

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.1
DATE: April 14, 2016

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

REQUESTED BY: Michael Jackson, RN, MSN
Chairperson, Education/Licensing Committee

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:

- California State University, Sacramento Baccalaureate Degree Nursing Program
- Sonoma State University Baccalaureate Degree Nursing Program
- Cabrillo College Associate Degree Nursing Program
- Carrington College LVN to RN Associate Degree Nursing Program
- Sacramento City College Associate Degree Nursing Program
- Sierra College Associate Degree Nursing Program

Acknowledge Receipt of Program Progress Report:

- American University of Health Sciences Baccalaureate Degree Nursing Program
- California State University, San Marcos Baccalaureate Degree Nursing Program (ABSN option)
- Holy Names University LVN to BSN Degree Nursing Program
- Kaplan College Associate Degree Nursing Program
- Long Beach City College Associate Degree Nursing Program
- Mendocino College Associate Degree Nursing Program

Corrected Entries from October 8, 2015 Program Progress Report

- Mendocino College Associate Degree Nursing Program
- Solano Community College Associate Degree Nursing Program

NEXT STEP: Notify programs of Board action.

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

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: April 14, 2016

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
California State University, Sacramento Baccalaureate Degree Nursing Program	K. Daugherty	01/29/2016	Re-distribute the total number of clinical hours (270) in N145. Will include 230 hours of the in-hospital preceptorship hours/experiences and 40 hours of learning activities in the skills labs, simulation, case studies and learning modules. All direct and indirect clinical learning activities under the direction/supervision of program faculty. There are no changes in course unit, objectives or content.
Sonoma State University Baccalaureate Degree Nursing Program	K. Daugherty	01/11/2016	8/19/15 CRL/TCP forms updated to reflect correct calculations for the science, communications; total CRL to read 79-82 U and other degree units 41-42 to be consistent with institutional GE pattern and graduation requirements. Total units for nursing (44U) and graduation (120-124U) are unchanged.
Cabrillo College Associate Degree Nursing Program	S. Ward	02/08/2016	Separate theory and clinical nursing courses have been combined as one course, and are renamed and renumbered. N 14 & N 15 is now N12: Maternal Health and Nursing Fundamentals 1. N 24 & N 25 is now N22: Pediatric and Medical-Surgical Nursing II. N34 & N 35 is now N 32: Geriatric and Medical-Surgical Nursing III. N 44 & N 45 is now N42: Psychiatric and Nursing Care Management IV and is reduced by 0.5 clinical units. N48 Preceptorship is reduced by 0.5 clinical units. Pharmacology C and Pharmacology D were added as a 0.5 theory course to 3 & 4th semesters
Carrington College LVN to RN Associate Degree Nursing Program	K. Daugherty	02/01/2016	Effective with the admission of a new program cohort 3/21/16 extend the length of RN 150/155 RN Transition course from two weeks to four weeks. RN 221 will be 12 instead of 14 weeks in length. There are no other changes in the nursing or degree curriculum, units or course content. CRL and TCP forms updated to reflect the change.
Sacramento City College Associate Degree Nursing Program	K. Daugherty	12/31/2015	Eliminate the SCC Extended Campus Partnership with the Sutter Health System Sierra Region group effective Spring 2016 following successful achievement of the partnership outcomes and expiration of all contract extensions. The main campus program of instruction remains the same. In addition, SCC has gone to 12 hours shifts for some clinical rotations to accommodate requests from UCDCMC and Sutter Health for fourth semester in Spring 2016.

MINOR CURRICULUM REVISIONS
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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Sierra College Associate Degree Nursing Program	K. Daugherty	02/04/2016	Updated CRL/TCP forms to reflect calculation and course number corrections. Eliminated N13 and N95 work-study program since no longer offered. NR17 and N25 are now the courses offered in high risk Peds and OB for the LVN to RN Advanced placements applicants not meeting the credit by exam level required. Sierra College has eliminated/discontinued its extended/secondary campus site in South Lake Tahoe. Admissions at this site have not occurred for several years and the college no longer intends to admit students at this site in the future.

