



EDUCATION/LICENSING COMMITTEE MEETING

AGENDA

Embassy Suites Santa Ana
Orange County Airport North
1325 E. Dyer Road
Santa Ana, CA 92705
(714) 241-3800

October 8, 2015

Thursday, October 8, 2015 09:00 am – 12:00 noon

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

7.1 VOTE ON WHETHER TO APPROVE MINUTES:

7.1.1 August 6, 2015

7.2 VOTE ON WHETHER TO RECOMMEND RATIFICATION OF MINOR CURRICULUM REVISION

7.2.1 Charles R. Drew University of Medicine and Science Entry Level Master's Degree Nursing Program

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

7.2.3 Samuel Merritt University Baccalaureate Degree Nursing Program

7.2.4 Sonoma State University Baccalaureate Degree Nursing Program

7.2.5 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program

7.2.6 University of California, Irvine Baccalaureate Degree Nursing Program

7.2.7 University of California, San Francisco Entry Level Master's Degree Nursing Program

7.2.8 Carrington College LVN-RN Associate Degree Nursing Program

7.2.9 El Camino College and Compton Community Education Center Associate Degree Nursing Program

7.2.10 Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program

7.2.11 Pasadena City College Associate Degree Nursing Program

Acknowledge Receipt of Program Progress Report:

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

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

7.2.14 Western Governors University Baccalaureate Degree Nursing Program

7.2.15 Carrington College LVN-RN Associate Degree Nursing Program

7.2.16 Fresno City College Associate Degree Nursing Program

- 7.2.17 Los Angeles Southwest College Associate Degree Nursing Program
- 7.2.18 Mendocino College Associate Degree Nursing Program
- 7.2.19 Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program
- 7.2.20 Solano Community College Associate Degree Nursing Program
- 7.2.21 Victor Valley College Associate Degree Nursing Program

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

- 7.3.1 Charles R. Drew University of Medicine and Science Entry Level Master's Degree Nursing Program for Clinical Nurse Leader
- 7.3.2 Gavilan College LVN to RN Associate Degree Nursing Program
- 7.3.3 Holy Names University LVN to Baccalaureate Degree Nursing Program

7.4 VOTE ON WHETHER TO RECOMMEND APPROVAL OF MAJOR CURRICULUM REVISION

- 7.4.1 Azusa Pacific University Entry Level Master's Degree Nursing Program
- 7.4.2 California State University, San Bernardino Baccalaureate Degree Nursing Program
- 7.4.3 California State University, San Marcos Baccalaureate Degree Nursing Program
- 7.4.4 University of San Francisco Entry Level Master's Degree Nursing Program

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

- 7.5.1 Chamberlain College of Nursing Baccalaureate Degree Nursing Program

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

- 7.6.1 Gurnick Academy of Medical Arts, Fresno Associate Degree Nursing Program
- 7.6.2 Pacific College Associate Degree Nursing Program

7.7 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

7.8 ADJOURNMENT

NOTICE: All times are approximate. Meetings may be canceled without notice. For verification of meeting, call (916) 574-7600 or access the Board's Web site www.rn.ca.gov under "Meetings."

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting the Administration Unit at (916) 574-7600 or email webmasterbrn@dca.ca.gov or send a written request to the Board of Registered Nursing Office at 1747 North Market Suite 150, Sacramento, CA 95834. (Hearing impaired: California Relay Service: TDD phone # (916) 322-1700). Providing your request at least five (5) business days before the meeting will help to ensure the availability of the requested accommodation.

Board members who are not members of this committee may attend meetings as observers only, and may not participate or vote. Action may be taken on any item listed on this agenda, including information only items. Items may be taken out of order for convenience, to accommodate speakers, or maintain a quorum.

The public will be provided an opportunity to comment on each agenda item at the time it is discussed; however, the committee may limit the time allowed to each speaker.

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

DRAFT

DATE: August 6, 2015
TIME: 1000-1300
LOCATION: DoubleTree by Hilton San Francisco Airport
835 Airport Boulevard
Burlingame, CA 94010
PRESENT: Michael Jackson, MSN, RN, Chairperson
Raymond Mallel
ABSENT: Jeanette Dong

STAFF PRESENT: Louise Bailey, Executive Officer; Stacy Berumen, AEO; Miyo Minato, SNEC; Katie Daugherty, NEC; Janette Wackerly, SNEC; Leslie A. Moody, NEC; Shelley Ward, NEC; Badrieh Caraway, NEC; Susan Engle, NEC; Wayne Boyer, NEC; Loretta Chouinard, NEC; Julie Campbell-Warnock, Research Program Specialist; Carol Velas, NEC; Long Dau, SSMI-Licensing Standards and Evaluations; Christina Sprigg, BRN Deputy Chief Licensing and Administrative Services

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

Michael Jackson called the meeting to order at 10:30am. With two of the three committee members in attendance a quorum was established. It was agreed that some agenda items would be taken out of order to combine multiple items for a single school and to accommodate special requests.

7.1 VOTE ON WHETHER TO APPROVE MINUTES

7.1.1 May 7, 2015

ACTION: The minutes of the May 7, 2015 meeting were approved as presented.

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.2 VOTE ON WHETHER TO RECOMMEND RATIFICATION OF MINOR CURRICULUM REVISION

- 7.2.1 Mount Saint Mary's University Baccalaureate Degree Nursing Program
- 7.2.2 San Diego State University Baccalaureate Degree Nursing Program
- 7.2.3 Simpson University Baccalaureate Degree Nursing Program
- 7.2.4 Sonoma State University Baccalaureate Degree Nursing Program
- 7.2.5 University of San Francisco Baccalaureate Degree Nursing Program
- 7.2.6 Charles Drew University Of Medicine And Science Entry Level Master's Degree Nursing Program
- 7.2.7 Sonoma State University Entry Level Master's Degree Nursing Program
- 7.2.8 University of San Diego Hahn School Of Nursing Entry Level Master's Degree Nursing Program

- 7.2.9 University Of San Francisco Entry Level Master's Degree Nursing Program
 - 7.2.10 Chabot College Associate Degree Nursing Program
 - 7.2.11 Chaffey College Associate Degree Nursing Program
 - 7.2.12 Mira Costa College Associate Degree Nursing Program
 - 7.2.13 Reedley College At Madera Community College Center LVN-RN Associate Degree Nursing Program
 - 7.2.14 Sacramento City College Associate Degree Nursing Program
 - 7.2.15 Saddleback College Associate Degree Nursing Program
 - 7.2.16 Santa Barbara City College Associate Degree Nursing Program
 - 7.2.17 Sierra College Associate Degree Nursing Program
 - 7.2.18 Solano Community College Associate Degree Nursing Program
 - 7.2.19 Stanbridge College Associate Degree Nursing Program
 - 7.2.20 Weimar Institute Associate Degree Nursing Program
 - 7.2.21 Samuel Merritt University Family Nurse Practitioner Program
- Acknowledge Receipt of Program Progress Report:**
- 7.2.22 Los Angeles Trade-Tech College Associate Degree Nursing Program
 - 7.2.23 Napa Valley College Associate Degree Nursing Program
 - 7.2.24 San Joaquin Valley College Associate Degree Nursing Program
 - 7.2.25 Stanbridge College Associate Degree Nursing Program
 - 7.2.26 Weimar Institute Associate Degree Nursing Program

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

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

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

7.3.1 Dominican University of California Baccalaureate Degree Nursing Program.

Dr. Andrea Renwanz Boyle, Chair and Dr. Luanne Linnard-Palmer, Assistant Director represented the program.

Susan Engle, NEC presented this report. Andrea Renwanz Boyle, PhD, Chair and Professor was appointed Director July 1, 2014. Ms. Boyle has 88% release time during the academic year and 100% during the summer. Dr. Luanne Linnard-Palmer, Professor was appointed Assistant Director October 1, 2014 with 25% release time. A regularly scheduled continuing approval visit was conducted April 13-15, 2015 by Nursing Education Consultants Susan Engle and Carol Mackay. The program was found to have two areas of non-compliance Section 1431 Licensing Examination Pass Rate Standard, and 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. There were four recommendations- Section 1424(d) resources, 1425 notification faculty changes, 1426(b) incorporate standards of competent performance into curriculum, 1426(d) direct patient care experiences in beginning nursing courses. The program submitted a comprehensive progress report that details the progress made to date to correct the areas of non-compliance and address the recommendations. The program made substantial gains to minimize the areas of non-compliance. NCLEX pass rate: 2009-10 83.1%; 2010-11 76.09%; 2011-12 74.58%; 2012-13 93.15%; 2013-14 71.97% and 2014-15 <75%. The program has implemented and revised the plan to improve NCLEX-RN pass rates for first time testers.

Program representative reports the program has not been able to identify specific cause of low NCLEX outcomes but have implemented an aggressive plan for improvement. The final quarter of 2014-15 year showed improvement though the annual outcome was substandard.

ACTION: Defer action to continue approval for Dominican University of California Baccalaureate Degree Nursing Program with progress report required and return to Education/Licensing Committee in August 2016.

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.3.2 Western University of Health Sciences Entry Level Master’s Degree Nursing Program.

Ms. Ivy Tuason, Director of Nursing and Dr. Karen Hanford, Dean represented the program.

Badrieh Caraway, NEC presented this report. The Western University of Health Sciences (WUHS) is regionally accredited by the Western Association of Schools and Colleges (WASC) and approved by the the Commission on Collegiate Nursing Education. The ELM program was approved by the BRN in 2004, to prepare students with a non-nursing BA or BS to complete all the BRN requirements for RN licensure and continue in one of three Master of Science degree tracks (Administrative, Clinical Nurse Leader, Family Nurse Practitioner). A regularly scheduled continuing approval visit was conducted on March 12 - 14, 2015 by Nursing Education Consultants Carol Mackay, Loretta Chouinard, Linda Sperling and Badrieh Caraway. The program was found to be in noncompliance in one area CCR Section 1426(a) Curriculum, and three recommendations were given in CCR SECTION 1424(g) - Faculty Responsibilities, CCR Sections 1420 (f), 1424(h) and 1425.1 Content Experts/Faculty, and CCR Section 1426.1 Preceptorship. The program has submitted a progress report for the non-compliance and recommendations.

During the visit it was identified that the program had implemented three ELM options without Board approval resulting in one area of non-compliance. The correction for the area of non-compliance is presented as a Major curriculum revision. Full- time faculty described a high level of involvement with program monitoring and improvement, as well as instructional delivery, while some part -time faculty expressed limited communication and involvement in the total program development, implementation and evaluation. Some students reported inconsistency among faculty in timely feedback and evaluation of their homework or assignments. Students also felt challenged by the Psychiatric Mental Health (P/MH) course and expressed concerns with their clinical experiences on Saturdays, which did not provide them with necessary activities to meet course objectives. One group of students who have selected “Focus” clinical option, expressed lack of continuity with their preceptors resulting in lack of sufficient leadership and management experiences during their preceptorship. These concerns were shared with the faculty and administration team. Plan of action has been included in the program’s response to recommendations. NCLEX- RN outcomes of the first time test takers have exceeded BRN requirements for the past six years.

Program director informed she had not previously understood that addition of program tracks was required to be approved by the Board.

ACTION: Continue approval of Western University of Health Sciences Entry Level Master’s Degree Nursing Program.

Motion: Michael Jackson	
Second: Ray Mallel	

MJ: Aye	RM: Aye
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Public Input: None.

7.3.3 College of the Redwoods Associate Degree Nursing Program.

Dr. Alison Stull, Program Director represented the program.

Carol Velas, NEC presented this report. A continuing program approval visit to College of the Redwoods was conducted on April 13 & 14, 2015 by Carol Velas, NEC and Janette Wackerley SNEC. The program was found to have one noncompliance in Administration and Organization of the Nursing Program, involving two sections: CCR 1424(b)(1)-Total Program Evaluation and CCR 1424(g)-Faculty Responsibility. Four recommendations were given, two in Administration and Organization of the Nursing Program, sections CCR 1424(e) and CCR 1424(h), and two in Curriculum, sections CCR 1425.1(a) and 1426(d). The program submitted a progress report on June 2, 2105 addressing noncompliance and recommendations. Since the last visit in 2009, processes for regular and accurate data collection, analysis, and reporting have not been implemented by faculty. The program has not had a systematic total program evaluation in place, although there was a recommendation in 2009 to include trends, faculty evaluation, and outcome analysis, for consideration of programmatic change. Insufficient faculty and lack of time were reasons given for why the faculty failed to implement an evaluation process, however, faculty committed to working to implement program evaluation when the problem was discussed at the faculty meeting. The Program Director has a 10-month contract with 100% release time and oversight of eight programs, devoting 75% of her time to the registered nursing program. The Assistant Director does not have release time to support the Program Director. Full-time faculty currently carry excessive overload. Difficulty hiring part-time faculty has been experienced recently. Program resources meet the needs of the students including simulation that is integrated into most courses and students report open skills lab hours are adequate. Beginning in summer 2015, the faculty has committed to a major curriculum revision with changes that will bring the program into alignment with contemporary nursing. The Program Director is actively seeking partnerships with public and private institutions for the smooth transition to baccalaureate programs. Student comments identified overall satisfaction with the nursing program and gratitude to the faculty for their support. There was a strong commitment from the Executive Vice President for support in the areas found to be in noncompliance and/or recommendations for this program. College of the Redwoods has consistently met and/or exceeded the annual NCLEX first-time pass rates.

ACTION: Continue approval of College of the Redwoods Associate Degree Nursing Program.

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.3.4 Contra Costa College Associate Degree Nursing Program.

Dr. Sandra Castillo, Director of Nursing and Dr. Cheri Etheredge, Assistant Director of Nursing represented the program.

Loretta Chouinard, NEC provided this report. CCC's Associate Degree in Nursing Program is located in San Pablo, CA and has been graduating nurses since 1960. The college is an accredited member of the Western Association of Schools and Colleges (WASC) and was recognized by QSEN Institute as one of seven nationally recognized STAR status for their integration and implementation of QSEN Competencies. In addition to offering their program to students who are seeking degree completion or an accelerated LVN to RN option, they also offer enrollment, on a space available basis, to foreign educated nursing students that need additional nursing classes to apply for licensure in California. On April 20 – 22, 2015 a scheduled

routine continuing approval visit was conducted at CCC by Loretta Chouinard, Nursing Education Consultant and Miyo Minato, Supervising Nursing Education Consultant. There was one finding of non-compliance for 1425.1(d) Faculty Qualification. Two recommendations were given: Section 1424(h) Program Administration and Faculty Qualifications with related section 1424(d) Sufficiency of Resource; Section 1426.1 Preceptorship (specifically sections (B)(6) and (7)). CCC currently enrolls 40 nursing students once a year with the assistance of grant funding. The number of enrollments has decreased by 30 available spaces from a previous enrollment number of 70 students per year in 2009. This decrease was due to budget cuts and the retirement of 4 experienced FT faculty members. The program now has 6 FT faculty including the Interim DON, and 22 PT faculty. Although current faculty are providing instruction and fulfilling other faculty responsibilities these FT faculty are now doing the work that was previously performed by 10 FT faculty members. This program has tried to compensate by increasing the hiring of PT faculty but there are 4 more experienced FT faculty members projected to retire over the next 4 years. This places the program at risk as the orientation of new faculty members will take an extensive period of mentoring and the requested positions have yet to be approved. CCC offers an Advanced Medical Surgical course NURS275 with integrated Geriatric Content in the nursing student's final semester. Some of the faculty teaching in this course were not approved in the Geriatric content area but were already making plans for this remediation. Preceptorship experience is included in this last course. Records for preceptors were kept but were incomplete and need to be more systematic. Faculty agreed to complete the remediation process and to implement a systematic method for Preceptorship record keeping. CCC's Nursing Program graduates have consistently scored >90% on their first time NCLEX pass rate since 2003, except for this last year. The faculty members are tracking the current year and evaluating student information so that this does not start a trend. NCLEX pass rate: 2014–2015 71.43% (July – Sept) and 83.33% (Oct – Dec).

Ms. Chouinard clarified that no full-time faculty positions had yet been approved and the program director explained that the college has to follow process to obtain approval for faculty positions. It was also reported that some part-time faculty may expand their commitment to full-time.

ACTION: Continue approval of Contra Costa College Associate Degree Nursing Program.

Motion: Michael Jackson

Second: Ray Mallel

MJ: Aye	RM: Aye
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Public Input: None.

7.3.5 Hartnell College Associate Degree Nursing Program.

Debra Kacmar, MS, RN, CNE Dean of Academic Affairs, Nursing and Allied Health represented the program.

Susan Engle, NEC presented this report. Debra Kacmar was appointed June 20, 2012 and has 100% release time to administer the Associate Degree Nursing, licensed vocational, respiratory care practitioner, and emergency medical technician programs. Ms. Kacmar has sufficient time to administer the ADN program. Mary Cousineau MSN, RN, PNP-BC, CNE was appointed assistant director June 20, 2012 and has 40% of release time to assist the director. A regularly scheduled continuing approval visit was conducted April 20-22, 2015 by Susan Engle, Nursing Education Consultant and Janet Wackerly, Supervising Nursing Education Consultant. The program was found to be in compliance with all regulatory requirements. One recommendation was made under Section 1424(d) Resources- sufficient space to accommodate patterns of student enrollment, storage for equipment, confidential area for faculty/student conversations, laboratory technician support. NCLEX outcomes are above threshold for the past 5 years. The program is consulting with Dr. Linda Caputi to explore a concept-based curriculum. A major curriculum revision is planned for 2015-2016 academic year. The program is interested in improving data analysis and implications for the program. The program created an inter-professional

educational (IPE) environment that enhances students' soft and advanced technical skills for marketability.

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

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.3.6 Kaplan College Associate Degree Nursing Program.

Ms. Karen Anderson, Program Director, Ms. Joy Brychta, Assistant Director, Dr. David Movsesian, Executive Director, and Mr. Kevin Prehn, Market President represented the program.

Leslie A. Moody, NEC presented this report. A regularly scheduled continuing approval visit was conducted April 29-30, 2014. Visit findings included seven areas of noncompliance and three recommendations. Program faculty and leadership performed an assessment to identify where improvement was needed and then implemented a plan of action to correct all areas of noncompliance and recommendation, with regular progress reports submitted and most corrective actions completed by the end of 2014. The two remaining areas of noncompliance involved curriculum which required extensive revision, and <75% NCLEX-RN pass rate for the year 2013-14. The ELC (8/7/2014) recommended and the Board (9/18/2014) voted to defer action to continue approval so that the program could have additional time to complete the curriculum review/revision and to achieve compliance in regards to NCLEX-RN pass rate. The major curriculum revision proposal is presented in this meeting agenda as a separate item and the NCLEX pass rate for the 2014-15 year is above 75%.

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

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.3.7 Los Angeles City College Associate Degree Nursing Program.

Dr. Christina Baskaran, Program Director and Dr. Thelma Day, Dean-Academic Affairs represented the program.

Badrieh Caraway, NEC presented this report. Barbara Napper, RN, MSN, was the Director of Nursing Program since July 28, 2014. Jocelyn Simpson-Turk, MSN, RN, Assistant Director, was appointed Assistant Director, on September 19, 2013. Christina Baskaran, RN, MSN, PhD, was appointed Director of Nursing program July 1, 2015. LACC reopened the Associate Degree Registered Nursing Program in fall 2002 with BRN approved enrollment of twenty. Beginning January, 2012, with funding from the Chancellor's Enrollment Growth Grant, the number increased to forty admissions per semester. Current enrollment is 160 students. A regularly scheduled continuing approval visit was conducted on May 4-5, 2015, by Loretta, Chouinard, NEC and Badrieh Caraway, NEC. The program was found to be in non-compliance with the Board rules and regulations in Section 1424(d) Sufficiency of Resources. On June 26, 2015, the program submitted a progress report addressing the area of non-compliance.

Since the 2013 resignation of the nursing program director the program has experienced difficulty filling the full-time nursing program director vacancy. Recently there has been a reduction in the grant funding resources, such as the skills lab and the simulation lab coordinator, and the nursing counselor /recruiter positions. A total of 29 faculty (7 Full -Time and 22 Part -Time) are teaching in the program. During the visit, faculty expressed concern regarding lack of stability with the interim director position; the

recruitment effort for hiring the permanent director was in progress. There is sufficient faculty to meet the students' needs. Program resources include a large skills lab, a simulation lab, and a computer lab. The state of the art skills lab has four (4) patient care stations, each with high fidelity human patient simulator (Noelle, Sim Baby, and two Sim Man). The simulation lab has ample simulation equipment, and grant funds support nursing counselor, skills lab coordinator/ tutor/ remediation, simulation technician, equipment and supplies, and faculty attendance at workshops and seminars. There has been no instructional assistant since Fall 2014 which has affected the open lab hours. Students are frustrated by limited access to an RN supervised skills lab to provide practice, and simulation and media to enhance their learning. College administration voiced their commitment to continue to provide the program with needed resources should granting funding sources discontinue.

The program has an articulation agreement with CSULA for RN-BSN and residency program with LA Children's Hospital. Three cohorts of ten students have matriculated to CSULA with the first cohort graduated in Spring 2015. The program also has Memorandum of Understanding agreements signed with Chamberlain and the University Of Phoenix. NCLEX- RN pass rate has exceeded BRN requirements for the past six years.

It was clarified that the program director position has now been filled which brings leadership stability to the program. The Committee asked how the program will provide the needed resources to which program representative responded that funds had been secured to support clerical and additional skills lab staff. The program also advised that the program will be assigned to a new Dean within the college organizational structure for the future.

ACTION: Continue approval of Los Angeles City College Associate Degree Nursing Program.

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: A member of the public asked whether there is any enforceable measure requiring a specific number of full-time faculty for a nursing program and offered the opinion that this is needed to strengthen programs. Additional members of the public stated that NLN evidence shows decreased effectiveness of curriculum management with a low number of full-time faculty employed and that this standard would not apply only to state schools.

7.3.8 Modesto Junior College Associate Degree Nursing Program.

Ms. Lisa Riggs, Associate Degree Program Director represented the program.

Susan Engle, NEC presented this report. Lisa, Riggs, RN, PHN, MSN was appointed Associate Degree program director May 28, 2009. Ms. Riggs has 98% release time to administer the program with 2% teaching assignment. Kelly Butler RN, PHN, MSN appointed 8/27/2012 and Sandra Brunn RN, MSN, PNP appointed January 13, 2014 are assistant directors with 68% and 9% release time respectively. A regularly scheduled continuing approval visit was conducted by Susan Engle, Nursing Education Consultant on February 17-19, 2015. The program was found to be in compliance with BRN rules and regulations. Five recommendations were given in the areas of CCR Section 1425(c) the director shall dedicate sufficient time for the administration of the program; Section 1424(f) The program shall have a board approved assistant director at the Columbia Campus; Section 1424(d) the program shall have sufficient resources; 1424(k) the student/teacher ratio in the clinical setting; and 1426 required Curriculum. A letter from Modesto Junior College program dated May 15, 2015 responded to the five recommendations.

ACTION: Continue approval of Modesto Junior College Associate Degree Nursing Program.

Motion: Michael Jackson

Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.3.9 Reedley College At Madera Community College Center Associate Degree Nursing Program.

Ms. Theresa Souza, past Director of Nursing, Ms. Kimi Kato-Gee, current Director of Nursing, Dr. Chin, Dean of Instruction represented the program.

Leslie A. Moody, NEC presented this report. Theresa Souza, RN, MSN, CNS, Director of Nursing was the program director at the time of visit and Kimi Kato-Gee, RN, MSN the Assistant Director of Nursing. Ms. Kato-Gee became the program director upon Ms. Souza’s retirement in June 2015 and the new full-time faculty Ms. Elizabeth Day hired to begin July 1, 2015 assumed the role of assistant director.

Reedley College (RC) is part of the State Center Community College District, and operates two extension centers, one of which is the Madera Community College Center where the LVN-RN program is presented. A regularly scheduled continuing approval visit was conducted on April 30, 2015 by Nursing Education Consultants Leslie A. Moody and Linda Sperling. There were three findings of noncompliance for CCR Section 1424(e) insufficient program director time for administration of the program, 1424(d) insufficient faculty and support staff and related 1424(h) insufficient faculty, and 1426(d) lack of geriatric clinical component. Five recommendations were written: CCR Section 1424(b)(1) improve program evaluation; 1424(g) increase part-time faculty participation in program review and coordination; 1426(b) application of QSEN competencies; 1426(f) med/surg course clinical evaluation tools; and 1427(b) assigning and coordinating students’ clinical learning experience assignments. The program submitted a thorough corrective plan of action which addresses all areas of noncompliance and recommendation. A remaining area of concern is the lack of OB instructional and content expert faculty which, although currently in recruitment, is not planned to be filled until January 2016 with the next OB course planned to begin in March 2016.

Initial program approval was granted in June 2010 for enrollment of 24 students each year, and the first cohort of 12 students began Summer 2011. In the first four years of program operation there were a total 40 students admitted of which 30 completed. Twenty-two of the thirty completers have taken NCLEX of which 19 have passed. Enrollment, completion and NCLEX-RN pass are depicted in the following table:

	2011-12	2012-13	2013-14	2014-15	2015-16
Enrolled	12	15	8	7 (2 re-entry)	15
Completed	7	13	4	6	in progress
NCLEX-RN Taken/Passed*	4/4 100%	5/5 100%	10/8 80%	3/2 66.67%	

*NCLEX pass numbers presented are for BRN measurement year, not per program cohort

Dr. Chin, Dean of Instruction and Dr. John Fitzer, Vice President for the Madera Center acknowledged that resources for the program are not adequate to support full enrollment of 24 students, and have sponsored measures to increase resources so that the lower enrollment of 12-15 will be adequately supported. Improvements implemented include designation of 25% time of an admissions counsellor for the nursing students, hiring a new full-time program director and a new full-time faculty who will also assume the assistant director role, hiring a technician that will have 50% time dedicated to assist with skills lab physical maintenance, increasing faculty time to allow open skills lab time for students, and recruitment of OB faculty to provide instructional faculty and content expert for this content area. There is a need for increased attention to program review, specifically in regards to curriculum, which has been

limited by only two full-time faculty employed and irregular part-time faculty participation. Part-time faculty will now be compensated for participation which should increase the scope and depth of faculty contribution.

ACTION: Defer action to continue approval for Reedley College At Madera Community College Center Associate Degree Nursing Program, with progress report due for January 2016 Education/Licensing Committee. Limit annual enrollment to fifteen students.

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.4 VOTE ON WHETHER TO RECOMMEND APPROVAL OF MAJOR CURRICULUM REVISION

7.4.1 Azusa Pacific University LVN-Baccalaureate Degree and Entry Level Master’s Degree Nursing Program.

Dr. Renee Pozza, Associate Dean, School of Nursing represented the program.

Badrieh Caraway, NEC presented this report. The program submitted a major curriculum revision for two tracks, LVN to BSN and the ELM with Nursing Education option, to be implemented in Fall, 2015.

Entry Level Master’s Degree (ELM) - Nursing Education track: The APU School of nursing began offering the Entry Level Master program in 2004. Enrollment is approximately 20 students per cohort, three times per year, at three site locations (Azusa/Monrovia, San Diego, and Inland Empire), for a total of 180 students per calendar year. The proposed revision prepares graduates for a role in nursing education as either a clinical faculty member or nurse educator, and will prepare students for eligibility to take the Nurse Educator national certification examination offered by the NLN. The proposed curriculum will be an exact replica of the current BRN approved ELM program with the addition of post-licensure course work to support the track. Students may take the post-licensure coursework in a full or part-time format. ELM students take RN licensure examinations in semester 5 of program. Students must have equivalent of one year full-time RN experience in order to enroll in the clinical teaching practicum which is scheduled in their final semester of the program. The course sequence, program length, total units and resources to support the program were described.

LVN-BSN Track: Over the past few years, the School of Nursing at Azusa Pacific University has increasingly received calls and requests from LVNs interested in pursuing higher education and obtaining their RN license. This proposal seeks approval to enroll LVN students utilizing a cohort model in groups of 10-20 students each semester based on a three semester year. This track will be organizationally located within the Department of Undergraduate Professional Programs, along with the RN to BSN program and the transfer BSN program in the High Desert (2+2). LVN students will complete coursework and clinical rotations at the Azusa/Monrovia campuses with support from the various Los Angeles area clinical partners. There will be no negative impact on students, faculty or clinical placements of the existing BSN program. The proposed curriculum replicates the existing BRN approved BSN program curriculum, with the same admission criteria and transferability of coursework. Course objectives and student program outcomes are clearly identified and align with all of the BSN programs offered at APU. The curriculum, resources and processes for evaluating prior knowledge were described. This proposal meets BRN rules and regulations. The program plans to implement all elements of these revisions beginning Fall 2015.

ACTION: Approve major curriculum revisions for Azusa Pacific University Baccalaureate Degree (addition of LVN-BSN track) and Entry Level Master’s Degree Nursing Programs.

Motion: Michael Jackson

Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.4.2 California State University, Fresno Baccalaureate Degree Nursing Program. Dr. F. Ndidi Griffin-Myers, Director/Chair and Dr. Sylvia Miller, Assistant Director represented the program.

Laura Shainian, NEC presented this report. The major curriculum revision proposal to be implemented Fall 2016 restructures the curriculum into five semesters from the current six semesters. This proposal reduces overlapping/redundant content, and reshapes and strengthens courses. A summary of the changes was reviewed which included realignment of some content and reconfiguration of some course sequencing. Nursing Units increased from 49 to 50 units: Theory increased from 29 to 31 units; Clinical decreased from 20 to 19 units. Total Units for Licensure increased from 83 to 84 units. No changes to Communication and Science units. Other degree requirements decreased from 36 to 35 units. Total Units for Graduation remain at 119. This proposal meets BRN rules and regulations and details of the curriculum changes are outlined in the attachments to this Agenda Item Summary.

ACTION: Approve major curriculum revision for California State University, Fresno Baccalaureate Degree Nursing Program.

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.4.3 California State University, San Marcos Baccalaureate Degree Nursing Program. Denise Boren, PhD, RN, Program Director was present to represent the program.

This item was removed from the agenda due to the necessity of recusal by Chairman Michael Jackson leaving the Committee without a quorum to hear and make recommendation regarding this proposal. The item will be moved to the October 2016 ELC agenda with apologies to the program.

ACTION: Move to October 2016 ELC agenda.

Public Input: None.

7.4.4 Western University of Health Sciences Entry Level Master’s Degree Nursing Program. Ivy Tuason, RN, MSN, Director of Nursing represented the program.

Badrieh Caraway, NEC presented this report. Western University of Health Sciences (WUHS) program submitted a major curriculum revision request for the three ELM track options: Clinical Nurse Leader (CNL), Administrative Nurse Leader (ANL) and Ambulatory Care (AMB). These three track options have been added to the initially Board approved ELM-FNP option. The revision facilitates completion of the MSN degree in a shorter period (three years vs four years) and enhances employment opportunities for ELM students. The program had added these options mirroring the prelicensure portion of the ELM-FNP program without obtaining BRN approval. This oversight was noted during the recent continuing approval visit. The proposed curriculum revision includes addition of MSN course requirements for Clinical Nurse Leader, Administrative Nurse Leader, and Ambulatory Care to the prelicensure ELM nursing content already approved for NP track.

ACTION: Recommend Approve Major Curriculum Revision for Western University of Health Sciences Entry Level Master’s Degree Nursing Program.

Motion: Michael Jackson	
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Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.4.5 Glendale Community College Associate Degree Nursing Program.

Ms. Kohar Kesian, Assistant Director, Ms. Michelle Ramirez, Assistant Director, Ms. Karima Esmail, Associate Professor, Ms. Rose Onyekwe, Instructor, and Ms. Catherine Dudley, Instructor represented the program.

Badrieh Caraway, NEC presented this report. The program submitted a major curriculum revision proposal to be implemented in Fall 2015, which reflects the updated language of the American Association of Colleges of Nursing (AACN), integrates Quality and Safety Education for Nurses (QSEN) competencies in the curriculum, and strengthens courses and overall program outcomes. The proposed changes are the work of the faculty group, and based on the faculty experiences, training, student evaluations, other programmatic evaluation data, and trends in health care. The following is a summary of the revision proposal elements: Revision of the program’s fundamental frameworks of their mission, vision, value, goals, and philosophy, which are operationalized in revised threads/concepts, course and program objectives, leveled course learning outcomes and competencies, graduate outcomes and course re-sequencing to fully integrate Quality and Safety Education for Nurses (QSEN) competencies. NS 217 LVN-RN Bridge Course-1 unit course revised from: 0.75 units lecture and 0.25 units lab to 0.5 units lecture and 0.5 units lab; to increase skills practice and simulation time in the nursing resource lab. Complete documentation was provided to NEC for review, including course syllabi and content distribution map, and all were found to demonstrate total curriculum integration of the revised structure, philosophy, framework and concepts. The revised units are: nursing 41.5 units (theory 21; clinical 20.05); communication 6 units; sciences 17 units; total units for graduation 79.5. This proposal meets BRN rules and regulations.

ACTION: Approve major curriculum revision for Glendale Community College Associate Degree Nursing Program.

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.4.6 Kaplan College Associate Degree Nursing Program.

Ms. Karen Anderson, Program Director, Ms. Joy Brychta, Assistant Director, Dr. David Movsesian, Executive Director, and Mr. Kevin Prehn, Market President.

Leslie A. Moody, NEC presented this report. The program has two tracks, a generic option and an LVN Step-up option, with the LVN 30 unit Option also offered. During the April 2014 continuing approval visit curriculum deficits were identified and the program recognized the need for comprehensive curriculum review and revision. Faculty and program leadership have worked with an external consultant during the past year to perform a thorough review, applying resources of contemporary nursing practice, education and content standards to rewrite the curriculum and redesign program delivery. The program provided a very detailed and comprehensive explanation of proposed program changes including details of course content. The proposed major curriculum revision includes the following: revised statements of program mission, philosophy and unifying framework which have been applied to direct the revised curriculum and instruction; revised and mapped course outcomes across all courses, and revised student clinical performance assessment instruments that reflect course outcome statements with levelled performance expectations for each nursing course; updated and realigned content and sequencing of all

program courses. Presentation of the program is changed from 6 semesters to 8 quarters for the generic option and from 5 semesters to 7 quarters for the LVN Step-Up option, to provide improved alignment of courses and term length with other campus programs. Overall program cost does not change. This revision improves curriculum content and delivery, meets BRN requirements and is planned to be implemented for cohorts admitted January 2016 and after. The program will not change from their currently approved enrollment/admission pattern of 50 students admitted three times per year (Jan-May-Sept) at this time, although the revision lays a foundation for future additional revision proposal to change the enrollment/admission pattern by increasing frequency of enrollment with decreased cohort size.

ACTION: Approve major curriculum revision for Kaplan College Associate Degree Nursing Program.

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.4.7 Ohlone College Associate Degree Nursing Program.

Sally Scofield MSN, RN, CNE, Director and Dr. Kim Stiles, Faculty represented the program.

Susan Engle, NEC presented this report. This proposal is for a major curriculum revision to be implemented Fall 2015. The proposal changes from Roy's Adaptation Model to the "Ohlone Caring Science" model, with revised conceptual framework, philosophy and program learning outcomes. The proposed "caring science" model has five major concepts and thirteen integrated processes identified as themes and threads. The conceptual framework is drawn primarily from Dr. Jean Watson's Human Caring Science theory of nursing. This revision does not change the total curriculum plan, course numbers, sequencing, and primary content. The rationale for changing the conceptual framework is to better prepare their graduates for current nursing practice. The change will align the nursing program with Ohlone College's culture of caring and clinical facility adoption of caring science model. The change reflects the program's faculty's current values and commitment to care for students and patients. The Ohlone College Nursing Program used an internal consultant faculty member, Dr. Kim Stiles, to coordinate the nursing program's curricular change to caring science. Administration, faculty, students, and alumni were invited to participate in workgroup activities. Workshop participants (the Dean, Program Director, 7 faculty, 4 students, and 3 alumni) then conducted a values clarification exercise based on the new information presented that created a foundation for new terminal student learning outcomes for the program.

ACTION: Approve major curriculum revision for Ohlone College Associate Degree Nursing Program.

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.4.8 Pasadena City College Associate Degree Nursing Program.

Dr. Marylynn Aguirre, PhD, MSN, RN, Director of Nursing represented the program.

Badrieh Caraway, NEC presented this report. The program submitted a major curriculum revision proposal to be implemented in Fall, 2015. There are two revisions being made. The first is separation of three specialty courses from the Medical Surgical component to allow more effective utilization of clinical sites, improve clinical experience for students, facilitate student registration and transferability, improve assessment of student learning, and enhance remediation process. The second revision will

include the updated language of American Association of Colleges of Nursing's (AACN) and integrate the Quality and Safety Education for Nurses (QSEN) competencies in the curriculum, and strengthen courses and overall program outcomes. Dr. Aguirre and program faculty have conducted a thorough review of the curriculum resulting in the revisions to fundamental frameworks of mission, vision, value, goals, and philosophy, which are operationalized in revised threads/concepts, course and program objectives, leveled course learning outcomes and competencies, graduate outcomes and course re-sequencing to fully integrate Quality and Safety Education for Nurses (QSEN) competencies. The revision resulted in one unit increase in Nursing, from 38 to 39 units. The revised units are: Nursing -39 units: Theory-18.75 units (no change) and Clinical-20.25 units (one unit increase- 0.5 OB and 0.5 Pediatrics); Communication-7 units; Sciences -18 units; Total units for graduation-79 units. Required Curriculum EDP_P06 and Total Curriculum Plan EDP-P05 forms are attached. This proposal meets BRN rules and regulations.

ACTION: Recommend Approve Major Curriculum Revision for Pasadena City College Associate Degree Nursing Program.

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.4.9 San Joaquin Valley College Associate Degree Nursing Program.

Dr. Janine Spencer, Program Director and Dr. Ruth Ngati, Assistant Director (Ontario Campus) represented the program.

Miyo Minato, SNEC presented this report. On April 26, 2015 Corinthian Colleges, Inc. closed Everest College – Ontario ADN Program without notice, leaving the students at the school with little option for completing their nursing program. SJVC nursing program came forward and submitted a curriculum proposal for the Everest students that allowed transfer of credits from Everest College and a curriculum plan that allowed students to complete a nursing curriculum and graduate from SJVC with only three months delay to their anticipated graduation date. The Board gave limited approval to SJVC on June 4, 2015 to use their Ontario Campus to run a nursing program as an alternate location for the three cohorts of Everest students to complete the curriculum. The last cohort group from this program will graduate on July 2016. The SJVC Ontario Campus offers other degree and certificate programs so that resources such as classrooms and student services were already in place and operational. It was SJVC's plan to establish a SJVC ADN Program at this campus for some time before the event with the Everest College. On July 1, 2015, a site visit was conducted to verify adequacy of resources and nursing labs. SJVC had already interviewed and hired the majority of Everest's faculty and renewed the contracts for clinical agencies used by Everest College and continued to secure additional agencies. Contracts were reviewed at this time for adequacy of clinical sites.

The program has submitted a proposal on July 6, 2015 to add this SJVC-Ontario Campus to the primary SJVC-Visalia Campus, as an alternate location for nursing program instruction. The proposal followed the procedures outlined in the guideline and described adequacy of physical and personnel resources for SJVC to continue to offer the ADN program at Ontario campus when the temporary approval for its use is completed on July 2016. Current physical and educational resources have already been verified as sufficient. The proposal stated enrollment of 24 students in the first cohort on May 18, 2016, followed by a second cohort of 36 students in April 2017. The admission cycle is 36 students annually. The proposal indicated that LVN advanced placements will be available at the Visalia campus and limited Ontario

campus to admit generic ADN students. The Ontario Campus currently has the resources to support a cohort size of 40 students. When the proposed new SJVC-Ontario cohort (24 students) is admitted on May 18, 2016 entering the first semester nursing courses, there is one group of 42 Everest students, who will be completing fourth semester courses. Due to their scheduling there is a little overlap as students are transitioning the end of the course. When the first cohort is starting in their third semester, the second SJVC-Ontario cohort (36 students) will enter first semester. There will be a total enrollment of about 72 students in the nursing program at any one time with the annual enrollment cycle of 36 students in April/May. Dr. Ngati, Assistant Director, will be the coordinator and contact person for the Ontario campus. The program has elected to appoint a second Assistant Director, to assist Dr. Ngati with the administration of the program. SJVC has explored an IT system that allows meetings between the campuses for faculty meetings. The SJVC's proposal to add a new alternate site to their Ontario campus by admission of SJVC's generic students that replaces Everest students allows continuing use of the current resources at the Ontario Campus and the contracted clinical agencies to offer an ADN Program. This proposal meets the requirements for establishing alternate campus location.

The program advised that a new assistant director will be hired to replace Dr. Ngati at the Visalia campus when she assumes the Assistant Director role at the Ontario campus if this proposal is approved.

ACTION: Recommend Approve Major Curriculum Revision for San Joaquin Valley College Associate Degree Nursing Program.

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.4.10 Loma Linda University Nurse Practitioner Program.

Dr. Elizabeth Bossert, Dean, and Dr. Susan Lloyd, Associate Dean represented the program.

Badrieh Caraway, NEC presented this report. The LLU School of Nursing has combined the current MS and DNP programs to form a BS-DNP program following the AACN recommendation that schools make the DNP the entry level for advanced practice nurses. The revision will be implemented Fall 2015. This program will include the 5 NP tracks (Adult-Gerontology NP, Family Nurse Practitioner, Pediatric Nurse Practitioner, Neonatal Nurse Practitioner, Psychiatric Nurse Practitioner) to provide nurse practitioner students with an opportunity to receive both a master's degree with state and national certification, as well as a practice doctorate (DNP) degree within one program. The goal of this program is to prepare the nurse practitioner more effectively for a leadership role in the health care system.

Elements of the revision include: Advanced Physical Assessment Course for 4 tracks has changed from 3 units to 4 units to add in health promotion strategies; NNP takes a separate Neonatal Advanced Health Assessment Course (4 units) to provide specific training for the neonate; for all NP tracks, theory content has not changed; theory and clinical units have been redistributed among courses for better flow; units have been added to each track to strengthen the clinical courses and include a new skills lab.

All students in the BS-DNP program will have the option to "Opt Out" of the program and receive an MS degree after completion of the required courses. Students begin their sequenced clinical courses after completion of their Pharmacology, Pathophysiology, and Advanced Physical Assessment courses and most of their theory courses. Length of program completion is dependent upon whether the student chooses to study part-time or full time. In the MS opt out program students will complete in 2-3 years; in the BS-DNP program it is expected students will complete in 3-4 years.

