4%	0.6%	0.2%	-
Pediatric	7.5%	6.2%	8.5%	9.1%	8.4%	6.2%	4.2%	-
Pediatric primary								5.3%
Pediatric acute								1.5%
Psychiatric/mental health	2.8%	1.9%	1.6%	3.2%	5.9%	4.6%	3.4%	4.6%
Women's health	8.4%	7.4%	5.0%	1.9%	2.4%	3.0%	3.6%	3.3%
Other	4.5%	2.8%	3.7%	1.8%	0.4%	2.4%	2.9%	1.2%
Total Number of Nurse Practitioners	**597**	**567**	**622**	**624**	**713**	**845**	**994**	**1,035**

*These data were not collected prior to 2006-07. Response categories were modified in 2013-2014.

Summary

Master's programs continue to receive more qualified applications than can be accommodated. Over the last year, these programs saw increases in spaces available but a decline in both qualified applications and enrollment of new students. The number of students that completed one of these programs has more than doubled in the last ten years and reached its highest in 2013-2014 (n=1,939). While Nurse Practitioners (NPs) continue to be the most common specialty for students completing a Master's degree, Clinical Nurse Leaders have seen a two-fold increase in graduates in the last six years. In 2013-2014, a large majority (67%) of graduating NPs specialized in individual/family nursing.

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Doctoral Programs

Limited data were requested from doctoral programs in 2004-2005. Therefore, some of the data presented do not include data from that year of the survey.

The number of doctoral nursing programs in California has more than doubled since 2004-2005. In 2013-2014, there were 13 nursing doctoral programs in California – 54% (n=7) of which are public programs.

Table 18. Number of Doctoral Degree Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Programs	**5**	**5**	**6**	**7**	**7**	**7**	**9**	**10**	**12**	**13**
Public	40.0%	40.0%	33.3%	28.6%	28.6%	28.6%	33.3%	40.0%	50.0%	53.8%
Private	60.0%	60.0%	66.7%	71.4%	71.4%	71.4%	66.7%	60.0%	50.0%	46.2%

New Student Enrollments

Admission spaces available for new student enrollments in doctoral programs have more than quadrupled since 2005-2006. After recovering from a slight decline in availability of admission spaces in 2009-2010, the number of available spaces has more than doubled since then. After six years of increasing numbers of new students enrolling in doctoral programs, fewer students enrolled in these programs in 2013-2014 than in the previous year. In 2012-2013, 230 new students enrolled in doctoral programs.

Table 19. Availability and Utilization of Admission Spaces*, Doctoral Programs, by Academic Year

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Spaces Available	89	74	109	163	159	165	203	362	372
New Student Enrollments	71	57	106	112	158	186	227	314	230
% Spaces Filled with New Student Enrollments	**79.8%**	**77.0%**	**97.2%**	**68.7%**	**99.4%**	**112.7%**	**111.8%**	**86.7%**	**61.8%**

*If admission spaces were not provided in the data, the number of new enrollments was used as the number of available admission spaces.

Public programs had a large increase in new student enrollment in 2012-2013, which was followed by a decline in 2013-2014. After six years of increasing enrollment among private programs, these programs had a decline in enrollment over the last year as well.

Table 20. New Student Enrollment, Doctoral Programs, by Academic Year

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Student Enrollment	**71**	**57**	**106**	**112**	**158**	**186**	**203**	**314**	**230**
Public	42	36	37	31	38	32	41	142	93
Private	29	21	69	81	120	154	162	172	137

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The number of qualified applications to doctoral programs has fluctuated dramatically since 2009-2010. In 2013-2014, doctoral programs received 321 qualified applications to their programs, 28% of which were not accepted for admission.

Table 21. Applications* for Admission to Doctoral Programs, by Academic Year

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Qualified Applications	**75**	**109**	**120**	**201**	**420**	**203**	**431**	**321**
Accepted	57	106	112	158	186	203	314	230
Not Accepted	18	3	8	43	234	0	117	91
% Qualified Applications *Not* Enrolled	**24.0%**	**2.8%**	**6.7%**	**21.4%**	**55.7%**	**0%**	**27.1%**	**28.3%**

*These data represent applications, not individuals. A change in the number of applications may not represent an equivalent change in the number of individuals applying to nursing school.