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: April 14, 2016

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
American University of Health Sciences Baccalaureate Degree Nursing Program	L. Moody	01/29/2016	A visit was conducted on 01/29/2016 to verify completion of improvements planned by the program to resolve areas of concern identified during Nov-Dec 2015 focus visits in response to complaints received by the BRN. All planned improvements had been implemented including addition of new library resources, classroom and skills lab spaces, and appointment of a BRN approved program director.
California State University, San Marcos Baccalaureate Degree Nursing Program (ABSN option)	L. Sperling	01/26/2016	The Temecula campus of the program was visited 01/26/2016 to confirm completion of planned additional classroom and skills lab spaces, and provision of adequate open skills lab access for students. New classrooms and lab were found to be properly equipped and adequate to meet instructional needs, with adequate open skills lab time provided for students.
Holy Names University LVN to BSN Degree Nursing Program	K. Daugherty	02/02/2016	HNU continues implementation of the approved teach out plan for this degree option. In this annual period two quarters of NCLEX pass rates reported: 7/1/16-9/30/16 with 15/17 passing on first attempt (88.24%) and for 10/1/16-12/31/16 13/20 passed on first attempt (65%); rate for the first two quarters of the annual period is 28/37 for a rate of 75.68%.
Kaplan College Associate Degree Nursing Program	L. Moody	01/26/2016	Kaplan College has been purchased by Education Corporation of America (ECA). Effective February 1, 2016 they will no longer be doing business as Kaplan College. The new school name will be Brightwood College and the program name Brightwood College Associate Degree Nursing Program. The school has provided documents reflecting notification to accrediting body ACICS and the California BPPE.
Long Beach City College Associate Degree Nursing Program	L. Chouinard	02/01/2016	The nursing department at Long Beach City College, has completed construction/renovation of the Nursing and Allied Health Building resulting in increased classroom and skills lab space, addition of a new Simulation Hospital with three patient care rooms linked to a control room, relocation of the Learning Center, increase of faculty and administrative assistant office space, and addition of a conference room. Spaces are appropriately furnished and equipped, and will be placed into use Spring 2016.
Mendocino College Associate Degree Nursing Program	S. Ward	02/05/2016	The program submitted a 2nd progress report fully addressing the area of non-compliance for CCR Section 1424 (b)(1) from the March 2015 continuing approval visit.

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: April 14, 2016

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
Corrected entries from October 8, 2015 report			
Mendocino College Associate Degree Nursing Program	S. Ward	09/04/2015	The program submitted a progress report related to (2) areas of non-compliance from March 2015 continuing approval visit.
Solano Community 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.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2.1

DATE: April 14, 2016

ACTION REQUESTED: Vote On Whether To Continue Approval of El Camino College Associate Degree Nursing Program

REQUESTED BY: Michael Jackson, RN, MSN
Chairperson, Education/Licensing Committee

BACKGROUND: Wanda Morris, RN, CNS, MN, EdD, has been appointed Interim Director of Nursing for the Associate Degree Nursing (ADN) Program at both campuses since January 6, 2015. During this visit, she was confirmed as the Nursing Program Director and was strongly supported by the Administration team members and faculty. The four Assistant Directors assigned to both campuses are as follows: ECC campus- Peggy Kidwell-Udin, RN, MSN, C.N.S., MEd and Kathleen Rosales, RN, MSN; CEC- campus Zenaida M. Mitu, RN, MA and Shirley Thomas, RN, MSN, FNP, RNC-OB, Ed.D.