There will be no negative impact upon students in the MS-NP teach out program or those selecting to transition to the BS-DNP program. Those transitioning into the BS-DNP program will be given credit for

courses already taken. A clinical site coordinator is currently working successfully to obtain new clinical sites and more NP preceptors for the new program for when they are needed in 2017. The BS-DNP program theory courses will be presented in the hybrid model. The NNP and the Psych NP programs will be piloting the hybrid model within the next year. The other NP programs will plan to pilot this format in the next 2-3 years. Current NP students continue in the face to face format. The revision includes proposal for increased enrollment. At the last BRN site visit (2014) there were 18 students enrolled. The program currently has accepted 45 NP students to begin in fall 2015.

Students have been notified for the past two years of these curriculum changes. Information and applications have been posted on the University and School of Nursing websites. Methods for easy transition into the program have been provided. All NP students will be prepared to sit for certification exams after completion of the NP clinical courses. For those in the MS Opt Out, the students will be ready to sit for their certification exams following the completion of their comprehensive project, posting of their degree and application to the certifying body. For students in the BS-DNP program, once the NP clinical courses have been completed, a letter stating all NP course content has been completed will be sent to the certification agencies, which will then allow students to sit for their exams prior to completion of the DNP degree. It is expected that the only DNP requirement will be completion of the DNP project. All post-masters' certificate programs have been discontinued due to the Title IV funding issue which no longer allows for federal loans for these programs. This proposal meets BRN rules and regulations.

ACTION: Recommend Approve Major Curriculum Revision for Loma Linda Nurse Practitioner Program.

Motion: Michael Jackson

Second: Ray Mallel

MJ: Aye	RM: Aye
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Public Input: None.

7.5 VOTE ON WHETHER TO RECOMMEND CHANGE STATUS OF PRELICENSURE NURSING PROGRAM

7.5.1 United States University Entry Level Master's Degree Nursing Program

Dr. Renee P. McLeod, Dean and Professor, College of Nursing and Dr. Steven Stargardter, Provost represented the program.

Leslie A. Moody, NEC presented this report. In June 2011 the program was placed on Warning Status with suspended program enrollment due to many findings of noncompliance with BRN regulations. Multiple improvements were implemented but the program continued to have areas of noncompliance including substandard NCLEX-RN outcomes. Additional improvements were then implemented, bringing the program into full compliance with the exception of meeting performance threshold for NCLEX-RN pass rate (CCR Section 1431). In February 2013 the Board evaluated the program and authorized admission of one cohort of twenty students (cohort 8) to enter the program in May 2013 to allow the program the opportunity to demonstrate whether corrections to the program would result in graduate success. USU received Board approval in June 2013 to establish an Accelerated BSN option to accommodate those students choosing to delay completion of the master's degree. At the November 2013 meeting of the Board, the program presented evidence of satisfactory progress of Cohort 8 students through the first few program courses, and the program's ability to support enrollment of an additional cohort of twenty students (cohort 9). The Board took the following actions: change program status to Defer Action to Continue Approval; approve admission of a single additional cohort of twenty (20) students in January 2014; the Nursing Education Consultant will continue to monitor program progress

specifically in regards to graduates' NCLEX-RN performance and generally for compliance with all BRN requirements; the program is required to submit a progress report when NCLEX-RN results are available following graduation of the cohort 8 students in December 2014. USU has submitted a report indicating that of the seventeen Cohort 8 graduates, thirteen have taken NCLEX with 12 passed on first attempt (the other graduate passed on the second attempt) for a cohort first time test taker pass rate of 70.5% thus far for the cohort. Four of the Cohort 8 graduates remain pending for the NCLEX exam, two of whom are scheduled for NCLEX in late July 2015. Based on this cohort result the program is requesting change of program status to Continuing Approval which would also restore approval for admission/enrollment of twenty students per year. The program intends to conduct a thorough evaluation and analysis of the prelicensure program prior to any additional admissions, which assessment may require one year. The final currently enrolled program cohort (cohort 9) will complete in September 2015.

Ms. Moody reported that to date there has not been an adequate number of Cohort 8 graduates passing NCLEX-RN in order to demonstrate >75% pass rate required by CCR 1431.

ACTION: None.

Public Input: None.

7.5.2 East Los Angeles College Associate Degree Nursing Program

Lurelean Gaines, RN, MSN, Program Director/Chairperson represented the program.

Shelley Ward, NEC presented this report. The Board at its February 6, 2014 meeting placed the program on Warning Status With Intent To Withdraw Approval, as a result of the findings and progress to date from the 5 areas of non-compliance identified at the October 7-8, 2013, scheduled continuing approval visit. The Board at its September 18, 2014 meeting voted to change the program's approval status to Defer Action to Continue Approval conditional upon: program to return to Education/Licensing Committee for a progress report in August 2015; submit quarterly progress reports to the NEC; continue to recruit full-time faculty to fill the psych/mental health position; continue to limit program admission/ enrollment to 48 students admitted twice annually. Responses sent to the NEC after September 2014 included: submission of 4 progress reports from December 2014- June 2015. The NCLEX examination pass rate area of non-compliance remains unresolved from the October 2013 continuing approval visit. The program implemented the major curriculum revision approved by the Board in November 2014, with newly enrolled students as planned in January 2015. This cohort is scheduled to graduate in December 2016. The Systematic Plan for Program Evaluation and Assessment of Outcomes data analysis indicated that "many first- time test takers are delaying first attempt (6) months to a year."

Ms. Ward updated that the NCLEX pass rate for the current 2014-15 measurement year is 61.67%.

Ms. Gaines informed that the program has worked hard for improvement, even utilizing an outside consultant and implementing many interventions; many graduates wait 6-12 months to take NCLEX; the program continues to use random selection for admission.

ACTION: Recommend place East Los Angeles College Associate Degree Nursing Program on Warning Status with Intent To Close The Nursing Program. The program is required to submit quarterly progress reports to the Nursing Education Consultant and return to the Education/Licensing Committee in August 2016.

Motion: Michael Jackson

Second: Ray Mallel

MJ: Aye	RM: Aye
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Public Input: None.

7.5.3 Shepherd University Associate Degree Nursing Program.

Misun Sprina Jeon, RN, MSN, Director of ADN Program Sue Albert, RN, Consultant represented the program.

Miyo Minato, SNEC presented this report. On February 26 - 27, 2014, Miyo Minato, SNEC, and Shelley Ward, NEC, conducted a regularly scheduled first continuing approval visit to Shepherd University ADN Program. Additionally this board-approval visit was done pursuant to CCR 1431(b) for the program's licensing pass rate for first time candidates below 75% for two consecutive academic years.

The program was found to be in non-compliance in three areas: Sec 1424(h) Insufficient FT faculty; Sec 1426(a) Approved curriculum; Sec 1431 NCLEX pass rate standard, and three recommendations were given: Sec 1424(b)(1) Program evaluation; Sec 1424(d) Sufficient resources; Sec 1425.1(b) Faculty responsibilities for instruction. SU's progress report submitted June 29, 2014 showed actions to correct deficiencies and the recommendations. ELC reviewed the NEC's Report and the progress report on August 7, 2014 and recommended to place SU on a warning status with intent to withdraw approval and directed SU to continue implementation of corrective actions and return to ELC at August 2015 meeting. The Board endorsed ELC's recommendation on September 18, with the following actions: Place the program on Warning Status with Intent to Withdraw Approval; the program is to notify existing and future students of the status of the school and post the program's status information on the school's Website; NEC to monitor school's progress, make a site visit in Spring 2015 and provide progress report to ELC in August 2015; the program will ensure that new student admission/enrollment pattern is in accordance with approved cohort size of 33 students.

On July 7, 2015 SU submitted a progress report as required per the board action. NEC has been in close contact with the director and the consultant working with the school since the 2014 Board visit. A site visit to the school was done on July 16, 2015. The current progress report provided the following update for areas of non-compliance:

- Section 1424(h) Insufficient FT faculty was addressed and in compliance. There are seven full-time faculty for the program, which included two new hires, and needed complementary clinical faculty to offer the number of admission each semester. There is content-expert for each of the required nursing areas. Following the continuing approval visit in 2014, Sue Albert, former Director at College of the Canyons, has been acting as curriculum consultant at SU and assisting with faculty and curriculum development activities.
- Section 1426(a) Approved curriculum – The report and attached documents showed that the curriculum is being implemented as approved, following the academic calendar and schedule and admission of students are in accordance with the curriculum sequencing to maintain the approved number of admissions each cohort. There have been multiple staff development, and the faculty participated in faculty development opportunities related to curriculum review, evaluation tools, teaching enhancements, including incorporating simulations throughout the curriculum. All course syllabi were reviewed for consistency and clarity as instructional guide.
- Section 1431(b) NCLEX Pass rate – below 75% remains low and not improved: 2011-12 (40 passed/55 taken) 72.73%; 2012-13 (40/66) 60.61%; 2013-14 (19/43) 44.19%; 2014-15 for first three quarters (9/46) 19.57%.

The changes described in the Progress Reports of 2014 and 2015 were raised admission criteria, strengthened progression requirements, improved students' testing skills, reviewed faculty theory/clinical teaching, and provided success and support strategies and have been added over the last two years. Additions of Kaplan resources have been implemented for each course, and comprehensive exam at end of each semester to ensure learning, as well as comprehensive predictor test to improve success with testing. Students take Kaplan Review to prepare for NCLEX exam. The report indicated that at the time

of this progress report, “6 students taking the NCLEX who have received the changes that the program has implemented since 2013 to present, four have passed.” They are hopeful that “this demonstrates some improvement, but it is important to remember that these students have the benefit from having only 2 semesters of the new changes. The full impact of the changes that were implemented Fall 2014 will not be seen until this class graduates on June 2016 and takes the licensing exam.” Tables were provided that presented NCLEX-RN pass data for “non-action applied cohorts vs action plan graduates, and compared those graduates who spoke English as a native vs second language. Despite implementation of many corrective actions the current pass rate is low. Data was presented to show quarterly NCLEX results and distribution of students taking the NCLEX exam grouped per graduation date. Graduating classes June 2011 (63.65%), January 2012 (76.93%), and January 2013 (67.67%) have pass-rate above 60%, while graduating classes June 2012, June 2013, January 2014, and June 2014 have scored in the 40’s% or below. In order to achieve improved first time pass rate, the program needs additional program evaluation which includes analysis of individual student characteristics to accurately identify and target areas of improvement needed to ensure graduate success.

The possible impact of student language barriers was discussed and Ms. Jeon reported this was not believed to contribute to low NCLEX performance. Ms. Jeon requested an additional year to demonstrate acceptable performance. Mr. Jackson advised an earlier re-evaluation would be needed.

ACTION: Recommend continue warning status with intent to close the nursing program for Shepherd University Associate Degree Nursing Program and monitor progress. The program is to submit to the Board a progress report on the quarterly NCLEX performance and return to ELC in March 2016.

Motion: Michael Jackson	
Second: Ray Mallel	
MJ: Aye	RM: Aye

Public Input: None.

7.6 PROGRESS REPORT ON WEBSITE FORMAT AND UPDATES WITH POSSIBLE VOTE ON ADDITION OF NURSING PROGRAM INFORMATION TO THE BRN WEBSITE (PROGRAM ACCREDITATION, RETENTION, ATTRITION AND OTHER DATA)

Julie Campbell-Warnock, BRN Research Program Specialist presented this report. Current practice was reviewed for the BRN website posted data related to each approved pre-licensure nursing 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 accreditation, attrition, and retention to the website to better inform current and potential students as well as the general public. Adding this information to the Website was discussed at the May Education/Licensing Committee meeting and the Committee requested that it be discussed in more detail, including possible website formatting of the information, at the August meeting. A Power Point was presented by Renae Waneka from The Center for the Health Professions from the University of California, San Francisco to provide an overview of possible website formatting of the data. An example of how this information could be presented was presented.

ACTION: Recommend approve addition to the BRN website of program and institutional accreditation, attrition and retention information in the format presented.

Motion: Michael Jackson	
Second: Ray Mallel	

MJ: Aye	RM: Aye
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Public Input: None.

7.7 DISCUSSION AND POSSIBLE VOTE ON LICENSING PROCESS MAPPING AND RECOMMENDATIONS REPORT FROM DCA’S SOLID PLANNING SOLUTIONS

Mr. Long Dau, SSMI-Licensing Standards and Evaluations, Ms. Stacie Berumen, BRN Assistant Executive Officer and Ms. Christina Sprigg, BRN Deputy Chief Licensing and Administrative Services presented this report. As a result of the audit performed by the Bureau of State Audits regarding BreZe, BRN staff, Stacie Berumen and Christina Sprigg met with the Department of Consumer Affairs’ SOLID Planning Solutions to request detailed mapping of all initial licensing processes and provide recommendations for improvement. SOLID staff met with licensing staff several times to document the licensing processes for registered nurses and all advanced practice applications. Once the processes were captured we timed select staff members to help identify average processing times and to create processing goals. BRN staff presented the License Process Mapping Report and recommendations from SOLID. BRN staff presented responses for the recommendations and discussed additional BRN identified recommendations for improvement.

Mr. Dau reported that the BRN is investigating opportunities for acceptance of electronically transmitted transcripts. Ms. Sprigg reported that approximately 50% of licensure applications are completed online.

ACTION: None.

Public Input: A member of the public commented that it is important to ensure documents have not been altered prior to the BRN accepting them.

7.8 2013-15 ELC GOALS & OBJECTIVES ACHIEVEMENT REPORT

Leslie A. Moody, NEC presented this report. The Education/Licensing Committee annually reviews and reports the achievements relative to the ELC goals and objectives. At the end of the two-year period a comprehensive report of achievements is submitted. The achievement report for the period of July 1, 2013 – June 30, 2015 relative to the ELC Goals and Objectives 2013-2015 (Board approved 02/06/2013) was presented.

ACTION: None.

Public Input: None.

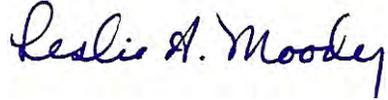
7.9 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

There was no public comment for items not on the agenda.

7.10 ADJOURNMENT

The meeting was adjourned at 1:30pm.

Submitted by:



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

Accepted by:

Michael Jackson, MSN, RN
Chairperson

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2
DATE: October 8, 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 Charles R. Drew University of Medicine and Science Entry Level Master's Degree Nursing Program
- 7.2.2 Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program
- 7.2.3 Samuel Merritt University Baccalaureate Degree Nursing Program
- 7.2.4 Sonoma State University Baccalaureate Degree Nursing Program
- 7.2.5 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- 7.2.6 University of California, Irvine Baccalaureate Degree Nursing Program
- 7.2.7 University of California, San Francisco Entry Level Master's Degree Nursing Program
- 7.2.8 Carrington College LVN-RN Associate Degree Nursing Program
- 7.2.9 El Camino College and Compton Community Education Center Associate Degree Nursing Program
- 7.2.10 Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program
- 7.2.11 Pasadena City College Associate Degree Nursing Program

Acknowledge Receipt of Program Progress Report:

- 7.2.12 Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program
- 7.2.13 University of San Diego Hahn School of Nursing Entry Level Master's Degree Nursing Program
- 7.2.14 Western Governors University Baccalaureate Degree Nursing Program
- 7.2.15 Carrington College LVN to RN Associate Degree Nursing Program
- 7.2.16 Fresno City College Associate Degree Nursing Program
- 7.2.17 Los Angeles Southwest College Associate Degree Nursing Program
- 7.2.18 Mendocino College Associate Degree Nursing Program
- 7.2.19 Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program
- 7.2.20 Solano Community College Associate Degree Nursing Program
- 7.2.21 Victor Valley College Associate Degree Nursing Program

NEXT STEP: Place on Board Agenda.

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

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: October 8, 2015

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Charles R. Drew University Of Medicine And Science Entry Level Master's Degree Nursing Program	M. Minato	09/08/2015	Add N 542, NCLEX Preparation one-unit course, as a degree requirement. This is being added to assist students to improve on NCLEX performance. There are no changes to the content required for licensure, but this change adds one unit to the total degree requirement making it to be 111 units to obtain the Entry Level Master's Degree in Nursing.
Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program	L. Chouinard	08/24/2015	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 69.77% (n = 86) first time test takers. The program has submitted a comprehensive assessment and action plan to improve the annual pass rate.
Samuel Merritt University Baccalaureate Degree Nursing Program	J. Wackerly	08/31/2015	The program will combine pathophysiology and pharmacology into two pathopharmacology courses of 3 units each in first semester and second semester. Pathopharmacology for Nursing Practice I (3 units) and Pathopharmacology for Nursing Practice II (3 units) and total number of units remain unchanged. Reasoning for the change is alignment with current best practices of concept based teaching, as well as enhancing the success of students.
Sonoma State University Baccalaureate Degree Nursing Program	K. Daugherty	08/19/2015	Updated CRL/TCP forms to reflect changes in acceptable courses to meet institutional verbal and written communication, science, other degree and graduation requirements effective in 2011 including a change in the Micro course number from Bio218 to Bio240. Total nursing theory and clinical units, content, course sequencing remain unchanged at 44 units (25 theory and 19 clinical units). CRL science units now 23-24 units, total CRL now totals 73-74 units instead of 73 units, other degree units ranged from 47-49 units instead of 47 units and total units for graduation include a range of 120-124 units.
The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program	J. Wackerly	09/01/2015	Nursing 138, Professional Role Development IV, Section 3. Fall 2015 incorporates curriculum content from Anth11 Cultural Anthropology and Introductory Sociology-Soci 1 into Nursing 138. Nursing 138 a 2 unit course will increase to a 3 unit course. Total units for the BSN nursing major is 120 units.
University of California, Irvine Baccalaureate Degree	C.Velas	08/07/2015	Nursing students are selected to enter the Honor's Program and required to take the Humanities Core courses in lieu of the traditional writing courses. The

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Nursing Program			Humanities Core courses are three, 4 unit courses in writing/communication. Effective Fall 2012 accept Writing 30, Writing 31, Writing 37; Human 1A-1B-1C, Human H1A-H1B-H1C, Human 1AS-1BS-1CS, Human H1AS-H1BS-H1CS as equivalent courses for communication requirement. Changes in units dependent on courses student selects- minimum number remains 12 units. CRL/TCP updated to reflect this change.
University of California, San Francisco Entry Level Master's Degree Nursing Program	S. Ward	08/14/2015	Curriculum plan form correction for N144 Adult Medical- Surgical/ Geriatric Nursing courses. N144 Theory is 4.5 units, and N144A is 9 clinical units. The program provided an update on changes in units for the N 150 Community Health course used for Public Health Nurse Certification.
Carrington College LVN-RN Associate Degree Nursing Program	K. Daugherty	08/19/2015	Application materials and student notifications revised/updated to ensure completion of all prerequisites prior to application congruent with written application policies and procedures. The program has decided to postpone increased enrollment from 24 to 30 for November. The program will submit a request for increased enrollment at a later date provided sufficient resources and satisfactory annual NCLEX pass rates(now 82.14%) can be demonstrated at the time of the request.
El Camino College and Compton Community Education Center Associate Degree Nursing Program	B. Caraway	09/18/2015	The program submitted a minor curriculum revision to update current curriculum and reflect the February 2013, changes in the program curriculum which have not been reported and approved by the Board. The Curriculum revision has been done to reflect the changes in the Nursing 150(7.5 units) course, Beginning Nursing Process and Fundamental. The Nursing 150 course has been changed from one (7.5 units) course to the two new courses; Nursing 150A (4 units), Beginning Nursing Process and Fundamental Skills 1, and Nursing 150 B (3.5units), Beginning Nursing Process and Fundamental Skills 11. These changes were done to accurately reflect the scheduled hours of the lecture and clinical components of the courses, as well as to better facilitate students' progression. The changes were reflected in the revised" Total Curriculum Plan" and the "Required Curriculum: Content Required for Licensure" forms.

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: October 8, 2015

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program	L. Chouinard	08/24/2015	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 65.33% (n = 150) first time test takers. The program has submitted a comprehensive assessment and action plan to improve the annual pass rate.
Pasadena City College Associate Degree Nursing Program	B. Caraway	09/10/2015	<p>A site visit was conducted on 9-02-2015, for approval of the two nursing Skills and Simulation labs located at the Pasadena City College (PCC) Continuing Education Center (CEC). Meetings were held with the Dr. Rajen Vurdien, the new Superintendent/President of Pasadena City College, Dr. Barbara Freud, Dean of Health Sciences and Dr. Marylynn Aguirre, Nursing Program Director. The plans for additional expansion of the skills lab, and the remodeling of other areas such as classrooms, student lounge were discussed.</p> <p>Simulation and Skills lab expansion- The Nursing Program moved from the main campus to the CEC campus fall semester 2011, when the U-building in the main campus which was housing the Nursing Program was closed after no longer meeting earthquake standards. PCC rapidly set up interim lab space (CEC 205 and CEC 206) for the RN program. However, the skills lab space was very limited and faculty had difficulty in meeting students learning needs. The new skills & simulation labs have expanded space and a large storage area to allow better distribution of student groups. The reconfiguration of one general nursing skills lab (CEC 205) to create the simulation suite has resulted in the loss of one general skills lab. PCC has committed to the creation of two additional general nursing labs in 2015, and allocated \$50,000 for new beds, equipment, and supplies. The nursing labs currently have 12 low fidelity adult manikins and 10 low fidelity infants' manikins. Dr. Bailey is a full time faculty assigned as the simulation/ skills labs coordinator, and two college workers (both nursing students currently completing their BSN & graduate degrees) are assisting her. Faculty strongly believe that the above changes will strengthen the students' competencies and contribute to patient safety outcomes.</p>

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: October 8, 2015

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program	L. Chouinard	09/09/2015	Effective August 1, 2015 the school changed their name from Mount Saint Mary's University to Mount Saint Mary's University – Los Angeles.
University of San Diego Hahn School of Nursing Entry Level Master's Degree Nursing Program	L. Moody	09/09/2015	A visit was conducted to evaluate the space provided by the new Beyster Institute for Nursing Research, Advanced Practice, and Simulation (BINR) which was found to provide the following physical plant resources: seven classrooms, two of which have electronic moveable walls, so that they can become four classrooms; BINR's first floor is dedicated to the Dickinson Family Foundation's Nursing Simulation Center which houses an eight bed clinical skills classroom, 3 double occupancy (6 beds total) simulation rooms equipped with high-fidelity human patient simulators, six primary care exam rooms, a medication/nurses station, three inter-connected debriefing rooms, a "Green Room" lounge for patient-actors, a five- office faculty suite, mechanical control rooms and faculty observation work spaces and storage rooms; ample faculty offices; and additional group, faculty and instructional spaces utilized for graduate studies. The program continues to utilize all previous classroom, office and other program spaces housed in the original nursing building. Addition of this new building ensures ample space to provide instructional spaces and open skills lab access for program students.
Western Governors University Baccalaureate Degree Nursing Program	C. Velas	08/31/2015	Western Governor's University experienced substandard annual NCLEX pass rates (68.18%, 44/30) for the July 2014-June 2015 reporting period. A lengthy teleconference with the Program Director took place to discuss the next steps according to EDP-I-29. A rigorous assessment was conducted by the Program Director and an action plan was submitted to bring the school into compliance with CCR 1431.
Carrington College LVN-RN Associate Degree Nursing Program	K. Daugherty	08/20/2015	From July 1, 2013-June 30, 2014 the program's annual rate was below the annual standard of 75% (74.29%). The program was noticed regarding non-compliance with annual passing standard requirements per the DHB Section 8.15 policy. The program submitted and implemented a comprehensive written assessment and action plan. For the annual period of July 1, 2014-June 30, 2015, the program achieved an annual rate 82.14% with a total of 46 of 56 first time testers passing on first attempt. The program intends to sustain actions taken to maintain annual rates that meet board requirements.

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: October 8, 2015

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
Fresno City College Associate Degree Nursing Program	S. Ward	09/02/2015	Submitted a plan for improvement update addressing non-compliance with NCLEX- R examination pass rates.
Los Angeles Southwest College (LASC) Associate Degree Nursing Program	C. Velas	08/31/2015	LASC experienced substandard annual NCLEX pass rates (70%, 30/21) for the July 2014-June 2015 reporting period. LASC was notified and EDP-I-29 was reviewed. The Program Director and Faculty have submitted a comprehensive action plan including assessment and strategies to increase and sustain NCLEX pass rates to come into compliance with CCR 1431.
Mendocino College Associate Degree Nursing Program	S. Ward	09/03/2015	The program submitted a corrective action plan for NCLEX –RN examination score outcomes for the 2014-2015 academic year.
Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program	L. Chouinard	09/09/2015	Effective August 1, 2015 the school changed their name from Mount Saint Mary's University to Mount Saint Mary's University – Los Angeles.
Solano Community College Associate Degree Nursing Program	S. Ward	09/03/2015	The program submitted a progress report related to (2) areas of non-compliance from the March 2015 continuing approval visit.
Victor Valley College Associate Degree Nursing Program	L. Chouinard	09/08/2015	The nursing department at Victor Valley College, Victorville, has added a state of the art Dr. Prim Reddy Health Science Center that occupies approximately 15,410 square feet of new simulation and fundamentals labs/life science anatomy labs/ physical science and chemistry labs/support spaces/faculty office space and it is scheduled to open Fall 2015. This building is located adjacent to the current nursing building. The nursing and allied health labs include high fidelity simulation suites, a fundamentals lab and several observation rooms. The simulation labs are designed for specialized training (i.e. ICU, Med-Surg, Pediatrics, Mother-Newborn, and Psychiatric Mental Health) that are each supported by individual audio control rooms, training observation rooms, and student foyer area. The digital nursing lab includes 45 computers and a proctoring suite. The digital lab is used for standardized testing and evaluation. Also housed in the new facility are 10 new faculty offices including a utilities/copy room.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.1

DATE: October 8, 2015

ACTION REQUESTED: Vote on Whether to Recommend Continuation Of Approval of Charles Drew University School of Medicine and Science (CDU) Entry Level Master's Degree (ELM) Nursing Program for Clinical Nurse Leader (CNL)

REQUESTED BY: Miyo Minato, Supervising Nursing Education Consultant

BACKGROUND: Sheldon D. Fields, PhD, RN, FNP-BC, AACRN, FNAP, FAANP is the Dean and Program Director, appointed February, 2015. Ebere Ume, PhD, MSN, RN, was the Director of ELM and Assistant Director, appointed October 2014. The current Assistant Director is Rebecca Harris-Smith, Ed D, RN, who was appointed August 1, 2015.

On June 15 – 16, 2015 Miyo Minato, SNEC, Laura Shainian, and Dr. Linda Sperling, NECs, conducted the first continuing approval visit at Charles Drew University School of Medicine and Science (CDU) ELM Nursing Program for CNL (aka Mervyn M. Dymally School of Nursing) . This visit was initially scheduled on December 2014 but was re-scheduled due to a change in the program's leadership. This continuing approval visit, also, combined the focus visit pursuant to CCR section 1431(b), annual NCLEX-RN pass rate below 75% for two consecutive years.

The program was found to be in non-compliance in two areas: CCR 1426.1 Preceptorship and CCR 1431 NCLEX Pass Rate. Six recommendations involving eight sections were given: Curriculum CCR 1424(a) Philosophy and related section CCR 1426(b) Unifying theme; CCR 1424(b)(1) Total Program Evaluation; CCR 1424(c) Organizational Chart and related section CCR 1424(f) Assistant Director duties; CCR 1425(f) Content Expert; CCR 1425.1(b) Faculty Orientation; CCR 1426(f) Clinical Evaluation Tool. The program submitted their progress report (attached) on September 14, 2015 that shows plans and identified timeline for implementation of corrective actions.

CDU is a private, non-profit, non-sectarian, minority-serving medical and health sciences institution and is located in the Watts-Willowbrook section of south Los Angeles. CDU offers among other educational opportunities at the university, post-secondary degree and certificate programs through three separate colleges/schools: College of Medicine, College of Science and Health, and Mervyn M. Dymally School of Nursing (SON). SON received CCNE accreditation in 2012 and offers other MSN programs, including NP and ANE (Advance Nurse Educator) programs. The initial approval of the CDU ELM Program for CNL was given on May 9, 2009, and ELM program started in Fall 2010 with Cohort 1 of 18 students and in Spring 2011 with Cohort 2 of 11 students.

Program has experienced leadership changes institutionally, having a new President and Provost at CDU, and three new nursing directors at SON during the first five years of the ELM Program:

- Dr. McNeal, who started the new ELM Program and made changes to the curriculum in 2013, left CDU. Dr. Shiao, Assistant Dean/Assistant Director, also left about the same time.
- Dr. Evers-Manly, became the Interim Dean/Director (2013) and Dr. Jones, Assistant Director (2013) and Dr. Ume, Asst. Director (2014), implemented the changes to the curriculum and continued with the enrollment expansion to admit 40 students per semester, starting with Cohort 3.

- Dr. Sheldon Fields, who is the current Dean and Director, has been at CDU since January 2015. There are 135 ELM students and a total of 327 students in graduate nursing programs as of the Spring 2015 semester at SON. There are a total of 18 faculty members for the ELM Program, including 15 full-time faculty. Faculty are all 12-month contract. Only one faculty member has been at SON since the start of the program, and 10 of the faculty members started in 2014 or later. A majority of the faculty did not convey a familiarity with the content of the self-study that was submitted to the BRN. Concerns related to leadership changes, stabilizing program organization, and faculty development were areas discussed with Dr. Steven Michaels, new Provost and VP of Academic Affairs, and Dr. Fields.

Following the initial successful outcomes for the first two cohorts of graduates in 2012-2013 [NCLEX pass rate of 95% (19/20)], the program has experienced two years of below 75% pass rate with subsequent graduates, Cohorts 3, 4, 5, and 6 (Refer to attached NEC Report for NCLEX results):

- 2013-2014, 47.62% (30/62 passed);
- 2014-2015 (3 quarters), 51.47% (35/68 passed).

Starting with Cohort 3, the program admitted 40 students each semester. The program submitted a minor change to the curriculum in 2013 and extended the program from five semesters to six semesters, and changed clinical experience, adding preceptorship experience (Residency 1, in the 5th semester). This preceptorship course will enhance students' understanding of clinical nursing concepts and likely improve their success on the licensing exam. However, this change had a delayed impact since the change is now being done with Cohort 7 for the first time because the change was implemented with the entering class of Fall 2013 and not with the group that was in their 5th semester in 2013. At this time, the preceptorship course did not include all required components of the preceptorship. Cohort 7 is, also, taking their NCLEX at the end of the 5th semester instead of the 6th semester, at the completion of the CNL curriculum. This change closes the gap between the time of students' last clinical involving direct patient care and when they would take the exam.

The program acknowledged the highly complex process involved to identify the reasons for the pass rate and plans for improvement. They have engaged a curriculum consultant from UCSF School of Nursing in this endeavor. Their report reviewed and identified eight areas affecting students' performance, including issues related to admission, student population, academic rigor, testing delays, English as second language, deficient basic reading/math skills, faculty development, and student support. The program must continue the careful data collection and analyses in order to clearly target their interventions for improvement. Program is implementing the HESI pre-admission testing, starting with Cohort 11, Fall 2015. The faculty has reviewed policies and practices and making changes to their course progression, such as passing score, course repeat policy, etc. Additionally, the faculty and the program are strengthening student learning resources to increase student success.

Another area related to plans for improving student success is a major curriculum revision that the program has already identified and has been working on. This is an ongoing process for the faculty, and will help to strengthen the curriculum and their graduates. The recommendations made related to curriculum addresses this current work faculty members are engaged in.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Miyo Minato, MN, RN
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Board Registered Nursing

REPORT OF FINDINGS

**Charles Drew University School of Medicine
Mervyn M. Dymally School of Nursing
Entry Level Master's Degree Program, Clinical Nurse Leader
Continuing Approval Visit: May 15 – 16, 2015**

NON-COMPLIANCES:

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: Sec. (a) – (c)

Components of preceptorship course (NUR 619 Residency1) are not implemented per regulations for the preceptorship course.

1431. Licensing Examination Pass Rate Standard

The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.

The program has first time annual pass rate of less than 75% for two academic years: 2013-2014 47.62% (30/63) and 2014-2015, 3 quarters, 51.47% (35/68).

RECOMMENDATIONS:

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

Related 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.

Review and complete the major curriculum work for ELM-CNL Program started in 2014, addressing unifying theme, philosophy, terminal outcomes, and course syllabi changes as needed.

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.

Review program evaluation process and consider strategies to increase responses to have sufficient data and total faculty involvement to make appropriate program improvements.

Board Registered Nursing

REPORT OF FINDINGS

Charles Drew University School of Medicine

Mervyn M. Dymally School of Nursing

Entry Level Master's Degree Program, Clinical Nurse Leader

Continuing Approval Visit: May 15 – 16, 2015

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

Related 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.

Review organizational structure and duties and implement the planned changes to ELM Program organization, clarifying lines of authority and communication for director, assistant direct director and within the program, university, and affiliate institutions.

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.

Ensure that faculty serving as content expert continues to have continuing education hours in the designated nursing areas to maintain current clinical expertise.

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.

Formalize the orientation program for newly hired ELM Program faculty, including the development of an Orientation Handbook.

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.

Review and revise clinical evaluation tool that is clear and has measurable criteria that reflects course outcomes and progression.

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

WORK COPY

PROGRAM NAME: Charles Drew University School of Medicine and Science
Mervyn M. Dymally School of Nursing (CDU SON)

DATE OF VISIT: June 15-16, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>SECTION 1: PROGRAM DIRECTOR/ASSISTANT DIRECTOR</p> <p>1425(a) The director of the program shall meet the following minimum qualifications:</p> <p>(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;</p> <p>(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education, as determined by the board.</p>	X		<p>Dr. Sheldon Fields, appointed Dean of SON and Director, Feb. 2015. 2000, PhD Nursing Science, University of Pennsylvania; 2011-2015 Florida International University, Assistant Dean, DNP Program; 2001-2007 Univ of Rochester, NY, Assistant Professor; 1991-1993 Sloan Ketterling Cancer Ctr, Clin Nurse III</p> <p>Dr. Fields is the third Dean/Director at CDU SON, since the program started in Fall 2010. Additionally, there have been changes to the CDU's leadership during the same time period, including the president, provost, and VP/Dean of Academic Affairs. [Refer to Section 1424(c)]</p>
<p>1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p>	X		<p>Dr. Ebere Ume, appointed Assoc. Dean, Asst. Director, Oct. 2014. PhD 2013, Arizona State University, Nursing, geriatrics, education; 2005-2009 Grand Canyon University, PMH; 2005-2006 Maricopa Integrated Health Services, PMH.</p>
<p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p>	X		<p>Dean/Director has 100% release time for all program administration; Program offers ELM-CNL; MSN programs, NP, CNS, Educator tracks. Asst. Director (Director of ELM) has 50% release time for administrative duties.</p>

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

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PROGRAM NAME: Charles Drew University School of Medicine and Science
Mervyn M. Dymally School of Nursing (CDU SON)

DATE OF VISIT: June 15-16, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.	X		Dr. Ume conducts all ELM administrative duties, including orientation of new faculty and oversight of clinical faculty. She has 50% of her time teaching and other faculty duties. Recommendation: Related to Section 1424(c) Organizational Chart.
SECTION 2: TOTAL PROGRAM EVALUATION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X		The program has a handbook and catalog that identified policies and procedures for students. Uses information management system for course material distribution and communication.
1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		There are faculty committees to which students are invited to participate: Research, Evaluation, and Graduation Planning and Evaluation. Additionally at the end of each semester, students are asked to complete a clinical facility evaluation, course and faculty evaluations. There is a Total Program Evaluation Plan, and evidence that data are being collected. The program uses Survey Monkey to obtain student feedback on courses, faculty, and clinical sites. Spr 2015 evaluation of Survey Monkey data showed that only half of courses had student responses, and those with responses had between two to 18 responses, when the cohort size is 30 to 36. Low response has been a persistent problem with evaluations. There is inconsistent evidence of total faculty involvement in the review of data and analyses for program changes. Recommendation: Sec. 1424(b)(1) Review program evaluation process and consider strategies to

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PROGRAM NAME: Charles Drew University School of Medicine and Science
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DATE OF VISIT: June 15-16, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
			increase responses to have sufficient data and total faculty involvement to make appropriate program improvements.
1424(b)(2) The program shall have a procedure for resolving student grievances.	X		Procedure is outlined in the catalog and student handbook.
1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of	X		<p>Dr. Ume, Asst. Director, who has the title of ELM Director and is responsible for day-to-day operation, reports to Rebecca Harris-Smith, Asst. Dean SON, and not to Dr. Fields, who is the BRN approved director. This current organizational structure was reported as under consideration for a change when this observation was brought up at the visit. Dr. Fields shared the revision of the organizational structure that has the ELM Director as the approved BRN director and a new ELM Asst. Director, who will assist ELM Director.</p> <p>Multiple turnover of administrators – Dr. Carlisle, president 2011; Interim Provost 13-14; 2nd Interim; Apr 2015 Executive VP of Academic Affairs (Provost).</p> <p><u>Recommendation: Related sections 1424(f)</u> Review organizational structure and duties and implement the planned changes to ELM Program organization, clarifying lines of authority and communication for director, assistant direct director and within the program, university, and affiliate institutions.</p>
1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or	X		Students are provided transfer credits for their pre-requisite and other GE courses per policy.

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PROGRAM NAME: Charles Drew University School of Medicine and Science
Mervyn M. Dymally School of Nursing (CDU SON)

DATE OF VISIT: June 15-16, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS																				
other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.																							
<p>1431. Licensing Examination Pass Rate Standard The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive academic years. (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to section 2788 of the code.</p>		X	<p>Pass rates have been below the standard for two years.</p> <table border="1" data-bbox="1255 602 2011 922"> <thead> <tr> <th><i>2010 2011 -</i></th> <th><i>Taken</i></th> <th><i>Passed</i></th> <th><i>Percent</i></th> </tr> </thead> <tbody> <tr> <td><i>2011 2012 -</i></td> <td><i>Taken 1</i></td> <td><i>Passed 1</i></td> <td><i>Percent 100.00%</i></td> </tr> <tr> <td><i>2012 2013 -</i></td> <td><i>Taken 20</i></td> <td><i>Passed 19</i></td> <td><i>Percent 95.00%</i></td> </tr> <tr> <td><i>2013 2014 -</i></td> <td><i>Taken 63</i></td> <td><i>Passed 30</i></td> <td><i>Percent 47.62%</i></td> </tr> <tr> <td><i>2014 2015 -</i></td> <td><i>Taken 68</i></td> <td><i>Passed 35</i></td> <td><i>Percent 51.47%</i></td> </tr> </tbody> </table> <p>The board accepted the program's report to their CCNE accreditation on the data and plan for pass rate improvement for their first year low score for 2013-2014 year. This visit combines the second year's low score status with the continuing approval visit. The program focused on their admission criteria, changed entrance testing to HESI Examination from ATI starting in August 2014. Other changes made include passing course grade from 76% to 80%, delayed time before scheduled testing, English being the students' second language for 70% of their students were identified as possible factors affecting their pass rates. Although there are changes made to improve their pass rate, the efforts are not reflected in the current pass rate, which remains low. Evaluation data appears not consistently monitored to identify specific areas that the program can address to target their support of students to promote student success. Data sheet (6/10/15 attached) comparing cohort group and to the NCLEX report showed a drop to starting with cohort 3 and 4 (2013-14</p>	<i>2010 2011 -</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>2011 2012 -</i>	<i>Taken 1</i>	<i>Passed 1</i>	<i>Percent 100.00%</i>	<i>2012 2013 -</i>	<i>Taken 20</i>	<i>Passed 19</i>	<i>Percent 95.00%</i>	<i>2013 2014 -</i>	<i>Taken 63</i>	<i>Passed 30</i>	<i>Percent 47.62%</i>	<i>2014 2015 -</i>	<i>Taken 68</i>	<i>Passed 35</i>	<i>Percent 51.47%</i>
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			Non-compliance: Sec. 1431 The program has first time annual pass rate of less than 75% for two academic years: 2013-2014 47.62% (30/63) and 2014-2015, 3 quarters, 51.47% (35/68).
<p>1432. Changes to an Approved Program (a) Each nursing program holding a certificate of approval shall: (1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address. (2) Notify the board within ten (10) days of any: (A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program. (B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program. (b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include: (1) Change in location. (2) Change in ownership. (3) Addition of a new campus or location. (4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p>	X		
<p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.</p>	X		In fall 2010 program started with 18 students, in ELM, the program has increased to 135ELM students. There are a total of 327 students enrolled in the CDU SON, in the graduate programs including NP and CNS programs, in addition to the ELM-CNL program.

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			<p>Faculty and Support Resources: All faculty has 12 month contract, no tenure system. There 18 faculty members and Dr. Fields teach in the ELM Program; 15 full time and 3 part time. 14 classified as Instructors and 4 are asst. Instructors. Only one faculty has been at CDU since the start of the program. Others have been at CDU since 2012, and seven were hired in 2015. Distribution of longevity: 2010 – 1; 2012 – 4; 2013-3; 2014-3; 2015-7. Staff support for CDUSON is three full time staff: Two staff work directly with SON duties, while third is assistant to Dean, and added 2 student worker for 20-hour work week. There is a full-time Director of Student Affairs, who serves as academic advisor, and there was a simulation lab technician, but this position is vacant at this time since the loss of the technician. Plans to hire FT sim technician and coordinator.</p> <p>There is available to students Student Health and Counseling Services; Peer tutors (6) grant funded positions hired.</p> <p>Library resources – databases – CINAHL and ProQuest, and PubMed. Learning management system is Blackboard. Learning Resource Center has computer lab, educational tech classroom. 3 large smart classrooms; SON building has simulation labs, set up for ICU/MS unit, OB and Peds simulators. SON has affiliation and collaborative experiences with other educational institutions, such as UCLA Nursing School.</p>
<p>SECTION 4:PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS: 1425All faculty, the director, and the assistant director shall be</p>	X		<p>Refer to CCR 1424(d) Resources.</p> <p>Faculty: All faculty has 12 month contract, no tenure system. There 18 faculty members and Dr. Fields teach in the ELM Program; 15</p>

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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:			full time and 3 part time. 14 classified as Instructors and 4 are asst. Instructors.
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		There is monthly faculty organizational meeting, as well as monthly curriculum and evaluation committee meetings. Students are members of these standing committees.
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 organization uses shared governance model; Faculty Assembly has two standing committees: Curriculum and Admissions; Faculty-of-Record (FOR) Meeting, which is similar to course meetings where there are exchanges with PT faculty; PT faculty has same responsibilities as FT. Email/phones are used for communication to keep everyone informed of changes.
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		
1425(c) An instructor shall meet the following minimum qualifications:			

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<p>(1) The education requirements set forth in subsection (a)(1); and (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.</p>	X		
<p>1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p>	X		
<p>1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.</p>	NA		No CTAs used.