Student Census Data

The total number of students enrolled in doctoral programs almost tripled in nine years, from 251 students on October 15, 2005 to 738 in 2014. Private programs have had a five-fold increase in the number of students enrolled in their programs from 2005 to 2013, while public programs had more modest change in their total student enrollment during the same time period. Both public and private programs had declines in total enrollment over the last year.

Table 22. Student Census Data*, Doctoral Programs, by Academic Year

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Public Programs	177	193	173	161	155	163	176	216	376	307
Private Programs	74	89	118	148	252	268	391	412	451	431
Total Nursing Students	251	282	291	309	407	431	567	628	827	738

*Census data represent the number of students on October 15th of the given year.

Student Completions

The number of students that completed a nursing doctoral program in California more than quadrupled in the past ten years, from 29 in 2004-2005 to 186 in 2013-2014. Public programs had a large increase in students complete their programs over the last year, while private programs had a slight decline in the number of students completing their programs during the same time period. There are comparable numbers of graduates from public and private doctoral programs.

Table 23. Student Completions, Doctoral Programs, by Academic Year

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Public Programs	19	23	41	28	22	20	30	23	21	90
Private Programs	10	19	16	11	27	44	46	61	105	96
Total Student Completions	29	42	57	39	49	64	76	84	126	186

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Summary

The number of schools offering doctoral degrees and the number of students pursuing those degrees have increased over the past ten years. Over the last two years, three additional doctoral programs began accepting students for the first time. As more students complete these programs, more nursing researchers and more qualified applicants for nursing faculty positions will enter the nursing workforce. Historically, private doctoral programs have been responsible for most of the increases in new student enrollments, student census and student completions. In 2013-2014, there were comparable numbers of graduates from public and private doctoral programs.

Faculty Census Data

Faculty data for post-licensure programs were requested for the first time in the 2005-2006 survey. These data were collected by school, not by degree program. Therefore, faculty data represent post-licensure programs as a whole, not a specific degree program.

On October 15, 2014, post-licensure programs reported a total of 1,001 faculty that taught post-licensure courses, even if the faculty member also had a teaching role in the pre-licensure programs offered at the school. Over the last nine years, there have been fluctuations in the number of faculty teaching post-licensure students. Some of these fluctuations may be due to changes in the survey in 2009-2010[1], while others are likely due to online programs that have large fluctuations in enrollment and, hence, large fluctuations in faculty numbers from year to year.

Of the 45 schools that offered post-licensure nursing programs in 2013-2014, 82.2% (n=37) reported sharing faculty with the pre-licensure programs offered at their school. Twenty-two schools reported that they have some faculty that exclusively taught post-licensure students. Since many programs use the same faculty for pre- and post-licensure programs, 51% (n=513) of the 1,001 total post-licensure faculty reported in 2014 were also reported as pre-licensure faculty. Post-licensure nursing programs reported 41 vacant faculty positions in 2014. These vacancies represent a 3.9% faculty vacancy rate.

Table 24. Faculty Census Data*, by Year

	2006**	2007**	2008	2009	2010	2011	2012	2013**	2014
Total Faculty	**1,544**	**1,605**	**1,909**	**1,813**	**1,169**	**1,598**	**1,446**	**1,086**	**1,001**
Faculty (post-licensure only)[1]					816	1,138	953	758	488
Full-time	498	628	639	656	267	302	320	237	274
Part-time	1,046	977	1,270	1,157	549	836	633	332	214
Faculty (also teach pre-licensure)	1,544	1,605	1,909	1,813	353	460	493	328	513
Vacancy Rate* **	**3.1%**	**6.0%**	**4.8%**	**3.4%**	**4.9%**	**1.2%**	**4.9%**	**5.0%**	**3.9%**
Vacancies	49	102	96	63	60	19	75	57	41

*Census data represent the number of faculty on October 15th of the given year.
**The sum of full- and part-time faculty did not equal the total faculty reported in these years.
***Vacancy rate = number of vacancies/(total faculty + number of vacancies)

[1] Prior to 2009-2010, if schools reported that pre-licensure faculty were used to teach post-licensure programs, it was assumed that all pre-licensure faculty had a post-licensure teaching role. Feedback from nursing school deans and directors indicated that this assumption was not always true. Therefore, these questions were modified in 2009-2010 to collect data on the number of faculty that exclusively teach post-licensure students and the share of the pre-licensure faculty that also teach post-licensure courses.