A regularly scheduled continuing approval visit was conducted on November 16-18, 2015 by Nursing Education Consultants Miyo Minato, SNEC and Badrieh Caraway. The program was found to be in noncompliance in one area, CCR Section 1424(d) Resource Sufficiency, and three recommendations were given in CCR SECTION 1426(b) - Curriculum, CCR Sections 1424 (h) Content Experts/Faculty, and CCR Section 1426.1 Preceptorship. The recommendations are detailed in the Report of Findings and the Consultant's Report.

The program has submitted a progress report on February 6, 2016, addressing the one area of non-compliance and the three recommendations as summarized in the attached report. Beginning Spring 2016 semester, two master prepared faculty were assigned as the skills lab coordinators to each work 20 hours/week on both campuses. Additional faculty are assigned to maintain the coordination of the extended skills lab hours as needed. The simulation lab coordinator is a FT faculty member assigned to work on both campuses. April 1, 2016, is anticipated date for hiring a FT Project Specialist, in meantime, temporary support staff will be considered to provide the basic day-to-day support staff for the office. The recommended areas were addressed in this report. On February 1, 2016, the curriculum committee met and timeline was developed for curriculum revision and submission. Program is in compliance with these areas.

El Camino College (ECC) was officially established on July 1, 1947. The ECC Nursing program was established in 1962 when the first class of 20 Associate Degree Nursing students were admitted; since then the Nursing Program has graduated over 3,100 RN students.

In August 2006, a Memorandum of Understanding (MOU) was approved by the El Camino Community College District Board of Trustees to provide educational support services to the Compton Community College District residents. Through the agreement El Camino College Compton Community Education Center (CEC) was formed. The CEC adopted the ECC Nursing Program curriculum as well as the ECC Nursing Program policies and procedures. The Nursing Program at the ECC is a part of Health Science and Athletics Division and the CEC is part of

Division 1- Health, Natural Sciences and Human Services. At the time of the visit, a total of approximately 267 students were enrolled in the ECC&CEC nursing program. Two - thirds of the students are registered at ECC and the remaining one-third of the students are registered at the CEC. Seventy (70) students are admitted each Fall & Spring semester. Since the last visit in 2009, three new program directors have been appointed, and two minor curriculum revisions were submitted.

A total of 60 faculty (excluding the director) are teaching in the ECC & CEC programs (22 full - time and 38 part-time faculty members). In a well-attended meeting, the full- time faculty described a high level of involvement with program monitoring and improvement, as well as instructional delivery. Faculty members reported facing numerous challenges such as the institutional changes in finances, scheduling, faculty retirement, termination and the numerous transitions in the director of nursing leadership. Despite feeling overwhelmed with the above challenges, faculty continued working diligently and cohesively, and carrying heavy overload work to meet the program expansion and the students' needs.

Simulation was increasingly integrated in all courses since 2008, without any additional resources. The ECC program plan includes funding for a full-time simulation /skills lab coordinator for each campus with hopes to fulfill these positions soon. However, grant funding supports a part- time position. Ms. Eliza- Rivera- Mitu, BSN, a full-time faculty, has the responsibilities as a simulation Lab facilitator, and a Mentor and Tutor for both campuses (50% at each campus). Although she is full-time, hours when she is available is half -time for each campus and leads to not having sufficient resource of staffed open-lab hours for students when students could use the resources for enhancement, such as practicing and receive tutoring. Students reported needs for additional simulation /skills lab open hours for practice. Additionally, faculty raised concerns with lack of sufficient administrative support staff. The insufficiency of support staff was identified as an issue at the 2009 BRN visit and continues to be a concern at this review/visit. The college administration is well aware of the department's need to hire full- time simulation coordinator for the simulation /skills labs as well as the need for additional support staff to assist with the day-to-day operation of the nursing program to achieve program goals, including implementation of the program evaluation plan.

Meetings were held with students of all levels; they all conveyed the high level of satisfaction with their many opportunities for involvement with program review and change recommendations. The students praised the program director and their faculty for their high level of dedication, commitment and support for their ongoing success.