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<p>1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications: (1) A master's degree in the designated nursing area; or (2) A master's degree that is not in the designated nursing area and shall: (A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and (B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		<p>Tavonia Ekwegh – MS; Nanette Leonardo – OB; Nicole Monk – Peds Patricia Bridewell – PMH; Carol DeLilly – Geriatrics CE records of content experts did not consistently support continued education information related to their assigned content expert area.</p> <p><u>Recommendation: 1425(f)</u> Ensure that faculty serving as content expert continues to have continuing education hours in the designated nursing areas to maintain current clinical expertise.</p>
<p>SECTION 5: CURRICULUM</p> <p>1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	X		<p>The programs conceptual framework is Smith and Bazani-Barakat PHN Practice Model that emphasizes primary, secondary, and tertiary prevention. Although this model was initially selected for the CNL curriculum, faculty members have considered a major curriculum change and have started to work on this change since 2014. The new change will review the philosophy, select a new conceptual framework, and revise courses and syllabi as appropriate. The program is looking into Roy's Adaptation Model. Another change the program considered was to have the students take the NCLEX Exam at the completion of next to the last semester (5th semester) and not wait until completion of the last semester. It has been the faculty's observation that waiting to take the exam until program completion seem to create a gap, a time away from clinical area, that was thought to adversely affect</p>

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			<p>students' opportunity to be more successful with passing the exam. A minor curriculum change was completed during the visit to allow this change to become effective immediately. Starting with Cohort 7, students will complete their Residency 1 course and take the exam. Structures to prepare students for NCLEX exam was implemented with the action plan to improve the pass rates in 2013-14.</p> <p>Course syllabi, course objectives, unit objectives, clinical evaluation tools need to consistently reflect the unifying theme, conceptual threads, consistently for all courses.</p> <p><u>Recommendation: Sec 1424(a)</u> Review and complete the major curriculum work for ELM-CNL Program started in 2014, addressing unifying theme, philosophy, terminal outcomes, and course syllabi changes as needed.</p>
<p>1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p>	<p>X</p>		
<p>1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.</p>	<p>X</p>		<p>There is a formal orientation and procedures for becoming a faculty at CDU. There is evidence that orientation of new faculty is done by Dr. Ume, Director of ELM, and a mentor is assigned for SON. There is a checklist monitor used for faculty orientation. However, there is no formalized, systematic orientation process in place at this time. Newly hired did not confirm a formal orientation program for CDUELM Program.</p> <p><u>Recommendation: 1425.1(b)</u> Formalize the orientation program for newly hired ELM Program faculty, including the development of an Orientation Handbook.</p>

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1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference.	X		All faculty members were approved and assigned to teach in the area approved.
1426(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		Minor curriculum change was approved in Feb. 2013, and a second minor change was completed during the visit.
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		<u>Recommendation: Related section: See 1424(a)</u>
<p>1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology</p>	X		<p>Minor curriculum changes and updated form has: Nursing units: 55 – Theory -31; Clinical 24;</p> <p>All courses for general studies are pre-requisites: Communication Units: 6</p> <p>Sciences: 24 Anatomy – 4; Physiology – 4; Microbiology 4; Sociology- 3; Psychology – 3; Nutrition – 3; Statistics - 3</p>

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courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.			
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 are being done concurrently. Students participate in simulation activities as part of clinical; practice of skills are done prior to actual activities with patient care.
1426(e) The following shall be integrated throughout the entire nursing curriculum: (1) The nursing process; (2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) Physical, behavioral, and social aspects of human development from birth through all age levels; (4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) Communication skills including principles of oral, written, and group communications; (6) Natural science, including human anatomy, physiology, and microbiology; and (7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X		

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<p>1426.1. Preceptorship A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <p>(a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following: (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements: (A) An active, clear license issued by the board; (B) Clinically competent, and meet the minimum qualifications specified in section 1425(e); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor. (E) A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; 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.</p>		X	<p>NUR 619, Residency 1 is a preceptorship course that was implemented when the curriculum was revised in 2013. Cohort 7, the graduating students were the first group to have this preceptorship course. Students liked the challenges of the course and indicated they were having a very good experience working with a preceptor. Some records were kept, preceptors were assigned by the agency, but preceptor orientation records were not maintained consistently. There was inconsistent implementation of preceptorship regulations.</p> <p><u>Non-compliance: Sec. 1426.1</u> Components of preceptorship course (NUR 619 Residency1) are not implemented per regulations for the preceptorship course.</p>

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<p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities: (A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student; (B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor; (6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and (7) Plan for an ongoing evaluation regarding the continued use of preceptors. (c) Faculty/student ratio for preceptorship shall be based on the following criteria: (1) Student/preceptor needs; (2) Faculty's ability to effectively supervise; (3) Students' assigned nursing area; and (4) Agency/facility requirements</p>			
<p>1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p>	X		<p>Theory: 1 unit = 1 hour; semester is 15 wks; Clinical: 1 unit = 3 hours</p>
<p>SECTION 6 CLINICAL FACILITIES 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program</p>	X		
<p>1424(i) When a non-faculty individual participates in the instruction and</p>	NA		

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

WORK COPY

PROGRAM NAME: Charles Drew University School of Medicine and Science
Mervyn M. Dymally School of Nursing (CDU SON)

DATE OF VISIT: June 15-16, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p> <p>1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board.</p>			
<p>1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.</p>	X		
<p>1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program</p>	X		Contracts were current.
<p>1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an</p>	X		

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PROGRAM NAME: Charles Drew University School of Medicine and Science
Mervyn M. Dymally School of Nursing (CDU SON)

DATE OF VISIT: June 15-16, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
additional group of students would have on students of other nursing programs already assigned to the agency or facility.			
1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs; (2) Objectives of the learning experience; (3) Class level of the students; (4) Geographic placement of students; (5) Teaching methods; and (6) Requirements established by the clinical agency.	X		Ratio is maintained 1:10 – 12.
1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.	X		Evaluation tool used to measure progress used the same tool from one course to the next without showing progression in competency/achievement. <u>Recommendation: Sec. 1426(f)</u> Review and revise clinical evaluation tool that is clear and has measurable criteria that reflects course outcomes and progression.
1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.	X		Students indicated that they participate in committee meetings and that attend monthly dialogue with the Dean. The reported that they thought the faculty made changes, listening to their feedback.
Section 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTIONS 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	X		No student has applied for this option.

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

WORK COPY

PROGRAM NAME: Charles Drew University School of Medicine and Science
Mervyn M. Dymally School of Nursing (CDU SON)

DATE OF VISIT: June 15-16, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.			
1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken	X		The information on LVN option is covered by the Director.
1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement. Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.	X		



Mervyn M. Dymally School of Nursing
Office of Dean

September 13, 2015

Miyo Minato, MN, RN
Supervising Nursing Education Consultant
California Board of Registered Nursing

RE: MMDSON Plan of Corrective Action

Dear Ms. Minato:

I am writing to update the California Board of Registered Nursing on the plan of corrective action developed by the Mervyn M. Dymally School of Nursing at Charles R. Drew University of Medicine and Science (CDU) in response to the schools recent re-approval visit on May 15 -16, 2015. The program was found to be in non-compliance in two areas: CCR 1426.1 Preceptorship and CCR 1431 NCLEX Pass Rate. The visit also revealed six recommendations involving eight sections: Curriculum CCR 1424(a) Philosophy and related section CCR 1426(b) Unifying theme; CCR 1424(b)(1) Total Program Evaluation; CCR 1424(c) Organizational Chart and related section CCR 1424(f) Assistant Director duties; CCR 1425(f) Content Expert; CCR 1425.1(b) Faculty Orientation; CCR 1426(f) Clinical Evaluation Tool.

Thank you for your time and attention to this matter, if you have any questions I can be reached by email at sheldonfields@cdrewu.edu or by phone at 323-568-3304.

Yours Truly

A handwritten signature in blue ink that reads "Sheldon D. Fields". The signature is written in a cursive style.

Sheldon D. Fields, PhD, RN, FNP-BC, AACRN, FNAP, FAANP
Dean and Professor

CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE

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Table 1: MMDSON BRN Program Response

BRN Regulation Compliance / Recommendation	MMDSON Program Response	Implementation Date
<p>1. CCR 1431 NCLEX Pass Rate</p>	<p>1a. Institute a mandatory 1 unit NCLEX review course: NUR 542 – NCLEX Preparation Course was developed by faculty and submitted to the BRN for approval which was granted on September 8, 2015 as a non-license required course. This will directly impact all students’ preparation to take the NCLEX exam.</p> <p>1b. Hire a NCLEX Coordinator: Vivian Murphy, MSN, RN, ACNS-BC, has been appointed to serve as the NCLEX coordinator in the MMDSON. In this capacity she will serve as the primary organizer for the NUR 542 course. She will also work closely with all students as they prepare to take the NCLEX exam including developing individual study plans.</p> <p>1c. Revise ELM Program admission standards: Move from the GRE to the HESI pre-admission exam with a benchmark of 75%. Conditional admits will be capped at 10% for promising students who will all be admitted with remediation plans to support them.</p> <p>1d. Establish a one on one system of coaching and mentoring: Each student at the beginning of the NCLEX review course will be assigned a faculty coach/mentor who will work with them one on one and motivate them prepare for the NCLEX. Each student will have added motivational support as they go to take their NCLEX exam.</p> <p>1e. Provide access to ongoing NCLEX test review materials: NUR 542 is based on the Kaplan review course materials and students will be able to continue to have access to computer based review materials (test back questions) until they pass their NCLEX exam.</p> <p>1f. Continue Implementation of HESI testing with revised progression policies: HESI testing was begun with the ELM cohort #7, will continue with all cohorts. Students will take subject specific HESI exams throughout the program with a benchmark for passing set at 850. Students who don’t obtain the benchmark scores will have to be remediated before being allowed to progress in the program. Students will also now only be allowed to repeat on course in the ELM program before being permanently dismissed for lack of sufficient academic progress.</p>	<p>1a. Spring 2016</p> <p>1b. Fall 2015</p> <p>1c. Spring 2016</p> <p>1d. Summer 2015</p> <p>1e. Spring 2015</p> <p>1f. Spring 2015, ongoing</p>

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2. CCR 1426.1 Preceptorship	2a. Institute a Modified Preceptor Model: NUR 619 (Residency I) and NUR 629 (Residency II) will be implemented using a true modified preceptor model in which a MMDSON faculty member will be assigned to a senior group of students who will directly oversee their residency clinical experience onsite with the students. Students will still work with assigned nursing leaders but on a rotating basis.	2a. Fall 2015
3. Curriculum CCR 1424(a) Philosophy and related section CCR 1426(b) Unifying theme	3a. Revise curriculum philosophy and program unifying theme: The curriculum philosophy and unifying theme are currently being revised as a part of a planned major curriculum revision of the ELM program. The Roy Adaptation Model is being considered. To be included in this revision will be the clarification of the programs definition of Nursing education, Man, Environment, Health, and Nursing. Revised terminal objectives and the philosophy and unifying theme will be reflected in all course syllabi. 3b. Strategic Planning: Related to this is the universities current strategic planning process that has necessitated a look at the schools mission, vision, and value statements to bring everything into alignment. The new vision of the MMDSON is <i>“Excellent Nursing Care for all Persons, People’s and Communities in a world without Health Disparities”</i>	3a. Fall 2016 3b. Spring 2016
4. CCR 1424(b)(1) Total Program Evaluation	4a. Update the total program evaluation plan: A revised total program plan is being constructed that will include a focus on system evaluation. The MMDSON faculty participated in an educational presentation on systematic evaluation on August 18, 2015 as a foundation. 4b. Increase responses and data collection measures: Explore new course evaluation software and institute mandatory student evaluations for each course taken.	4a. Fall 2015 4b. Fall 2015 / Spring 2016
5. CCR 1424(c) Organizational Chart and related section CCR 1424(f) Assistant Director duties	5a. Revised Organizational Chart: Implement a new MMDSON organizational chart that better differentiates the ELM program from the schools other programs. Clarify lines of authority and communication for director, assistant director and within the program. 5b. Assistant Director Duties: Rebecca Harris-Smith, EdD, RN, MSN, BA was appointed the assistant director of the ELM program on August 1, 2015. She reports directly to Dr. Fields the schools Dean. The future director and assistant director will each be given sufficient administrative release time to perform their duties as required by the BRN. NOTE: We are conducting a search for a new permanent Director of the ELM program who when hired will also be the “Director” that will be listed with the BRN. Until that time Dr. Fields will continue to serve as the “Director” listed with the BRN.	5a. Summer 2015 5b. Ongoing with the ELM director search

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6. CCR 1425(f) Content Expert	<p>6a. Updated Content Area Experts: The current list of MMDSON content experts are.</p> <ul style="list-style-type: none"> * Pediatrics (C): Romar Lingad, MSN, RN * Med/Surg (M-S): Angela James, DNP, MSN, RN * Obstetrics (O): Nanette Leonardo, MSN, RN * Psychiatric (P/MH): Patricia Bridewell, MSN, RN, PHN * Geriatrics (G): Eunice Nkongho, DNP, MSN, RN <p>Each content expert will be given resources to attend an annual continuing education program in their area of expertise. They will each also present an annual update for their faculty colleagues in their area of expertise.</p>	6a. Fall 2015
7. CCR 1425.1(b) Faculty Orientation	<p>7a. Faculty Orientation Manual: A new faculty orientation manual has been developed along with an orientation checklist that will document all of the onboarding activities of a new faculty member. Faculty orientation will be under the direction of the schools Assistant Dean.</p>	7a. Fall 2015
8. CCR 1426(f) Clinical Evaluation Tool	<p>8a. Revise Clinical Evaluation Tool: With the approved final version of the schools new ELM curriculum will also come final revised clinical evaluation tools to mirror the new courses. Currently this new tool is in draft version but will have measurable criteria reflecting course outcomes and progression.</p>	8a. Fall 2016

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6/10/15

CDU Review – M. Minato

	<i>JUL-SEP</i>			<i>OCT-DEC</i>			<i>JAN-MAR</i>			<i>APR-JUN</i>			<i>ANNUAL RATE</i>		
2011	0	0	<i>Percent</i>	0	0	<i>Percent</i>	0	0	<i>Percent</i>	1	1	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
2012	<i>Taken</i>	<i>Passed</i>		<i>Taken</i>	<i>Passed</i>		<i>Taken</i>	<i>Passed</i>		<i>Taken</i>	<i>Passed</i>	100.00%	1	1	100.00%
2012	5	5	<i>Percent</i>	10	10	<i>Percent</i>	4	3	<i>Percent</i>	1	1	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
2013	<i>Taken</i>	<i>Passed</i>	100.00%	<i>Taken</i>	<i>Passed</i>	100.00%	<i>Taken</i>	<i>Passed</i>	75.00%	<i>Taken</i>	<i>Passed</i>	100.00%	20	19	95.00%
2013	21	11	<i>Percent</i>	29	15	<i>Percent</i>	7	3	<i>Percent</i>	6	1	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
2014	<i>Taken</i>	<i>Passed</i>	52.38%	<i>Taken</i>	<i>Passed</i>	51.72%	<i>Taken</i>	<i>Passed</i>	42.86%	<i>Taken</i>	<i>Passed</i>	16.67%	63	30	47.62%
2014	22	13	<i>Percent</i>	31	16	<i>Percent</i>	15	6	<i>Percent</i>	0	0	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
2015	<i>Taken</i>	<i>Passed</i>	59.09%	<i>Taken</i>	<i>Passed</i>	51.61%	<i>Taken</i>	<i>Passed</i>	40.00%	<i>Taken</i>	<i>Passed</i>		68	35	51.47%

Cohort Completion NCLEX taken Pass Rate

Cohort Completion Not Pass NCSBN Pass Rate
Taken Rate

1 (18) 12 grad	5/2012	2011-12	1/1 100%	1 (18) 12 grad	5/2012	6	10/12 83.3%	2011-12	1/1 100%
2 (11) 11 grad	12/2012	2012-13 Qtr 1 & 2	15/15 100%	2 (11) 11 grad	12/2012	0	9/11 81.8%	2012-13 Qtr 1 & 2	15/15 100%
3 (37) 36 grad	5/2013	2012-13 Qtr 3 & 4	4/5 80% Annual – 95%	3 (37) 36 grad	5/2013	2	19/35 54.3%	2012-13 Qtr 3 & 4	4/5 80% Annual – 95%
4 (32) 31 grad	12/2013	2013-14 Qtr 1 & 2	26/50 52%	4 (32) 31 grad	12/2013	1	12/31 38.7%	2013-14 Qtr 1 & 2	26/50 52%
5 (39) 35 grad	5/2014	2013-14 Qtr 3 & 4	4/13 30.76% Annual – 47.62%	5 (39) 35 grad	5/2014	8	17/31 54.8%	2013-14 Qtr 3 & 4	4/13 30.76% Annual – 47.62%
6 (36) 32 grad	12/2014	2014-15 Qtr 1 & 2	29/53 54.72%	6 (36) 32 grad	12/2014	8	15/28 53.6%	2014-15 Qtr 1 & 2	29/53 54.72%
7 (39) *	5/2015	Qtr 3	6/15 40% Average 51.47%	7 (39) *	5/2015	36?	7/8 87.5%	Qtr 3	6/15 40% Average 51.47%
8 (22)**	12/2015			8 (22)**	12/2015				
9 (40)**	12/2016			9 (40)**	12/2016				
10 (40)**	5/2016			10 (40)**	5/2016				

Cohorts 3 to 6 – What caused the huge drop? This is where increased number of admissions occurred, also.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.2

DATE: October 8, 2015

ACTION REQUESTED: Vote On Whether To Recommend Continuation Of Approval For Gavilan College LVN to RN Associate Degree Nursing Program

REQUESTED BY: Susan C. Engle, Nursing Education Consultant

BACKGROUND: Karen Bedell, RN, MSN, FNP- Director, Allied Health Programs-licensed vocational nursing program, certified nursing assistant, home health aide, clinical medical assisting, health education, general education. Ms. Bedell was appointed director August 24, 1987. Ms. Bedell is on a leave of absence until June 2015. Debra Amaro was appointed Interim Director February 26, 2015. The director has 50% release time to administer the LVN to RN program. Susan Turner RN, MSN, FNP was appointed assistant director January 22, 2007. The assistant director has 0% percent release time to assist the director in administering the program. A regularly scheduled continuing approval visit was conducted May 11-13, 2015 by Susan Engle, Nursing Education Consultant and Katie Daugherty, Nursing Education Consultant. The program was found to have one area of non-compliance CCR 1424. Administration and Organization of the Nursing Program: the director and assistant director have insufficient time to administer all aspects of the program and to ensure compliance with the regulations. Recommendations were made for CCR 1424 Sufficient Resources, 1425 Faculty, 1426 Curriculum, 1428 Student Participation, and 1431. Licensing Examination pass rate standard. The program submitted a progress report to address the area of non-compliance and the recommendations.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Susan C. Engle MSN, RN
Nursing Education Consultant

Gavilan College
LVN to RN Associate Degree Nursing Program
BRN School Visit Findings
May 11-13, 2015

AREAS OF NON-COMPLIANCE:

1424. Administration and Organization of the Nursing Program

Insufficient time for the director and assistant director to administer all aspects of the program and to ensure compliance with the regulations evidenced by:

- The director has 50% release time and the assistant directors with 0% release time and there are a number of areas of the program not in compliance with regulations including the interim director and assistant director having requisite knowledge of the regulations and sufficient time to perform total program evaluation plan review/action.

RECOMMENDATIONS:

CCR 1425 Faculty and 1426 Curriculum

- Develop and implement remediation plan for faculty to demonstrate clinical competency requirements CCR 1425.1 to ensure that the faculty is adequate in type and number.
- Submit faculty approvals/resignations in a timely manner.
- Develop detailed written non-faculty responsibilities to be kept on file in the nursing department.
- Revise clinical evaluation tools to demonstrate student progression.
- Develop a formal collection process for graduate surveys, course surveys, and employer evaluative data for action planning following analysis.
- Develop a systematic process for record keeping and file retrieval (preceptorship, facility documents) in accordance to institutional and clinical facility requirements.
- Incorporate acute, high risk obstetrics and pediatrics.
- Revise AH 55 IV therapy competencies per student evaluative data.
- Revise program curriculum materials as indicated to reflect LVN to RN program of study including content required for licensure and associate degree requirements and materials relative to LVN 30 unit option.
- Evaluate AH 56 syllabi to ensure content is at advanced level.

CCR 1428 Student Participation and 1424 Sufficient Resources

- Increase student participation in program policies and procedures using a variety of mechanisms.
- Evaluate physical space to provide optimal learning environments for students to practice clinical skills.

CCR 1431. Licensing Examination pass rate standard.

- Quarterly report for this year is trending downward (66.67% n=18). Refine curriculum to ensure the 2014-2015 NCLEX pass rate is addressed.

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

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

(916) 322-3350

PROGRAM NAME: Gavilan College LVN to RN program

DATES OF VISIT: May 11-13, 2015

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR				
SECTION 1425(a) The director of the program shall meet the following minimum qualifications:				
(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;	X		Gavilan College is accredited by Western Association of Schools and Colleges (WASC), last granted a six-year accreditation in 2013. Gavilan College provides a career pathway that includes CNA, HHA, VN, and LVN-RN. Karen Bedell, RN, MSN, FNP- Director, Allied Health Programs- licensed vocational nursing program, Certified nursing assistant, home health aide, clinical medical assisting, health education, general education. Ms. Bedell was appointed director August 24, 1987. Ms. Bedell is on a leave of absence until June 2015. Debra Amaro RN, MSN was appointed Interim Director February 26, 2015. Ms. Amaro serves in the interim director position. Administration plans to fill the director's position with a viable candidate Fall 2015.	
(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.	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		Debra Amaro RN, MSN was appointed Assistant Director October 29, 2008. Susan Turner RN, MSN, FNP was appointed Assistant Director January 22, 2007	
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.			Ms. Bedell has 50% assigned time to administer the LVN to RN program and 50% to administer the other programs. Ms. Amaro requires sufficient time to become familiar with all aspects of the LVN to RN program and the BRN regulations. Ms. Amaro and Ms. Turner have 0% assigned time for the administration of the program. Assistant Directors require sufficient time as assigned by the director to become familiar with all aspects of the program in addition to teaching assignment/s.	
	Refer to 1424. Administration and Organization of the Nursing Program			

APPROVAL CRITERIA

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
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.	Refer to 1424. Administration and Organization of the Nursing Program		Assistant director/s requires sufficient time to be knowledgeable and current regarding the program's policies and procedures and to receive delegated authority by the director to perform director's duties as assigned in their absence.	
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			
(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		The written plan for evaluation will be revised to include 2015 information as discussed during the visit.	
SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances.	X		Procedure to resolve grievances is printed in the Registration Guide Spring 2015, the Catalog including Student's with Problem Resolution and the 7steps for problem resolution.	
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		The program developed a program specific organizational chart that includes lines of authority and relationships for the director, faculty, students, clinical affiliates and administration that was submitted to the NEC and will be placed in the self-study report. The assistant director job description will be revised as discussed during the visit.	
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 program has sufficient library, and support resources. Students expressed a need for physical space to practice and develop proficiency and competence in skills required for safe patient care. Recommendation: Evaluate physical space to provide optimal learning environments for students to practice clinical skills.	
SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS				

APPROVAL CRITERIA

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p>	X		<p>During the visit, reconciliation of faculty approvals/resignations was addressed. All faculty teaching in the LVN-RN program hold a clear and active California license.</p> <p>Recommendation: Submit faculty approvals/resignations in a timely manner</p>
<p>SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p>	X		
<p>SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p>	X		<p>The faculty assigned to the LVN to RN program is dedicated. The number of faculty teaching in the LVN to RN program is very lean. Recommendation: Develop and implement remediation plan for faculty to demonstrate clinical competency requirements CCR 1425.1 to ensure that the faculty is adequate in type and number.</p>
<p>SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.</p>	X		<p>Included in the program specific organizational chart.</p>
<p>SECTION 1425(c) An instructor shall meet the following minimum qualifications:</p>			

APPROVAL CRITERIA

			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
(1) The education requirements set forth in subsection (a) (1).	X		Instructors approved by the BRN faculty assignment needs to include teaching in the LVN-RN program that includes direct patient care experience within the previous five years in the nursing area assigned to teach.	
(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:	X			
(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	X			
(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	X			
(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:				
(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			
(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:	X			
(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	X			
(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			

APPROVAL CRITERIA

APPROVAL CRITERIA			COMMENTS	WORK COPY	
	Compliance	Non-Compliance			
<p>Section 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		<p>M/S Susan Turner Psych/MH Susan Turner Geriatrics Susan Turner Obstetrics Debra Amaro Pediatrics (to be secured for high risk pediatric content)</p>		
	X				
	X				
<p>Section 5: CURRICULUM</p> <p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p> <p>SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p> <p>SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.</p> <p>SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.</p>	X				
	X		<p>Recommendation: Revise program curriculum materials as indicated to reflect LVN to RN program of study including content required for licensure and associate degree requirements and materials relative to LVN 30 unit option; Evaluate AH 56 syllabi to ensure content is at advanced M/S level.</p>		
	X		<p>Program developed faculty orientation that includes orientation to BRN regulations.</p>		
	X				

APPROVAL CRITERIA

			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
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		Minor curriculum revision: QSEN	
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: (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice. (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication. (3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X X X		Interim director to work with NEC to finalize EDP-P-05 Total Curriculum Plan and EDP-P-06 Required Curriculum: Content Required for licensure	
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		Approximately 98% of students in the LVN-RN program received their education and training from Gavilan College VN program. High risk obstetrics and pediatrics nursing not included in vocational nursing program. Recommendation: Incorporate acute, high risk obstetrics and pediatrics; Revise AH 55 IV therapy competencies per student evaluative data	
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;	X		Program to create crosswalk: (1426(e), seven elements, Standards of competent performance, QSEN, and NCLEX-RN test plan) as discussed during the visit.	

APPROVAL CRITERIA

APPROVAL CRITERIA			COMMENTS	WORK COPY
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<p>(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.</p>				

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
<p>SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <p>(a) The course shall be approved by the board prior to its implementation.</p> <p>(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following:</p> <p>(1) Identification of criteria used for preceptor selection;</p> <p>(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities;</p> <p>(3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements:</p> <p>(A) An active, clear license issued by the board; and</p> <p>(B) Clinically competent and meet the minimum qualifications specified in section 1425 (e);</p> <p>(C) Employed by the health care agency for a minimum of one (1) year; and</p> <p>(D) Completed a preceptor orientation program prior to serving as a preceptor;</p> <p>(E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off.</p> <p>(4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:</p> <p>(A) The frequency and method of faculty/preceptor/student contact;</p> <p>(B) Availability of faculty and preceptor to the student during his or her preceptorship experience;</p> <p>(1) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.</p> <p>(2) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.</p>	<p>X</p>		<p>Preceptorship handbook included in self-study. Two preceptor folders reviewed- RN license verified by program other documents support compliance with regulations. Relief preceptor identified on the preceptorship spreadsheet.</p>

APPROVAL CRITERIA

			COMMENTS	WORK COPY	
	Compliance	Non-Compliance			
<p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.</p> <p>(7) Plan for ongoing evaluation regarding the continued use of preceptors.</p> <p>(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>	X		<p>Recommendation: Develop a systematic process for record keeping and file retrieval preceptorship in accordance to institutional and clinical facility requirements.</p>		
	X				
	X				
	X				
	X				
<p>SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p> <p>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> <p>(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p>	X		<p>The LVN to RN Associate Degree Nursing program is a two semester program.</p> <p>Validation of clinical hours (direct & indirect) for AH 56 to be submitted.</p>		
<p>SECTION 6: CLINICAL FACILITIES</p> <p>SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.</p>	X				
<p>SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p>	X		<p>The program provided a brief list of responsibilities in the self-study. Recommendation: Develop detailed written non-faculty responsibilities to be kept on file in the nursing department.</p>		

APPROVAL CRITERIA

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<p>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.</p> <p>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.</p> <p>SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:</p> <ul style="list-style-type: none"> (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program. 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Refer to 1424. Administration and Organization of the Nursing Program</p> </div>		<p>The program had eight (8) approved clinical facilities. The facilities on the list were used by other Allied Health programs Currently; the LVN-RN program uses Hazel Hawkins Memorial Hospital, Saint Louise Hospital, Santa Clara Valley Medical Center, Kaiser Permanente- San Jose, and RotoCare Free Clinics. The program is in the process of having the clinical facilities sign addendums to be attached to the agreements and kept in a retrievable file.</p> <p>Submit updated clinical facility approval request and verification forms for Hazel Hawkins Memorial Hospital, Saint Louise Hospital, Santa Clara Valley Medical Center, Kaiser Permante San Jose, and RotoCare Free Clinics. The forms need to include the current course numbers, course name and content area for each clinical site. The verification form needs to provide complete information about the clinical facility including type of units where students can be placed and the content areas; average daily census for each area; average & type of personnel for the shift for a unit; number of students placed in the unit at any one time; shifts and days available for placement of students in the program; & provide information on all other schools utilizing the facility including the name of school/s, category of students, number of students, days & hours, semesters & units used. Submit updated signed by the clinical facility & the college and dated copies of clinical agreements or addendums used in the LVN to RN program: Hazel Hawkins Memorial Hospital, Saint Louise Hospital, Santa Clara Valley Medical Center, Kaiser Permanente San Jose, and RotoCare Free Clinics. Agreements or addendum need to include the six elements in Section 1427 (c) (1), (2), (3), (4), (5), & (6).</p>

APPROVAL CRITERIA

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	Compliance	Non-Compliance		
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.				
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			
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		Program is to submit hard copies of the complete clinical evaluation documents for 2015 AH 55 (M/S & MH, student self-evaluation, student clinical skills checklist) & AH56 (student self-evaluation, student clinical skills checklist). Submit hard copy of 2015 AH 56 syllabus. All documents requested and submitted should be added to the program's self-study report. Recommendation: Revise clinical evaluation tools to demonstrate student progression.	
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 communicated that there is a need to increase student participation in the program. The program implemented a mechanism to increase student participation. Recommendation: Increase student participation in program policies and procedures using a variety of mechanisms.	

			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
<p>SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS</p>				
<p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p>	X		Recommendation: Refine program materials relative to the 30 unit options.	
<p>SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.</p>	X		The college counselor provides individual objective counseling.	
<p>SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may be fulfill the additional education requirement.</p>	X		<p><u>LVN 30 Unit Option: 30 units total</u> Advanced M/S AH55, 20 units Psych/MH AH 55 Geriatrics AH 55 Management/Leadership AH 56 Physiology BIO 9 5 units Microbiology BIO 8 5 units</p>	
<p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.</p>	X			
<p>The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p>	X			

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

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.3

DATE: October 8, 2015

ACTION REQUESTED: Vote On Whether To Recommend Continuation of Approval for Holy Names University (HNU) LVN to Baccalaureate Degree Nursing Program

REQUESTED BY: Katie Daugherty, Nursing Education Consultant (NEC)

BACKGROUND: Edith Jenkins-Weinrub, Ed.D, RN has been at HNU for the last 15 years. She became the LVN-BSN Program Director (PD) and Department of Nursing (DON) Chair in June 2014 when the previous PD/Chair (2012-2014) accepted a promotional opportunity in another state. Dr. Jenkins-Weinrub, as the former program assistant director (AD), participated in the program's first continuing approval visit in April 2014 and represented HNU at the August 2014 Education/Licensing Committee (ELC) when the April 2014 continuing approval visit findings were presented. Because of the continuing visit finding related to an annual NCLEX pass rate below 75%, the program was placed on deferred action at the September 2014 Board meeting. The pass rates reported were 66.67 % N=3 for 2012/2013 and 62.79 % N=43 for 2013-2014. It is also important to note that HNU took the responsible step of voluntary suspension of program enrollment in January 2014. This action was taken to address student learning/remediation needs and NCLEX pass rates, as well as, further refine program curriculum and processes as needed. Currently a total of 51 students remain in the program and are expected to graduate by December 2016.

HNU DON offers two undergraduate nursing degree programs: an RN to BSN degree option (N=12) and the LVN to BSN degree option (N=51). Additionally HNU has offered a long established (2004) Pre-nursing 2+2 generic BSN degree (N=20). This option is available because of HNU's partnership with the neighboring generic BSN degree program at Samuel Merritt University (SMU). The option provides this group of students the opportunity to take two years of prerequisite math, science, and general education coursework at HNU through the traditional HNU day program and then transfer this coursework to SMU for completion of the SMU's generic BSN degree program in an additional two years. By mutual agreement, the 2+2 HNU/SMU partnership arrangement will end in Spring 2017. Besides the undergraduate nursing programs, HNU has six graduate degree MSN programs as listed in the attached report. HNU is WASC and CCNE accredited.

The first continuing approval visit conducted in April 2014 identified three areas of non-compliance: sufficient faculty resources; submission of required BRN paperwork; and a second annual school pass rate below the required 75% at 62.79%. The first two areas were corrected by the August/September 2014 ELC and Board meetings. Because of the remaining non-compliance concerning the required NCLEX pass rate, the program was placed on deferred action and required to submit progress reports and return to the ELC in 2015 for re-evaluation when the 2014/2015 pass rate results were available. Over the past year, the appropriate progress reports were submitted and reported out to ELC and the Board. Today's ELC presentation is to report on the most recent annual rate (July 1, 2014- June 30, 2015). That rate is 42.4% for the total of 33 first time testers. The

attached 2015 progress report outlines the key factors affecting the low pass rates and the actions/solutions taken to improve the rates as well as the program.

Key factors include program administration/leadership, faculty, curriculum, and student participation factors. Key among these factors, over the last three years, there is a persistent pattern of graduates delaying first time NCLEX testing longer than 3 months after graduation and waiting as long as 5-12 months or more.

In the area of program administration, HNU science and nursing course repeat policies, the initially low GPA (only 2.2 required) admission criteria, and inconsistent adherence to course registration, sequencing, and progression policies impacted the program. DON and program leadership changes (Four DON Chairs, three PDs, and 3 ADs) along with ineffective DON and program meeting structures/functionality early in the program slowed the rate and degree of usual program process improvements, curriculum refinement, ATI implementation and adequacy of faculty collaboration. Other faculty factors include initially low faculty salaries, selection of faculty with limited or no pre-licensure educational experience and faculty turnover. Once the program had stable leadership and faculty in place the necessary refinements/improvements have consistently been made in all aspects of the program as described in the attached report.

Identified student factors indicate those LVNs admitted to the program had difficulty demonstrating the expected level of foundational knowledge in pharmacology, diseases processes, dose calculation etc. This necessitated need for more tutoring and remediation support services than anticipated. HNU reports a majority of students continue to work full time while carrying a full academic credit load. Further, rather than students embracing the rigor/requirements of the program to prepare for safe entry into RN practice and first attempt success on the NCLEX exam (e.g., dose calculation/math proficiency and ATI practice testing), students continue to request the program faculty and HNU senior administrative representatives reduce program standards and requirements. HNU reports it is committed to maintain its program standards, requirements, and rigor. The attached report describes the actions taken since 2012 and moving forward to accomplish consistent improvements in all aspects of the program including the annual NCLEX pass rates. HNU reports stable program leadership, a stable group of 14 FT/PT experienced faculty, curriculum mapped to the NCLEX test blueprint, and continuing access and use of an excellent number (15) and type/variety of clinical facility placements. Evaluation evidence shows increasing effectiveness in meeting program learning objectives/outcomes with the exception of the required annual NCLEX pass rate. As part of the program's proposed actions moving forward, HNU has decided to request a "teach out" of the remaining 51 students enrolled in this degree option per the attached proposed plan included in this report.

HNU is requesting Board approval for the following at this time:

- Obtain acceptance of the September 2015 progress report/NCLEX Improvement Plan;
- Obtain Board approval of the program's proposed voluntary "teach out" plan to be complete by December 2016;
- Obtain Board approval to submit a major curriculum change in Fall 2016 replacing the LVN-BSN degree program with its own small (16 admits/yr.) generic BSN degree program beginning in Fall 2017.

NEXT STEPS:

PERSON(S) TO CONTACT:

Place on Board agenda

Katie Daugherty, MN, RN

Nursing Education Consultant (916) 574-7685



HOLY NAMES UNIVERSITY
LVN to BSN Program
September 2015

Introduction

For well over a decade Holy Names University (HNU) has enjoyed an excellent reputation of educational excellence in its graduate degree nursing programs and its RN to BSN programs. This is because HNU has emphasized student-centered learning, cultural diversity, the promotion of critical thinking and social justice. HNU is accredited by Western Association of Schools and Colleges (WASC) 2015 and Commission on Collegiate Nursing Education (CCNE) 2022.

Currently there are two HNU undergraduate programs: Associate Degree (RN-BSN) to Bachelor Degree (n =12) and Licensed Vocational Nurse to Bachelor Degree (n=51). HNU also offers a Pre-nursing transfer program, formerly known as the 2+2 Program (n=20). This program was designed in partnership with Samuel Merritt University (since 2004) for high school graduates who are interested in becoming Registered Nurses. HNU provides the general education portion of the program and Samuel Merritt University provides the nursing component. This partnership will end in Spring 2017.

HNU also has 6 graduate MSN programs. The graduate nursing programs offer nurses the opportunity to continue their education in the following options: Nurse Educator (n=20) to increase access to nursing education; Nurse Administration and MSN/MBA (n=20) to provide leadership and manage complex healthcare systems; Family Nurse Practitioner (n=70) to assume leadership in advanced clinical practice; Nurse Informatics (n=7) to manage data and information; and Care Transition Management (n=0) to improve patient outcomes across the healthcare continuum.

This report reflects events, changes, and improvements in the HNU nursing program since the LVN to BSN program was approved in 2010 and enrolled its first groups in the Fall 2010. HNU is consistently ranked as one of the most ethnically diverse universities in the country. For example, the ethnic composition of students in the LVN to BSN program consists of the following: African-Americans: 13%; American Indian: 10%; Asian: 43%; Caucasian: 16%; Hispanic: 22%; Unknown/Other: 0.6%.

Total enrollment of the LVN to BSN program since inception is ~ 199 students. This number includes 29 program dismissals due to academic failures and 20 inactive students (students that were accepted but did not attend class or did not return). Program retention rate for in the first year was 85% and the subsequent years the program retention rate has been in the range of 91-95%.

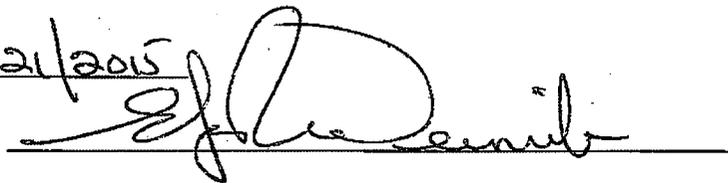
There are three reasons for providing this NCLEX Improvement and Action Plan Report:

1. To describe the program's progress since the LVN to BSN program was placed on deferred action in August/September 2014 following the program's first continual visit in April 2014 due to annual NCLEX-RN pass rates < 75% as required by CCR 1431. Annual pass rates were 66.6% (n=3) for 2012/2013: 62.79% (N=43) for 2013/2014: and 42.42% (n=33) for 2014/2015.
2. To obtain BRN approval at this time for a voluntary "teach-out" of the existing students enrolled (n=51) in the LVN to BSN degree program effective December 2016.
3. To obtain BRN approval for HNU to pursue a major curriculum change Fall 2016 to replace the LVN to BSN program with a generic BSN program beginning Fall 2017. The generic BSN program that will be proposed is meant to replace the successful existing 2+2 BSN partnership with Samuel Merritt BSN program, which is coming to an end. HNU believes it would be able to attract a small population of highly qualified applicants (admission of 16 eligible HNU or transfer students beginning Fall 2017) into the new generic BSN program. Applicants selected for admission into the new program will be required to have completed all prerequisites and general education courses with a cumulative GPA of 3.4 prior to admission. The Department of Nursing (DON) will have the sole responsibility for determining applicants' admitted into the program.
4. This proposed program is consistent with HNU's mission and commitment to serve its community. The DON has stable leadership and sufficient resources (faculty, clinical facilities, physical space & a refined curriculum) to support a generic nursing program and effectively replace the 2+2 BSN partnership with Samuel Merritt BSN program.

Submitted by Date:

9/21/2015

Program Director Signature:



Dr. Edith Jenkins-Weinrub, R.N, Ed D.

NCLEX Improvement and Actions Plan Report September 2015

Factors Contributing to Low NCLEX Rates and Actions Taken

Since its inception in 2010 the LVN to BSN Program has undergone a number of significant changes in the program's leadership, faculty, program policy, curriculum refinement, acquisition of clinical facilities, and level of student participation. The contributing factors related to California Code of Regulations will be discussed and followed by actions taken to correct or improve the program NCLEX pass rate.

Factors Contributing per CCR1424: Administration and Organization of Program

There are four contributing factors in this section: leadership, student advising, prerequisites for admission into the program, and program structure.

1. Program Leadership

Over the last five years there have been changes in the university's president, four DON Chairpersons, three Program Directors, and three Assistant Program Directors.

Changes in program leadership led to confusion, inconsistency, and discontinuity in the implementation of the original plan.

2. Student Advising

Changes in program student counseling/advisement staff and university's advising processes in the first two years of the program led to inconsistency regarding correct registration in general education courses, sciences and nursing courses. For example, the required science courses, such as Anatomy and Physiology, which should have been prerequisites, were not consistently completed before students were enrolled into nursing courses.

3. Prerequisites to Program

The appropriate knowledge foundation required to be admitted into the program was not clearly identified. Program administration assumed that LVN applicants had acquired the necessary foundational nursing knowledge in their LVN program. Faculty discovered early on that the LVN students' foundational knowledge base was lacking (i.e. pharmacology, common diseases processes, and dosage calculation). Initially the only admission requirements for the program was an active LVN license and a cumulative GPA of 2.2 from a LVN program. However, many students admitted were having difficulty passing general education and science courses even with tutoring services. Before 2012 students were allowed to repeat science and nursing courses. This "mastery" approach to education was found to be unsuccessful in nursing preparation. In addition, non-nursing counseling/advisement staff did not conduct interviews of the first 75 students admitted into the program in order to determine applicants' understanding of the academic requirements, appropriate assessment of LVN knowledge base, and student ability to carry 15 to 17 units per semester successfully.