APPENDICES

APPENDIX A – List of Post-Licensure Nursing Education Programs

RN to BSN Programs (35)

Azusa Pacific University
California Baptist University
CSU Bakersfield
CSU Channel Islands
CSU Chico
CSU Dominguez Hills
CSU East Bay
CSU Fresno
CSU Fullerton
CSU Long Beach
CSU Los Angeles
*CSU Northridge
CSU Sacramento
CSU San Bernardino
CSU San Marcos
CSU Stanislaus
Concordia University, Irvine
Holy Names University
Loma Linda University
*Mount Saint Mary's University
National University
Pacific Union College
Point Loma Nazarene University
San Diego State University
San Francisco State University
Simpson University
Sonoma State University
*Stanbridge College
United States University
Unitek College
University of California Los Angeles
University of Phoenix - Northern California
University of Phoenix - Southern California
The Valley Foundation School of Nursing at San Jose State University
West Coast University

Master's Degree Programs (36)

Azusa Pacific University
California Baptist University
CSU Chico
CSU Dominguez Hills
CSU Fresno
CSU Fullerton
CSU Long Beach
CSU Los Angeles
CSU Sacramento
CSU San Bernardino
CSU San Marcos
CSU Stanislaus
Charles R. Drew University of Medicine and Science
Dominican University of California
Holy Names University
Loma Linda University
Mount Saint Mary's University
National University
Point Loma Nazarene University
Samuel Merritt University
San Diego State University
San Francisco State University
Sonoma State University
United States University
University of California Davis
University of California Irvine
University of California Los Angeles
University of California San Francisco
University of Phoenix - Northern California
University of Phoenix - Southern California
University of San Diego
University of San Francisco
University of Southern California
The Valley Foundation School of Nursing at San Jose State University
West Coast University
Western University of Health Sciences

Doctoral Programs (13)

Azusa Pacific University
CSU Fresno
CSU Fullerton
CSU Los Angeles
Loma Linda University
Samuel Merritt University
University of California Davis
*University of California Irvine
University of California Los Angeles
University of California San Francisco
University of San Diego
University of San Francisco
Western University of Health Sciences

* - New programs in 2013-2014

APPENDIX B – BRN Education Issues Workgroup Members

Members	**Organization**
Loucine Huckabay, Chair	California State University, Long Beach
Judee Berg	California Institute for Nursing and Health Care
Audrey Berman	Samuel Merritt University
Brenda Fong	Community College Chancellor's Office
Marilyn Herrmann	Loma Linda University
Deloras Jones	Independent Consultant, Former Executive Director of California Institute for Nursing and Health Care
Stephanie Leach	Kaiser Permanente National Patient Care Services
Judy Martin-Holland	University of California, San Francisco
Vicky Maryatt	American River College
Tammy Rice	Saddleback College
Paulina Van	California State University, East Bay

Ex-Officio Member

Louise Bailey	California Board of Registered Nursing

Project Manager

Julie Campbell-Warnock	California Board of Registered Nursing

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.11
DATE: May 7, 2015

ACTION REQUESTED: Guideline: CA RN Licensure Qualifications For Graduates Of Foreign Nursing Program

REQUESTED BY: Miyo Minato, RN, MN

BACKGROUND: Licensure applicants who have graduated from a nursing program outside the United States frequently have questions regarding eligibility for RN licensure. If approved, this guideline will be posted to the BRN website to provide convenient access to information for these potential applicants.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Miyo Minato, RN, MN
Supervising Nursing Education Consultant

Louise R. Bailey, M.Ed, RN, Executive Officer

CA RN Licensure qualifications for graduates of foreign nursing program

Background:

The BRN receives applications from persons seeking RN licensure per BPC 2736(b) who have completed their nursing education in a nursing program located in countries other than the United States. Due to not meeting required or equivalent curriculum, per CCR 1426, applicants may be found not eligible for RN licensure.