Current NCLEX pass rate for ECC Program ranged from 97.83% (2011-2012) to 90.63% (2015-2016) and for CEC Program has ranged from 84.75% (2011-2012) to 75% (2015-2016). ECC maintains close relationship with the community, and their graduates are in high demand by the hospitals in the area.

NEXT STEPS: Notify program of Board action.

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

Report of Findings
El Camino College (ECC) & Compton Education Center (CEC) Associate Degree
Nursing Program
Continuing Approval Visit
November 16, 17 & 18, 2015

Non- Compliance:

CCR- Section 1424(d) Resource Sufficiency

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

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

Recommendations:

CCR- Section 1424(h) Content Experts/Faculty :The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area.

- Ensure that content expert continue to maintain expertise by completing continuing education hours in related content areas for the assigned nursing specialty areas.

CCR- 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 preceptorship in its curriculum.

- Review preceptorship implementation process for both campuses (ECC & CEC) to ensure consistency in maintaining Preceptorship requirements including records of the preceptors.

CCR- Section 1426(b) CURRICULUM-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.

- Continue review & revision of the curriculum to integrate QSEN competencies throughout the curriculum.

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

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PROGRAM NAME: El Camino College (ECC) &
Compton Educational Center (CEC) ADN program.

DATE OF VISIT: November 16-18-2015

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) years' experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education, as determined by the board.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>Wanda Morris, RN, CNS, MN, Ed.D, has been appointed Interim Director of Nursing for Associate Degree Nursing (ADN) Program at both campuses; the El Camino College Torrance (ECC) and the El Camino College -Compton Education Center (CEC), since January 6, 2015; during this visit she was confirmed as the Nursing Program Director .Director oversees both campuses and has full oversight of the day to-day operation of nursing program. She has 100% dedicated time for administration of nursing program. Eighty percent (80 %) four days a week is spent at ECC and twenty percent (20%) once a week is spent at CEC.</p> <p>Dr Morris meets all regulation requirements for the ADN Director.</p>

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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		The Assistant Directors from both campuses are scheduled to meet with the Director on weekly basis and as needed. The role for each Assistant Director has been identified/ scheduled by the Program Director to meet the need of each campus.
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 written policies and procedures which are adhering to the same principles, philosophy and objectives of the program. These are available in the college catalog, the student Handbook, and online at the program's website.
1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		The Total Program Evaluation is reviewed systematically at the end of each semester. Since Fall 2010, the Chancellor's office Multicriteria Screening (MSC), and Test of Essential Academic Skills (TEAS), are used by Nursing program. Other program evaluation tools such as Graduate Survey, Employer Survey, Course Evaluation, NCLEX-RN results, and ATI are used to keep track of courses, program and Student Learning Outcomes (SLO). The program has Evaluation Committee (all faculty members) that review analyses. Report is discussed at appropriate committees, such as Evaluation and Curriculum Committees for any changes needed for program improvement.

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
			There are evidences of continued performance Improvement activities with regular participation of full-time and part-time faculty, students and external partners/stakeholders. However, the documentation of data analysis was not well defined and the plan is to resolve the issues. The program evaluation plan was revised during this visit to reflect the process involved in data analysis and action plan.
1424(b) (2) The program shall have a procedure for resolving student grievances.	X		Policies and procedures are described in the catalog, Student Handbook, and in course syllabi.
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 organization chart was revised during this visit and identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and the clinical agencies.
1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall	X		Challenge options are available to qualified applicants with prior education and/or health care related experiences. The requirement for Transfer policies are identified in the catalog.