4. Program Structure

The LVN to BSN program was structured as a program for working adults and offered all courses (general education, science and nursing) in the evening. However, students working in the daytime would come to class exhausted and or sleep during class. This demonstrates the unrealistic expectations of this group of working adults by attempting to take 15-17 units in a semester and continuing to work full-time in most cases.

Actions Taken

1. The DON leadership, Program Director, Assistant Director, and Director of Student Experience is now stable and has been in place the last two years. Currently the Program Director has been with HNU for 15 years and the Assistant Program Director has been with HNU for 2 years and brought to the program 17 years of undergraduate teaching experience.
2. Hired a registered nurse MSN/MBA as Director of Student Experience (DSE) responsible for advising students on course registration and managing all aspects of student success in collaboration with Program Director, Assistant Program Director and faculty. This DSE has worked collaboratively with the Chairperson in ensuring that all student adhere to course sequencing for progression in the program. The DSE identifies students at risk and ensures there is appropriate follow up and action taken to address students' learning needs (meeting with faculty, tutoring, and remediation). Additionally, the DES is also was responsible for securing student clinical placements in collaboration with faculty. Since the program's inception the program has maintained an excellent variety of clinical experiences.
3. The Program Director sent students a notice in the Fall 2013, that they would be allowed to repeat only one science course and one nursing course. The minimum cumulative GPA to stay in the LVN to BSN program was raised to 3.0 and there was a possibility that there will be a program teach-out. In addition, the DON established a Suitability for Practice Committee to determine students' eligibility to remain in any nursing program. The committee reviews students' behavior and performance in didactic and clinical courses, as well as absenteeism, and tardiness to determine appropriate actions (performance improvement and or disqualifications).
4. Changed the cumulative grade point average (GPA) in 2013 for admission from a 2.2 to 3.0 (on a scale of 4.0). This GPA change was published in the program catalog, Nursing Student Handbook, and the BRN informed. Effective 2013, all students were required to be interviewed by the Program Director before admission into the program.
5. Encouraged students to adjust their work schedule to meet the program's academic rigor, including increasing the time allocated for studying and remediation as needed.

Factors Contributing CCR1425 Faculty –Qualification and Changes

There are three contributing factors in this section: faculty turnover, insufficient content expert reviews, and insufficient faculty collaboration.

1. Faculty Turnover

There has been 100% turnover in full time LVN-BSN nursing faculty and 75-80% in part time in the last two years. The initial BRN approved faculty staff plan was not implemented as intended the first two years due to ongoing faculty changes and low salaries even when student admissions remained three times a year. This caused an increase in workload for nursing faculty. Then in 2014, the number of faculty increased from 4 full time faculty to 5 (plus the Chairperson) and there were 14 to 16 part time faculty to assist in didactic and clinical. In September 2015, there was a FTE faculty resignation leaving a total of 4 plus the Chairperson/Program Director (JW, PS, MC, WD). The BRN has been notified of the latest resignation and the program is funded for immediate replacement. The DON is actively recruiting for this position.

2. Insufficient Content Expert Reviews

The BRN approved plan for initial and ongoing content expert's reviews were also not implemented successfully for the first two years of the program. Consequently this slowed the comprehensive curriculum refinement in each of the specialty areas.

3. Insufficient Faculty Collaboration

The one established monthly DON LVN to BSN program meeting was created by former leadership (prior to 2013) as informational meetings only not work specific. Consequently, these meetings were non-sufficient to encourage collaboration between faculty for program specific work such as curricular review and refinement. In the established monthly meetings, there was no sharing of ideas and very little discussion among faculty. The number of changes in program leadership and committee functioning prior to 2013 had a significant effect on the level and degree of faculty collaboration.

Actions Taken

1. The DON leadership and faculty is now stable. The DON hired a core of experienced pre-licensure nursing educators who are committed to working at HNU.
2. The five designated content experts took the lead in providing oversight regarding all curriculum and learning activities as it related to their area of expertise. This program arrangement is working effectively. In the program today content experts conduct reviews regularly and meet with faculty as needed.
3. Instead of having one DON faculty committee as in the past, the DON established four departmental-wide committees that meet monthly: Quality Committee, Curriculum Committee, Content Expert Committee (LVN to BSN), and Faculty Development Committee. LVN to BSN faculty have additional program ad hoc committees as needed. Full time faculty are required to participate on at least one of these committees and part time faculty are encouraged to attend meetings. A faculty Blackboard site has been developed where committee meeting minutes and departmental newsletters are available to all nursing faculty.

Factors Contributing CCR 1426: Curriculum and CCR 1427 Clinical Facilities

There are four contributing factors in this section: unifying theme, adhering to sequencing of curriculum, abandoning cohort model, and delays of integrating ATI into curriculum.

1. Unifying Theme

The 2010-2012 nursing faculty did not know how to properly integrate Betty Neuman's nursing theory as the unifying framework. Consequently, there was no evidence of using Betty Neuman's theory in the curriculum or teaching strategies.

2. Sequencing of Curriculum

Although the BRN's Total Curriculum Plan forms outlined by semester courses and course sequencing students were allowed to enroll in some courses out of sequence. In addition, the curriculum was not leveled sufficiently to reflect progression in the program (Levels I, II, and III) as it is now.

3. Abandoning Cohort Model

Initially curriculum was designed in 2010 as a lock-step cohort model whereby students would enter three times a year and complete the program in 6 semesters. However, what transpired is that students were allowed to enter into the nursing program and take some courses out of sequence undermining the cohort model. Consequently the entire curriculum had to be offered every semester to keep students progressing through the program and ensure both theory and clinical were done concurrently at all times.

4. Delayed Integration of ATI into Curriculum

Assessment Technology Institute (ATI) is a computerized program that was selected at the start of the program. This tool is designed to improve students' learning outcomes and to prepare students for NCLEX-RN. The ATI includes practice tests and feedback to students as they progress. However, due to leadership changes and lack of faculty understanding of ATI use, implementation was delayed.

Actions Taken

1. DON established QSEN (Quality, Safety, and Education in Nursing) as the unifying theme for teaching the curriculum along with the BSN essentials and NCLEX blueprint. QSEN replaced the Betty Neuman's nursing theory model.
2. DON Content Experts committee's role is to review all course syllabi in the program. The Content Experts committee helped faculty to effectively integrate the program's learning outcomes into the curriculum.
3. DON enforced the adherence to the requirement that only Transitions and Health Assessment pre-nursing courses may be taken along with science courses. Since 2013, the Chairperson has met regularly with science faculty to ensure tutoring services and resources are available to ensure student success. The Chairpersons of nursing and science agreed to enforce the policy allowing students to repeat one science course one time.
4. DON established ATI policies and integrated these policies into course syllabi and Student Handbook. Policies including the requirement that all students achieve a level 1 on specific courses (nursing core courses) in order to pass the course.
5. The DON has maintained and sustained over 15 contracts with BRN approved clinical agencies in the area. The Director of Student Experience (DSE) maintains continuous communication between these clinical agencies, by working collaboratively with clinical agency staff, HNU clinical faculty, and students. These clinical agencies have provided excellent clinical experiences for HNU students to meet program objectives.

Factors Contributing CCR 1428: Student Participation

There is one major contributing factor in this section: student expression and participation
Student Expression and Participation

1. Students' expressed resistance to adhering to academic rigor across the curriculum (ATI practice examines, and math proficiency). Students also expressed resistance to faculty enforcing program policies (student coming to class on time). For example in Spring 2015, a group of 7 students used the university's President "Open Office Hours" to voice their concerns regarding the stringent adherence to program requirements saying that the "nursing faculty was making the course work too hard and expecting too much." Students maintained that their school work interfered with their home life and their employment, and requested that the faculty reduce the level of program expectations. Senior administrative staff carefully considered the students request; however, the program and course requirements and expectations were not changed.

Actions Taken

1. DON established a Student Governance Committee and LVN to BSN program forum to provide ongoing opportunities for students to express their concerns. These forums have had low student attendance.
2. The program specific student forums continue to provide students an opportunity to give feedback, express concerns, and ask questions. In addition the forums give program

faculty and administration an opportunity to address student concerns and reiterate the necessity of program changes. The program changes that students have expressed concerns about are mainly designed to help prepare students to pass the NCLEX on the first attempt and ensure graduates safe entry into practice as an RN.

Factors Contributing to CCR 1431: Licensing Examination Pass Rate

See Appendix A for contributing factors

Actions Taken

1. The overall NCLEX-RN pass rate is 54.4% (n =79). When the first annual pass rate for 2012-2013 was identified as 66.6% (N=3), despite the low sample size, the program took immediate action to address areas needing improvement.
2. As early as 2013 the DON notified all students enrolled in the program of the potential teach-out of the LVN to BSN program.
3. DON encouraged students to take the NCLEX-RN within two to three months after graduation. It was noted that all students who took the exam within 2 months had 100% pass rate on the first attempt whereas students taking the test greater than 3 months after graduation had a lower pass rate. Since 2013-2014, DON has been offering a NCLEX-RN review course for all students. However, not all students take advantage of this opportunity. The reason why graduates do not take advantage of these opportunities varies (vacation, exhaustion from school, work, etc.).

Teach-Out Plan

- The Program Director, Assistant Director in collaboration with faculty have designed a teach-out program plan for the remaining 51 students.
- We anticipate that all enrolled students will graduate and complete their scheduled courses by December 2016 (See table below).
- Fall 2015 is providing 7 didactic courses with a clinical (All students are currently placed in clinical). Spring 2016 will require 5 didactic courses with a clinical, Summer 2016 will require 3 didactic courses with a clinical and Fall 2016 will require 1 didactic course with a clinical. We have identified faculty and clinical placements for all remaining courses. There are sufficient resources to support the proposed teach-out timeline (total of 14 full and part time faculty and over 15 clinical site contracts for student placements).

Table 1: Graduation Projection for LVN-BSN Students

Semester	Graduation	Number of Students
Fall	December 2015	14
Spring	May 2016	13
Summer	August 2016	19
Fall	December 2016	5

Other Actions Related to Teach-Out Plan

- A draft copy of the HNU student notification letter related to the voluntary program teach-out plan is provided per the attachment. The DON will send letters by email and certified mail with return receipt requested to all affected students once the teach-out plan is Board approved (See Appendix B)

- DON will offer all courses necessary to complete the teach-out.
- HNU will assist students who fall out of sequence in their program as a result of course failure or unforeseen events to complete the program by December 2016 or assist in locating transfer options.
- When the teach out is completed, LVN to BSN nursing program information will be removed from all HNU websites and publications.
- Student files will be managed and stored in the DON file room according to HNU policy.

Submitted by Date: 9/21/2015

Program Director Signature: 

Dr. Edith Jenkins-Weinrub, R.N, Ed D.

Appendix A
Holy Names University
Program Assessment and Continual Improvement
2013-2015

CCR 1431 Licensing Examination Pass Rate Standard Annual Pass Rate (July 1-June 30) below the required passing standard of 75%:

NCLEX-RN Pass Rate

Examination Year NCLEX	# Students	Passed	%	Annual Pass Rate
January-March 2013	2	2	100	
April-June 2013	1	0	0	66.67%
July-September 2013	5	2	40	
October-December 2013	16	6	37.5	
January-March 2014	8	6	75	
April-June 2014	14	13	92.8	62.7%
July-September 2014	11	6	54.5	
October-December 2014	9	2	22.2	
January-March 2015	5	2	40	
April-June 2015	8	4	50	42.4%

ACTION PLAN TO IMPROVE NCLEX ANNUAL PASS RATE

Non Compliance:

CCR 1431 Licensing Examination Pass Rate Standard Annual Pass Rate (July 1-June 30) below the required passing standard of 75%:

1. More effectively track student mastery of required psychomotor, procedural and other required clinical skills from course to course and across the curriculum. Applying theory to practice

Opportunity for Improvement 2014-2015	Strategy	Expected Outcomes 2015-2016
Students are required to attend a pre-clinical skills lab at the beginning of every clinical course.	Students continue to attend a pre-clinical skills lab at the beginning of every clinical course. The Skills Check-Off list is being used consistently between courses and levels. Beginning Summer Semester 2015, ATI skills modules were incorporated into the pre-clinical skills lab. With this incorporation, students have the opportunity to not only	In the pre-clinical skills lab, it is expected that students: <ul style="list-style-type: none"> a. Accurately perform required skill for faculty approval b. Achieve a minimum of 90% on ATI posttests of required skills before moving on to the next skill. <p>With this strategy, it is expected that students will not only have the opportunity to learn and practice necessary clinical skills in a laboratory environment prior to entering the clinical setting, but also acquire clinical reasoning skills and learn the theory behind each skill that informs safe and competent registered nursing practice.</p>

	<p>view videos of skills with return demonstrations, but also take pre and posttests about the required skill. The testing allows faculty to monitor theoretical learning and clinical reasoning and adjust teaching as needed for total skill mastery. Please see attached pre-clinical skills agenda as an example.</p>	
Opportunity for Improvement 2014-2015	Strategy	Expected Outcomes 2015-2016
Implemented Simulation Plan	<p>Continue to evaluate faculty learning needs</p> <p>Continue to evaluate simulation effectiveness in assisting students in applying theory to practice.</p>	Continue to integrate simulation throughout program. Faculty consistently utilize the NLN and CSA simulation case studies throughout the curriculum
2. Enhance overall academic performance: ATI Integration into Curriculum.		
Opportunity for Improvement 2014-2015	Strategy	Expected Outcomes 2015-2016
<p>Policies and progression/promotion and degree completion are clearly stated in Student Handbook and continues to be reviewed very semester in each class and in Student Forums</p> <p>All course syllabi clearly and consistently state requirements and points associated for ATI.</p>	<p>At the beginning of every semester, every student, in all courses where ATI is utilized, is required to sign the ATI Assessment and Remediation Policy (See ATI Assessment and Remediation policy), which is posted on each Blackboard site.</p> <p>As new faculty are hired, they register with ATI and view the ATI tutorials for faculty. In addition, all faculty who proctor ATI exams, must be certified by ATI.</p> <p>In courses that utilize ATI, the syllabi consistently states the requirements and points associated with ATI. In addition, the ATI</p>	<p>It is expected that students will understand and demonstrate what is expected of them regarding ATI, how to fulfill the ATI requirements, and to achieve assigned points and for progression.</p> <p>All new faculty are registered with and knowledgeable about utilizing ATI in their respective areas. All faculty who proctor ATI exams are certified by ATI.</p> <p>It is expected that students will understand what is expected of them regarding ATI, how to fulfill the ATI requirements, and to meet the ATI requirements necessary to achieve assigned points and for progression.</p>

	Assessment and Remediation Policy is posted on every Blackboard site and students must sign a copy to give to faculty	
Opportunity for Improvement 2014-2015	Strategy	Expected Outcomes 2015-2016
<p>Program Director and Assistant Program Director continues to ensure implementation and consistency across all courses.</p> <p>Faculty monitors ATI student usage. The ATI report indicates there has been significantly increased due to practice activities required for course completion. Trends for logins are increasing.</p>	<p>All courses that have ATI Tutorials, Practice, and Proctored exams consistently utilize ATI. These courses are Fundamentals, Pathopharmacology, Care of the Adult, Care of the Mentally Ill, Pediatrics, Maternal Child, and Community Health</p> <p>ATI practice and proctored exams with remediation is now a requirement of all courses with associated ATI material (see ATI Assessment and Remediation Policy). The program director and course faculty are responsible for monitoring ATI student usage and results. Results are tabulated by assistant program director and presented at LVN – BSN faculty meetings at the end of each semester for discussion and action planning</p>	<p>The consistent use of ATI will eventually enhance student learning and improve NCLEX-RN scores.</p> <p>Mandatory ATI testing and remediation will enhance student learning and improve NCLEX – RN scores.</p>
Opportunity for Improvement 2014-2015	Strategy	Expected Outcomes 2015-2016
All graduating students take the ATI predictor and achieve the desired score per HNU's ATI assessment and remediation policy (see ATI Assessment and Remediation Policy).	Beginning Summer 2015, ATI practice exams with remediation is now a requirement for the ATI Comprehensive Predictor. (See ATI Assessment and Remediation Policy)	For Summer 2015, seven students took the ATI comprehensive predictor practice exam and completed the required remediation prior to taking the proctored comp predictor exam. Of the seven only 1 student was required to retake the comp predictor and the results for all 7 indicated a probable NCLEX – RN pass rate of 90% or above.
Opportunity for Improvement 2014-2015	Strategy	Expected Outcomes 2015-2016
Analytics are available on the ATI website, faculty	Effective Summer 2015, all students in courses, which	In summer 2015, 35 students over 3 cohorts took ATI proctored exams. Twenty-six of the students were in two

<p>have been oriented on how to analyze scores and trends.</p>	<p>include Fundamentals, Care of the Adult, Care of the Mentally Ill, Maternal Child, Pediatrics, and Pharmacology were required to achieve a level 1 on ATI by the second retake in order to pass the course. This was in addition to the policy of practice exams with required remediation (see ATI Assessment and Remediation Policy)</p> <p>The content expert committee continues to meet yearly and as needed to review and refine curriculum as needed to ensure alignment with the NCLEX blueprint and presents findings to faculty at the summer retreat. and recommendations.</p>	<p>courses requiring an ATI proctored exam. Only 3 students achieved less than a Level 1 (less than 1 percent) on the initial proctored exam. Upon retake, each of the 3 students achieved a Level 2. Therefore, all students met the requirement of achieving a Level 1 on ATI proctored exams in order to pass the course. It is expected that this policy will increase student studying, learning, and ultimately improve NCLEX-RN scores.</p> <p>All recommendations from committee have been implemented. It is expected that with a stronger curriculum that aligns more closely with the NCLEX-RN test plan will enhance student learning and ultimately improve NCLEX-RN scores.</p>
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3. Develop and disseminate information to cultivate improved student experience. Educational Benchmarking Inc. (EBI), Student Council, and Course Surveys

Opportunity for Improvement 2014-2015	Strategy	Expected Outcomes 2015-2016
<p>All students will complete an end-of-course survey</p> <p>EBI has been purchased for exit surveys of graduating students' satisfaction. An annual commitment of funds has been designated for EBI.</p>	<p>Inform students the importance of survey and how they are use for program improvement</p> <p>To examine three key areas:</p> <ul style="list-style-type: none"> • Overall satisfaction with program • Overall satisfaction with learning • Overall satisfaction with program effectiveness 	<p>100% of students completed an end of course evaluations giving their perception of the courses in the program. The survey revealed that overall students' average rating of the LVN-BSN program this spring semester was good. See Appendix A</p> <p>EBI student satisfaction survey of graduating student's was launched 1/3/2015 (n= 19).</p> <ul style="list-style-type: none"> • This year's 2014-2015 graduate overall satisfaction with the program mean is statistically higher than the mean in 2013-2014. • This year's 2014-2015 graduate overall learning mean difference is statistically compared to 2013-2014. • This year's 2014-2015 graduate overall program effectiveness mean is statistically higher than the mean in 2013-2014
Opportunity for Improvement 2014-2015	Strategy	Expected Outcomes 2015-2016

<p>Year to date 79 graduate students from the LVN-BSN program have taken the NCLEX.</p> <p>The change from Kaplan to ATI was based on the product capacity to give the students greater level of support.</p>	<p>Virtual ATI has been in place and available for 2 cohorts or a total of 36 graduates of the program. Of these 36 students, thus far only 4 have worked the VATI long enough to achieve the "green light". Those achieving the "green light" have achieved 100% pass rates. However, there is currently an increase in students utilizing VATI.</p>	<p>Unfortunately, few students are choosing to utilize Virtual ATI. However, as word gets out about student success in using it, more students are signing on.</p>
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5. Utilize NCSBN reports for programmatic improvement: Mountain Measurement

Opportunity for improvement 2014-2015	Strategy	Expected Outcomes 2015-2016
<p>Latest results show HNU students who took the NCLEX scored low in all test plan reports.</p> <p>Continue to monitor Mountain Measurement scores for improvement of NCLEX pass rates.</p>	<p>The Content Expert Committee, at their annual meeting in Spring 2015, utilized the mountain measurement scores to review and revise curriculum to NCLEX blueprint.</p>	<p>All recommendations from committee have been implemented. It is expected that with a stronger curriculum that aligns more closely with the NCLEX-RN test plan will enhance student learning and ultimately improve NCLEX-RN scores.</p>

6. Maintain progress in implementing the DON shared governance structure

Opportunity for Improvement 2014-2015	Strategy	Expected Outcomes 2015-2016
<p>Students to meet monthly to express their concerns and attend All Faculty Meetings</p>	<p>Monthly meeting for Students Council Committee</p>	<p>Students continue to meet monthly.</p> <p>The LVN to BSN program has two representatives to give students a voice in the program.</p>

**Appendix B
Sample Student Letter**

{{Date}}

{{Student Name}}

{{Address}}

{{City, State, Zip}}

Dear {{Student Name}}:

This letter serves as an official notification of Holy Names University's intention to execute a LVN to BSN program teach out-plan by December 2016. As you will recall, the Program Director provided students notification of this possibility in Fall 2013.

Holy Names University's Department of Nursing notified the California Board of Registered Nursing of its intent to voluntarily teach-out the LVN to BSN program at the Board's October 8, 2015, Education/Licensing Committee and November 5, 2015 Executive Board meetings. This letter represents the Board's approval of the teach-out plan.

Holy Names University's Department of Nursing has developed a schedule of nursing courses to be offered (spring, summer, and fall 2016). Therefore, it is imperative that all students enrolled in the LVN to BSN program complete all courses by December 2016. Throughout the program's planned teach-out, the LVN to BSN program will maintain program standards and requirements' and compliance with the Board of Registered Nursing's rules and regulations.

Please do not hesitate to contact Dr. Edith Jenkins-Weinrub, Program Director, or Dr. Jennifer Winters, Assistant Program Director of the LVN to BSN program, immediately if you have any questions.

Sincerely,

Edith Jenkins-Weinrub RN, Ed.D
Chair of the Nursing Department
Program Director of LVN to BSN Program
Holy Names University

Jennifer Winters RN, Ph.D
Assistant Program Director of LVN to BSN Program
Holy Names University

Please return a signed and dated copy of this letter (signature space below) in the return envelope provided by November _____.

Signature and date acknowledges this notice _____ Date _____

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4.1

DATE: October 8, 2015

ACTION REQUESTED: Vote On Whether To Recommend Approval Of Major Curriculum Revision for Azusa Pacific University (APU) Entry Level Master's Degree (ELM) Nursing Program.

REQUESTED BY: Badrieh Caraway, Nursing Education Consultant.

BACKGROUND: Renee Pozza, PhD, RN, CNS, FNP, Associate Dean, Director School of Nursing at the Azusa Pacific University (APU), the APU nursing program submitted a major curriculum revision to offer an additional track in Healthcare Administration for ELM students, this option is to be implemented in Spring 2016. The ELM- Healthcare Administration track proposal would prepare the students for a role in nursing leadership. The curriculum would prepare students for eligibility to sit for either the certification in Executive Nursing Practice or Nurse Manager and Leader offered by the American Organization of Nurse Executives.

Curriculum: The curriculum will be an exact replica of the current BRN approved ELM program with the addition of post-licensure course work to support the track. Students may take the post-licensure coursework in a full or part time format. The Healthcare Administration Track utilizes existing core graduate curriculum and secondary specialization courses in nursing. Two courses will be taken in the School of Business at APU. The Healthcare Administration coursework will include 37 units for a total ELM program of 107 units for those students choosing this track. Currently ELM students who choose FNP track have 115 total units and the CNS track is 109 total program units. Please see the (Total curriculum plan EDP-P-05 and Required curriculum- Edp-p-06) forms for the ELM Healthcare Administration total curriculum.

Impact on enrollment: The School of Nursing began offering the ELM program in 2004. The program enrolls students who have a Bachelor's or higher in another area of study and have completed the necessary pre-requisites for admission. Enrollment is approximately 20 students per cohort, three times per year, at three site locations (Azusa/Monrovia, San Diego, Inland Empire), for a total of 180 students per calendar year. Total Program Length varies from 3-6 years depending on full time or part time study.

Rationale for Curriculum Revision: Many students have an interest in management and leadership positions in healthcare rather than advanced practice career options. Many hospitals and healthcare systems are currently requiring established BSN-prepared leaders (unit managers, program directors, etc.) to obtain master's degrees. Adding the nursing administration master's track will help meet the leadership needs of health care organizations responsible for increasingly complex, high acuity patient populations.

Impact on Resources: The University has approved the development and implementation of the Healthcare Administration track. Additionally, the University has approved fiscal support to the program, with the creation of a budget, allowing for the additional two (2) full-time faculty members, one (1) full-time staff support, and adjunct faculty to support the coursework. A current faculty member will assume

leadership for this additional track as a program director. She will report to Dr. Bonita Huskies, Department Chair of Graduate Programs. Additional clinical placement needs should be minimal as the curriculum is based on practical experiences in healthcare organizations; current full time faculty will serve as the preceptors and mentors to the students in this track.

How Changes Impact Current ELM Students: There will be no negative impact on students enrolled in the ELM program.

Notification of Students Regarding Curriculum changes: Students will be advised individually on the new option for the Healthcare Administration and program planning. Current students will be allowed to continue with their program plan or change to the new track if desired. Beginning in Spring 2016 students will be informed about their curriculum options in information meetings, orientation meetings, and individual advising appointments. The University Graduate Catalog, marketing materials and website postings will be updated to reflect the additional Health Care Administration track.

NEXT STEPS:

Place on Board agenda.

PERSON(S) TO CONTACT:

Badrieh Caraway, RN, MS, MEd, CHES
Nursing Education Consultant
(909) 599-8720

Entry Level Masters Program Major Curriculum Revision

Azusa Pacific University

Executive Summary:

We are requesting a major curriculum revision for our Entry Level Masters (ELM) program in order to offer an additional track in Healthcare Administration as an option for these students. Currently, our ELM students have the option of pursuing an advanced practice track, either as a Clinical Nurse Specialist or Nurse Practitioner or the option of Nursing Education. This proposal would allow for students to choose the option of the Healthcare Administration track, preparing them for a role in nursing leadership. The curriculum would prepare students for eligibility to sit for either the Certification in Executive Nursing Practice or Nurse Manager and Leader offered by the American Organization of Nurse Executives.

Rationale:

The School of Nursing began offering the Entry Level Masters program in 2004. The program enrolls students who have a Bachelor's degree or higher in another area of study and have completed the necessary pre-requisites for admission. Enrollment is approximately 20 students per cohort, three times per year, at three site locations (Azusa/Monrovia, San Diego, Inland Empire), for a total enrollment of 180 students per calendar year. Total program length varies from 3-6 years depending on full time or part time study. Many students have an interest in management and leadership positions in healthcare rather than advanced practice career options. Many hospitals and healthcare systems are currently requiring established BSN-prepared leaders (unit managers, program directors, etc.) to obtain master's degrees. Adding the nursing administration master's track will help meet the leadership needs of healthcare organizations responsible for increasingly complex, high acuity patient populations. The School of Nursing has received University approval for the development and implementation of the Healthcare Administration track.

Impact and Resources:

We do not anticipate that we will increase our current enrollment of ELM students; however, they will have another choice in their curriculum for specialization at the graduate level. The University has approved fiscal support to the program, with the creation of a budget, allowing for the addition of two (2) full-time faculty members, one (1) full-time staff support, and adjunct faculty to support the coursework. A current faculty member will assume leadership

for this additional track as a program director. She will report to Dr. Bonita Huiskes, Department Chair of Graduate Programs. Additional clinical placement needs should be minimal as the curriculum is based on practical experiences in healthcare organizations; current full time faculty members will serve as the preceptors and mentors to the students in this track.

Curriculum:

The curriculum will be an exact replica of our current approved ELM program with the addition of post-licensure coursework to support the track. Students may take the post-licensure coursework in a full time or part time format. The Healthcare Administration track utilizes our existing core graduate curriculum and secondary specialization courses in nursing administration, with the addition of one new practicum course. Two courses will be taken in the School of Business at APU. The healthcare administration coursework will include 37 units for a total ELM program of 107 units for those students choosing this track. Currently ELM students who choose the FNP track have 115 total program units and the CNS track is 109 total program units. See EDP 05 and EDP 06 for the ELM Healthcare Administration total curriculum.

Impact to Current Students:

We will advise all of our existing ELM students on the new option for the Healthcare Administration track and will individually meet with students for advising and program planning. Current students will be allowed to continue with their program plan or to change to the new track if desired. Beginning in Spring 2016 students will be informed about their curriculum options in information meetings, orientation meetings, and individual advising appointments. The University Graduate Catalog, marketing materials and website postings will be updated to reflect the additional Healthcare Administration track.

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: Azusa Pacific University, School of Nursing (ELM/Healthcare Administration Tra											Date Submitted: 8/31/2015													
Type of Program: <input checked="" type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved													
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Effective Date: 1/11/2016																								
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: Date:													
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter *Wk: 15 weeks													
											Theory		Lab		Total Hours									
Quarter/Semester											Total	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab							
Pre-requisites											M	S	O	C	P	G	**Wk:							
BIOL 250 Anatomy											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	4	3	3	1	3	45	45
BIOL 251 Physiology											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	4	3	3	1	3	45	45
BIOL 220 Microbiology											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	4	3	3	1	3	45	45
PSYC 110 Psychology											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0
PSYC 290 Human Dev											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0
CHEM 111 Org Chem											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	3	2	2	1	3	30	45
COMM Public Comm											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0
ENG 101											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0
CHEM 112											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	1	1	1		0	15	0
Total																	28	24	24	4	12	360	180	
Quarter/Semester																	Total Hours							
Semester 1											M	S	O	C	P	G	**Wk:							
GNRS 500 Conc Foun											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0
GNRS 555 Geriatric/Adult											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	15	7	3	3	4	12	45	180
GNRS 578 HA											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	3	2	2	1	3	30	45
GNRS 582A Patho											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	2	2	2	0	0	30	0
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Total																	15	10	10	5	15	150	225	
Quarter/Semester																	Total Hours							
Semester 2											M	S	O	C	P	G	**Wk:							
GNRS 556 Inter M/S											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	7	3	3	4	12	45	180
GNRS 582B Patho											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	2	2	2	0	0	30	0
GNRS 576 Pharm											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	2	2	2	0	0	30	0
GNRS 577 Nutrition											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	2	2	2	0	0	30	0
GNRS 584 Ment Hea											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	15	4	2	2	2	6	30	90
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Total																	17	11	11	6	18	165	270	

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

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Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: 1/11/2016													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										By: Date:								
Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4										Check <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter *Wk: 15 weeks								
										Theory		Lab		Total Hours				
Quarter/Semester										Total	Units		Hr/Wk		Theory		Lab	
Semester 3																		
	M	S	O	C	P	G	**Wk:	Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
GNRS 575 Mat,New	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.5	4	2	4	2	12	30	90				
GNRS 583 Child/Y Adul	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.5	4	2	4	2	12	30	90				
GNRS 504 Bioethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0				
GNRS 507 Sci Write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0				
GNRS 505 Christ Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0				
Total								17	13	17	4	24	195	180				
Quarter/Semester										Total		Total Hours						
Semester 4																		
	M	S	O	C	P	G	**Wk:											
GNRS 587 Comm Heal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	5	2	2	3	9	30	135				
GNRS 588 Advan M/S	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	6	3	3	3	9	45	135				
GNRS 508 Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	4	4	4	0	0	60	0				
GNRS 586 Ldship/Mgmt	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	2	2	2	0	0	30	0				
Total								17	11	11	6	18	165	270				
Quarter/Semester										Total		Total Hours						
Semester 5																		
	M	S	O	C	P	G	**Wk:											
GNRS 573 Clinical Residency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	4	0	0	4	12	0	180				
GNRS 5XX Elective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	4	4	4	0	0	60	0				
GNRS 5XX Elective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0				
Total								11	7	7	4	12	105	180				

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

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List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										By: Date:						
Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4										Check <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter *Wk: 15 weeks						
										Theory		Lab		Total Hours		
Quarter/Semester										Total	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Semester 6																
	M	S	O	C	P	G	**Wk:									
GNRS 613 Graduate Stat	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0						
GNRS 506 Analysis & Spiritual Concepts	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0						
	<input type="checkbox"/>	<input type="checkbox"/>														
	<input type="checkbox"/>	<input type="checkbox"/>														
	<input type="checkbox"/>	<input type="checkbox"/>														
	<input type="checkbox"/>	<input type="checkbox"/>														
Total								6	6	6	0	0	90	0		
Quarter/Semester										Theory		Lab		Total Hours		
Semester 7																
	M	S	O	C	P	G	**Wk:									
GNRS 560 Strategic Leadership	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0						
GNRS 543 Care Management	<input type="checkbox"/>	<input type="checkbox"/>	15	3	2	2	2	6	30	90						
	<input type="checkbox"/>	<input type="checkbox"/>														
	<input type="checkbox"/>	<input type="checkbox"/>														
	<input type="checkbox"/>	<input type="checkbox"/>														
	<input type="checkbox"/>	<input type="checkbox"/>														
Total								6	5	5	2	6	75	90		
Quarter/Semester										Theory		Lab		Total Hours		
Semester 8																
	M	S	O	C	P	G	**Wk:									
BUSI 516 Org. Behavior	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0						
MGMT 517 Management of Human Capital	<input type="checkbox"/>	<input type="checkbox"/>	15	3	3	3	0	0	45	0						
	<input type="checkbox"/>	<input type="checkbox"/>														
	<input type="checkbox"/>	<input type="checkbox"/>														
	<input type="checkbox"/>	<input type="checkbox"/>														
Total								6	6	6	0	0	90	0		

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
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Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4										Check <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter *Wk: 15 weeks							
										Theory		Lab		Total Hours			
Quarter/Semester										Total	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
Semester 9																	
GNRS 568 Healthcare Finance										<input type="checkbox"/> M <input type="checkbox"/> S <input type="checkbox"/> O <input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> G	**Wk:						
GNRS 596 Nursing Informatics										<input type="checkbox"/> M <input type="checkbox"/> S <input type="checkbox"/> O <input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> G	**Wk:						
Total											7	7	7	0	0	105	0
Quarter/Semester										Total Hours							
Semester 10																	
GNRS 567 Healthcare Admin. Pract.										<input type="checkbox"/> M <input type="checkbox"/> S <input type="checkbox"/> O <input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> G	**Wk:						
GNRS 597 Comp Exam										<input type="checkbox"/> M <input type="checkbox"/> S <input type="checkbox"/> O <input type="checkbox"/> C <input type="checkbox"/> P <input type="checkbox"/> G	**Wk:						
Total											4	1	1	3	0	15	135
Quarter/Semester										Total Hours							
Total											0	0	0	0	0	0	0

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	GNRS 584	Mental Health Nursing
Personal Hygiene	GNRS 555 GNRS 556 GNRS 583 GNRS 575 GNRS 588	Medical Surgical Nursing of the Adult and Geriatric Patient Intermediate Medical Surgical Nursing of the Adult Patient Nursing Care of Children and Young Adult Nursing Care in Maternal, Newborn and Women's Health Advanced Nursing Care of Adults
Human Sexuality	GRNS 575 GRNS 555 GRNS 583 GRNS 584	Nursing Care of Maternal, Newborn and Women's Health Medical Surgical Nursing Care of the Adult and Geriatric Patient Nursing Care of Children and Young Adults Mental Health Nursing
Client Abuse	GRNS 555 GRNS 575 GRNS 583 GRNS 584	Medical Surgical Nursing Care of the Adult and Geriatric Patient Nursing Care of Maternal, Newborn and Women's Health Nursing Care of Children and Young Adults Mental Health Nursing
Cultural Diversity	GRNS 500 GRNS 575 GRNS 564 GRNS 555 GRNS 583	Conceptual Foundations of Professional Nursing Nursing Care of Maternal, Newborn and Women's Health Nutrition & Therapeutics Medical Surgical Nursing Care of the Adult and Geriatric Patient Nursing Care of Children and Young Adults
Nutrition	GRNS 564 GRNS 556 GRNS 575 GRNS 583 GRNS 588	Nutrition & Therapeutics Intermediate Medical Surgical Care of the Adult Nursing Care of Maternal, Newborn and Women's Health Nursing Care of Children and Young Adults Advanced Nursing Care of Adults
Pharmacology	GRNS 556 GRNS 575 GRNS 576 GRNS 564 GRNS 555 GRNS 584 GRNS 588	Intermediate Medical Surgical Nursing Care of the Adult Nursing Care of Maternal, Newborn and Women's Health Pharmacology Nutrition & Therapeutics Medical Surgical Nursing Care of the Adult and Geriatric Patient Mental Health Nursing Advanced Nursing Care of Adults

Legal Aspects	GRNS 500 GRNS 555 GRNS 575 GRNS 556 GRNS 584 GRNS 586 GRNS 588	Conceptual Foundations of Professional Nursing Medical Surgical Nursing Care of the Adult and Geriatric Patient Nursing Care of Maternal, Newborn and Women's Health Intermediate Medical Surgical Nursing Care of the Adult Mental Health Nursing Leadership and Management in Professional Practice Advanced Nursing Care of Adults
Social/Ethical Aspects	GRNS 500 GRNS 555 GRNS 556 GRNS 575 GRNS 583 GRNS 584 GRNS 588 GRNS 504	Conceptual Foundations of Professional Nursing Medical Surgical Nursing Care of Adult and Geriatric Patients Intermediate Medical Surgical Nursing Care of the Adult Patient Nursing Care of Maternal, Newborn and Women's Health Nursing Care of Children and Young Adults Mental Health Nursing Advanced Nursing Care of Adults Bioethics and Health Policy
Management/Leadership	GRNS 573 GRNS 586 GRNS 588	Residency Leadership and Management in Professional Practice Advanced Nursing Care of Adults

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

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			52 Units
Medical-Surgical	GRNS 500	Conceptual Foundations of Professional nursing	3 (3/0)
Geriatrics*	GRNS 555	Medical Surgical Nursing Care Adults & Geriatric Patients*	7 (3/4)
	GRNS 556	Intermediate Medical Surgical Nursing of Adults	7 (3/4)
	GRNS 576	Pharmacology	2 (2/0)
	GRNS 582	Pathophysiology	4 (4/0)
	GRNS 586	Leadership & Management in Professional Practice	2 (2/0)
	GRNS 588	Advanced Nursing Care of Adults	6 (3/3)
	GRNS 573	Clinical Residency	4 (0/4)
	GRNS 578	Health Assessment	3 (2/1)
Obstetrical	GRNS 575	Nursing Care of Maternal, Newborn and Women's Health	4 (2/2)
Pediatric	GRNS 583	Nursing Care of Children and Young Adults	4 (2/2)
Psych/Mental Health	GRNS 584	Mental Health Nursing	4 (2/2)
Nutrition	GRNS 577	Nutrition	2 (2/0)

BASIC SCIENCES			22 Units
Anatomy	BIOL 250	Human Anatomy or Equivalent (Prerequisite for admit)	4
Physiology	BIOL 251	Human Physiology or Equivalent (Prerequisite for admit)	4
Microbiology	BIOL 220	Microbiology or Equivalent (Prerequisite for admit)	4
Psychology	PSYCH 110	General Psychology or Equivalent (Prerequisite for admit)	3
	PSYCH 290	Human Growth & Development or Equivalent (Prerequisite for admit)	3
Other Science Courses	CHEM 111/114	Organic Chemistry for Health Science or Equivalent (Prerequisite for admit)	3
	CHEM 112	Biochemistry for Health Science or Equivalent (prerequisite for admit)	1
COMMUNICATION			6 Units
Verbal	COMM 111	Public Communications or Equivalent (Prerequisite for admit)	3
Written	ENGL 101 or 110	Freshman Writing Seminar or College Composition or Equivalent (Prerequisite for admit)	3
* TOTAL UNITS			80

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

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	URNS 411	Advanced Nursing Care of Adults/Leadership	7
Psych/Mental Health	URNS 310	Mental Health Nursing	3
Geriatrics	UNRS 313	Restorative Nursing	3
Management/Leadership	UNRS 270	Theories and Concepts of Professional Nursing	2
BASIC SCIENCES			
Physiology	BIOL 251	Human Physiology and Lab	4
Microbiology	BIOL 220	Microbiology and Lab	4
TOTAL UNITS			23
Signature Program Director/Designee: Elaine Goehner Renee Pozza		Date: 8/31/15	

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4.2

DATE: October 8, 2015

ACTION REQUESTED: Vote on Whether to Approve Major Curriculum Revision for California State University of San Bernardino (CSUSB & Palm Desert-PD) Baccalaureate Degree Nursing Program.

REQUESTED BY: Badrieh Caraway, Nursing Education Consultant

BACKGROUND: Dr. Mary Anne Schultz, Chair Department of Nursing and Director of the CSUSB BSN program, has requested approval for a major curriculum revision to be implemented beginning Fall 2016.

Revision of the curriculum was required for the CSUSB BSN to meet the Executive Order 1084, that the curriculum units be reduced from 184 to 180. The program's faculty and students worked with the curriculum committee and other college departments to review nursing program curriculum and degree requirements, and developed the elements of this revision proposal. The revision is being made to reflect the updated language of American Association of Colleges of Nursing's (AACN) and to integrate the Quality and Safety Education for Nurses (QSEN) competencies in the curriculum, as well as to strengthen courses and overall program outcomes.

The following is a summary of the revision proposal elements which are explained in greater detail in attachments to this document:

- Delete courses NURS 204 and 205 (7 units -Beginning Nursing), which were eliminated in order to reallocate emphasis to senior- level clinical hours/ units.
- Changes in Leadership courses, formerly two courses NURS 404 & 405 (8 units), to a cluster of three courses (total of 9 units), NURS 404(4 units), NURS 408(1 unit), and NURS 409(4 units) taken concurrently, in order to fortify the preceptored clinical experiences.
- Increase in units for NURS 382, Pharmacology & Therapeutics, and change from 2 units to 4 units, to enhance students' learning of this content area.
- Increase integration of simulation experiences/ scenarios in all clinical courses, and many are in the developmental phases.
- Integration of ATI tools, ATI tools are integrated in Core Theory courses and are utilized in a uniform way to better facilitate student progression.
- Revision of Clinical Evaluation tools, Clinical Evaluation tools were revised and unified across the curriculum utilizing QSEN competencies that are progressively leveled to enhance students' learning and assist in effective utilization of the evaluation tools at each appropriate course of instruction (Level-1 for NURS200 course, Level-11 for NURS300 courses & Level -111 for NURS 400 courses).

Integration of Quality and Safety Education for Nurses (QSEN) competencies, Dr. Schultz, and program faculty, have conducted a thorough review of the curriculum resulting in the revisions to fundamental frameworks of mission, vision, value, goals, and philosophy, which are operationalized in revised threads/concepts, course and program objectives, leveled course learning outcomes and competencies, graduate outcomes and course re-sequencing to fully integrate Quality and Safety Education for Nurses (QSEN) competencies.