This guideline provides information for graduates of international nursing programs seeking California RN licensure and addresses questions related to the most common applicant situations. There may be specific situations that other laws and rules may apply and requires individual consultation by Licensing staff.

RN Licensure Eligibility and Relevant Laws and Regulations:

RN Prelicensure Nursing Education and Licensure Requirements:
BPC 2736(b) An applicant who has received his or her training from a school of nursing in a country outside the United States and who has complied with the provisions of subdivision(a), or has completed training equivalent to that required by subdivision (a), shall qualify for licensure by successfully passing the examination prescribed by the board.

> 2736(a) An applicant for licensure as a registered nurse shall comply with each of the following:
> (1) Have completed such general preliminary education requirements as shall be determined by the board.
> (2) Have successfully completed the courses of instruction prescribed by the board for licensure, in a program in this state accredited by the board for training registered nurses, or have successfully completed courses of instruction in a school of nursing outside of this state which, in the opinion of the board at the time the application is filed with the Board of Registered Nursing, are equivalent to the minimum requirements of the board for licensure established for an accredited program in this state.
> (3) Not be subject to denial of licensure under Section 480.

CCR 1410 Application
(a) An application for a license as a registered nurse by examination shall be submitted on an application form provided by the board, and filed with the board at its office in Sacramento. An application shall be accompanied by the fee and such evidence, statements or documents as therein required including evidence of eligibility to take the examination. The applicant shall submit an additional application and fee for the examination to the board or to its examination contractor, as directed by the board. The Board shall provide the contractor's application to the applicant. **No license shall be issued without a complete transcript on file indicating successful completion of the courses prescribed by the board for licensure or documentation deemed equivalent by the Board.**

CCR 1413 English Comprehension
When the Board has reasonable doubt of an applicant's ability to comprehend the English language to a degree sufficient to permit him to discharge his duties as a Professional Nurse in this State with safety to the public, the Board shall require him to pass an examination to demonstrate such ability.

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CCR 1426 Required Curriculum

This section requires the following to be included in the curriculum:

A. Prelicensure content: not less than **58 semester** units (87 quarter units)

- Nursing: Theory – **18 semester** units (27 quarter units)
  Clinical – **18 semester** units (27 quarter units)
- Communications: Oral, Written, and Group **6 semester units** (9 quarter units)
- Behavioral and Natural Sciences: **16 semester units** (24 quarter units). Usual courses include: Anatomy with lab, Physiology with lab, Microbiology with lab, and behavioral and social science courses, such as sociology, psychology, cultural diversity.

B. Courses include five content areas: **Medical-Surgical, Obstetrics, Pediatrics, Geriatrics, Psychiatric-Mental Health** [CCR 1424(d)].

- Theory instruction and clinical practice for each of the content areas (Medical-Surgical, Obstetrics, Pediatrics, Geriatrics and Psychiatric-Mental Health) must be completed **concurrently**, i.e., both classroom and clinical experience must occur during the same instructional period.
- 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.
- Content to integrate: Nursing process; Basic intervention skills, Human development (birth to aged); Communication and interpersonal skills; Cultural patterns and diversity issues; Health and Illness concepts [CCR 1426(e)].

C. Hours of instruction: Minimum hours for nursing curriculum [CCR 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.

- Nursing Theory (For example 18 semester units – 16 wk semester) = 288 hrs.
- Nursing Clinical (For example 18 semeste units – 16 wk semester) = 864 hrs.