The referenced works included the QSEN competencies, the American Nurses Association Code of Ethics, the Essentials of Master's Education in Nursing (2011), Cultural Competencies Toolkit, Title 16 of the California Code of Regulations of the Board of Registered Nursing, the TIGER (Technology & Informatics Guiding Education Reform) Initiatives, AACN Essentials of Baccalaureate Education; and the National League for Nursing's Education Competencies Model.

Complete documentation was provided to NEC for review, including course syllabi and content distribution map, and all were found to demonstrate total curriculum integration of the revised structure, philosophy, framework and concepts.

The revised units are: Nursing -67 units: (Theory-40 units and Clinical-27 units), Communication-12 units; Sciences -32units; Total units for graduation-180 units. Required Curriculum EDP_P06 and the Total Curriculum Plan EDP-P05 forms are attached.

To date NCLEX – RN outcomes for this program are: 83.49% (2010-2011), 82.00% (2011-2012), 89.09% (2012-2013), 81.73 % (2013-2014), and 77.95 % (2014-2015). The program would like to implement these changes effective Fall 2016 to better serve the needs of program applicants.

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

NEXT STEPS: Place on Board agenda.

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

College of Natural Sciences
Department of Nursing

July 15, 2015

Ms. Badrieh Caraway, RN, MS MAEd
Nursing Education Consultant
Board of Registered Nursing
1747 N. Market Blvd., Suite 150
Sacramento, CA 95834

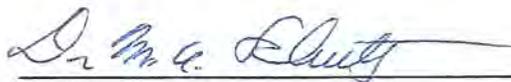
Dear Ms. Caraway,

This letter identifies that Major Curriculum changes are proposed by the CSUSB Department of Nursing. The Executive Summary accompanying the documents outlines those changes and their anticipated impact. It is our hope that this matter can be placed on the agenda for the October meeting of the Board of Registered Nursing as we recently discussed by phone.

The proposed curriculum change was motivated primarily by Executive Order 1084 mandating a reduction in units for the program to no more than 180. Further, the changes are proposed after a comprehensive review by an external nursing consultant in the Summer of 2013. The proposed implementation date for these changes is Fall, 2016.

We anticipate that these changes will improve the education of students, relevant to CCR Section 1426, by improving the Preceptorship program, providing a more comprehensive approach to pharmacology applications, and broadening the scope of placement opportunities across the curriculum for our clinical offerings.

Upon behalf of the Faculty of the Department of Nursing,



Dr. Mary Anne Schultz
Professor and Department Chair

Enclosures:

Executive Summary, 25 course syllabi, Table of Revision Areas (Old/New),
Philosophy, Mission, Vision, Values, Conceptual Framework,
New Roadmap, EDP-P-05 , EDP-P-06, EDP-P-017, EDP-R-09.

909.537.5380 • fax: 909.537.7089 • <http://nursing.csusb.edu>

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

Executive Summary, Major Curriculum Change
California State University, San Bernardino
Dr. Mary Anne Schultz, Professor & Chair
Department of Nursing

September 18, 2015

This document summarizes the Major Curriculum changes proposed by the CSUSB Department of Nursing (DON) and describes their anticipated impact. The summary identifies the major changes and the consensual processes used to reach that end. These changes are proposed to a large extent, in response to a mandate that the curriculum be reduced to (no more than) 180 units (Executive Order 1084). The impact of this Executive Order was to reduce the amount of time that students have to integrate the process of scientific study which is begun in the freshman year and critical thinking which is emphasized starting in the sophomore year. There was also a desire on the part of the faculty to update the curriculum reflective of a variety of nationally-vetted sources on curriculum in nursing and health care such as the American Association of Colleges of Nursing's Baccalaureate Essentials and QSEN's Knowledge, Skills and Attitudes (KSAs).

Our curriculum goes from simple to complex and the conceptual framework is eclectic at the behest of the faculty.

Changes in Courses include these:

- NURS 382, Pharmacology & Therapeutics, change from 2 units to 4 units, to provide an expanded exposure to this content at the request of both faculty and students.
- Leadership courses, formerly 2 courses (8 units), changed to a cluster of 3 courses taken concurrently, NURS 404, 408, 409 (9 units), in order to fortify the preceptored clinical experience.
- NURS 204 and 205 (Beginning Nursing) (7 units) was eliminated in order to reallocate emphasis to senior-level clinical hours/units.
- The Medical/Surgical Committee subcommittee spent considerable time planning the integration of the science and the Medical/Surgical nursing care courses in order to buffer the impact of the (now) shortened curriculum.
- Clinical Evaluation tools were unified across the curriculum with competencies that are leveled (Level I for NURS 200 courses, Level II for NURS 300 courses & Level III for NURS 400 courses); these tools are QSENized.
- Three constructs were selected by which to level the course objectives, the instructional methods and the exercises in the grade elements: dynamic followership (sophomore or 200 level), cultural competencies and inclusivity (junior or 300 level) and leadership (400 or senior level), by consensus.
- All clinical courses now integrate a Simulation experience, many in development phase
- Core theory courses now integrate ATI tools in a uniform way and in a manner suggested by the ATI Consultant
- The sequence of courses in the sophomore year allow opportunity (Quarter 4) to integrate the study of sciences with key role concepts prior to entrance into care activities

- Community and Psychiatric nursing clinical hours were reduced, though highly-valued by this faculty, in order to fortify the Medical/Surgical focus which is a larger component of both the curriculum and NCLEX.
- The university determined that freshman English was adequate to meet the campus writing requirement. It was also deemed universally necessary to evaluate student writing competencies prior to graduation hence the change of NSCI 306 to an exam with a (no-credit) remediation course only if needed.
- Now that our major curriculum change has been submitted, we have a model in NURS 220/221 for integration of geriatric content which will be followed in NURS 200/201, NURS 322/323 and NURS 400/401.

The process by which these changes were derived, from faculty, was consultative, iterative and consensual. In the summer of 2013, a consultant was hired to evaluate the curriculum in the context of the change from 193 units to the proposed 180 units. At that time, Terminal Program Outcomes were rewritten; they were reduced from 11 to the 7 identified in the enclosures. In March, 2015, a full disclosure was made to the BRN indicating that our Department failed to file Minor Curriculum change documents reflective of the interim change from the 193-unit curriculum to a 184-unit curriculum (currently in use) and this filing and apology was accepted. Since then, numerous faculty meetings provided the point of discussion to identify key terms/concepts, select three focused constructs against which to level objectives and pedagogy, and ultimately, to write syllabi--25 in all—for the current change from 184 units to 180 units.

Major source documents to vet these decisions include but are not limited to: the TIGER Initiative's Adding Informatics to a Curriculum, the AACN's BSN Essentials, the AACN's Cultural Competencies, QSEN's Knowledge, Skills and Attitudes, and the California Board of Registered Nursing's CCR Section 1426 & B/P Section 2725.

The documents enclosed are as follows:

Cover Letter from Dr. Schultz
 Executive Summary (this document)
 Table Comparison of Old and New Curriculum (with rationales)
 Philosophy, Department of Nursing
 Conceptual Framework, Department of Nursing
 Mission, Vision, Values (MVV)
 EDP-P-09 with a check to BRN
 EDP-P-05 (4 documents)
 EDP-P 06
 EDP-P-17

25 complete syllabi including: course description, course objectives, at least one rubric, all elements of evaluation of performance for the following courses:

NURS 200 Fundamentals
 NURS 201 Fundamentals Lab
 NURS 202 Concepts Professional Nursing
 NURS 380 Pathophysiology

NURS 316 Health Assessment
NURS 382 Pharmacology & Therapeutics
NURS 220 Intermediate Med/Surg
NURS 221 Intermediate Med/Surg Lab
NURS 334 Maternal
NURS 335 Maternal Lab
NURS 340 Nursing Theory
NURS 332 Peds
NURS 333 Peds
NURS 400 Psych/MHN
NURS 401 Psych/MHN
NURS 302 TA I
NURS 322 Advanced Med/Surg
NURS 323 Advanced Med/Surg
NURS 422 Nursing Research
NURS 406 Community Health
NURS 407 Community Health Lab
NURS 402 TA II
NURS 404 Leadership & Management in Nursing
NURS 408 Precepted Leadership Seminar
NURS 409 Precepted Leadership Lab

Our total enrollment in the undergraduate generic program is 331; 278 in San Bernardino and 53 in Palm Desert. We admit students twice per year in San Bernardino (Fall & Winter) and once per year (Fall only) in Palm Desert. Our NCLEX pass rate for 2014/2015 was 77.95%; it is hoped that our new curriculum will be primarily responsible, along with faculty development, for a major upward swing in the near future. Most notably, the integration of ATI and Simulation should allow us to meaningfully assess our progress in this regard.

We suggest that our curriculum package integrates the suggestions of the external consultant, our internal decisions on key words/concepts and leveling constructs, the core ideas of the national sources as well as the thoughtful and frequent guidance of our BRN Consultant, Ms. Badrieh Caraway. Please accept our proposed changes in that spirit.

Sincerely,



Dr. Mary Anne Schultz
Professor and Chair
Department of Nursing
California State University

CSUSB Department of Nursing (MVV)
Our Mission

To provide exemplary nursing education in order to graduate scholarly professionals who demonstrate: evidence-based and excellent clinical practice; responsiveness to the health needs of diverse populations and environments; commitment to global awareness; and community collaboration in addressing determinant of health.

Our Vision

To be a center of collaboration and innovation in nursing scholarship, education, practice, and service.

Our Values

Integrity and Ethical Accountability
Excellence, Innovation, and Leadership
Caring, Respect, and Cultural Sensitivity
Community Collaboration and Social Justice

Nursing Philosophy

The Department of Nursing (DON) at California State University, San Bernardino (CSUSB) is committed to the university's broad mission of teaching and service, research excellence, and intellectual interaction and creativity included in the full range of programs offered through the DON.

The philosophy of the Department of Nursing is derived from a synthesis of beliefs and values shared by faculty, staff, students, alumni and clinical agencies, and community stakeholders concerning nursing, nursing education, nursing students and the university. This philosophy and purpose stems from the mission, vision, and core values of the department. The mission and vision speak to collaboration, innovation, and excellence. The core values are integrity and ethical accountability; excellence, innovation, and leadership; caring, respect, and cultural sensitivity; community collaboration and social justice.

Professional nursing is both an art and a science, entrusted by society to provide services to promote, maintain, and restore the health and well-being of individuals, families and communities from diverse backgrounds. Nursing is grounded in theory and research that directs and validates clinical practice decisions and actions, and generates knowledge for practice. Nursing as a profession derives its authentic authority over nursing education, research, practice and service from a social and ethical contract with the public in acute, chronic, clinic & community settings. This contract mandates that the profession act responsibly in promoting person-centered, safe, evidence-based collaborative care, utilizing informatics with a focus on quality improvement for public's health and well-being.

The faculty recognizes that student-centered learning requires an environment which promotes strategies that encompass students learning styles and facilitates learning outcomes which are cognitive, affective and psychomotor and driven by the idea of continuous improvement. Educational development (via seminars, wellness activities, presentations, and departmental, student leadership, and campus activities), is an integral part of learning and demonstrating professionalism. As such these activities are participatory-action-researchable (PAR) education. Successful CSUSB baccalaureate nursing students are expected to learn, to lead, and to transform the community by fulfilling leadership roles and providing evidence-based nursing practice.

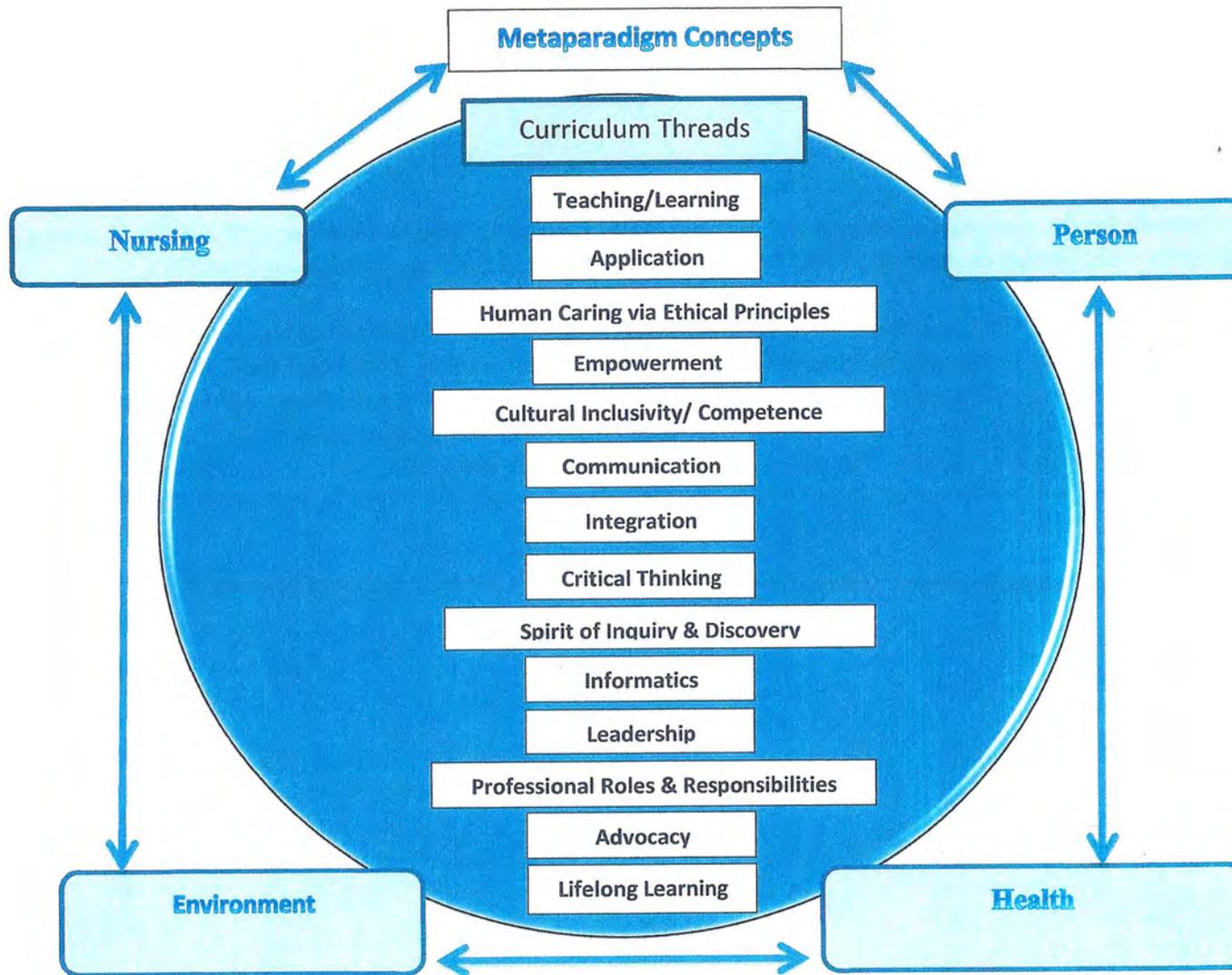
Graduate nursing education builds upon the baccalaureate curriculum to prepare nursing students for advanced nursing roles by promoting the development of advanced knowledge, concepts and skills.

Conceptual Framework

Conceptual Framework of the Curriculum:

The conceptual framework for the nursing curriculum at California State University San Bernardino (CSUSB) is in accordance with the statement defining the scholarship of nursing by the American Association of Colleges of Nursing (AACN).

We subscribe to the theses of AACN's The Essentials of Baccalaureate Education for Professional Nursing Practice (2008), The Essentials of Master's Education in Nursing (2011), and Cultural Competencies Toolkit; Title 16 of the California Code of Regulations of the California Board of Registered Nursing (BRN); ANA's Code of Ethics with Interpretive Statements, QSEN (Quality, Safety in Education Nursing); the TIGER (Technology & Informatics Guiding Education Reform) Initiative, and the Code of Conduct of the National Student Nurses' Association (NSNA). As such, students and faculty alike subscribe to precepts of nationally-vetted sources of pedagogy, standardization, regulation, technological advances, service learning, and professional conduct.



Figure(1) : Conceptual Framework, Department of Nursing, California State University San Bernardino.

OLD CURRICULUM			NEW CURRICULUM					
Course #	Name of Course	U	Course #	Name of Course	U	Rationale for change	Date	Comments
	Nursing Courses			Nursing Courses				
			NURS 202	Concepts of Professional Nursing	2	This course was added when we became aware of the need for additional time to orient students to the nursing profession <u>prior to initiating clinical experiences</u> . Our board scores and ATI preparation scores indicate that students are not adequately grasping the importance of the nursing process, ethics, cultural competency and inclusivity, including self-evaluation re their own potential impact on patients, families, populations, & communities including their student nurse cohorts as well as their own learning.	Fall 2016	Curriculum Committee assignment to be made Fall, 2015 & to be completed June, 2016
NURS 200	Foundations of Nursing Process, Roles and Skills	4	NURS 200	Foundations of Nursing Process, Roles and Skills	4	The above content has been removed from this course (NURS 200), allowing for increased time to focus on fundamentals of nursing care. Further work is being done to integrate gerontology with syllabi for 220 as a model.		
NURS 201	Foundations: Clinical	3	NURS 201	Foundations: Clinical	3	Contents from both 200 & 202 will be applied in clinical activities here. Beginning M/S care will be included in this course. Further work is being done to integrate gerontology with syllabi for 221 as a model.		
NURS 316	Health Assessment	4	NURS 316	Health Assessment	4	With the incorporation of this course, and improved clinical tools, this content is being integrated more thoroughly via simulation and clinical activity.		
NURS 204	Beginning Nursing Process, Roles and Skills	4				Eliminated-content (NURS 204) was integrated into NURS 316, 380, 200, 220 with the intent of improving M/S outcomes related to critical thinking, priority setting and application of principles		
NURS 205	Beginning Nursing Process: Clinical	3				Eliminated content (NURS 205) is integrated into NURS 316, 201, 221 with the intent of improving M/S NCLEX outcomes related to critical thinking and intervention		
NURS 382	Pharmacology and Therapeutics	2	NURS 382	Pharmacology and Therapeutics	4	This course (NURS 382) has been increased in units to deal with this area for improvement on the NCLEX. Students and Faculty have targeted Pharmacology as having an inadequate foundation. This is the second increase in units for this topic area after considerable effort to give added attention to this in all nursing care areas.		
NURS 220	Intermediate Nursing Process, Roles and Skills	4	NURS 220	Intermediate Nursing Process, Roles and Skills	4	See above notes on removal of NURS 204		
NURS 221	Intermediate Nursing Process: Clinical	4	NURS 221	Intermediate Nursing Process: Clinical	4	See above notes on removal of NURS 205		
			NURS 302	Technological Assessment I	1	This is a new course designed to assist students to utilize the tools available for learning including: simulation, SLS, ATI testing and remediation. Faculty and staff doing success planning are additionally involved in helping students. Referrals can be made		

						for various kinds of assistance from these courses. Testing assists us to evaluate the effectiveness of our interventions.		
NURS 380	Pathophysiological Concepts	4	NURS 380	Pathophysiological Concepts	4	See notes re: removal of NURS 204 & 205		
NURS 334	Maternal Child and Women's Health	4	NURS 334	Maternal Child and Women's Health	4	No change		
NURS 335	Maternal Child and Women's Health: Clinical	3	NURS 335	Maternal Child and Women's Health: Clinical	3	No change		
NURS 332	Families and Children	4	NURS 332	Families and Children	4	No change		
NURS 333	Families and Children: Clinical	3	NURS 333	Families and Children: Clinical	3	No change		
NURS 400	Psych/Mental Health Nursing	4	NURS 400	Psych/Mental Health Nursing	4	No change		
NURS 401	Psych/Mental Health Nursing: Clinical	4	NURS 401	Psych/Mental Health Nursing: Clinical	3	Units reduced in favor of keeping adequate M/S units. More work is being done to further integrate gerontology.		
			NURS 402	Technological Assessment II	2	Continued evaluation of effectiveness of learning, use of learning tools, outcomes of previous interventions; updating of interventions for success as needed.		
NURS 340	Theories of Nursing	2	NURS 340	Theories of Nursing	2	No change		
NURS 322	Advanced Nursing Process, Roles and Skills	3	NURS 322	Advanced Nursing Process, Roles and Skills	4	One unit added to reinforce M/S content as this continues to be an area of emphasis for critical thinking. Further work is being done to integrate gerontology with syllabi for 220 as a model.		
NURS 323	Advanced Nursing Process: Clinical	4	NURS 323	Advanced Nursing Process: Clinical	4	Further work is being done to integrate gerontology with syllabi for 221 as a model.		
NURS 422	Nursing Research	4	NURS 422	Nursing Research	4	Current trends encourage inclusion of population focused and participatory action research		
NURS 406	Community/Public Health Nursing	4	NURS 406	Community/Public Health Nursing	4	No change		
NURS 407	Community/Public Health Nursing: Clinical	4	NURS 407	Community/Public Health Nursing: Clinical	3	Units reduced in favor of keeping adequate M/S units		
NURS 404	Leadership in Nursing: Nursing Management	4	NURS 404	Leadership & Management in Nursing	4	No change		
NURS 405	Leadership in Nursing: Clinical	4	NURS 409	Preceptorship Capstone Lab	4	Concentrated 1:1 work with an RN hones M/S skills, roles, and prepares students to work as graduate nurses. Again this is an area of needed concentration for our students per NCLEX and consumer feedback.		
			NURS 408	Preceptorship Capstone Seminar	1	This adds a clinical unit to the preceptor process by separating out the post conference critical thinking and skills check off work from the rest of the preceptor activities.		
Other Courses (Continued)			Other Courses (Continued)					
BIOL 100	Topics in Biology	5	BIOL 100	Topics in Biology	5	No changes to all "other courses"		
PSYC 100	Introduction to Psychology	4	PSYC 100	Introduction to Psychology	4			
ENG 107	First Year Composition	4	ENG 107	First Year Composition	4			
COMM 180	Critical Thinking through Argumentation	4	COMM 180	Critical Thinking through Argumentation	4			
COMM 120	Oral Communication	4	COMM 120	Oral Communication	4			
Math 165	Introductory Statistics and Hypothesis Testing	4	Math 165	Introductory Statistics and Hypothesis Testing	4			
BIOL 220	Principles of Microbiology	5	BIOL 220	Principles of Microbiology	5			
BIOL 223	Human Physiology and Anatomy 1	5	BIOL 223	Human Physiology and Anatomy 1	5			
BIOL 224	Human Physiology and Anatomy 2	5	BIOL 224	Human Physiology and Anatomy 2	5			
CHEM 205	Fundamentals of Chemistry 1: General Chem	5	CHEM 205	Fundamentals of Chemistry 1: General Chem	5			

PSYCH 201	Developmental Psychology	4	PSYCH 201	Developmental Psychology	4		
ANTH 140	World Civilizations 1, the Rise of Civilization	4	ANTH 140	World Civilizations 1, the Rise of Civilization	4		
HIST 146	American Civilization	4	HIST 146	American Civilization	4		
SPAN 103	College Spanish III	4	SPAN 103	College Spanish III	4		
HUM 180	The Art of Film	4	HUM 180	The Art of Film	4		
KINES 205	Foundations for Lifetime Fitness and Wellness	2	KINES 205	Foundations for Lifetime Fitness and Wellness	2		
NSCI 306	Expository Writing for the Natural Sciences	4	NSCI 306	Expository Writing for Natural Sciences or Exam	0		
NSCI 300	Science and Technology	4	NSCI 300	Science and Technology	4		
HUM 325	Perspectives on Gender	4	HUM 325	Perspectives on Gender	4		
PSCI 203	American Government	4	PSCI 203	American Government	4		
PSYC 115	Personal and Social Adjustment	2	PSYC 115	Personal and Social Adjustment	2		
PHIL 190	Introduction to Philosophical Issues	4	PHIL 190	Introduction to Philosophical Issues	4		
ENG 110	World Literature 1	4	ENG 110	World Literature 1	4		
ANTH 325	Human Biological Variation, Concept of Race	4	ANTH 325	Human Biological Variation, Concept of Race	4		
BIO 216	Genetics and Society	2	BIO 216	Genetics and Society	2		
KINE 101	Individual and Dual Activities	2	KINE 101	Individual and Dual Activities	2		
SSCI 300	Nonwestern World	4	SSCI 300	Nonwestern World	4		
	Total Units	1		Total Units	1		
		8			8		
		4			0		

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: CSUSB Department Of Nursing											Date Submitted: 9/16/2015					
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved					
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: Fall 2016											
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: Date:					
Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter *Wk: 10					
											Theory		Lab		Total Hours	
Quarter/Semester											Total Units					
QUARTER 4																
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
NURS 380 pathophys	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	0	0	40	0			
NURS 202 Concepts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	0	0	20	0			
NURS316 HealthAsse	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	2	2	6	20	60			
ANTHRO 140 WorldCul	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	0	0	40	0			
KINES 205 GE-E1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	0	0	20	0			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0	0	0			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0	0	0			
Total								16	14	2	6	140	60			
Quarter/Semester											Total Units					
QUARTER 5																
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
NURS200 fundamental	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	4	0	0	40	0			
NURS201 fundamental	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	3	0	3	9	0	90			
NURS 382pharm	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	4	0	0	40	0			
SPAN102 or alternate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4		0	40	0			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0	0	0			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0	0	0			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0	0	0			
Total								15	12	3	9	120	90			
Quarter/Semester											Total Units					
QUARTER 6																
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
NURS 220	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	4	0	0	40	0			
NURS 221	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	0	4	12	0	120			
HIST 146 or alternate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4		0	40	0			
PSYCH201 Developmt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4		0	40	0			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0	0	0			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0	0	0			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0	0	0			
Total								16	12	4	12	120	120			

* Number of weeks per semester / quarter
 ** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

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Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved			
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: Fall 2016									
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: Date:			
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4							Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		*Wk: 10					
									Theory		Lab		Total Hours	
Quarter/Semester							Total Units							
QUARTER 1														
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
BIOL 100	<input type="checkbox"/>	<input type="checkbox"/>	10	5	4	4	1	3	40	30				
ENG 107	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0				
CHEM 205	<input type="checkbox"/>	<input type="checkbox"/>	10	5	4	4	1	3	40	30				
	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total								14	12	12	2	6	120	60
Quarter/Semester													Total Hours	
QUARTER 2														
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
BIOL 223 A&P1	<input type="checkbox"/>	<input type="checkbox"/>	10	5	4	4	1	3	40	30				
COMM 120	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0				
MATH 165 STATS	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0				
BIOL 216 GENETICS*	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2	0	0	20	0				
= Special Topics Science	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total								15	14	14	1	3	140	30
Quarter/Semester													Total Hours	
QUARTER 3														
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
BIOL 224 A& P11	<input type="checkbox"/>	<input type="checkbox"/>	10	5	4	4	1	3	40	30				
BIOL 220 MICRO	<input type="checkbox"/>	<input type="checkbox"/>	10	5	4	4	1	3	40	30				
COMM 180 CRIT TK	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0				
PSYCH 100	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4		0	40	0				
	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total								18	16	16	2	6	160	60

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

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Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: Fall 2016													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: Date:							
Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		*Wk: 10					
											Total		Theory		Lab		Total Hours	
Quarter/Semester																		
QUARTER 7																		
	M	S	O	C	P	G	**Wk:	Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
NURS 334 OB	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4		0	40	0				
NURS 335 OB	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9	0	90				
HUM 180 Arts or alt*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0				
NURS340 Theories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2		0	20	0				
NSCI 300 or alt*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4		0	40	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total								17	14	14	3	9	140	90				
Quarter/Semester																		
QUARTER 8																		
	M	S	O	C	P	G	**Wk:	Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
NURS 332 Peds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4		0	40	0				
NURS333 Peds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9	0	90				
NSCI 306 Write Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	0		0		0	0	0				
PSCI 203 GE-D2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4		0	40	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total								11	8	8	3	9	80	90				
Quarter/Semester																		
QUARTER 9																		
	M	S	O	C	P	G	**Wk:	Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
NURS 400 PSYCH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	4	4	4		0	40	0				
NURS 401 PSYCH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9	0	90				
NURS 302 TA I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	1	1	1		0	10	0				
HUM 325 or alt* Caps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4		0	40	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total								12	9	9	3	9	90	90				

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: CSUSB Department of Nursing											Date Submitted: 9/16/2015							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: Fall 2016													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: Date:							
Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4											Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter *Wk: 10							
											Total Units		Theory		Lab		Total Hours	
Quarter/Semester											Units	Hr/Wk	Units	Hr/Wk	Theory	Lab		
QUARTER 10																		
	M	S	O	C	P	G	**Wk:											
NURS 322	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	4	4		0	40	0				
NURS 323	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	0	0	4	12	0	120				
NURS 422 Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4	0	0	40	0				
PHIL 190 or alt*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4		0	40	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total									16	12	12	4	12	120	120			
Quarter/Semester															Total Hours			
QUARTER 11																		
	M	S	O	C	P	G	**Wk:											
NURS 406 Comm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4		0	40	0				
NURS 407 Comm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3		0	3	9	0	90				
ENG 110 literature alt*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4		0	40	0				
PSYCH 115	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	2	2		0	20	0				
NURS 302 ATI II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2		0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total									15	10	10	3	9	100	90			
Quarter/Semester															Total Hours			
QUARTER 12																		
	M	S	O	C	P	G	**Wk:											
NURS 404	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	4	4		0	40	0				
NURS 409	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	0	0	4	12	0	120				
KINE 101	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2		0	20	0				
SSCI 300 Cap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4			0	0	0				
NURS 408	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	1	0	1	1	3	0	30				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total									15	10	7	5	15	60	150			

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

Program Name: California State University San Bernardino (CSUSB) Department of Nursing	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: Fall 2016	
Academic System: <input type="checkbox"/> Semester _____ weeks/semester <input checked="" type="checkbox"/> Quarter _____ 10 weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	69	67*
Theory	(18)	(27)	39	40*
Clinical	(18)	(27)	30	27*
Communication Units	6	9	12	12
Science Units	16	24	32	32
TOTAL UNITS FOR LICENSURE	58	87	113	111*
Other Degree Requirements			71	69*
TOTAL UNITS FOR GRADUATION			184	180

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

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	N400/401	Psych/Mental Health Nursing & Lab
Personal Hygiene	N200/201	Foundations of Nursing Process, Roles & Skills & Lab
Human Sexuality	N332/333	Families and Children & Lab
	N334/335	Maternal Child and Women's Health & Lab
	N400/401	Psych/Mental Health Nursing & Lab
	N406/407	Community/Public Health Nursing & Lab

Client Abuse	N200/201 N220/221 N332/333 N334/335 N400/401 N406/407	Foundations of Nursing Process, Roles & Skills & Lab Intermediate Nursing Process & Lab Families and Children & Lab Maternal Child and Women's Health & Lab Psych/Mental Health Nursing & Lab Community/Public Health Nursing & Lab
Cultural Diversity	N200/201 N322/323 N332/333 N334/335 N406/407	Foundations of Nursing Process, Roles & Skills & Lab Advanced Nursing Process, Roles, & Skills & Lab Families and Children & Lab Maternal Child and Women's Health & Lab Community/Public Health Nursing & Lab
Nutrition	N200/201 N301 N316 N382 N406/407	Foundations of Nursing Process, Roles & Skills & Lab Assessment Technologies I Health Assessment Pharmacology Community/Public Health Nursing & Lab All Nursing Courses
Pharmacology	N382	Pharmacology All Nursing Courses with associated Clinical Labs
Legal Aspects	N200/201 N202 N400/401 N404 N408/409	Foundations of Nursing Process, Roles & Skills & Lab Concepts of Professional Nursing Psych/Mental health Nursing Leadership & Management in Nursing Preceptor Seminar & Preceptor Capstone Lab
Social/Ethical Aspects	N200/201 N202 N340 N404 N406/407 N422 N408/409	Foundations of Nursing Process, Roles & Skills & Lab Concepts of Professional Nursing Theories of Nursing Leadership & Management in Nursing Community/Public Health Nursing & Lab Nursing Research Preceptor Seminar & Preceptor Capstone Lab
Management/Leadership	N322/323 N404 N408/409	Advanced Nursing Process, Roles, & Skills & Lab Leadership & Management in Nursing Preceptor Seminar & Preceptor Capstone Lab

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

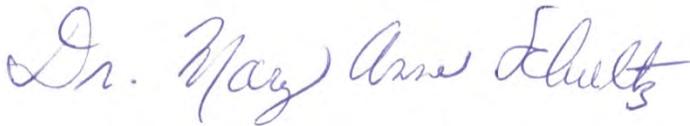
REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	N200/201	Foundations of Nursing Process, Roles & Skills & Lab	7
	N202	Concepts of Professional Nursing	2
	N220/221	Intermediate Nursing Process & Lab	8
	N322/323	Advanced Nursing Process, Roles, & Skills & Lab	8
	N404	Leadership & Management in Nursing	4
	N408	Preceptor Capstone Seminar	1
	N409	Preceptor Capstone Lab	4
	N316	Health Assessment	4
	N380	Pathophysiology	4
	N382	Pharmacology for Nurses	4
Obstetrical	N334/335	Maternal Child and Women's Health & Lab	7
Pediatric	NN332/333	Families and Children & Lab	7
Psych/Mental Health	N400/401	Psych/Mental Health Nursing & Lab	7
Geriatrics	N200/201	Foundations of Nursing Process, Roles & Skills & Lab (integrated)	---
	N220/221	Intermediate Nursing Process & Lab (integrated)	---
	N322/323	Advanced Nursing Process, Roles, & Skills & Lab (integrated)	---
	N400/401	Psych/Mental Health Nursing & Lab	—
	N382	Pharmacology for Nurses	—
			67
BASIC SCIENCES			
Anatomy	BIO223	Human Physiology and Anatomy I	5
Physiology	BIO 224	Human Physiology and Anatomy II	5
Microbiology	BIO 220	Principle of Microbiology	5
	CHEM 205	Chemistry	5
Societal/Cultural Pattern	ANTH 140	World Cultures	4
Psychology	PSYC 100	Introduction to Psychology GE-D4	4
	PSYC 201	Development through the Life Span	4
		(** = choice of classes to meet this requirement)	32
COMMUNICATION			
Group	COMM 120	GE-A2 Oral Communication	4
Verbal	COMM 180	GE-A3 Critical Thinking Through Argumentation	4
Written	ENG 107	GE-A1 Advanced First-Year Composition	4
			12
		* TOTAL UNITS	111*

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

Other Courses Not Previously Listed With Units

<p>(Nursing courses listed here are not identified with units elsewhere).</p>	NURS 340	Nursing Theories	2
	NURS 422	Nursing Research	4
	NURS 302	Technological Assessment I	1
	NURS 402	Technological Assessment II	2
	NURS 406/407	Community Public Health Nursing & Lab	7
	MATH 165	Statistics (Previously MATH 115 or 110) GE-B1	4
	BIOL 100	Introduction to Biology B-2	5
	BIO 216**	Special Topics Science & Technology: Genetics GE-B4	2
	HUM 180**	Arts GE-C1	4
	ENG 110**	Literature GE-C2	4
<p>These courses are specifically required to meet university requirements in the nursing program</p>	SPAN 102**	Foreign Language/Literature GE C-3	4
	PHIL 190**	Philosophy GE-C4	4
	HIST 146**	American History & Civilization GE-D1	4
	PSCI 203	American Institutions GE-D1	4
	KINE 205	The Whole Person (Physical & Psych) GE-E1	2
	PSYCH 115**	The Whole Person (Social & Psych) GE- E2	2
	KINE 101**	Physical Education GE-E3	2
	NSCI 300**	Integrative Capstone*** GE-B5	4
	HUM 325**	Perspectives on Gender: Capstone*** GE-G1/C5	4
	SSCI 316**	Race and Racism: Capstone*** GE-D5	4
<p>These non-nursing courses are examples** from university General Education [GE] requirement categories for courses not previously listed on this form. Students choose one from the GE category indicated.)</p>	<i>NSCI 306</i>	<i>Writing Proficiency Exam or Remedial Course GE-F1/2</i>	<i>0</i>
	<p>*** Three capstones are required, one of which also meets requirements for Multi-cultural/gender focus, for a total of 12 units (as shown).</p>		
<p><i>Required to graduate – no units</i></p>			
Total Not Previously Listed			69

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	N220/221	Intermediate Nursing Process & Lab	8
	N316	Health Assessment	4
	N322/323	Advanced Nursing Process, Roles, & Skills & Lab	8
Psych/Mental Health	N400/401	Psych/Mental Health Nursing & Lab	7
Geriatrics		Across all Curriculum	---
Management/Leadership	N404	Leadership & Management in Nursing	4
	N409	Preceptor Capstone Lab	4
	NURS 408	Preceptor Seminar (optional)	1
BASIC SCIENCES			
Physiology	BIO 224	Human Physiology and Anatomy II	5
Microbiology	BIO 220	Principle of Microbiology	5
TOTAL UNITS			45
Signature Program Director/Designee:		Date:	
		September 21, 2015	

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4.3

DATE: October 8, 2015

ACTION REQUESTED: Vote On Whether To Recommend Approval Of Major Curriculum Revision for California State University, San Marcos (CSUSM) Baccalaureate Degree Nursing Program

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Denise Boren, PhD, RN is the program director. The CSUSM BSN program was implemented at the main San Marcos campus in August 2006, in November 2007 the BRN approved addition of an Accelerated BSN option (ABSBN), and in 2008 a satellite campus was opened in Temecula which provides the ABSBN option. The program was awarded BRN continuing approval in February 2013.

The CSU Chancellor's Office Executive Order 1084 regarding nursing programs included requirements for change related to prerequisites, articulation and maximum units allowed for degree requirement (120 units). To comply with this mandate, CSUSM program faculty conducted a detailed curriculum review of prerequisites, program courses and overall graduation requirements. This work resulted in identification of content redundancy across courses, duplicated course requirement for graduation, and other opportunities to create a more streamlined and focused nursing curriculum. The proposed revision (details in attached explanatory letter and documents) decreases program units as well as overall units required for graduation for both the generic and accelerated tracks of this program, while continuing to provide appropriate depth and scope of prelicensure nursing education.

The total BSN curriculum is reduced by 14 units, from 134 units to 120 units. The revision is planned to be implemented for new admissions to both generic and accelerated options beginning Fall 2015. Curriculum revisions will not be applied to current program students. The revision will benefit students through improved concentration of content delivery and decreased unit requirements, which also consequently reduces cost. The proposed revised curriculum meets all BRN requirements.

NEXT STEPS: Place on Board agenda.

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



June 1, 2015

Board of Registered Nurses
PO Box 944210
Sacramento, CA 94244-2100

To Whom it May Concern:

The CSU Chancellor's Office initiated a directive (1084) requiring CSU nursing programs to reduce the number of units required for completion of baccalaureate programs to 120. The units for the BSN program was reduced from 134 to 120 units at CSU San Marcos, and was approved by school, college and university curriculum committees and the Academic Senate. The fall 2015 addendum to the catalog shows the changes. The changes start with new cohorts admitted fall semester, 2015. Current students will follow the current curriculum due to catalog rights. Please find the fall 2015 addendum to the catalog and the BRN curriculum forms depicting the major curriculum revisions attached. CSU San Marcos is on the semester system with 15 weeks of instruction and 1 week of final exams for a total of 16 weeks.

For the Traditional (generic) BSN, the curriculum changes for courses required for licensure include:

Nursing: reduced units by 2.

NURS 212A Pathophysiology and Pharmacology - reduced 1 unit. The content is also in the medical-surgical courses and was redundant. In addition, students are now using ATI's Pharm Made Easy product to enhance studying for their pharmacology courses. The faculty include this product in the syllabus as a study aid.

NURS 321 Nursing Care of the Adult III - reduced 1 unit. The curriculum has 3 medical-surgical courses. This course is focused on critical care. The faculty agreed that 90 hours of clinical in this specialty was sufficient. The other two medical-surgical courses are 3 units each. Students will have 8 units of medical-surgical clinical courses or 360 hours plus a 90 hour internship (and externships if they secure them as well) with the new curriculum.

Science: reduced units by 3.

HD 101 – Growth and Development Across the Life Span was deleted from curriculum. Growth and Development is integrated throughout the curriculum, particularly in NURS 210/211 Health Assessment and NURS 232/233 Nursing Care of Children.

The other reductions in curriculum were in courses required for the degree and graduation:

Nursing: (not required for licensure). Reduced units by 3.

NURS 370 Health Promotion and Patient Teaching Strategies - reduced 1 unit. Health promotion and patient education is woven throughout the curriculum. The faculty wanted to keep the course, but agreed that 3 units were not needed.

NURS 441 – Community Health Nursing Lab deleted (3 units) as the curriculum had 3 units for community health clinical and 3 units (NURS 445) for case management of vulnerable population in the community. There was a lot of

redundancy so the faculty agreed to combine the lab. The lab is NURS 445 Community Health Nursing and Case Management Lab.

NURS 442 Case Management of Vulnerable Populations - reduced 1 unit. There was some redundancy with NURS 440 Community Health Nursing and faculty agreed that this could be a 2 unit course.

NURS 480 Family Nursing - added this 2 unit course. SOC 303 Intimate Relationships had family issues within the course, but it was not discipline specific. Students did not feel the course contributed much to their knowledge of nursing and wanted a course that was more specific to nursing care of families. NURS 480 is focused on theory, research and care of families.

General Education: Reduced units by 6.

SOC 303 - deleted course. See NURS 480 above.

Area E course - reduced units by 3. Students were required to take 3 units of area E. To reduce the curriculum by another 3 units, we were able to request and demonstrate that NURS 210/211 Health Assessment and Communication met the requirements for area E. Students are required to take this course as a nursing requirement and due to this change, do not need to take an additional area E course.

The total curriculum was reduced by 14 units (134 units to 120 units).

For the Accelerated BSN (ABSN), units were reduced to keep in line with the TBSN:

Nursing:

NURS 316A Pathophysiology and Pharmacology - reduced 1 unit. The content is also in the medical-surgical courses and was redundant. In addition, students are now using ATI's Pharm Made Easy product to enhance studying for their pharmacology courses. The faculty include this product in their syllabus as a study aid.

NURS 442 Case Management of Vulnerable Populations - reduced 1 unit. There was some redundancy with NURS 440 Community Health Nursing and faculty agreed that this could be a 2 unit course.

NURS 447 Community Health Nursing and Case Management Lab - changed to NURS 445 and reduced 1 unit to be consistent with the TBSN Community Health Nursing and Case Management Lab.

NURS 480 Family Nursing - added this 2 unit course. SOC 303 Intimate Relationships had family issues in the course, but it was not discipline specific. Students did not feel the course contributed much to their knowledge of nursing and wanted a course that was more specific to nursing care of families.

NURS 495 Internship - changed this 2 unit course to NURS 491 Internship, a 1 unit course to make it consistent with the TBSN internship.

Science:

HD 101 Growth and Development Across the Life Span - deleted from curriculum. Growth and Development is integrated throughout the curriculum, particularly in NURS 314/315 Health Assessment and NURS 332/333 Nursing Care of Children.

Although the curriculum was reduced 14 units, the CSUSM nursing program will continue to be very high quality. Unit reductions were studied and agreed upon through faculty consensus. This process took over a year to complete due to the concern for quality and excellence in the BSN program. The curricular changes will be of great help to students as well. The reduced units add up to reduced costs which benefit students financial status. In addition, the burden of many courses with many units is reduced. The curriculum is streamlined with redundancies and unnecessary content eliminated.

I look forward to hearing from you.

Sincerely,

A handwritten signature in black ink that reads "Denise Boren". The signature is written in a cursive style with a long horizontal line extending to the right.

Denise Boren, Ph.D., R.N.
Director, School of Nursing
California State University San Marcos
San Marcos, California 92096-0001 USA
Tel: 760-750-7553 Fax: 760-750-3646
Email: dboren@csusm.edu

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: California State University San Marcos	Date Submitted: 6-1-15
Type of Program: Traditional Bachelor of Science in Nursing (TBSN) <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____ P1of4

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. **15 week semester and 1 week final exams**

Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	Total Units	Theory		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester								
Fall Semester	M S O C P G							
BIOL 175 A & P**	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	3	3	1	3	45	45
Chem 105	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	4	4			60	0
Chem 105L	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1			1	3	0	45
Math 200 Statistics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
GEW 101 English	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		15	13	13	2	6	195	90
Quarter/Semester								
Spring Semester	M S O C P G							
BIOL 176 A & P**	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	3	3	1	3	45	45
BIOL 160 Micro**	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	3	3	1	3	45	45
GEO 102 Speech	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
Critical Thinking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		14	12	12	2	6	180	90
Quarter/Semester								
Summer 10 week	M S O C P G							
PSYC 100*	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	4.5			45	0
Language other than English*	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	4.5			45	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
*If needed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
** Integrate Lecture Lab	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		6	6	9	0	0	90	0

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: California State University San Marcos	Date Submitted: 6-1-15
Type of Program: Traditional Bachelor of Science in Nursing (TBSN) <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____ P2of4

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. **15 week semester and 1 week final exams**

Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	Total Units	Theory		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester								
Fall Semester	M S O C P G							
NURS 200 Intro Nsg	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	4	4	4			60	0
NURS 201 Intro Nsg	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	2			2	6	0	90
NURS 210 Assess	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	2	2	2			30	0
NURS 211 Assess	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1			1	3	0	45
ANTH 200*	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
Anthroplogy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		12	9	9	3	9	135	135
Quarter/Semester								
Spring Semester	M S O C P G							
NURS 220 Med-Surg	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	2	2	2			30	0
NURS 221 Med-Surg	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	3			3	9	0	135
NURS 260 Psych MH	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	2	2	2			30	
NURS 261 Psych MH	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	2			2	6	0	90
NURS 212A Pharm	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	2	2			30	0
PSCI 100*	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
Institutions								
Total		14	9	9	5	15	135	225
Quarter/Semester								
Summer 10 week	M S O C P G							
NURS 230 OB	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	2	3			30	0
NURS 231 OB	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2			2	9	0	90
C1 Arts*	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	4.5			45	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		7	5	7.5	2	9	75	90

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: California State University San Marcos	Date Submitted: 6-1-15
Type of Program: Traditional Bachelor of Science in Nursing (TBSN) <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____ P3of4

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. **15 week semester and 1 week final exams**

Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	Total Units	Theory		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester								
Fall Semester	M S O C P G							
NURS 222 Med-Surg	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	2	2	2			30	0
NURS 223 Med-Surg	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	3			3	9	0	135
NURS 212B Pharm	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	2	2	2			30	0
NURS 370 Health	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	2	2			30	0
Promotion/Teaching	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
BIOL 323* Nutrition	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
Total		12	9	9	3	9	135	135
Quarter/Semester								
Spring Semester	M S O C P G							
NURS 320 Med-Surg	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	2	2	2			30	0
NURS 321 Med-Surg	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	2			2	6	0	90
NURS 352 Research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
History	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
NURS 480 Family	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	2	2			30	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		12	10	10	2	6	150	90
Quarter/Semester								
Summer 10 week	M S O C P G							
NURS 232 Peds	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	2	3			30	0
NURS 233 Peds	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2			2	9	0	90
C2 Humanities*	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	4.5			45	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
*if needed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		7	5	7.5	2	9	75	90

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: California State University San Marcos	Date Submitted: 6-1-15
Type of Program: Traditional Bachelor of Science in Nursing (TBSN) <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____ P4of4

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. **15 week semester and 1 week final exams**

Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	Total Units	Theory		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester								
Fall Semester	M S O C P G							
NURS 440 Comm H	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
NURS 445 Comm H	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3			3	9	0	135
NURS 442 Case Man	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	2	2			30	0
ANTH 301 Anthro	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	
PHIL 345 Ethics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		14	11	11	3	9	165	135
Quarter/Semester								Total Hrs
Spring Semester	M S O C P G							
NURS 450 Leadership	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
NURS 451 Leadership	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2			2	6	0	90
NURS 490 Transition	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	1	1			15	0
NURS 491 Internship	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1			1	6	0	90
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Graduate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		7	4	4	3	12	60	180
Quarter/Semester								Total Hrs
Summer 10 week	M S O C P G							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total								

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

Program Name: California State University San Marcos	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation: August 31, 2015	
Academic System: <input checked="" type="checkbox"/> Semester <u>15 (instruction) + 1 (finals) weeks/semester</u> <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	46	40
Theory	(18)	(27)	(26)	(22)
Clinical	(18)	(27)	(20)	(18)
Communication Units	6	9	6	6
Science Units	16	24	24	21
TOTAL UNITS FOR LICENSURE	58	87	76	67
Other Degree Requirements: other sciences (5) general education (28) and nursing (20) requirements for graduation.			58	53
TOTAL UNITS FOR GRADUATION			134	120

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

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	NURS 260/261 NURS 220/221 NURS 232/233	Psychiatric and Mental Health Nursing Nursing Care of the Adult I Nursing Care of Children
Personal Hygiene	NURS 200/201	Introduction to Nursing Practice
Human Sexuality	NURS 230/231 NURS 232/233 NURS 260/261	Nursing Care of Childrearing Families Nursing Care of Children Psychiatric and Mental Health Nursing
Client Abuse	NURS 232/233 NURS 260/261 NURS 320/321	Nursing Care of Children Psychiatric and Mental Health Nursing Nursing Care of the Adult II & III
Cultural Diversity	NURS 210/211 NURS 230/231 NURS 232/233 NURS 220/221, 222/223, 320/321 NURS 260/261	Nursing Communication and Assessment and Laboratory Nursing Care of Childrearing Families Nursing Care of Children Nursing Care of the Adult I, II & III Psychiatric and Mental Health Nursing

Nutrition	BIOL 323 NURS 210/211 NURS 230/231 NURS 232/233	The Physiology of Nutrition and Disease Nursing Communication and Assessment and Laboratory Nursing Care of Childrearing Families Nursing Care of Children
Pharmacology	NURS 212/A & B	Pathophysiology and Pharmacology of Nursing Practice I & II
Legal Aspects	NURS 200/201	Introduction to Nursing Practice
Social/Ethical Aspects	NURS 200/201	Introduction to Nursing Practice
Management/Leadership	NURS 200/201	Introduction to Nursing Practice

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

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	NURS 200/201	Introduction to Nursing Practice and Laboratory	4/2
	NURS 210/211	Nursing communication and Assessment and Laboratory	2/1
	NURS 212 A & B	Pathophysiology and Pharmacology of Nursing Practice I & II	2/2
	NURS 220/221	Nursing Care of the Adult I and Laboratory	2/3
	NURS 222/223	Nursing Care of the Adult II and Laboratory	2/3
	NURS 320/321	Nursing Care of the Adult III and Laboratory	2/2
	NURS 491	Internship	1
Obstetrical	NURS 230/231	Nursing Care of Childrearing Families	2/2
Pediatric	NURS 232/233	Nursing Care of Children and Laboratory	2/2
Psych/Mental Health	NURS 260/261	Psychiatric and Mental Health Nursing and Laboratory	2/2
Geriatrics	NURS 200/201	Introduction to Nursing Practice and Laboratory	*
	NURS 210/211	Nursing communication and Assessment and Laboratory	*
	NURS 212 A & B	Pathophysiology and Pharmacology of Nursing Practice I & II	*
	NURS 220/221	Nursing Care of the Adult I and Laboratory	*
	NURS 222/223	Nursing Care of the Adult II and Laboratory	*
	NURS 320/321	Nursing Care of the Adult III and Laboratory	*
	NURS 491	Internship	*
BASIC SCIENCES			
Anatomy	BIOL 175 & BIOL 176	Introduction to Anatomy and Physiology 1 Introduction to Anatomy and Physiology 11	4 4
	BIOL 175 & BIOL 176	Introduction to Anatomy and Physiology 1 Introduction to Anatomy and Physiology 11	* *
Physiology	BIOL 175 & BIOL 176	Introduction to Anatomy and Physiology 1 Introduction to Anatomy and Physiology 11	* *
Microbiology	BIOL 160	Microbiology for Health Science	4
Societal/Cultural Pattern	ANTH 200	Cultural Anthropology	3
Psychology	PSYC 100	Introduction to Psychology	3
Nutrition	BIOL 323	Introduction to Nutrition	3
COMMUNICATION			
Group	GEO 102	Oral Communication	3
Verbal	GEO 102	Oral Communication	*
Written	GEW 101	Written Communication (3)	3
* TOTAL UNITS			

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

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	NURS 210 NURS 320/321 NURS 350	Nursing Communication and Assessment Nursing Care of the Adult III and Laboratory Role Transition	2 2/2 2/1
Psych/Mental Health	NURS260/261	Psychiatric and Mental Health Nursing	2/2
Geriatrics	NURS 210 NURS 320/321 NURS 350	Nursing Communication and Assessment Nursing Care of the Adult III and Laboratory Role Transition	* * *
Management/Leadership	NURS 450	Nursing Leadership and Professional Issues	3
Family Nursing	NURS 480	Family Nursing: Theory and Practice	2
Other	NURS 212 A & B	Pathophysiology and Pharmacology of Nursing Practice I & II	2/2
BASIC SCIENCES			
Physiology	BIOL 175	Introduction to Anatomy and Physiology 1	4
Microbiology	BIOL 160	Microbiology for Health Science	4
TOTAL UNITS			30
Signature Program Director/Designee: Denise Boren, PhD, RN Program Director		Date: June 1, 2015	

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: California State University San Marcos	Date Submitted: 6-1-15
Type of Program: Accelerated Bachelor of Science in Nursing (ABSN) <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____ P1of2

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. **15 week semester and 1 week final exams**

Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	Total Units	Theory		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester								
Fall, Spring or Summer	M S O C P G							
PHIL 345 (Ethics)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
BIOL 323 (Nutrition)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
ANTH 301 Medical	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
BIOL 215 (statistics)*	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	45	0
*If needed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
All biological & social sciences completed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		12	12	12	0	0	180	0
Quarter/Semester								Total Hrs
Fall, Spring or Summer	M S O C P G							
NURS 300 Int Nsg	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	4	4	4			60	0
NURS 301 Int Nsg	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	3			3	9	0	135
NURS 314 Assess	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	4	4	4			60	0
NURS 315 Assess	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	2			2	6	0	90
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		13	8	8	5	15	120	225
Quarter/Semester								Total Hrs
Fall, Spring or Summer	M S O C P G							
NURS 316A Pharm	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	2	2	2			30	0
NURS 322 Med-Surg I	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	4	4	4			60	0
NURS 323 Med-Surg I	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	4			4	12	0	180
NURS 360 Psy MH	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	2	2	2			30	0
NURS 361 Psy MH	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	2			2	6	0	90
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		14	8	8	6	18	120	270

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: California State University San Marcos	Date Submitted: 6-1-15
Type of Program: Accelerated Bachelor of Science in Nursing (ABSN) <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____ P2of2

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses. **15 week semester and 1 week final exams**

Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	Total Units	Theory		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester Fall, Spring or Summer								
	M S O C P G							
NURS 316 B Pharm	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	2	2	2			30	0
NURS 324 Med-Surg I	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	4	4	4			60	0
NURS 325 Med-Surg I	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	4			4	12	0	180
NURS 480 Family	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	2	2			30	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		12	8	8	4	12	120	180
Quarter/Semester Fall, Spring or Summer								
	M S O C P G							
NURS 332 Peds	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	2	2			30	0
NURS 333 Peds	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2			2	6	0	90
NURS 450 Leadership	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
NURS 451 Leadership	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2			2	6	0	90
NURS 330 OB	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	2	2			30	0
NURS 331 OB	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2			2	6	0	90
Total		13	7	7	6	18	105	270
Quarter/Semester Fall, Spring or Summer								
	M S O C P G							
NURS 440 Community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
NURS 442 Case Man	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2	2	2			30	0
NURS 445 Community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3			3	9	0	135
NURS 490 Transition	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	1	1			15	0
NURS 491 Internship	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1			1	6	0	90
NURS 352 Research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3			45	0
Total		13	9	9	4	15	135	225

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

Program Name: California State University San Marcos	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Accelerated Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation: August 31, 2015	
Academic System: <input checked="" type="checkbox"/> Semester <u>15 (instruction) + 1 (finals)</u> weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	69	46
Theory	(18)	(27)	42	26
Clinical	(18)	(27)	27	20
Communication Units	6	9	6	6
Science Units	16	24	24	21
TOTAL UNITS FOR LICENSURE	58	87	99	73
Other Degree Requirements: other sciences (5) general education (22) and nursing (20) requirements for graduation.				47
TOTAL UNITS FOR GRADUATION				120

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

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	NURS 360/361 NURS 322/323 NURS 332/333	Psychiatric and Mental Health Nursing Nursing Care of the Adult in Acute Care Settings I Nursing Care of Children
Personal Hygiene	NURS 300/301	Fundamentals of Nursing Communication and Skills
Human Sexuality	NURS 330/331 NURS 332/333 NURS 360/361	Nursing Care of Childbearing Family Nursing Care of Children Psychiatric and Mental Health Nursing
Client Abuse	NURS 332/333 NURS 360/361 NURS 324/325	Nursing Care of Children Psychiatric and Mental Health Nursing Nursing Care of the Adult in Acute Care Settings II
Cultural Diversity	NURS 314/315 NURS 330/331 NURS 332/333 NURS 322/323 NURS 324/325 NURS 360/361	Health Assessment, Teaching and Health Promotion Nursing Care of the Childbearing Family Nursing Care of Children Nursing Care of the Adult in Acute Care Settings I Nursing Care of the Adult in Acute Care Settings II Psychiatric and Mental Health Nursing

Nutrition	NURS 314/315 BIOL 323 NURS 330/331 NURS 332/333	Health Assessment, Teaching and Health Promotion The Physiology of Nutrition and Disease Nursing Care of the Childbearing Family Nursing Care of Children
Pharmacology	316 A & B	Pathophysiology and Pharmacology of Nursing Practice I & II
Legal Aspects	NURS 300/301	Fundamentals of Nursing Communication and Skills
Social/Ethical Aspects	NURS 300/301	Fundamentals of Nursing Communication and Skills
Management/Leadership	NURS 300/301	Fundamentals of Nursing Communication and Skills

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

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	NURS 300/301	Fundamentals of Nursing Communication and Skills	4/3
	NURS 314/315	Health Assessment, Teaching, and Health Promotion and Laboratory	4/2
	NURS 316 A & B	Pathophysiology and Pharmacology	2/2
	NURS 322/323	Nursing Care of the Adult in Acute Care Settings I	4/4
	NURS 324/325 NURS 491	Nursing Care of the Adult in Acute Care Settings II Internship	4/4 1
Obstetrical	NURS 330/331	Nursing Care of the Childbearing Family and Laboratory	2/2
Pediatric	NURS 332/333	Nursing Care of Children Laboratory	2/2
Psych/Mental Health	NURS 360/361	Psychiatric and Mental Health Nursing and Laboratory	2/2
Geriatrics	NURS 300/301	Fundamentals of Nursing Communication and Skills	*
	NURS 314/315	Health Assessment, Teaching, and Health Promotion and Laboratory	*
	NURS 316 A & B	Pathophysiology and Pharmacology	*
	NURS 322/323	Nursing Care of the Adult in Acute Care Settings I	*
	NURS 324/325 NURS 491	Nursing Care of the Adult in Acute Care Settings II Internship	* *
BASIC SCIENCES			
Anatomy	BIOL 175 & BIOL 176	Introduction to Anatomy and Physiology I	4
		Introduction to Anatomy and Physiology II	4
Physiology	BIOL 175 & BIOL 176	Introduction to Anatomy and Physiology I	*
		Introduction to Anatomy and Physiology II	*
Microbiology	BIOL 160	Microbiology for Health Science	4
Societal/Cultural Pattern	ANTH 200	Cultural Anthropology	3
Psychology	PSYC 100	Introduction to Psychology	3
Nutrition	BIO 323	The Physiology of Nutrition and Disease	3
COMMUNICATION			
Group	GEO 102	Oral Communication	3
Verbal	GEO 102	Oral Communication	*
Written	GEW 101	Written Communication (3)	3
* TOTAL UNITS			72

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

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	NURS 210 NURS 320/321 NURS 350	Nursing Communication and Assessment Nursing Care of the Adult III and Laboratory Role Transition	2 2/2 2/1
Psych/Mental Health	NURS260/261	Psychiatric and Mental Health Nursing	2/2
Geriatrics	NURS 210 NURS 320/321 NURS 350	Nursing Communication and Assessment Nursing Care of the Adult III and Laboratory Role Transition	* * *
Management/Leadership	NURS 450	Nursing Leadership and Professional Issues	3
Family Nursing	NURS 480	Family Nursing: Theory and Practice	2
Other	NURS 212 A & B	Pathophysiology and Pharmacology of Nursing Practice I & II	2/2
BASIC SCIENCES			
Physiology	BIOL 175	Introduction to Anatomy and Physiology 1	4
Microbiology	BIOL 160	Microbiology for Health Science	4
TOTAL UNITS			30
Signature Program Director/Designee: Denise Boren, PhD, RN Program Director		Date: June 1, 2015	

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4.4

DATE: October 8, 2015

ACTION REQUESTED: Vote on Whether To Recommend Approval of Major Curriculum Revision For University of San Francisco Entry Level Master's Degree Nursing Program

REQUESTED BY: Shelley Ward, Nursing Education Consultant

BACKGROUND: Judith F. Karshmer, PhD, PMHCNS-BC, Dean and Professor is the BRN Program Director.

The University of San Francisco (USF) School of Nursing and Health Professions submitted a major curriculum revision request to establish an alternative campus site location in Orange County, CA. The program intends to offer its BRN approved Entry Level Master's Degree Clinical Nurse Leader Curriculum Option at this location, and will continue to offer the same option at the main campus location.

The program in partnership with the Sisters of St. Joseph of Orange has designated the alternate campus site to be located at the St. Joseph's Center in the City of Orange. USF has operated the Sport Management Master's Degree program at this center since 1983. Prospective applicant pool data has been analyzed via survey and other methods to establish the demand for the program at this location. The intention is in part to increase the diversity of master's prepared registered nurses to serve community needs.

The University also established an extended campus site location for the BSN program option subsequent to Board approval in November 2014, located at its campus in Sacramento.

The program intends to enroll (24) students each fall on an ongoing basis, after the initial enrollment of (24) students in Spring 2016 and Fall 2016 in the first year of the program. The curriculum will be the same as the curriculum on the main campus. It consists of (6) semesters of nursing coursework after completion of program prerequisites. Total Units for Licensure is (73), Nursing Units total are (41 – 23 theory/18 clinical), Science Units are (26), and there are (6) Communication Units. Other degree requirements are at (27). Total units required for the degree is 100. Students take the NCLEX- RN examination after completion of the 5th semester.

The St. Joseph's Center administration has developed remodeling plans for the facility in collaboration with nursing faculty from USF to support the program. An assistant program director has been approved for this program location. The plans are designed to provide for additional classrooms, skills/simulation laboratory space, computer lab resource space, library facilities, faculty office space and administrative office space for the program. The remodel is intended to be completed by April 2016. The USF nursing program has secured skills lab and library facilities at the St. Joseph Hospital, which is adjacent to the center, for temporary use of

its facilities while renovation takes place. Students will also have access to student support and financial aid services on the main campus. Ongoing funding for the program is based on USF traditional funding sources.

The program has received commitments to use St. Joseph Hospital, St. Jude Medical Center, St. Francis Medical Center and Children's Hospital Los Angeles for clinical practice rotations. The NEC visited three of the clinical agencies the program intends to use and the proposed campus site location on 9/10/15.

NCLEX-RN examination results for first-time test takers was at 81.08% in 2014-2015, and has been consistently above 75% for the last eight years for students enrolled in this program option.

NEXT STEPS:

Place on Board agenda.

PERSON(S) TO CONTACT:

Shelley Ward, M.P.H., R.N., NEC
Nursing Education Consultant



UNIVERSITY OF
SAN FRANCISCO

CHANGE THE WORLD FROM HERE

School of Nursing and
Health Professions
2130 Fulton Street
San Francisco, CA 94117
Tel 415.422.6681
usfca.edu/nursing

June 19, 2015

Katie Daugherty, MN, RN
Nursing Education Consultant
Board of Registered Nursing
PO Box 944210
Sacramento, CA 94244---2100

Dear Katie:

Attached you will find the USF proposed major curriculum revision to offer the Masters Entry Masters of Science in Nursing program at the USF site at the St. Josephs Center in Orange, CA. Should you have any questions, please contact Dr. Wanda J. Borges at wborges@usfca.edu or at 415---422---2383.

Best Regards,

A handwritten signature in black ink that reads "Judith F. Karshmer".

Judith F. Karshmer, PhD, PMHCNS-BC

Dean and Professor

Major Curriculum Revision Proposal for Addition of an Alternate Site – Orange County

The nursing administration and faculty at the University of San Francisco (USF) are submitting the information and materials necessary to secure approval to offer its Master's Degree Clinical Nurse Leader Program in a secondary location. The Guidelines (EDP-I-23) outline that the school must submit a major curriculum change in order to secure approval to offer the program at an alternate site. USF plans to replicate the existing MSN program at the St. Joseph Center in the City of Orange (<http://csjorange.org/resources/directions/>). USF has operated a satellite campus at the Center since 1983 where it has been offering the Sport Management Master's Degree (<http://www.usfca.edu/artsci/sm/program/>). Nursing faculty and staff have been working with the Sisters of St. Joseph of Orange who own the facility to expand their dream of providing nursing education at the center. This multi-purpose facility includes a large auditorium, the St. Joseph Center Library, and administrative offices for the University of San Francisco. Anchored by the headquarters for the Sisters of St. Joseph of Orange and adjacent to the St. Joseph Hospital, the campus offers students a portal to all USF services in a centrally located landscaped retreat. In addition to classrooms and offices, students have access to computers, library and information systems services, all of which are linked to USF San Francisco Campus resources and academic support services. In order to provide additional support for the nursing program, equipment and supplies for simulation and clinical skills practice will be moved into the Center and made available to the nursing students.

Faculty have been working with the leadership at St. Joseph Hospital (<http://www.sjo.org/About-Us.aspx>) to secure adequate clinical experiences for students and assure that the program will not adversely affect other educational programs. Clinical placements will be at St. Joseph Hospital and its clinics, as well as other hospitals and health clinics that are affiliated with the St. Joseph Hoag Hospital Alliance. Only 24 students a year will be enrolled in the program at the USF St Josephs Center. The curriculum spans two years (six semesters) so the total number of students will remain under 50.

2.a

Description of the Program: The overall purpose of offering the Master's Degree Clinical Nurse Leader Program at St. Joseph Center is to increase the number of clinical nurse leaders to advance patient safety and improve quality of care through the partnership with the nursing leadership at St. Joseph's Hospital, expand clinical opportunities in ambulatory care settings, and collaborate with the Sisters of St. Joseph of Orange to expand the work of their Healthcare Foundation (<http://csjorange.org/resources/healthcare-foundation/>).

Community to be Served: The focus will be on recruiting members of underserved minorities. Orange County is 34% Hispanic and Latino (<http://quickfacts.census.gov/qfd/states/06/06059.html/>). It is this population that will be the focus of the recruitment efforts as a way to increase the number of ethnically diverse nurses. This is part of the USF commitment to expand the health workforce that is reflective of the culture and ethnicity of the community that is served and as a result, improves health outcomes.

Program Demand: Demand for USF nursing programs continues to outpace space available. For each admission cycle there are in excess of 300 applicants for the 34 positions. USF has been particularly successful in recruiting and graduating a diverse student body, however, the statistics for Hispanics remain low. In California while 32.5% of the residents are Hispanic/Latino, only 6.3% of the registered nurses are (http://cinhc.wpengine.netdna-cdn.com/wp-content/uploads/2009/12/4_Goal2Diversity.pdf). The program in Orange County is designed to target Hispanic/Latino persons interested in becoming nurses and increase the diversity of the nursing workforce.

2.b

Projected Enrollments: Enrollment in the Masters-CNL Program at the San Francisco Campus remains stable. Admissions are every spring and summer term, and there are, on average, 34 students in each CNL cohort. The program of study is six semesters and designed over the calendar year to include fall, spring, and summer semesters. The St. Josephs Center/Orange County Program (OC) will admit 24 students every fall. The applicant pool for the Master’s Degree Clinical Nurse Leader Program has been extremely robust. For the summer admission cycle there were over 100 applicants who were evaluated as well qualified for admission, yet the school was only able to offer 34 admission letters. As a practical test of interest in a program in Orange County, the school contacted these applicants to determine whether or not they might be interested in attending the CNL program in an alternate site. Sixteen immediately indicated that they were very interested and have activated applications for a program in Orange County.

Based on the history of applications to the USF program and the test of interest in Orange County, it is clear that a rich applicant pool exists, and USF will be able to focus on recruiting Hispanic/Latino students from the Orange County metropolitan area. The following table outlines the projections for the program in both locations.

Projected Enrollment:

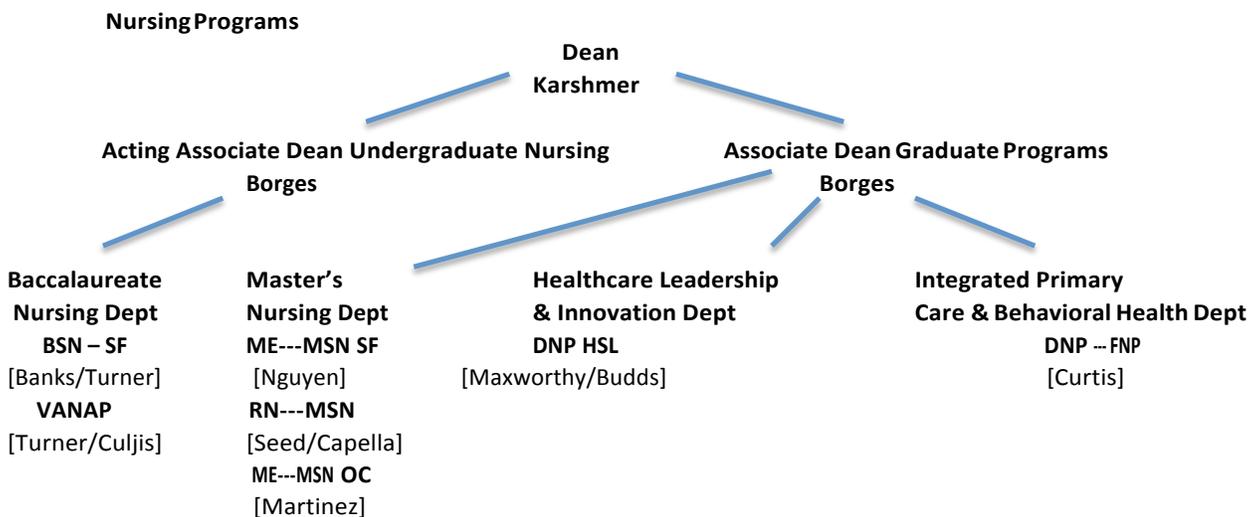
	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018
SF New Admits	34	34		34	34		34	34	
SF Continuing Students	100	100	133	100	100	133	100	100	133
Graduates	33	33		33		33	33		33
OC New Admits	24		24			24			24
OC Continuing Students		22	22	45	44	46	44	44	22
Graduates						22		22	

2.c

Organizational Structure: The School of Nursing & Health Professions is organized in departments. Each department has an elected chair and a direct line to an Associate Dean and ultimately to the Dean, vested with the responsibility for the entire SONHP. All of the MSN degree programs in the school are housed in the Masters of Science in Nursing Department. Each of the programs in the department has a program coordinator and includes the pre-licensure Master’s Degree Clinical Nurse Leader Program as well as the degree options for registered nurses. The addition of the Orange County site adds an additional program and an additional program coordinator. Funding for the program in OC is exactly the same as it is for the program in San Francisco. The academic-practice partnership that has been developed focuses on opportunities for clinical placements; there is no funding expectation outside of the traditional USF funding stream.

2.d

The OC program organizational structure will replicate that of the SF campus. The OC program coordinator has the same responsibilities and expectation as the SF program coordinator. The coordinator has the same release time for managing the program as the coordinator for the ME-MSN program on the SF campus. Program coordinator responsibilities are consistent across programs in the school: **Job Description -** *The Program Coordinator is responsible for working with the students, faculty and staff to: recruit students, facilitate admission and progression processes, implement and update the curriculum in coordination with the other MSN Program Coordinators, collaborate in practica/field placements, work with the associate deans and staff in securing faculty and preparing the schedule, monitor graduation and employment rates and participate in accreditation activities as appropriate.*



Expectations for faculty who teach in the program are the same as for the SF program. Faculty are expected to participate in the governance of the MND Department and have the same requirements for teaching, scholarship, and service as the SF based faculty. Two

current USF faculty are planning to realign their efforts to the OC campus. Students will have a true USF experience. Full-time USF faculty will teach in the program and students will have the opportunity to interact with the other USF graduate students at the St. Joseph Center. The program of study for the OC students mirrors that of the SF based students.

2.e

The proposed OC program will use existing space at St. Joseph Center in the City of Orange (<http://csjorange.org/resources/directions/>). USF has operated a satellite campus at the Center since 1983 where it has been offering the Sport Management Master's Degree (<http://www.usfca.edu/artsci/sm/program/>). Nursing faculty and staff have been working with the Sisters of St. Joseph of Orange who own the facility to expand their dream of providing nursing education at the center. This multi-purpose facility includes classrooms, a skills center, a large auditorium, the St. Joseph Center Library, and administrative offices for the University of San Francisco. Anchored by the headquarters for the Sisters of St. Joseph of Orange and adjacent to the St. Joseph Hospital, the campus offers students a portal to all University of San Francisco services in a centrally located landscaped retreat. In addition to classrooms and offices, students have access to computers, library and information systems services, all of which are linked to USF San Francisco Campus resources and academic support services. In order to provide additional support for the nursing program, plans to add practice laboratories and clinical simulation access are in place. A schematic of the campus is attached. The site is available for a BRN NEC visit immediately.

2.f.

Because the addition of a site for Master's Degree Clinical Nurse Leader Program is in an existing USF site, the infrastructure is in place to hire faculty, process applicants, provide faculty and student support and manage the day-to-day operations. That there is already a library and full access to the USF San Francisco libraries, students and faculty are assured that they will have the resources necessary in order to be successful. Because of the school's experience with distance learning courses in other programs, processes are in place to provide tutoring, help with writing, NCLEX preparation, and counseling to off-site USF students. In addition, through our partnership with the Sister's of St. Josephs of Orange County, several of the sisters will be adjunct faculty to assist with support of students in writing, tutoring and counseling, as well as spiritual leadership. A full-time program assistant will staff the OC program, working closely with the faculty, program co-director and acting as a liaison to other USF departments and programs. Students at the OC site have full access to USF scholarships and financial aid.

2.g.

The financial plan for the OC site is based on the same model as the SF site. The addition of a new site for the masters program has been vetted by USF Office of Budget and Planning. USF is a private university and student tuition provides the resource base. This is the case for all the USF programs of study at the graduate and undergraduate levels. Start up funds for the OC program have been allocated by the university, but projected enrollment will cover the ongoing operational costs. Past experiences dictate that there will be no problems related to recruiting highly qualified applicants for the program.

2.h. Clinical Sites

i. Students will be divided into three clinical sections of eight students each. This is the same configuration that exists in San Francisco. St. Joseph Hospital and its outpatient services, as well as other hospitals and health clinics that are affiliated with the St. Joseph Hoag Hospital Alliance, and the clinics operated by Sisters of St. Joseph of Orange will provide the clinical sites for the students.

Geriatrics	Medical-Surgical	Mental Health/Psych	Obstetrics	Pediatrics	*Community/ Public Health
St Joseph Hospital – Orange http://www.sjo.org/Site-Search.aspx?C=Geriatric	St Joseph Hospital – Orange http://www.sjo.org/Site-Search.aspx?C=services	St Joseph Hospital – Orange http://www.sjo.org/Our-Services/Behavioral-Health-Services.aspx http://www.sjo.org/Our-Services/Behavioral-Health-Services/Outpatient-Services.aspx	St Joseph Hospital – Orange http://www.sjo.org/Our-Services/Maternity.aspx	Altamed Health System - Orange County https://www.altamed.org/contact_altamed/orange_county_locations	St Joseph Hospital – Orange http://www.sjo.org/Our-Services/Behavioral-Health-Services/Outpatient-Services.aspx
St. Joseph Heritage Medical Group – Orange County http://www.sjhm.org/Our-Services/Senior-Services.aspx		Altamed Health System – Orange County https://www.altamed.org/contact_altamed/orange_county_locations		St. Joseph Heritage Medical Group – Orange County http://www.sjhm.org/Our-Services/Pediatric-Services.aspx	St. Joseph Heritage Medical Group – Orange County http://www.sjhm.org
St. Jude Medical Center http://www.stjudemedicalcenter.org/Our-Services/Rehabilitation.aspx http://www.stjudemedicalcenter.org/Our-Services/Rehabilitation/Inpatient-Rehabilitation-Program.aspx	St. Jude Medical Center http://www.stjudemedicalcenter.org/Our-Services/Rehabilitation.aspx http://www.stjudemedicalcenter.org/Our-Services/Rehabilitation/Inpatient-Rehabilitation-Program.aspx		St. Jude Medical Center http://www.stjudemedicalcenter.org/Our-Services/Maternity-Services.aspx	St. Jude Medical Center NICU and Mother/Baby	Altamed Health System - Orange County https://www.altamed.org/contact_altamed/orange_county_locations
Programs in Orange Funded by Sisters of St. Joseph of Orange Healthcare Foundation	Programs in Orange Funded by Sisters of St. Joseph of Orange Healthcare Foundation	Programs in Orange Funded by Sisters of St. Joseph of Orange Healthcare Foundation	Programs in Orange Funded by Sisters of St. Joseph of Orange Healthcare Foundation	Programs in Orange Funded by Sisters of St. Joseph of Orange Healthcare Foundation	Programs in Orange Funded by Sisters of St. Joseph of Orange Healthcare Foundation

* Not 1 of the 5 required areas, but part of the MSN curriculum

ii. USF faculty have been working closely with the leadership at St. Joseph Hospital, as well as other hospitals and health clinics that are affiliated with the St. Joseph Hoag Hospital Alliance, to develop clinical opportunities that do not displace current students. In particular much work has been done to extend the opportunities in outpatient services that do not currently have students. The commitment to keeping the program to only 24 students per cohort is part of the school's thoughtful response to the constraints of clinical placements while advancing an approach to develop additional sites in outpatient and ambulatory

settings across the five required areas of professional practice. It is hoped that from these experiences the school will be able to make contributions to how other programs can grow high quality clinical sites. In addition, the current Director of the Masters Entry MSN program, Dr. Helen Nguyen (a Neonatal Nurse Practitioner), is working with contacts at Children's Hospital of Orange County to secure additional inpatient clinical placements for pediatrics. The newly appointed Assistant Director of the Orange County Masters Entry Program, Dr. Debra Martinez, has registered for membership in the Orange County/Long Beach Consortium for clinical placements starting in Fall 2016.

iii. Attached are the completed "Facility Verification Forms" for St Joseph Hospital and St. Jude Medical Center. As more clinical sites are developed, the forms will be submitted to the BRN NEC for approval.

SISTERS
OF ST. JOSEPH
OF ORANGE †

August 31, 2015

Debbie C. Martinez, PhD PNP RN
Assistant Professor and Co-Director
Masters Entry Clinical Nurse Leader Program, Orange County
University of San Francisco
School of Nursing and Health Professions
480 S. Batavia Street
Orange, CA 92868

Dear Debbie,

With this letter, I am happy to confirm for you that appropriate classrooms in our college building will be reserved for the USF Nursing programs indefinitely. As you know, during the 2015-16 academic year, we will be significantly re-configuring the college building to allow for several larger classrooms, and a skills lab that will meet the needs of the USF students. We are also preparing one classroom in such a way that it can function as a 'testing' room for the nursing exams.

While all of our construction is underway, two classrooms have been reserved for the exclusive use of USF programs. These classrooms are adjacent to the USF office building. We are confident that the construction will be complete by April 2016, so that the programs can use the upgraded classrooms in the college building.

Please let me know if you have any questions or concerns. We are very pleased to be able to welcome USF's Nursing programs to our campus.

Sincerely,

Sr. Mary Bernadette McNulty

Sr. Mary Bernadette McNulty
General Councilor and Treasurer



**ST. FRANCIS
MEDICAL CENTER**
our mission is life

3630 East Imperial Highway
Lynwood, CA 90262
(310) 900-8900

Debra C. Martinez, PhD, PNP, RN
Assistant Professor
Co-Director Masters Entry Clinical Nurse Leader Program, Orange County
University of San Francisco
School of Nursing and Health Professions
480 S. Batavia Street
Orange, CA 92868

August 31, 2015

Dear Dr. Martinez

On behalf of St. Francis Medical Center, I write this letter to enthusiastically support the University of San Francisco School of Nursing and Health Professions Masters Entry Clinical Nurse Leader Program in Orange County. At St Francis Medical Center, "Our Mission is Life" and we take this mission seriously, whether providing compassionate patient-and family-centered care to our patients, or helping to prepare nurse clinicians and nurse leaders for the future. We support and encourage nurses in our institution to pursue professional development, and this program may provide an additional venue in which our associates may participate.

The Clinical Nurse Leader (CNL) student population is unique to Southern California. CNLs are at the forefront of transformational leadership, and it is that leadership that we need both at the bedside and in the board room. The collaborative effort between the school of nursing and St. Francis in planning this program has been mutually beneficial for St. Francis Medical Center.

Being a graduate of University of San Francisco, I am proud to endorse this program and value the partnership between service and academia. The opportunity to work collaboratively with USF School of Nursing is appreciated. We, as an institution, embrace student nursing learning at all levels and can confidently accommodate USF nursing students without compromising quality of patient care or displacing other nursing program students. In fact, we hope to increase quality of patient care.

Best Regards,

Mary Lynne Knighten, DNP, RN, PN, NEA-BC
Chief Nursing Officer/VP, Patient Care Services



Member of Daughters of Charity Health System

8/17/2015

To: Board of Registered Nursing (BRN)

Subject: University of San Francisco (USF) Masters prepared Clinical Nurse leader program

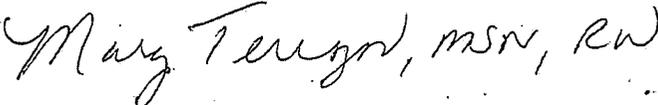
To whom it may concern:

Partnering with USF School of Nursing fosters St. Jude's commitment towards dignity, excellence, service and justice. St Jude Medical Center looks forward to the schools Masters prepared Clinical Nurse leader program that serves to provide nursing with the skills needed to improve patient care outcomes at all clinical levels. We eagerly anticipate the arrival of their students along with other programs and will work closely with the school of nursing to foster a positive learning experience.

Here at St. Jude we have high standards for patient care at all points of care and continuously work toward quality improvement. The Clinical Nurse Leader projects will assist in quality improvement that we welcome.

Careful planning is implemented to accommodate all approved school nursing contracts and having USF nursing students will not impinge on these existing placements.

Sincerely,



Mary Terrazas, MSN, RN

Clinical Practice Program Coordinator (Student Coordinator)

August 14, 2015

California Board of Registered Nursing

Re: University of San Francisco School of Nursing Masters Entry Clinical Nurse Leader

On behalf of St. Joseph Hospital I am pleased to write a letter of support for University of San Francisco School of Nursing Masters Entry Clinical Nurse Leader program that is scheduled to launch in Orange County in the spring of 2016.

This program supports the need for a higher level of nursing education. St. Joseph strives to develop a nursing culture that empowers nurses and embraces team leadership. The University of San Francisco nursing students are in a position to lead quality care through the Clinical Nurse Leader Role. We look forward to the outcomes of the projects led by these students.

St. Joseph Hospital is a not-for profit, 462 bed community-based hospital. As an American Nurses Credentialing Center recognized Magnet hospital we are committed to the growth and development of our staff and support this program.

St. Joseph Hospital is fortunate to be in a position to have the availability to provide clinical rotations for these students clinical practicum.