Required for RN licensure application:

1. ***Application for Licensure by Examination*** form and all required documentations per instruction - Refer to http://www.rn.ca.gov/applicants/lic-exam.shtml
   a. **Fingerprint Clearance**
   b. **Social Security Number and Tax Information: Required**
      - Disclosure of your social security number is mandatory. Section 30 of the Business and Professions Code and Public Law 94-455 (42 USCA 405 (c)(2)(C)) authorize collection of your social security number. Your social security number will be used exclusively for tax enforcement purposes, for purposes of compliance with any judgment or order for family support in accordance with Section 11350.6 of the Welfare and Institutions Code, or for verification of licensure or examination status by a licensing or examination entity which utilizes a national examination where licensure is reciprocal with the requesting state. **If you fail to list your social security number, your application for initial or renewal license will not be processed.**

- **Note: There may be a change to this requirement in the future due to changes in the law.**

c. **Official Transcript from the graduating nursing school is required**
   - Transcripts must be in English. If transcript is received from the school in a foreign language, it will require an English translation by a certified translator or translation service. (See Translation of International Academic Credentials instructions.)
   - Completed ***Breakdown of Educational Program for International Nursing Programs*** form and the ***Request for Transcript*** form by the nursing school.

     Note: Commission of Graduates of Foreign Nursing Schools (CGFNS)
     Passing the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination is not required to be licensed in California. However, the Board will accept official copies of your nursing transcripts (including the clinical portion of your training) from this organization. A written request may be made to CGFNS by contacting them at (215) 222-8454 or 3600 Market Street, Suite 400, Philadelphia, PA 91904-2651. www.cgfns.org

d. **Copy of RN license or diploma from the country where you were educated,** if applicable, that allows you to practice professional nursing in the country where you were educated. Provide copies of additional professional certificates, if applicable.

2. **CCR 1413: English comprehension requirement** – When the Board has reasonable doubt of an applicant's ability to comprehend the English language to a degree sufficient to permit him to discharge his duties as a Professional Nurse in this State with safety to the public, the Board shall require him to pass an examination to demonstrate such ability.

   In many cases, the Board must require additional information from the school in order to clarify course content and/or curriculum requirements. We may also request clarification for the amount of theory and clinical training completed. Additional processing time is needed for the evaluation of a curriculum from a nursing school in a foreign country. Responsiveness of the foreign nursing school to the Board's request, also add time to application evaluation. It's helpful and the Board may request that the applicant submits the school's curriculum, catalog, course materials that provide information to the analyst to establish applicant's meeting CCR 1426 requirements.

Upon completion of application review:

1. Applicant receives a letter of eligibility or letter of deficiency or non-eligibility.
2. When applicant is determined to be eligible, the applicant will proceed with NCLEX-RN Exam Application following the instructions. An application is deemed abandoned, if the applicant does not take the examination within a two-year period from the date of the written notice or eligibility take the exam [CCR1410.4(a)]
3. When an applicant is found deficient, a letter identifying specific areas of deficiencies is provided to the applicant. The applicant must correct the deficiencies and meet the requirements before the application period expires. An application is considered abandoned, if the applicant does not submit evidence that shows specified deficiencies were removed within a three-year period from the date of the written deficiency letter [CCR1410.4(b)].

BRN Recommendations:

1. Submit licensure application to the Board ensuring completeness of your application and required documentation.
2. Keep a timeline and remember that the processing time for the Board to review your transcript may be longer. All transcripts must be sent directly from the school of nursing, as an official transcript from the institution. To expedite this review process, ensure that all foreign transcripts are written or translated in to English.
3. If you are found to be deficient in any content area, there are steps that can be completed to remove these deficiencies.

How to Correct Deficiencies:

1. Contact a California Board-approved nursing program in your area for assistance. (http://www.rn.ca.gov/schools/rnprograms.shtml). Speak with the Director of the nursing program to

ask if the school has room for you to take the course(s) identified as deficient. It is usually easier to make up a specialty course, such as Obstetrics, Pediatrics, Geriatrics, or Psychiatric/Mental Health Nursing. You may be required to take multiple courses if the deficiency is in an area of Medical-Surgical Nursing, as the missing content may be covered over several classes, semesters, or quarters.

2. Each school follows policies and procedures for handling applicants who are working on correcting deficiencies that have been identified by the Board. Board-approved nursing schools are not required to admit those applicants trying to correct these deficiencies.
3. Register and complete the required theory and clinical course(s).
4. Submit the documentation of completion of deficiencies, such as certificate of completion of courses from the California Board-approved prelicensure nursing program, and resume the application process.

Written 3/30/15