Sincerely,



Patti Aube MSN, RN-BC, NE-BC
Executive Director Nursing Professional Development and Research
St. Joseph Hospital



1100 West Stewart Drive • Orange, CA 92868
T: (714) 633-9111

University of San Francisco School of Nursing and Health Professions
MASTERS ENTRY OPTION PROGRAM (Non-Nursing Bachelors to Masters)
CLINICAL NURSE LEADER Curriculum Pattern
 CNL OC-1 (Entry: Spring 2016; Graduate: Fall 2017)

PREREQUISITES TO PROGRAM (exceptions are reviewed on an individual basis):

Human Anatomy (lecture & lab)	4 credits
Human Physiology (lecture & lab)	4 credits
Microbiology (lecture & lab)	4 credits
General Psychology	3 credits
Developmental Psychology	3 credits
Statistics	3 credits
Introduction to Sociology	3 credits
College Writing	3 credits
Public Speaking	3 credits
Nutrition	2 credits
TOTAL PREREQUISITE CREDITS:	32 credits

SEMESTER 1

NURS601	Introductory Pathophysiology & Pharmacology	3 credits
NURS602*	Principles of Epidemiology	3 credits
NURS613*	CNL Role: Introduction	1 credit
NURS622	Health Assessment Through the Lifespan	2 credits
NURS624	Fundamentals of Nursing: Learning & Reasoning	2 credits
NURS661	Applied Assessment & Fundamental Clinical Lab	4 credits
		15 total credits

SEMESTER 2

NURS610	Health Promotion of Families & Individuals Across the Lifespan	4 credits
NURS637	Pediatric Nursing	2 credits
NURS638	Pediatric Nursing – Clinical Lab	2 credits
NURS662	Childbearing Families Clinical Lab	2 credits
NURS664*	Advanced Pathophysiology & Pharmacology	3 credits
		13 total credits

SEMESTER 3

NURS614*	Healthcare Systems Leadership	3 credits
NURS618	Medical-Surgical Nursing I	3 credits
NURS619	Medical-Surgical Nursing I – Clinical Lab	3 credits
NURS623*	CNL Role: Team Manager and Leader	1 credit
NURS634*	Nursing Research	3 credits
		13 total credits

SEMESTER 4

NURS615*	CNL Role: CNL as Educator	1 credit
NURS629*	Financial Resource Management	3 credits
NURS635	Medical-Surgical Nursing II	3 credits
NURS636	Medical-Surgical Nursing II – Clinical Lab	3 credits
NURS640*	Healthcare Informatics for CNLs	2 credits
		12 total credits

SEMESTER 5**

NURS644	Clinical Leadership in Mental Health & Community-based Practice	3 credits
NURS645	CNL Role: Integration & Evaluation of the Clinical Leadership Role	1 credit
NURS646	Community & Mental Health Clinical Lab	4 credits
		8 total credits

SEMESTER 6

NURS648*	Healthcare Policy & Ethics	3 credits
NURS651*	CNL Role: Synthesis	2 credits
NURS653*	Internship: Clinical Nurse Leader	2 credits
		7 total credits

* Not considered pre-licensure courses.

** Students are expected to take the NCLEX/State Board at the end of Semester 5, prior to progressing to Semester 6

TOTAL PROGRAM CREDITS: 68 Total Credits

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5.1

DATE: October 8, 2015

ACTION REQUESTED: Vote on Whether to Recommend Grant Initial Approval for Chamberlain College of Nursing Baccalaureate Degree Nursing Program

REQUESTED BY: Susan C. Engle, Nursing Education Consultant

BACKGROUND: Dr. Laura Smith-McKenna, PhD, RN was appointed the program director effective June 3, 2015. Angela Strawn was appointed Assistant Director May 27, 2015.

The program submitted the required initial program approval self-study report and supporting evidence on June 15, 2015. Please refer to the Consultant Approval Report Initial Prelicensure Program Visit and the Report of findings and supporting evidence. The program was found to be in compliance with the Board's rules and regulations and no recommendations were made.

Clinical Agencies and Facilities

An initial program approval site visit was conducted by Susan C. Engle, Nursing Education Consultant on June 23 and July 22, 2015. On August 24, 25, 26, and September 1-2, 2015, sixteen clinical site visits were completed. The representative responsible for approving student clinical placements affirmed that the clinical agency or facility would not be impacted with the addition of Chamberlain College of Nursing student placements. Chamberlain College of Nursing has secured signed clinical affiliation agreements for each of the clinical sites visited.

Driving Distances

The driving distances from the program's location, 10971 Sun Center Drive, Rancho Cordova, California 95670, are noted next to each clinical agency or facility. The program plan is to place students based on student place of residence and proximity to the clinical agency or facility.

Facility	Miles	Facility	Miles
Advanced Home Health	10.6	Bristol Hospice	12
Heritage Oaks Hospital	10.7	Marshall Medical Center	30.4
Marshall Medical Center Home Care	30	NorthBay Medical Center	55.2
Norwood Pines Alzheimer's Care Center	16.4	Pro-Care Home Health	17.7
Saint Claire's Nursing Center	13.9	Sierra Vista Hospital	19.7
Snowline Hospice	26.1	Sutter Auburn Faith Hospital	29.8
Sutter Care at Home Sacramento	11.6	Sutter Medical Center Sacramento	11.2
Sutter Roseville Medical Center	12.8	Vibra Hospital Sacramento	10

Chamberlain College of Nursing History

Chamberlain College of Nursing, formerly Deaconess College of Nursing, is a private degree-granting institution of higher learning established for the purpose of educating professional nurses. The roots of the college date back to 1889, when the Deaconess Evangelical Society established a hospital school of nursing in St. Louis, Missouri, to train Deaconess Sisters as professional nurses. Deaconess Hospital School of Nursing was granted approval to offer a nursing program by the Missouri Board of Nursing in 1917. In 1983, the school transitioned to a college of nursing, offering more extensive nursing experience and sound liberal arts courses culminating in a baccalaureate degree. Deaconess College of Nursing received accreditation from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools in 1985 and after that maintained continuous HLC accreditation. In 1989, Deaconess initiated an associate degree in nursing program designed for licensed vocational nurses. In 2000, an online BSN degree completion degree option was added for registered nurses to complete a baccalaureate degree. In 1992, the BSN program was awarded National League of Nursing Accrediting Commission (NLNAC) accreditation. In 1996, following a successful NLNAN reaccreditation, Deaconess College of Nursing received preliminary approval for the BSN degree program from (CCNE). The first onsite CCNE accreditation visit occurred in 2004 and resulted in a ten year accreditation award. Chamberlain’s BSN degree program conducted a self-study and hosted a CCNE site visit in 2013-2014. The BSN degree program received approval for continued accreditation through 2024.

Devry Education Group, Inc (formerly Devry, Inc.) acquired Deaconess College of Nursing in March 2005. A substantive change report relating to the change in ownership was approved by CCNE in 2005. As a stipulation of the purchase agreement, the Deaconess Foundation required DeVry, Inc. to choose a new name. In 2006, the name was changed to Chamberlain College of Nursing. Chamberlain College of Nursing continues the traditions of quality care and education established by Deaconess more than a century ago while expanding the vision for the future.

Chamberlain currently provides prelicensure BSN degree programs in seventeen campus locations in twelve states. Chamberlain also offers an Associate Degree in Nursing program at the Columbus, Ohio campus, an online RN to BSN Degree Completion Option, Master of Science in Nursing Degree program, and Doctor of Nursing Practice degree program. Chamberlain initiated the online Master of Science in Nursing online in 2009 with two specialty tracks: nurse educator and nurse executive. Over the past four years, specialty tracks in nursing informatics, healthcare policy, and family nurse practitioner have been added. Graduate certificate programs in nursing education and nursing informatics were implemented in 2012. Chamberlain initiated the online Doctor of Nursing Practice degree program in 2012.

BSN degree program costs

<i>Tuition & Fees per Student</i>	
<i>(Assumes enrollment in all courses required for BSN degree program over 9 semesters without transfer credit for general education courses; 126 credit hours)</i>	
Application Fee (one-time)	\$95

Total Program Tuition	\$78,120
Student Services Charge	\$2,700
Total Program Tuition & Fees per Student	\$80,915

The projected costs for the nine semester, three year BSN degree program is displayed in the table above and communicated to prospective students in the Academic Catalog and on the College Website. No tuition increases are planned for at least three years from the date for the self-study submission. The number of general education transfer credits each student has on admission drives the total cost of the program. Based on Chamberlain’s experience at its other campuses, the following trends are assumed for prospective students at the Sacramento campus:

- 10% of each cohort will enroll with no general education transfer credit and will complete the degree program in nine semesters of study at Chamberlain (the standard full-time program of study for the degree)
- 40% of each cohort will enroll with some general education transfer credits and will complete the degree program in eight semesters of study at Chamberlain
- 50% of each cohort will enroll with a significant number of general education transfer credits and will complete the degree program in seven semesters of study at Chamberlain

Additionally, students are assisted in accessing grants, scholarships, and employer-based tuition reimbursement to offset tuition costs; consequently, only a relatively small percentage of students pay the full tuition and fees displayed below. The College provides students with financial aid counseling and access to a variety of financial assistance options.

Faculty Recruitment

Chamberlain offers a salary, benefit and relocation package that is competitive and attractive to educators. Programs such as the Red Carpet Orientation Program for new faculty and Chamberlain-wide orientation via the COMPASS Orientation Program help faculty feel supported and facilitate role integration. Faculty training and collaboration are augmented by National Academic Leadership Forums held quarterly, either in-person or using virtual meeting technology. Opportunities for internal advancement and encouragement for professional career development (e.g., Nurse Educator Certification) are key elements in retention and satisfaction of qualified faculty and staff.

Chamberlain’s compensation and benefit package supports recruitment and retention of qualified faculty. Faculty salaries are competitive, with generous holiday, vacation and personal/sick days. A “flex-time” option that allows for adjusting working hours to achieve work/life balance and faculty satisfaction is also available. Salaries are determined by the Human Resources Department using American Association of Colleges of Nursing salary data resulting in a cost-of-living adjusted pay scale that is competitive and fair for each program and location. Faculty benefits include an annual \$1,500 professional development stipend, reimbursement for all expenses incurred in scholarly presentations, up to \$50,000 in tuition assistance for doctoral

study outside of the College, and complete tuition remission for Chamberlain's doctoral program. Tuition remission for Chamberlain's master's degree program is provided for personnel who hold a baccalaureate degree in nursing. Additionally, Chamberlain employees enjoy tuition remission for coursework at DeVry University and/or Keller Graduate School of Management.

Chamberlain's existing campuses have a very low faculty turnover rate, with new positions frequently having numerous qualified applicants. It is anticipated this will be the same for the proposed Sacramento location. Chamberlain's Talent Acquisition team focuses on recruiting nursing leaders and faculty members. The team works with major and local job boards to post all faculty positions. Employment opportunities are advertised quarterly in *Nursing Spectrum* and through email blasts via CareerBuilder. Open positions are also posted on social networking sites such as LinkedIn. Additionally, multiple communication channels are used to advertise faculty openings including but not limited to: Chamberlain's website, Hospital News, Hospital & Health Networks, local newspapers, Jobfox, Modern Healthcare, Monster.com, Minoritynurse.com, Nursetown.com, NLN Nurses.com, The Chronicle for Higher Ed, and Jobhealth.com.

All potential faculty members who apply are screened by the Talent Acquisition team. If a candidate meets the qualifications of Chamberlain and the state of California, a member of the Talent Acquisition team will follow up with an initial interview. Qualifications include but are not limited to valid, active, and unencumbered licensure as a Registered Nurse in California and evidence of the academic and experiential requirements for the position.

After prescreening, Talent Acquisition sends all qualified candidates to the Campus Director/Dean for review. Upon the Campus Director/Dean's approval and identification of courses for which the candidate has required levels of experience and education, an in-person interview and teaching demonstration follow. The final step of the interview process includes an interview with the Vice President of Campus Operations or her designee. All faculty candidates who are successful in the interview and teaching demonstration and have the required educational and experiential background for the open position must also pass a background check and drug screen. All faculty candidates will be submitted for Board of Registered Nursing approval on form EDP-P-02 prior to hire. It is Chamberlain's intention to hire experienced and qualified faculty members who approach teaching from a learner-centered perspective and who are familiar with creative teaching strategies to actively engage learners.

Faculty Diversity Chamberlain's commitment to diversity in its student population extends to faculty. In communities with significant minorities, faculty are recruited to reflect the make-up of the student body. Chamberlain faculty acknowledge potential gaps in student learning secondary to language or other cultural issues; consequently, the College makes every effort to employ faculty who mirror the student population to provide an enhanced learning environment. Chamberlain's Miramar, Florida, and Phoenix, Arizona, campuses

exemplify the success of this initiative.

Student Support Services

Academic resources include admission and advising services, registrar services, counseling services, support for students with disabilities, library services, military support services, technology and distance education support, a SIMCARE CENTER™, and academic success resources.

Center for Academic Success.

Every Chamberlain campus includes a Center for Academic Success (CAS). The CAS employs professional nurse educators to provide academic support free of charge to all students who desire additional help outside the classroom, especially students who are academically challenged or low performing. The CAS provides support for student learning outcomes through individualized assisted remediation. In the CAS, professional nursing tutors and qualified peer-tutors assist students to develop, implement, and evaluate plans for developing test taking skills, improving writing competency or acquiring knowledge in a specific content area.

In support of the diversity of Chamberlain's student body, CAS managers and staff are prepared to tutor students from diverse cultures addressing the cultural perception of tutoring. The CAS also:

- Maintains and updates a list of terminology challenging to non-native English speaking students when learning medical terminology.
- Surveys students regarding their culture and home of origin to ensure tutoring that meets each student's particular needs.
- Focuses on aiding students utilizing rote memory by presenting concept based workshops that help diverse students transition from content memorization to concept analysis.
- Presents webinars on supporting international students highlighting best practices in tutoring culturally diverse students as well as supporting students as they transition to the United States.

Chamberlain Care Student Success Model Developed by the Office of Academic Affairs, the *Chamberlain Care Student Success Model* uses standardized assessment tools to identify challenges and barriers to undergraduate campus-based student success in progression, program completion and on the registered nurse licensing exam. Assessments are conducted at the time the student enrolls in the College, at the mid-point of the plan of study, and during the final semester. Assessments consider every aspect of the student experience by evaluating social, emotional, motivational and academic factors that might impede student success. Based on the categorization of identified challenges, trained coaching teams work with the student to create and implement a success plan. The *Chamberlain Care Student Success Model* is supported by a comprehensive implementation manual used to train faculty and stakeholders in the tenets of the program and to monitor its introduction on each campus.

SIMCARE CENTER™ The Chamberlain SIMCARE CENTER is a learning lab for low, medium, and high fidelity educational activities. Through the use of physical and virtual

simulation resources, the SIMCARE CENTER is designed to function as a simulated patient care clinical learning environment. In the SIMCARE CENTER students practice newly acquired cognitive, psychomotor, and psychosocial skills to develop knowledge, clinical judgment, communication skills, and professional behaviors that can be transferred to the nursing care of human patients.

Consisting of an acute-care private room with nursing station and medication station, as well as one or more Nursing Laboratories with multiple bays that can be curtained for privacy, the SIMCARE CENTER™ provides opportunities for multi-patient experiences allowing students to develop complex skills such as medication administration, management of fluids, infection control and wound care. Complete audio and video capture capability is built into the spaces for instructor review and annotation for optimal learning, connected in the dedicated briefing rooms and available remotely off-site.

As part of Chamberlain's commitment to academic excellence, the SIMCARE CENTER™ is also supported by a resource center that helps with the development of clinical judgment, including:

- SimChart - a fully-functional, HIPAA-compliant Electronic Health Record (EHR) system that trains students to document assessment findings.
- Learning Space™ - a real-time video patient monitoring and archiving of high-fidelity simulations for review during debriefing.

Library Services Chamberlain College of Nursing's library services are effectively delivered in virtual as well as physical environments from program initiation to beyond graduation. Library users are able to conveniently find and access critical resources, including professional librarians that support information literacy and learning outcomes. To that end, the Chamberlain library is an integral part of the Center for Academic Success (CAS) on each campus.

A full-time clinical library specialist with a master's degree in library science provides oversight for all library services. Contact information for the specialist librarian is posted prominently in the CAS. The librarian is available electronically, and periodically face to face. In addition to access to a specialist librarian, CAS staff are fully trained to assist students in identifying relevant research and instructional resources. The hours for all personnel who support library services are posted in the CAS and on the website for librarian availability on campus, chat service hours, virtual office hours, and scheduled instructional sessions.

A national library committee guides collection development for all Chamberlain libraries. Chaired by the national library director and comprised of faculty representatives from campuses and online programs, the committee is responsible for reviewing library budget allocations, proposed collection additions and identification of outdated materials in the existing collection for removal or replacement.

Each Chamberlain College of Nursing campus library contains approximately 300 volumes of nursing specific print reserve texts including copies of all required course texts. Chamberlain libraries also offer extensive online collections through the Chamberlain website at <http://library.chamberlain.edu>. Dedicated computers are provided to students in order to access databases, learning resources, e-books and online journals. Library e-resources are remotely accessible regardless of whether a student is campus-based or online.

The e-book collection includes more than 300,000 volumes and is regularly updated and expanded. A significant online collection of nursing journals also supports scholarly endeavors across the curriculum. In addition, Chamberlain's St. Louis campus houses an archive of print journals that are not yet available to students electronically or are deemed important for historical research. Students may request copies of items from that collection be emailed or mailed to their postal address. Chamberlain College of Nursing also subscribes to a large list of online scholarly resources. These include:

- Alexander Street Nursing Videos streaming collection
- CINAHL and Medline with Full Text
- Cochrane Collaboration Databases
- The Joanna Briggs Institute of evidence-based resources
- Micromedex
- Natural Medicines
- Nursing Reference Center
- OVID Nursing and Health Professions Premier
- Primal Pictures Anatomy & Physiology multimedia resource
- ProQuest Nursing & Allied Health
- STAT!Ref with clinical tools

The Chamberlain Library is a member of OCLC WorldShare lending services as well as the Docline service hosted by the National Library of Medicine. Research materials not held by Chamberlain may be requested through the interlibrary loan service, prominently linked to the library webpage. All Chamberlain librarians are assigned campus CAS locations and are responsible for reporting data including instructional, reference and teaching hours used to compile comprehensive assessments. Library collection data is reported annually to IPEDS and the Association of College and Research Libraries (ACRL).

Chamberlain librarians actively explore and successfully integrate emerging technologies that enhance resource discovery, adaptive learning and library service delivery mechanisms. Library users are provided with the tools and instruction necessary to build proficiencies with adopted technologies. Appropriate information resources are purchased, licensed or freely accessed based

on community demand, preference for digital formats and the judicious allocation of funding. Library support for lifelong learning activities includes uninterrupted access to information resources including scholarly literature, evidence-based databases and professional research assistance. In addition to providing resources, course-specific LibGuides are developed by librarians in collaboration with faculty content experts. A LibGuide for each course in program curricula highlights and promotes course content-specific resources.

A live chat service staffed by professional librarians is provided in the afternoons and evenings seven days a week. Links to the Ask-a-Librarian live chat service and librarian contact information are posted on the library website. E-mails are answered by a librarian within 24 hours. Library materials, cataloged in Library of Congress format, are discoverable by searching the library catalog shared by Chamberlain with DeVry University. The libraries' collections (books, journals and audiovisual materials) are available to all Chamberlain students, online and on-campus upon request. Requested items are shipped to students at no charge. Materials not held by Chamberlain libraries can be requested from lending libraries via interlibrary loan. Turn-around time for item and article requests is typically within 48 hours.

Technology and distance education support Hardware installation and maintenance, software application administration, and help desk services are provided by the DeVry Group Information Technology (IT) team. Help desk technical support staff strive to resolve all reported problems within 24 hours, including assistance in recovery of lost login or password information. Technology and distance education support ensure stability and ease of access to the student portal, faculty portal, student financial account site, student course registration site, course media and related software, and Salesforce, a College-wide response tracking system for all students and faculty. Additionally, the ServiceNow System is used by students, faculty and staff to request IT assistance when immediate action is not required.

Technology resources for campus programs include computer labs on every campus, computers for all faculty, staff, managers and administration, and hardware and software available in classrooms for presentations, lectures and conferences. Wired classrooms have a computer available for every student. Smart board technology, classroom clickers and presentation technology support are available in classrooms. Campus-based IT staff provide problem resolution for Chamberlain faculty and students in classrooms and learning labs.

Diversity in the Student Population. Beginning with a commitment to provide nursing education access to a diverse student population, Chamberlain is further committed to preparing nursing professionals that will provide culturally competent nursing care for an increasingly diverse and aging population. The College understands its role in delivering programs of study in which diversity and multiculturalism are embedded and is able to demonstrate these concepts in the baccalaureate curriculum. Drawing on both commitments, Chamberlain recognizes the

impact on the health of diverse communities when care is delivered by graduates who are members of those communities; consequently, student recruitment efforts are focused on attracting non-traditional students which include learners of all ages, racial/ethnic backgrounds and genders. At Chamberlain, minorities as a percentage of total prelicensure baccalaureate enrollments were 42% in Fall 2013 and 45% in Fall 2014, with more than half of students over 25 years of age. Racial diversity and an older student body in the undergraduate program demonstrate the College’s commitment to improving diversity in the professional nursing workforce, while affording non-traditional adult students an opportunity to enter the nursing profession. Chamberlain’s focus on diversity is a differentiator for the College and demonstrates achievement of its mission to provide access to education for a diverse population.

The recent completion of the F-1 Visa Project was the result of a mission driven goal. F-1 status allows Chamberlain to recruit international students and students currently studying in the United States on an F-1 Visa who also wish to pursue an undergraduate nursing degree. While initially focused on providing domestic transfer options to F-1 students, the long-term goal is to expand international student access to Chamberlain’s campus-based and online programs. This initiative further exemplifies the expansion of the College’s purpose: “To educate, empower, and embolden diverse healthcare professionals who advance the health of people, families, communities, and nations.”

<i>Comparative Diversity in BSN Enrollments – Chamberlain and AACN Member Programs</i>		
Minorities as a Percentage of Total Prelicensure BSN Enrollees		
	Fall 2013	Fall 2014
AACN Annual Survey Respondents	29%	30.1%
Chamberlain College of Nursing*	42%	46.5%

*Data is for the May, July and September term enrollments

At Chamberlain, all instruction and services are provided in English. Applicants must prove English proficiency by providing evidence of one of the following:

- Having received the degree required for admission to Chamberlain at an institution where the language of instruction was English
- Having scored at least 550 on the paper-based Test of English as a Foreign Language (TOEFL); having scored at least 213 on the computer-based TOEFL; or having scored at least 79 on the Internet-based TOEFL
- Having successfully completed four consecutive years of a secondary education or higher, in which the language of instruction was English
- Having completed at least two consecutive years of full-time study (12 or more semester hours per semester) with a CGPA of 2.75 at a post-secondary institution at which English was the language of instruction
- Having achieved an overall band score of at least 6.5 and no lower than 6.0 on the

International English Language Testing System (IELTS) examination

Grants, Loans and Work-Study Options:

- Dean's Scholarship: A merit based scholarship providing tuition assistance for students who have shown exceptional academic performance.
- Next Generation Scholarship: A merit based scholarship providing tuition assistance for recent high school graduates who have shown exceptional academic performance.
- Nightingale Scholarship: A need based scholarship providing tuition assistance for students who have demonstrated exceptional need.
- Chief Steward Scholarship: A merit-based scholarship providing tuition assistance for students who have demonstrated exceptional academic performance and a commitment to community involvement.
- Continuing Education Scholarship: A merit-based scholarship providing tuition assistance for students who have completed a bachelor's degree in another field at a regionally accredited college or university
- Horizon Scholarship: A need-based scholarship providing tuition assistance for students who have shown exceptional need.
- Bridge Scholarship: A merit-based scholarship for students previously enrolled in a CCNE- or ACEN- accredited baccalaureate nursing program at another institution.

Chamberlain provides students with information and assistance in pursuing external scholarships.

- [U.S. Department of Health and Human Services \(NURSE Corps Scholarship Program\)](#)
- [Johnson & Johnson \(The Campaign for Nursing's Future\)](#)
- [Tylenol \(Future Care Scholarship\)](#)
- [The Foundation of the National Nurses' Association \(Promise of Nursing Scholarship\)](#)
- [American Assembly for Men in Nursing](#)
- [National Black Nurses Association, Inc.](#)
- [Nurses Educational Funds, Inc.](#)
- [The Ulman Cancer Fund for Young Adults](#)
- [Giva a Semi-Annual Student Scholarship and Worldwide Community Ambassador Award](#)
- [Jan Egerton and Don Smitley Mesothelioma Scholarship](#)
- [Various State Scholarships](#)
- [American Addiction Center's Behavioral Health Academic Scholarship](#)

Chamberlain maintains institutional eligibility for student financial assistance through the Federal Direct Student Loan Program®, grants and the Federal Work-Study program.

- Federal Pell Grants: Grants for eligible undergraduate students (who have not earned a prior bachelor's degree) have a maximum award of \$5,730 for the 2014-2015 award year and \$5,775 for the 2015-2016 award year. The actual amount of the grant is based on the cost of the education, financial need, number of hours enrolled and the Federal Pell Grant regulations.
- Federal Supplemental Educational Opportunity Grants (FSEOG): Grants for undergraduate students (who have not earned a prior bachelor's degree) who show exceptional need; FSEOG is \$375 per semester for those who qualify. The federal government provides the school with a limited pool of money. When the funds are exhausted, no more funds are awarded for the year.
- Chamberlain Access Grants (CAG): Additional grant funding for recipients of the Federal Supplemental Education Opportunity Grant (SEOG). This grant is funded by Chamberlain and is \$125 per semester for any student also receiving SEOG.
- Work Study: Federal Work-Study (FWS) enables students who demonstrate financial need to earn a portion of their educational expenses. (Students must complete the FAFSA to be considered for FWS funds.) In this program, students earn at least the current hourly minimum wage by working at the school or for nonprofit or private for-profit agencies. Chamberlain College of Nursing helps eligible students locate jobs; certain restrictions apply.

NEXT STEPS:

Place on Board agenda.

PERSON(S) TO CONTACT:

Susan C. Engle RN, MSN
Nursing Education consultant

REPORT OF FINDINGS
CHAMBERLAIN COLLEGE OF NURSING
BACHELOR OF SCIENCE IN NURSING DEGREE
INITIAL APPROVAL VISIT
JUNE 23 AND JULY 22, 2015

NON-COMPLIANCE: None

RECOMMENDATIONS: None

CONSULTANT APPROVAL REPORT
INITIAL PRELICENSURE PROGRAM VISIT

EDP-S-05 (Rev. 09/13)

PROGRAM NAME: Chamberlain College of Nursing

DATES OF VISIT: May 26, June 23, July 22, 2015
 CLINICAL SITE VISITS August 24, 25, 25,
 September 1, 2, 2015

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
<p>I. ADMINISTRATION AND ORGANIZATION OF THE NURSING PROGRAM</p> <p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p> <p>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.</p>	SS page 2-5, CAT	X		The philosophy and objectives encompasses the regulatory requirements set forth in CCR 1424(a)
	SS page 5, CAT	X		The written policies and procedures by which the program is administered reflect the philosophy and objectives of the program and are made available to students electronically. The program has a systematic approach to ensuring that students are aware of the policies and procedures at multiple levels.

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

(2) The program shall have a procedure for resolving student grievances.

SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with 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.

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.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS page 19, Appendix F	X		The program uses a Systematic Evaluation Plan (SEP) for the assessment and evaluation of all aspects of the College including admission and selection criteria, attrition, retention, and performances of graduates in meeting community needs.. The data driven plan will be revised using faculty input on a continuous basis.
SS page 13, 22-24, Student HB page 31-33, CAT page 94	X		
SS Appendix H	X		
SS page 30	X		The program is leasing space at 10971 Sun Center Drive, Rancho Cordova, California 95670. The newly renovated physical space includes technology enhanced classrooms (nine standard classrooms, five wired classrooms with computers at each seat, a wet laboratory for science courses, three nursing education labs, SIMCARE™, Academic Success center, faculty and administrative offices, library, student commons, and conference rooms. Faculty staffing patterns are designed to ensure compliance with state regulations while providing nursing faculty and staff to meet the needs of the first student cohort, the plan responds to the need for expertise in the curriculum as it is taught for the first time in California. In addition, the staffing plan is calibrated to enrollments so that faculty may stay focused within their area of expertise while faculty to student ratios in the classroom (1:32 or less) and clinical (1:8, 1:10, or 1:4 or 6) experiences are maintained. Additional faculty will be added for classes greater than 40.

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

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.

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.

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.

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.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS Page 39	X		Dr. Laura Smith-McKenna, PhD, RN was appointed the program director effective June 3, 2015. Ms. Smith-McKenna has 100% release time to administer the BSN program. The assistant director may teach up to three courses in a year.
SS page 40	X		Angela Strawn was appointed Assistant Director May 27, 2015. The self-study uses the term "associate dean of faculty" interchangeably with the assistant director title.
SS page 40, Faculty HB	X		Faculty are responsible for participating in the development, planning and implementation of the curriculum, implementing learning strategies, enforcing academic and admission policies, and giving input in the campus budget process. Faculty will participate in Chamberlain's national committee structure to give voice to all aspects of curriculum development, implementation, and evaluation. Faculty will participate in campus based committees and governance activities. Faculty will participate in the Systematic Evaluation Plan.
SS page 41-43	X		The program has a comprehensive plan for faculty recruitment and retention. Each nursing course will have a designated course coordinator as a lead faculty.
SS page 43. SS Appendix Q	X		

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SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.

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.

II. FACULTY QUALIFICATIONS AND CHANGES

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:

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

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

(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420 (h);

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS page 44	X		
SS page 45-46	X		
SS page 46-48	X		Director and assistant director have been approved by the board. All faculty will be approved by the board pursuant to CCR 1425.
SS Attachment 1	X		
SS Attachment 1	X		
SS Attachment 1	X		

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- (3) Two (2) years' experience teaching in pre-or post-licensure registered nursing programs; and;
- (4) One (1) year's continuous, full time or its equivalent experience providing direct patient care as a registered nurse; or
- (5) Equivalent experience and/or education as determined by the board.

(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.

SECTION 1425(c) An instructor shall meet the following minimum qualifications:

- (1) The education requirements set forth in subsection (a)(1); and
- (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by:

- (A) One (1) year's continuous, full time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or
- (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and
- (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.

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;

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS Attachment 1	X		
SS Attachment 1	X		
n/a	n/a		
SS page 48, SS attachment 1	X		
SS page 49-50, SS Table 7 page 52	X		All faculty members are instructors, assistant professors, associate professors or professors. Clinical instruction is provided by full or part-time instructors or by visiting professors (see Clinical teaching assistants). Masters degree in nursing is required
SS page 49-50, SS Table 7 page 52	X		
	X		
	X		
SS page 50, SS Table 7 page 53	X		Chamberlain does not utilize assistant instructors in the BSN degree program. Faculty approvals will be approved in accordance to the instructor or assistant instructor approval process.
SS page 50, SS Table 7 page 53	X		

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- (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:
- (A) One (1) year's continuous, full time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or
 - (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.

SECTION 1425(e) A clinical teaching assistant shall have at least one (1) year's 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.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS page 50, SS Table 7 page 53 SS page 50, SS Table 7 page 53	X		
SS page 50, SS Table 7 page 53	X		
SS page 49-50, SS Table 7 page 54	X		Chamberlain faculty member with the title of visiting professor provides clinical instruction under the supervision of a ranked faculty member with a minimum of a MSN who is acting in the role of course coordinator (lead instructor) must meet the following qualifications: BSN degree required Masters degree in nursing preferred Unencumbered license as an RN in California Demonstrated clinical competence as evidenced by at least two years' experience working in a clinical setting within the past 5 years required Must meet all compliance requirements specified in the Faculty Handbook Previous teaching experience preferred

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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 a 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.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS page 50	X		<p>A full-time Chamberlain faculty member with the rank of assistant professor must meet the following requirements: Masters degree in Nursing required Doctoral degree preferred Demonstrated clinical competence as evidenced by at least 2 years of experience working in a clinical setting within the past 5 years Must meet all compliance requirements as specified in the faculty handbook Minimum 2 years teaching experience required with at least one year in the position as instructor Content experts will be instructors approved by the Board as an instructor in one of the following content areas: Medical-Surgical, Obstetrics, Mental Health/Psych, or Geriatrics In addition to licensure and clinical competence requirements, the following must be met for associate Professor or Professor rank: Faculty hired with the rank of associate professor must hold an earned doctorate or have completed at least 24 hours towards a doctoral degree and must have a minimum of five years teaching experience. Faculty hired with the rank of professor must hold an earned doctorate and must have ten years of teaching experience with five years at the rank of associate professor.</p>

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	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
II. a. FACULTY RESPONSIBILITIES	SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	SS page 56	X	
SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.	SS page 56-58	X		Chamberlain's Sacramento campus will provide a comprehensive orientation for full and part-time faculty members using a model currently in place. Web based resources are provided for all faculty members. Mentors are available to provide guidance and individualized support for newly hired faculty.
SECTION 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	SS page 58	X		Chamberlain clinical faculty are required to limit their activities to teaching responsibilities for Chamberlain students assigned to them during all scheduled clinical experiences.
SECTION 1425.1 (d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.	SS page 58-61	X		Faculty members must provide evidenced of continued competency on an annual basis. Faculty are provided \$1500.00 each year for the use in continuing education, certification, and other activities that ensure state licensure requirements are met and the faculty member is clinical competent. Faculty role includes three broad areas of accountability-teaching, service and scholarship with a primary focus on teaching.

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<p>III. REQUIRED CURRICULUM</p> <p>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.</p>	X		<p>faculty-led cyclic curriculum review was conducted 2012-2013 and 2013-2014 academic years. Duplication of content or splitting of content within several nursing courses was identified. Based on the curricular review, the possibility to reduce the number of required credits, the current NCLEX-RN test plan, and the BSN essential (AACN, 2008) changes were made to the curriculum. Chamberlain's curriculum complies with the curriculum requirements.</p>															
<p>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.</p>	X		<p>Chamberlain's curriculum is founded on an organizing framework that integrates major concepts: Person, Health, Environment, and Nursing, with sub-concepts communication, roles, critical thinking, therapeutic interventions, and professionalism</p>															
<p>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:</p>	X		<p>The BSN degree program consists of 126 semester credit hours required for completion: 70 nursing and 56 liberal arts and sciences and eighteen semester units for clinical.</p>															
<p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p>	X		<p>Semester units</p> <table border="0"> <tr> <td>Nursing:</td> <td>Theory</td> <td>26 units</td> </tr> <tr> <td></td> <td>Clinical</td> <td>18 units</td> </tr> <tr> <td colspan="3">Other degree requirements: mat(7), critical reasoning (3), humanities (6), chemistry (4), electives (6) 26 units</td> </tr> <tr> <td colspan="3">Other nursing course: NR 103(2), NR222(3), NR224(3), NR293(3), NR302(2), NR304(2), NR360(3), NR449(3) 21 units</td> </tr> <tr> <td colspan="2">Total units for graduation:</td> <td>126 units</td> </tr> </table>	Nursing:	Theory	26 units		Clinical	18 units	Other degree requirements: mat(7), critical reasoning (3), humanities (6), chemistry (4), electives (6) 26 units			Other nursing course: NR 103(2), NR222(3), NR224(3), NR293(3), NR302(2), NR304(2), NR360(3), NR449(3) 21 units			Total units for graduation:		126 units
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<p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication.</p>	X		<p>9 semester units</p>															

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(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.

SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.

(1) The nursing process;

(2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;

(3) physical, behavioral and social aspects of human development from birth through all age levels;

(4) 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.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS attachment 3	X		26 semester
SS page 81-87	X		
SS page 88, SS Appendix V Tables 14-16	X		
SS page 88, SS Appendix V Tables 14-16	X		
SS page 88, SS Appendix V Tables 14-16	X		
SS page 88, SS Appendix V Tables 14-16	X		
SS page 88, SS Appendix V Tables 14-16	X		
SS page 88, SS Appendix V Tables 14-16	X		
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SS page 88, SS Appendix V Tables 14-16	X		

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(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.

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.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SS page 88-89, SS Appendix W	X		Chamberlain uses multiple ways to evaluate student learning outcomes based on the course objectives. Grading criteria is communicated to students using communication mechanisms. Students must achieve a 76% or higher in each course. Clinical nursing courses use a pass/fail approach for rating the student's clinical performance using a formative and summative evaluation tool to measure clinical learning experiences that are directly related to course objectives. Classroom and clinical assessments are based on the collection of evidence that includes multiple assessment techniques.
SS page 89-92	X		A semester credit is defined as a minimum of 16 contact hours of lecture, 32 contact hours of laboratory or 48 hours of clinical instruction
SS page 91, SS 18 Table page 92	X		
SS page 91, SS 18 Table page 92	X		Clinical courses will not exceed 25% of clinical learning through simulation. The program plan is to use 25% simulation in each clinical course.

<p>SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <p>(a) The course shall be approved by the board prior to its implementation.</p> <p>(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following:</p> <p>(1) Identification of criteria used for preceptor selection;</p> <p>(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities;</p> <p>(3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements:</p> <p>(A) An active, clear license issued by the board; and</p> <p>(B) Clinically competent and meet the minimum qualifications specified in section 1425 (e); and</p> <p>(C) Employed by the health care agency for a minimum of one (1) year; and</p> <p>(D) Completed a preceptor orientation program prior to serving as a preceptor;</p> <p>(E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off.</p>	<p>n/a</p>			<p>This program does not offer a preceptorship course.</p>
<p>SECTION 1426.1 PRECEPTORSHIP (continued)</p> <p>(4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:</p> <p>(A) The frequency and method of faculty/preceptor/student contact;</p> <p>(B) Availability of faculty and preceptor to the student during his or her preceptorship experience;</p> <p>1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.</p> <p>2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>			

<p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.</p> <p>(7) Plan for ongoing evaluation regarding the continued use of preceptors.</p> <p>(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>	n/a			
IV. CLINICAL FACILITIES				
<p>SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board.</p>	SS page 95	X		EDP-P-08 Facility approval and EDP-P-14 Facility Verification forms have been completed and submitted.
<p>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.</p>	SS page 96, SS page 96-97 table 19	X		
<p>SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:</p>	SS page 97-98, SS Appendix X	X		Signed written agreements that include the regulatory requirements have been received from Dameron Hospital, Marshall Medical Center, Norwood Pines Alzheimer's Center, Saint Claire's Nursing Center, Sutter Roseville Medical Center, Northbay Medical Center, Vibra Hospital-Sacramento, Pro-Care Home Health, Sutter Medical Center-Sacramento, Heritage Oaks Hospital, Sierra Vista Hospital, Sutter Center for Psychiatry, Doctors Hospital Manteca, Advanced Home Health, Inc., Bristol Hospice, Colusa Regional Medical Center, Snowline Hospice, Sutter Care at Home, Sutter Auburn Faith.

- (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;
 - (2) Provision for orientation of faculty and students;
 - (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;
 - (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients;
 - (5) Provisions for continuing communication between the facility and the program; and
 - (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.
- (d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.

SS page 97-98	X		
SS page 97-98	X		
SS page 97-98	X		
SS page 97-98	X		
SS page 97-98	X		
SS page 97-98	X		
SS page 97-98	X		Chamberlain is sensitive to the clinical learning needs of all schools in the greater Sacramento area; Chamberlain will work with the regional clinical planning consortium in a collaborative manner to ensure there is not impact on other nursing program clinical access. Chamberlain's Clinical Development Specialist team explored the impact of adding Chamberlain students with each potential clinical agency or facility.

V. 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.

SS page 99-100	X		
SS page 99-100	X		
SS page 99-100	X		
SS page 99-100	X		

VI. LICENSED VOCATIONAL NURSES THIRTY/45 UNIT OPTION

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.

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.

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 fulfill the additional education requirement.

Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.

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

<p>SS page 101-102, CAT page 25</p>	<p>X</p>		<p>Advanced Medical-Surgical Geriatrics NR324CA Adult Health 1 6 units NR341 Complex Adult Health 4 units Psych/Mental Health NR 326 Mental Health Nursing 4 units Management/Leadership NR446 Collaborative Health Care 4 units Anatomy & Physiology BIO S251, BIO S252, BIO S255, BIO S256 (2 units each) 8 units Microbiology BIO S242 4 units</p>
<p>SS page 102, CAT page 25</p>	<p>X</p>		
<p>SS page 102, CAT page 25</p>	<p>X</p>		
<p>SS page 102, CAT page 25</p>	<p>X</p>		
<p>SS page 102</p>			
<p>VII. PREVIOUS EDUCATION CREDIT</p>			
<p>Section 1430 An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p>	<p>SS page 103-105, CAT</p>	<p>X</p>	

VIII. LICENSING EXAMINATION PASS RATE STANDARD				
<p>Section 1431 The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates.</p> <p>(a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.</p> <p>(b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive academic years.</p> <p>(c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to section 2788 of the code.</p>	SS page 104.1	n/a		Chamberlain College of Nursing is located in 12 states (Arizona, Florida, Georgia, Illinois, Indiana, Michigan, Missouri, Nevada, New Jersey, Ohio, Texas & Virginia). The NCLEX-RN final results for 2014 calendar year ranged from 72.2% (Ohio) to 93.3% (Georgia) results for BSN programs.



SAMPLE 3-YEAR BACHELOR OF SCIENCE IN NURSING DEGREE CURRICULUM CALIFORNIA STUDENTS ONLY

YEAR 1	SEMESTER 1	SEMESTER 2	SEMESTER 3
	Credits	Credits	Credits
Session I	BIOS-251* : Anatomy & Physiology I with Lab 2 MATH-114* : Algebra for College Students 4 NR-103 : Transition to the Nursing Profession 2	BIOS-255* : Anatomy & Physiology III with Lab 2 ENG-147* : Advanced English Composition 3 PSYC-110* : Psychology 3	NR-222** : Health & Wellness (T=3) 3 CHEM-120* : Intro to General, Organic & Biological Chemistry with Lab 4
Session II	BIOS-252* : Anatomy & Physiology II with Lab 2 SOCS-185* : Culture & Society OR _____ 3 SOCS-195††† : Hispanic American Culture and Society _____ 3 ENG-117* : English Composition 3 Semester Hours : 16 Credits (LAS=14, NR=2)	BIOS-256* : Anatomy & Physiology IV with Lab 2 PSYC-290* : Lifespan Development 3 Semester Hours : 13 Credits (LAS=13, NR=0)	BIOS-242* : Fundamentals of Microbiology with Lab 4 PHIL-347* : Critical Reasoning 3 Semester Hours : 14 Credits (LAS=11, NR=3)

Total Credit Hours: 43

YEAR 2	SEMESTER 1	SEMESTER 2	SEMESTER 3
	Credits	Credits	Credits
Session I	SPCH-275* : Public Speaking OR _____ 3 SPCH-277* : Interpersonal Communication OR _____ COMM-285†††† : Cross-Cultural Communication _____ NR-302 : Health Assessment I (T=1.5, L=0.5) 2 NR-283 : Pathophysiology (T=3) 3	NR-226CA*** : Fundamentals – Patient Care (T=2, C=2) 4 NR-293 : Pharmacology for Nursing Practice (T=3) 3	NR-325CA*** : Adult Health II (T=3, C=3) 6
Session II	NR-304 : Health Assessment II (T=1.5, L=0.5) 2 NR-224 : Fundamentals – Skills (T=2, L=1) 3 Semester Hours : 13 Credits (LAS=3, NR=10)	NR-324CA*** : Adult Health I (T=3, C=3) 6 NR-228** : Nutrition, Health & Wellness (T=2) 2 Semester Hours : 15 Credits (LAS=0, NR=15)	NR-326** : Mental Health Nursing (T=3, C=1) 4 NR-360 : Information Systems in Healthcare (T=3) 3 Semester Hours : 13 Credits (LAS=0, NR=13)

Total Credit Hours: 41

YEAR 3	SEMESTER 1	SEMESTER 2	SEMESTER 3
	Credits	Credits	Credits
Session I	NR-328** : Pediatric Nursing (T=3, C=1) 4 MATH-399* : Applied Managerial Statistics 3	NR-341** : Complex Adult Health (T=3, C=1) 4 NR-449 : Evidence-Based Practice (T=3) 3	NR-446** : Collaborative Healthcare (T=2,C=2) 4 Humanities Elective* OR _____ HUMN-307†††† : Latin American Humanities _____ 3
Session II	NR-327** : Maternal-Child Nursing (T=3, C=1) 4 POLI-330* or POLI-332††† : Political Science 3 Semester Hours : 14 Credits (LAS=6, NR=8)	NR-442CA*** : Community Health Nursing (T=2, C=3) 5 ETHC-445* : Principles of Ethics 3 Semester Hours : 15 Credits (LAS=3, NR=12)	NR-452** : Capstone Course (T=2, C=1) 3 History Elective* OR _____ HIST-420†††† : Contemporary Hispanic American History _____ 3 Semester Hours : 13 Credits (LAS=6, NR=7)

Total Credit Hours: 42

Total Program credit hours: 126 (LAS = 56, NR = 70)

* When registering in courses taught by DeVry University or Keller Graduate School of Management, Chamberlain students will need to select the course with an N suffix designator (i.e. MATH-114N).
 ** Students pursuing the Concentration in Serving Hispanic Communities when registering in nursing courses students will need to select those courses with a CH suffix designator (i.e., NR-222CH). Students will be assigned to the care of Hispanic community members for course assignments or 25% of their total experiential learning activities in the program of study. For non-clinical courses, course assignments will target Hispanic cultural needs.
 † When registering, students enrolled in Chamberlain College of Nursing in the state of California will need to select the course with the CA suffix designator (i.e. NR-226CA)
 †† Students enrolled at a campus in the state of Nevada must take POLI-332 to fulfill this requirement
 ††† Indicates course options that must be selected by students pursuing the Concentration in Serving Hispanic Communities

MK-XXX-XXXX BSN Curriculum Grid - California 126



Date	08/13/15	Printed At	100%	Agency PF
Time	5:00 PM	Round	1	

Job info

Element	Curriculum Grid	Pages	1 pg
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Trim	11" x 8.5"	VDP	<input type="checkbox"/>
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CHAMBERLAIN College of Nursing

Approvals

	APPROVED	APPROVED W/CHANGES	DENIED	DATE	INITIALS
Stephanie Gallo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Pub Info

Pub:
Issue:
Contact:

Title:
Location:
Prod Co:
Post Date:
Quantity:

FINAL CHECKLIST

	INITIALS	INITIALS
Chamberlain Address	<input type="checkbox"/>	<input type="checkbox"/>
Chamberlain Phone 888.556.8CCN (8226)	<input type="checkbox"/>	<input type="checkbox"/>
Chamberlain URL	<input type="checkbox"/>	<input type="checkbox"/>
3-Year BSN Copy	<input type="checkbox"/>	<input type="checkbox"/>
Full Accreditation	<input type="checkbox"/>	<input type="checkbox"/>
Institutional Accred.	<input type="checkbox"/>	<input type="checkbox"/>
Program Accred. BSN, MSN	<input type="checkbox"/>	<input type="checkbox"/>
Program Accred. ADN	<input type="checkbox"/>	<input type="checkbox"/>
State Approval (SCHEV)	<input type="checkbox"/>	<input type="checkbox"/>
State Licensing Code (INDI)	<input type="checkbox"/>	<input type="checkbox"/>
Program Availability	<input type="checkbox"/>	<input type="checkbox"/>
Consumer Disclosure URL	<input type="checkbox"/>	<input type="checkbox"/>
Legal Line	<input type="checkbox"/>	<input type="checkbox"/>
Inventory Code	<input type="checkbox"/>	<input type="checkbox"/>
Production Code	<input type="checkbox"/>	<input type="checkbox"/>
Heat Map Check	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>

TOTAL CURRICULUM PLAN

EDP-P-05a (Rev. 07/09)

(916) 322-3350

Submit in duplicate

Name of School: Chamberlain College of Nursing											Date Submitted: 9/17/2015							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: Date:							
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date:													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																		
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:		16			
											Total		Lecture		Lab		Total Hours	
													Units	Hr/Wk	Units	Hr/Wk	Lec	Lab
Semester 1																		
	M	S	O	C	P	G	**Wk:											
BIOS251 Anatomy & Physiology	<input type="checkbox"/>	8	2	1.5	3	0.5	2	24	16									
BIOS252 Anatomy & Physiology	<input type="checkbox"/>	8	2	1.5	3	0.5	2	24	16									
MTH114 Algebra for College Students	<input type="checkbox"/>	8	4	4	8	0	0	64	0									
NR103 Transition to the Nursing Profession	<input type="checkbox"/>	8	2	2	4	0	0	32	0									
SOCS185 Culture & Society or SOCS195 Hispanic American Culture & Society	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
ENGL117 English Composition	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
Total								16	15	30	1	4	240	32				
Semester 2																		
	M	S	O	C	P	G	**Wk:											
BIOS255 Anatomy & Physiology	<input type="checkbox"/>	8	2	1.5	3	0.5	2	24	16									
BIOS256 Anatomy & Physiology	<input type="checkbox"/>	8	2	1.5	3	0.5	2	24	16									
ENGL147 Advanced English Composition	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
PSYC110 Psychology	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
PSYC290 Lifespan Development	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
Total								13	12	24	1	4	192	32				
Semester 3																		
	M	S	O	C	P	G	**Wk:											
NR222 Health & Wellness	<input type="checkbox"/>	8	3	3	6	0	0	48	0									

TOTAL CURRICULUM PLAN

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Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date:													
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													Units	Hr/Wk	Units	Hr/Wk	Lec	Lab
	M	S	O	C	P	G	**Wk:											
NR328 Pediatric Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	4	3	6	1	6	48	48				
MATH399 Applied Managerial Statistics	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
NR327 Maternal-Child Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	4	3	6	1	6	48	48				
POLI330 Political Science or POLI332 Political Science	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
	<input type="checkbox"/>																	
	<input type="checkbox"/>																	
Total								14	12	24	2	12	192	96				
Semester 2											Total		Total Hours					
	M	S	O	C	P	G	**Wk:											
NR341 Complex Adult Health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	4	3	6	1	6	48	48				
NR449 Evidence-Based Practice	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
NR442CA Community Health Nursing	<input checked="" type="checkbox"/>	8	5	2	4	3	18	32	144									
ETHC445 Principles of Ethics	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
	<input type="checkbox"/>																	
	<input type="checkbox"/>																	
Total								15	11	22	4	24	176	192				
Semester 3											Total		Total Hours					
	M	S	O	C	P	G	**Wk:											
NR446 Collaborative Healthcare	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	4	2	4	2	12	32	96				
HUM307 Latin American Humanities or Humanities elective	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
NR452 Capstone Course	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	3	2	4	1	6	32	48				

History elective or HIST420 Contemporary Hispanic American History	<input type="checkbox"/>	8	3	3	6	0	0	48	0					
	<input type="checkbox"/>													
	<input type="checkbox"/>													
Total								13	10	20	3	18	160	144

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

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**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

EDP-P-06 (Rev. 08/09)

(916) 322-3350

Submit in **DUPLICATE**.

Program Name: Chamberlain College of Nursing	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation: _____	
Academic System: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54		
Theory	(18)	(27)		26
Clinical	(18)	(27)		18
Communication Units	6	9		9
Science Units	16	24		26
TOTAL UNITS FOR LICENSURE	58	87		
Other Degree Requirements: math (7), critical reasoning (3) humanities (6), chemistry (4), electives (6)				26 21
Other nursing courses: NR-103 (2); NR222 (3); NR224 (3); NR293 (3); NR302 (2); NR304 (2); NR360 (3); NR449 (3);				
TOTAL UNITS FOR GRADUATION				126

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

Attachment 3: Course of Instruction Form EDP-P-06

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	NR283 NR324CA/325CA NR326 NR341 NR442CA	Pathophysiology Adult Health I/II Mental-Health Nursing Complex Adult Health Community Health Nursing
Personal Hygiene	NR224 NR226CA	Fundamentals – Skills Fundamentals – Patient Care
Human Sexuality	NR326	Mental-Health Nursing
Client Abuse	NR302/304 NR324CA/325CA NR326 NR327 NR328 NR442CA	Health Assessment I/II Adult Health I/II Mental Health Nursing Maternal/Child Nursing Pediatric Nursing Community Health Nursing
Cultural Diversity	NR222 NR228 NR302/304 NR324CA/325CA NR326 NR327 NR328 NR341 NR442CA SOCS185 SOCS195	Health and Wellness Nutrition, Health & Wellness Health Assessment I/II Adult Health I/II Mental Health Nursing Maternal/Child Nursing Pediatric Nursing Complex Adult Health Community Health Nursing Culture and Society Hispanic American Culture and Society

Attachment 3: Course of Instruction Form EDP-P-06

Nutrition	NR222	Health & Wellness
	NR224	Fundamentals – Skills
	NR226CA	Fundamentals – Patient Care
	NR302/304	Health Assessment I/II
	NR283	Pathophysiology
	NR293	Pharmacology
	NR324CA/325CA	Adult Health I/II
	NR327	Maternal-Child Nursing
	NR228	Nutrition, Health, & Wellness
	NR328	Pediatric Nursing
	NR326	Mental-Health Nursing
	NR341	Complex Adult Health
	NR449	Evidence-Based Practice
	NR442CA	Community Health Nursing
NR452	Capstone Course	
Pharmacology	NR224	Fundamentals – Skills
	NR226CA	Fundamentals – Patient Care
	NR302/304	Health Assessment I/II
	NR283	Pathophysiology
	NR293	Pharmacology
	NR324CA/325CA	Adult Health I/II
	NR327	Maternal-Child Nursing
	NR328	Pediatric Nursing
	NR326	Mental-Health Nursing
	NR341	Complex Adult Health
	NR449	Evidence-Based Practice
	NR442CA	Community Health Nursing
	NR446	Collaborative Healthcare
	NR452	Capstone Course

Attachment 3: Course of Instruction Form EDP-P-06

Legal Aspects	NR224	Fundamentals – Skills
	NR226CA	Fundamentals – Patient Care
	NR302/304	Health Assessment I/II
	NR293	Pharmacology
	NR324CA/325CA	Adult Health I/II
	NR327	Maternal-Child Nursing
	NR228	Nutrition, Health, & Wellness
	NR328	Pediatric Nursing
	NR326	Mental-Health Nursing
	NR341	Complex Adult Health
	NR360	Information Systems in Healthcare
	NR449	Evidence-Based Practice
	NR442CA	Community Health Nursing
	NR446	Collaborative Healthcare
NR452	Capstone Course	
Social/Ethical Aspects	NR103	Transition to the Nursing Profession
	NR222	Health & Wellness
	NR224	Fundamentals – Skills
	NR226CA	Fundamentals – Patient Care
	NR302/304	Health Assessment I/II
	NR283	Pathophysiology
	NR293	Pharmacology
	NR324CA/325CA	Adult Health I/II
	NR327	Maternal-Child Nursing
	NR228	Nutrition, Health, & Wellness
	NR328	Pediatric Nursing
	NR326	Mental-Health Nursing
	NR341	Complex Adult Health
	NR360	Information Systems in Healthcare
	NR449	Evidence-Based Practice
	NR442CA	Community Health Nursing
	NR446	Collaborative Healthcare
NR452	Capstone Course	
ETHC445	Principles of Ethics	
Management/Leadership	NR446	Collaborative Healthcare
	NR452	Capstone Course

Attachment 3: Course of Instruction Form EDP-P-06

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

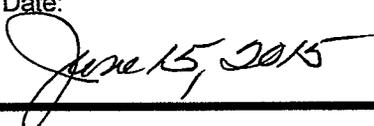
REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	NR226CA	Fundamentals – Patient Care	4
Medical-Surgical	NR324CA	Adult Health I	6
	NR325CA	Adult Health II	6
	NR341	Complex Adult Health** (multiple patients)	4
Obstetrical	NR327	Maternal – Child Nursing	4
Pediatric	NR328	Pediatric Nursing	4
Psych/Mental Health	NR326	Mental Health Nursing	4
Geriatrics	NR302/304 NR226CA; NR283; NR293; NR324CA/325C A; NR326; NR442CA	Integrated into: Health Assessment I/II Fundamentals – Patient Care Pathophysiology Pharmacology Adult Health I/II Mental Health Nursing Community Health Nursing	---
Collaborative Health Care	NR446	Collaborative Health Care	4
Community Health Nursing	NR442CA	Community Health Nursing	5
Capstone	NR452	Capstone	3
			Total: 44
BASIC SCIENCES			
Anatomy	BIOS251	Anatomy & Physiology	2
	BIOS252	Anatomy & Physiology	2
	BIOS255	Anatomy & Physiology	2
	BIOS256	Anatomy & Physiology	2
Physiology	NR283	Pathophysiology	3
Microbiology	BIOS242	Microbiology	4
Societal/Cultural Pattern	SOCS185 or SOCS195	Culture and Society OR Hispanic American Culture and Society	3
Psychology	PSYC110	General introduction to psychology	3
	PSYC290	Lifespan Development	3
Nutrition	NR228	Nutrition, Health and Wellness	2
COMMUNICATION			
Group	NR103	Transition to the Nursing Profession	3

Attachment 3: Course of Instruction Form EDP-P-06

Verbal	SPCH275 or SPCH277 or COMM285	Public Speaking or Interpersonal Communication Cross-Cultural Communication	3
Written	ENGL117	English Composition	3
* TOTAL UNITS			79

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

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	NR324CA	Adult Health I	6
Geriatrics (Integrated)	NR341	Complex Adult Health	4
Psych/Mental Health	NR326	Mental Health Nursing	4
Management/Leadership	NR446	Collaborative Health Care	4
BASIC SCIENCES			
Anatomy & Physiology	BIOS251	Anatomy & Physiology	2
	BIOS252	Anatomy & Physiology	2
	BIOS255	Anatomy & Physiology	2
	BIOS256	Anatomy & Physiology	2
Microbiology	BIOS242	Microbiology	4
Total Units			30
Signature Program Director/Designee:		Date:	
			

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.6.1

DATE: October 8, 2015

ACTION REQUESTED: Vote On Whether To Recommend Acceptance of Feasibility Study For Gurnick Academy of Medical Arts Associate Degree Nursing Program

REQUESTED BY: Carol Mackay, Nursing Education Consultant

BACKGROUND: July 29, 2015 Gurnick Academy of Medical Arts submitted a Feasibility Study (FS) for a new Associate Degree Nursing Program. Dr. Karen Johnson-Brennan, Director of the RN-BSN program on the Gurnick Academy Concord campus, is responsible for the development of the FS.

Details relating to the FS may be found in the attached Nursing Education Consultant (NEC) Report (attached). The following summary presents highlights from the proposal.

Description of Institution

Gurnick Academy (GA) is a private, for-profit institution established in 2004. It consists of four campuses in California: San Mateo, Concord, Modesto, and Fresno. Currently, GA offers a LVN program on all four campuses, and a RN to BSN completion program on the Concord campus. The addition of the proposed ADN program will allow GA to provide seamless academic progression for its students. The proposed ADN program will be housed on the Fresno campus.

GA is in good standing with all its accrediting bodies and has been granted authority from the Accrediting Bureau for Health Education Schools to award an Associate of Science degree.

Since 2012, the NCLEX-PN pass rates (75%-83%) for first time candidates from the GA Fresno campus have met the BRN minimum standard of 75% success rate. However, in the second quarter of 2015, the pass rate dropped (64.71%, N 17). The school attributes the decline to a vacant position that has responsibility for assisting students to prepare for NCLEX-PN. The position has been filled, and a return to satisfactory NCLEX-PN pass rates is expected..

Proposed Program and Curriculum

The ADN program will be offered year round: three 15-week semesters per year. The proposed curriculum consists of 80 semester units: 33 GE and science units, 47 nursing units (25 nursing theory, 21, clinical practice, and one NCLEX-RN prep). The program extends over five academic semester units. This meets the BRN requirement that the course of instruction in prelicensure RN programs covers not less than two academic years. .

Applicant Pool

The school plans to admit 28 students three times per year. Because of great interest in the RN program by its current LVN students and graduates, Gurnick Academy plans to limit the first student cohort to LVNs. All subsequent admission periods will be open to both generic and LVN students. At full student enrollment there will be 84 students in the program. The first student cohort will be admitted in January 2017. This date complies with BRN recommendation of projecting the first student enrollment two years from BRN acceptance of the FS.

Resources

The Fresno campus has ample space to house the proposed program. With respect to student services, many services (Admissions, Financial Aid, and Academic Advising) already exist on the Fresno campus. However, to meet BRN requirements GA plans to establish a Student Services Resource Center. The Center will house the already existing student services, and offer new services: test taking strategies, writing essays, content comprehension and development, etc. When all three nursing semesters are being implemented and the program is at full enrollment, the school projects needing 16 faculty members (8 full time and 8 part time).

Budget

The five year budget projection demonstrates the ability to support the proposed program. It is expected that the program will break even, and become cash positive in its first year of operation. Cash reserves are in place for emergencies. Student tuition for the nursing courses is \$61,100.

Clinical Facilities

GA has commitments for 26 clinical placements (grid attached) for the new ADN program. The FS demonstrated adequate clinical placement in all BRN required clinical areas with the exception of pediatric and psychiatric nursing. Please see NEC report for details. GA plans to strengthen these areas prior to the Self Study phase of initial approval.

Conclusion

The Gurnick Academy of Medical Arts Feasibility Study meets the BRN feasibility study requirements. Three concerns in the FS are: recent NCLEX-PN pass rates, operationalization of the new Student Services Resource Center, and clinical placements in the pediatric and psychiatric nursing areas. These areas, as well as all BRN regulations, will be thoroughly reviewed during the Self Study phase of new RN program approval.

NEXT STEPS:

Place on Board agenda

PERSON(S) TO CONTACT:

Carol Mackay, MN, RN
Nursing Education Consultant

**NURSING EDUCATION CONSULTANT REPORT:
FEASIBILITY STUDY REVIEW FOR ACCEPTANCE****WORK COPY**PROPOSED PROGRAM NAME: Gurnick Academy of Medical Arts
Associate Degree Nursing Program

DATE OF REVIEW: August 12, 2015

AREAS REVIEWED To evaluate the need for the program and the program applicant's ability to develop, implement, and sustain a viable prelicensure registered nursing program.	ACCEPT	NOT ACCEPT	COMMENTS
INSTITUTION			
A. Description of the institution and the institution's experience providing nursing or other health-related educational programs. The description must include:			
1. History, organizational structure and programs (attach an organization chart), funding sources	X		Established in February 2004, Gurnick Academy (GA), a for-profit private institution, consists of four campuses in California: San Mateo, Concord, Modesto, and Fresno. It is wholly owned by Konstantin Gourji, current Chief Executive Officer. The corporate office is located in San Mateo. The proposed RN program is to be housed on the Fresno campus. GA leases the building on the Fresno campus. Organizational chart in Appendix 1.
2. Accreditation status and history (i.e., date of initial accreditation, denials, revocations, warnings) for the institution and any programs offered by the institution	X		GA has national accreditation from Accrediting Bureau for Health Education Schools (ABHES) including approval for the Fresno campus to offer a new Nursing Associate of Science program. ABHES accreditation expires 2/28/2022. Bureau of Private Postsecondary Education (BPPE) approval is contingent on ABHES accreditation; BPPE has issued a letter indicating intent to approve the program pending BRN approval. The Board of Vocational Nurse and Psychiatric Technician approval expires 5/11/2018.
3. Type of nursing or other health-related programs including number: of students currently enrolled	X		GA Fresno campus offers four health-related programs: LVN, Associate of Science Degree in Ultrasound Technology,

<p style="text-align: center;">AREAS REVIEWED</p> <p>To evaluate the need for the program and the program applicant's ability to develop, implement, and sustain a viable prelicensure registered nursing program.</p>	ACCEPT	NOT ACCEPT	COMMENTS
<p>and graduates by program type; passage rate on any required certification or licensing examination for the past five years (as applicable); and status of the program with any state, regional, or federal agency</p>			<p>Phlebotomy Tech, and Medical Assistant. Campus enrollment on 8/31/2015 was 142 students total (100 LVN students).</p> <p>NCLEX-PN Pass Rates for past five years: 2010-44% (N41), 2011-63% (N49), 2012-75% (N44), 2013-79% (N72), and 2014-83% (N65). The pass rates for 2015 are: Quarter 1- 71.43% (N 7) and Quarter 2 – 64.71% (N 17). The decline in the NCLEX-PN pass rate in 2015 was attributed to a vacant position responsible for assisting students with NCLEX-PN prep. This position has now been filled. Additionally, GA has recently purchased the product “Adaptive Quizzing” from Elsevier to further promote mastery on NCLEX testing.</p>
<p>4. If the applicant does not have a nursing program or other health-related programs, provide a statement related to the processes and resources it will utilize to start and sustain a prelicensure registered nursing program.</p>	X		<p>GA designated \$500,000 for development of the new program. These funds come from retained earnings. An additional \$500,000 line of credit (renewable) is designated to purchase AV, computer programs, Skills Lab and Sim equipment.</p>
<p>B. Geographic area (community) served by the institution and a description of the community and its population.</p>	X		<p>Fresno is located in the center of the San Joaquin Valley. The feasibility study (FS) described both the demographics and health care needs of the current and future population.</p>

<p style="text-align: center;">AREAS REVIEWED</p> <p>To evaluate the need for the program and the program applicant's ability to develop, implement, and sustain a viable prelicensure registered nursing program.</p>	ACCEPT	NOT ACCEPT	COMMENTS
<p>C. Description of the type of program being proposed (e.g., associate, baccalaureate, entry-level master's, etc.), the intended start date, projected size of the first class and enrollment projection for the first five years, and method for determining the projected enrollment.</p>	X		<p>The ADN program will be offered year round: three 15-week semesters per year.</p> <p>The first student cohort of 28 students will be admitted in January 2017. The program intends to have three admission periods per year.</p> <p>Because of great interest in the new RN program by its current LVN students and graduates, GA plans to limit the first student cohort to LVN students. All subsequent admission periods will be open to both generic and LVN applicants. At maximum enrollment in Year 1, there will be 56 students in the nursing courses. By Year 2 and all subsequent years, the maximum enrollment in the nursing courses will be 84 students.</p> <p>GA projected student enrollment projections were based on availability of physical classroom space to accommodate the students, and maintaining a one to seven faculty/student ratio in the clinical area.</p>
<p>D. Information on the applicant pool and sustainability of enrollment for the proposed new prelicensure registered nursing program. Include data on existing nursing programs preparing students for licensure (vocational, associate, baccalaureate, or entry level master's) within a 50-mile radius. Include a statement on plans for promoting the proposed program.</p>	X		<p>GA will recruit high school students, graduates of its LVN program, and qualified individuals who were not accepted at other RN programs in California. Currently, there are 15 RN programs in the San Joaquin Valley: 9 ADN, one LVN to ADN, 4 BSN, and one ELM. GA has a marketing plan in place.</p>

<p style="text-align: center;">AREAS REVIEWED</p> <p>To evaluate the need for the program and the program applicant's ability to develop, implement, and sustain a viable prelicensure registered nursing program.</p>	ACCEPT	NOT ACCEPT	COMMENTS
<p>E. Description of proposed provisions for required subject matter and support areas, including faculty and resources. The proposed program must be at least two academic years, not less than 58 semester or 87 quarter units, and must include <i>all course areas</i> specified in CCR 1426. Consult CCR section 1426, Required Curriculum, for required subject matter. Support areas include such items as the library, skills learning lab, computer labs, simulation labs, and tutorial and counseling services.</p>	X		<p>Curriculum: GA plans to offer all GE, science and nursing courses. The proposed curriculum consists of 80 semester units: 33 GE and science units and 47 nursing units (25 nursing theory, 21 clinical practice, and one NCLEX-RN prep unit). The total program is five academic semesters long.</p> <p>Campus: The Fresno campus consists of a stand alone building (15,814 square feet) which has five classrooms, two patient care labs (8 hospital beds total), a computer lab (45 computers), a microbiology lab, and a library. A large faculty lounge is being reconfigured into individual faculty cubicles.</p> <p>Student Services: Existing student services include an Admissions Department, a Financial Aid Department, and Academic Advisement. Instructional technology support is accessed remotely. GA plans to establish a new Student Services Resource Center on the Fresno campus. This Center will house the already existing student services, as well as new services including assistance with test taking, writing skills, and tutoring for all courses, etc.</p> <p>Faculty: Faculty required for implementation of Year I of the program varies each semester, as the program is implementing the LVN-RN curriculum in the first semester and adding a generic cohort each successive semester. By full program implementation Year 2, the program projects needing 16 faculty members (8 full time and 8 part time).</p>
<p>F. Budget projection that demonstrates initial and sustainable budgetary provisions for a full enrollment of the initial cohort. The projected budget demonstrates building of reserves to sustain the proposed program.</p>	X		<p>Five year budget projection demonstrates ability to support the proposed program. It is expected that the program will break even and become cash positive in its first year of operation. Student tuition for the nursing courses is \$61,100. GA does not budget a reserve fund to deal with unexpected emergencies. Rather, it has a credit facility with \$1,000,000 capacity available for funding unexpected emergency/or additional start up/development funds.</p>

<p align="center">AREAS REVIEWED</p> <p>To evaluate the need for the program and the program applicant's ability to develop, implement, and sustain a viable prelicensure registered nursing program.</p>	<p align="center">ACCEPT</p>	<p align="center">NOT ACCEPT</p>	<p align="center">COMMENTS</p>
<p>G. Evidence of availability of clinical placements for students of the proposed program. Include a list of the clinical facilities that may be utilized for learning experiences and a description of any plans for future addition or expansion of health facilities. Provide a completed "Facility Verification Form" (EDP-I-01 Rev 3/10) for each health care facility that has agreed to provide clinical placement for students of the proposed program. When available, verification shall include the accommodations specifying shift and days.</p> <p>Note: Clinical placement of the new program must take into consideration the impact of the use of the clinical facility by existing prelicensure registered nursing programs and must be coordinated with any process for clinical placement, such as consortium for regional planning.</p> <p>Include a description of your coordination and collaboration efforts with any existing registered nursing programs and any regional planning consortium</p>			<p>The FS included 23 BRN Facility Verification Forms: 14 of these forms were for Skilled Nursing Facilities.</p> <p>The FS demonstrated placements adequate to support a cohort of 7-students in M/S, OB and geriatric clinical areas.</p> <p>Pediatric inpatient experience is problematic. Currently, only one facility has a inpatient pediatric unit and the average census is low (two patients). The program has developed a schedule for pediatrics rotating the entire student cohort thru this inpatient unit, plus having pediatric experiences with an active medical group, simulation, a mobile clinic experience, and special needs children experience. Between now and when the program begins, efforts will be made to secure additional inpatient pediatric experiences.</p> <p>The psychiatric clinical placements also have a problem. There are a total of five psychiatric clinical experiences: four geriatric psychiatric experiences in Skilled Nursing Facilities and one acute inpatient experience at Alice Manor. Alice Manor provides care for a full range psychiatric conditions; however, the age range at the facility is 45-90. Psychiatric clinical experiences for young adults need to be secured. Currently, the Fresno campus director is a member of the Central Valley Clinical Consortium, and a member of the steering committee which meets every second Monday.</p>
<p>Feasibility review completed by: Carol Mackay , NEC</p>		<p>Date completed: 9/14/2015</p>	
<p>Next step(s) and follow up actions to be taken: Areas for follow-up in the Self Study phase of new program approval include: ensuring availability of all required student services in the new Student Services Resource Center; and, adequacy of clinical placements in pediatric and psychiatric clinical areas.</p>			

Revised Description of Clinical Placements

Location:	Modalities Available Shifts Available Number of Students per shift Type of Facility	Total Number of students Site will accept-including details if necessary
Alice Manor 8448 E Adams Ave Fowler, CA 93625	PsychDays and Evenings 15 students per shift Facility: Convalescent Hospital: Adult in-patient, locked unit. Alzheimers, Schizophrenia, etc.	30 students total: • 15 students per shift 30 students total
Central Valley Specialty Hospital 730 17 th St Modesto, CA 95354	*Acute Med Surg Days and Evenings 15 students per shift Facility: Acute Specialty Hospital	30 students total: • 15 students per shift 30 students total
Compassionate Care Home Health 7545 N Del Mar Ave Ste 103 Fresno, CA 93711	Med Surg and Geriatrics Day shift only 2 students per shift Facility: Home Health	28 students total: Students can rotate in groups of 2 for a total of 28 students
Exceptional Parents Unlimited 4440 North First St. Fresno, CA 93627	Peds Day shift only 6 students per day Facility: Childrens Center for Children with Special Needs	28 students total: Students can rotate in groups of 6 for a total of 28 students
Fresno Children’s Medical Group 7720 N Fresno St Fresno, CA 93720	Peds Day shift only 2 students per day Facility: Physicians office	28 students total: Students can rotate in groups of 2 for a total of 28 students
Golden Cross Healthcare of Fresno 1233 A Street Fresno, CA 93706	Psych and Geriatrics Days or Evenings 15 students per shift Facility: Skilled Nursing	30 students total: • 15 students per shift 30 students total
Golden Living Center- Country View Alzheimer’s Care 925 N Cornelia Fresno, CA 93706	Geriatrics Days or Evenings 3 students per shift Facility: Alzheimer’s Care	28 students total: Students can rotate in groups of 3 for a total of 28 students
Golden Living Center-Fowler 1306 E Sumner Ave Fowler, CA 93625	Med Surg and Geriatrics Days or Evenings 15 students per shift Facility: Skilled Nursing	30 students total: • 15 students per shift 30 students total
Golden Living Center-Hylond 3408 E Shields Ave Fresno, CA 93726	Med Surg Days and Evenings 15 students per shift Facility: Skilled Nursing	30 students total: • 15 students per shift 30 students total
Golden Living Center-Sanger 2530 9 th St Sanger, CA 93657	Geriatrics Days and Evenings 7 students per shift Facility: Skilled Nursing	28 students total: Students can rotate in groups of 7 for a total of 28 students

Location:	Modalities Available Shifts Available Number of Students per shift Type of Facility	Total Number of students Site will accept-including details if necessary
Hacienda Rehabilitation and Healthcare Center 361 E Grangeville Blvd Hanford, CA 93230	Geriatrics Days and Evenings 15 students per shift Facility: Skilled Nursing	30 students total: • 15 students per shift 30 students total
Healthcare Centre of Fresno 1665 M Street Fresno, CA 93721	Med Surg and Geriatrics Days and Evenings 10 students per shift Facility: Skilled Nursing	20 students total: • 10 students per shift 20 students total
John C Fremont Healthcare District 5189 Hospital Rd Mariposa, CA 95338	*Acute Med Surg and Geriatrics Days and Evenings 7 students per shift Facility: Acute Hospital	7 students per shift, 14 students per day All 28 students will be allowed a clinical rotation at facility
Madera Rehabilitation and Nursing 517 A Street Madera, CA 93638	Geriatrics Days and Evenings 15 students per shift Facility: Skilled Nursing	30 students total: • 15 students per shift 30 students total
Manchester Medical Clinic- Mohammad Ashraf, MD 1260 E Almond Ave Madera, CA 93637	Pediatrics Days-Events 2 per year (Events May & Oct.) 28 students per shift Facility: Medical Clinic at a local mall- all medical services are provided free of charge	28 students per event
Manning Gardens Nursing and Rehabilitation 2113 E Manning Ave Fresno, CA 93725	Med Surg and Psych Days and Evenings 10 students per shift Facility: Skilled Nursing/Rehab	20 students total: • 10 students per shift 20 students total
Oakhurst Healthcare and Wellness Centre 40131 Highway 49 Oakhurst, CA 93644	Med Surg Days or Evenings 10 students per shift Facility: Skilled Nursing	20 students total: • 10 students per shift 20 students total
OMNI Women's Health 3812 N First St Fresno, CA 93726	Obstetrics Days only 1 student per ofc-6 offices total Facility: 6 physicians offices	28 students total: 1 student per office 6 offices total → 6 students per day Students can rotate in groups of 6 for a total of 28 students
Pacific Gardens Nursing and Rehabilitation Center 577 S Peach Ave Fresno, CA 93727	Med Surg Days and Evenings 15 students per shift Facility: Skilled Nursing	30 students total: • 15 students per shift, 30 students per day

Location:	Modalities Available Shifts Available Number of Students per shift Type of Facility	Total Number of students Site will accept-including details if necessary
Raintree Convalescent Hospital 5265 E Huntington Ave Fresno, CA 93727	Geriatrics Days and Evenings 15 students per shift Facility: Convalescent Hospital	30 students total: <ul style="list-style-type: none"> • 15 students per shift, 30 student per day
Saint Agnes Medical Center 1303 E Herndon Ave Fresno, CA 93720	*Acute Med Surg and Obstetrics Days or Evenings 10 students per shift Facility: Acute Hospital	20 students total <ul style="list-style-type: none"> • 10 students per shift 20 students per day
Selma Convalescent Hospital 2018 Stillman St Selma, CA 93662	Med Surg and Geriatrics Days and Evenings 15 students per shift Facility: Convalescent Hospital	30 students total: <ul style="list-style-type: none"> • 15 students per shift, 30 students per day
Sierra View Homes Retirement Community 1155 E Springfield, Ave Reedley, CA 93654	Med Surg and Geriatrics Days or Evenings 10 students per shift Facility: Skilled Nursing	20 students total: <ul style="list-style-type: none"> • 10 students per shift, 20 students per day
Sunnyside Convalescent Hospital 2939 S Peach Ave, Fresno, CA 93725	Med Surg and Psych Days and Evenings 15 students per shift Facility: Skilled Nursing and Psych	30 students total: <ul style="list-style-type: none"> • 15 students per shift 30 students total
Tulare Local Health Care District 869 North Cherry St. Tulare, CA 93274	*Acute Med Surg, Obstetrics, Peds Days and Evenings Site will accept up to 7 students per shift, and will be dispersed, depending on patient census, with OB and Peds being priority. Facility: Acute Hospital	28 students total: <ul style="list-style-type: none"> • Students will rotate two days a week, two shifts per day for a total of 4 groups per week Example: <ul style="list-style-type: none"> • 7 students Sat am • 7 students Sat pm • 7 students Sun am • 7 students Sun pm
Tzu Chi Mobile Clinic 3898 N Ann Ave Fresno, CA 93727	Peds Days: Every Tuesday and one Saturday per month 28 students per event Facility: Mobile clinic- Flu shots, vision screening, glucose testing, H & H's.	28 students per event

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.6.2

DATE: October 8, 2015

ACTION REQUESTED: Vote On Whether To Recommend Acceptance of Feasibility Study For Pacific College Associate Degree Nursing Program

REQUESTED BY: Carol Mackay, Nursing Education Consultant

BACKGROUND: In July 2015, Judy Corless, MN, RN, consultant, submitted the most recent Feasibility Study (FS) for a new Associated Degree Nursing program at Pacific College (PC).

Pacific College has been working toward establishing an ADN program for many years. PC was in the process of Feasibility Study review when the BRN placed a moratorium on accepting feasibility studies in June 2011. After the moratorium was lifted (May 2013), PC submitted a new FS (June 2013): however, there was a delay in reviewing this document until the school's NCLEX-PN pass rates improved.

Description of the Institution

Pacific College was established in 1993 in Costa Mesa, California. Since then, PC has expanded and now has satellite campuses in Los Angeles and the Inland Empire, as well as offering distance education online. It is a private, for-profit institution. The co-owners of PC are: William and Lia Nelson, Donna Woo, Ron VonSoosten, and the Taylor Trust.

The new RN program will be offered on the main campus in Costa Mesa. PC owns the building on the Costa Mesa campus. Currently, two programs are being offered on this campus: the RN to BSN program and the vocational nursing program (diploma and degree). The addition of the proposed ADN program will allow PC to provide seamless academic progression for its students. On March 31, 2015, the total student enrollment in these programs was 59 students.

Pacific College is in good standing with all its accrediting bodies and has degree granting authority. PC holds accreditation from the Accrediting Commission of Career Schools and Colleges, the Bureau of Private Postsecondary Education, the Board of Vocational Nursing and Psychiatric Technicians and the Commission on Collegiate Nursing Education. This Fall PC is hosting Western Association of Schools and Colleges for the last visit in the accreditation process.

The NCLEX-PN pass rates for graduates of PC vocational nursing program for the past five years were: 2010-76% (N143), 2011-72% (N200), 2012-63% (N134), 2013-75% (N118), and 2014-70% (N117). The pass rate for the last four consecutive quarters (07/01/2014- 06/30/2015) was 75.9% (83). When determining if a program adequately prepares students for NCLEX-PN,

the BRN uses the same minimum pass rate standard it uses to monitor how successful RN programs are in preparing graduates for NCLEX-RN (75%). PC now meets this standard. Additionally, PC has had recent leadership changes, and the VN faculty has now integrated ATI into the VN program. It is anticipated these changes will lead to an increase in NCLEX-PN pass rates.

Proposed Program and Curriculum

PC plans to offer the ADN program on a year round basis: three 16 week semesters per year. GE and science classes may be taken at PC, or may be transferred from other accredited institutions. The proposed curriculum consists of 72 academic semester units: 31 GE and science units and 41 nursing units (18 nursing theory and 23 clinical practice). The proposed program meets the BRN requirement that the course of instruction covers not less than 2 academic years (2 academic semesters equal one academic year). The PC ADN program consists of six academic semester.

Applicant Pool

PC intends to recruit applicants who are graduates of its VN program, as well as qualified individuals who were not accepted at other RN programs in the geographic area. Additionally, PC plans to schedule classes in the evening and on week ends to attract students. The LA/Orange county area has a total of 46 RN programs: 24 ADN, 14 BSN and 8 entry-level MSN programs.

PC plans to enroll 90 students annually: 30 students three times per year. One of these admission periods per year will be designated for LVN students. Maximum nursing course enrollment will be 180 students.

PC plans to enroll its first student cohort of 30 generic students March 2017. This enrollment date complies with the BRN recommendation of projecting the first student enrollment two years from BRN acceptance of the FS to allow sufficient time to complete the Self Study phase of new program approval.

Resources

The PC Costa Mesa campus has ample space to house the proposed RN program. The campus consists of a two-story 16,000 square feet building. The first floor has six classrooms, two nursing skills labs, a science lab, a nursing simulation lab, a computer lab, and a library/resource center. The second floor will house faculty and administrative offices.

PC has a full array of student support services in place: Admissions, Financial Aid, Tutoring, etc. Existing staff will handle the first set of students. Additional staff will be added as the program grows.

PC plans to hire 6 full time and 3 part time faculty members for Academic Year 1. The faculty will grow to 8 full time and 5 part time faculty members at full program enrollment.

Budget

PC has sufficient fiscal resources to support the proposed program. Funds to develop and support initial program implementation come from Pacific College's earned surplus. PC has budgeted 1.7 million dollars to support initial program implementation. It is expected that the program will be self sufficient by the second year of operation. Contingency funds are built into the budget. The tuition for the four semesters of PC nursing courses will be \$46,600.

Clinical Facilities

The PC FS included Facility Verification Forms for 12 facilities. (Previous PC FS included additional forms: however, these are outdated at this time).

The FS demonstrated clinical placements to support a student placement in all BRN required clinical areas (MS, OB, Psych, Peds, and Geri). A Grid which lists the clinical facilities and clinical areas is attached.

There are two weak areas relating to clinical placements in the pediatric and psychiatric areas. The concerns pertain to census and location. In pediatrics, two of the three facilities are in the same geographic area as the school: the average daily census in pediatrics at both of these facilities is low (10 patients). It could be problematic placing 5-8 students. The other pediatric facility has a census of 16 patients: however, it is located in Victorville.

With respect to psychiatric clinical placements, there are six placements with five at facilities in the same geographic area as the school. One of these provides geriatric psych services. Of the remaining four facilities, only one facility reported a census of greater than 10 patients. It could be problematic placing 8-10 students at facilities reporting low census.

PC is a member of the Orange County clinical placement consortium. There is no clinical placement consortium in LA. PC works directly with the facilities for placements in the LA area.

Conclusion

The Pacific College Feasibility Study meets all BRN Feasibility Study requirements. Two weak areas are NCLEX-PN pass rates and the availability and adequacy (census and location) of the clinical placements in the pediatric and psychiatric nursing areas. These areas, as well as all BRN regulations for schools, will be reviewed thoroughly during the Self Study phase of new RN program approval.

NEXT STEPS:

Place on Board agenda.

PERSON(S) TO CONTACT:

Carol Mackay, MN, RN
Nursing Education Consultant

Agency Name	MS	OB	MH	PED	GERO	COMMENTS
ANAHEIM GLOBAL MEDICAL CENTER FORMERLY WESTERN MEDICAL CENTER ANAHEIM	X	X	X		X	
ORANGE COUNTY GLOBAL MEDICAL CENTER FORMERLY WESTERN MEIDCAL SANTA ANA	X	X	X	X	X	
SOUTH COAST GLOBAL MEDICAL CENTER FORMERLY ORANGE COAST MEDICAL CENTER	X	X	X	X	X	
CHAPMAN GLOBAL MEDICAL CENTER FORMERLY CHAPMAN MEDICAL CENTER	X		X		X	
VICTOR VALLEY GLOBAL MEDICAL CENTER	X	X		X		
SOUTHERN CALIFORNIA HOSPITAL OF HOLLYWOOD	X		X		X	
KINDRED HOSPITAL LA MIRADA	X				X	
KINDRED HOSPITAL SANTA ANA	X					
KINDRED HOSPITAL SAN GABRIEL	X				X	
LONG BEACH CARE CENTER	X				X	
PACIFIC CARE CENTER	X				X	
TORRANCE CARE CENTER WEST	X		X		X	
OPTIMAL HOSPICE	X				X	