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
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.</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>	X		<p>Current NCLEX pass rate for ECC Program ranged from 97.83% (2011-2012) to 90.63% (2015-2016) and for CEC Program ranged from 84.75% (2011-2012) to 75% (2015-2016).</p> <p>Based on the NCLEX findings on the CEC campus a pilot (Capstone) project was generated to provide the students with additional tutoring. Students were given weekly testing and provided a remediation plan based on the result. Currently 59% of the Compton (CEC) students passed the ATI predictor exam.</p>

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<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	<p>Enrolment: Total of 267 students are currently enrolled in the nursing program at both campuses. Total of 139 at the ECC and 128 at the CEC. The program admits students twice a year, 70 nursing students in Fall semester and 70 students in Spring semester.</p> <p>Faculty: Total 60 (excluding director)(ECC-30;CEC-30) 22 Full –Time (ECC -13;CEC-9) and 38 Part Time(ECC-17; CEC-21)</p> <ul style="list-style-type: none"> • 42 Instructors (ECC 24 & CEC 18) • 18 Assistant Instructors (ECC 6 & CEC 12) • Clinical Teaching Assistant – 0 <p>Faculty reported increased workload for FT faculty related to lead faculty responsibilities and committee work. Some faculty members have carried overload units to cover teaching at extended campus areas. There is sufficient faculty to meet the student need. Between 2009 and 2014, the nursing department has had the opportunity to identify and hire full -time tenure track and part time faculty in response to faculty retirement and growing needs of the department. In the Spring 2015, there were two new full- time tenure track faculty members hired at the ECC and three new full- time tenure track faculty members hired at the CEC.</p>

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>SECTION 3: SUFFICIENCY OF RESOURCES (Continued)</p> <p>1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.</p>			<p>Physical Space : In spring of 2013, the ECC nursing faculty moved into the new Math, Business, and Allied Health building (MBA), the nursing program is located on the fourth floor. The class rooms are equipped as “smart classrooms” offering faculty full use of various computerized technology, including the document cameras for lectures and demonstrations. Several nursing faculty utilize the Etudes for distribution of course materials to enhance student learning. Grade book Software is another valuable resources used by faculty to calculate, manage and organize their grades.</p> <p>The facility changes on the CEC campus consist of the opening of the new state-of the art Library/ Student success center, April 15, 2014. The library offers services to students promoting student success throughout the campus community.</p> <p>Additionally, the campus anticipates the new Allied Health Building will be completed in mid-Fall 2015, and will be open for full instruction, January 2016.</p> <p>Library- Student Success Center-The CEC library & students success center was opened on April 15, 2014, and is accessible to all students and community. The students have access to four drop-in tutorial centers, including Academic tutoring, Math & Science Center, Reading & writing Center.</p> <p>Learning Resources- LCR provides services for individualized computer assist for basic skills, viewing videos; resources available at both campuses.</p>

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<p>SECTION 3: SUFFICIENCY OF RESOURCES (Continued)</p> <p>1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.</p>			<p>Student Opportunity for Success (SOS) offers various success strategies to increase retention.</p> <p>Counselling- Informational sessions are held monthly and required for all entering students.</p> <p>Equipment and supplies-The nursing program at ECC and CEC has fully functional equipment and supplies to assist with student learning. The equipment is kept clean, organized, and supplies are stocked as needed. Students are required to purchase individual nurse packs.</p> <p>Simulation /Skills Lab: The simulation labs on both campuses are open and operating concurrently with skills laboratory and periodically the same equipment is needed in both labs at the same time. The student survey evaluates the effectiveness of the Simulation / Skills labs utilizing specific questions. Prior to the moves into the new simulation and skills labs, sufficiency of spaces in this learning environment was an issue but now has been resolved. The Nursing program has reduced the size of the clinical group to 10 from 12 to respond to requests from agencies and to address space availability in the labs. The simulation labs on the two campuses are equipped with the state-of- the –art technology, including a full array of high-fidelity patient simulators. Students reported needs for additional simulation /skills lab open hours for practice. Simulation was increasingly integrated in all courses since</p>

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			<p>2008, without any additional resources. Furthermore, the nursing program is gradually increasing its use of high –fidelity simulators, to complement clinical experiences in the second, third, and fourth semester for practice competency. The ECC program plan includes funding for a full-time simulation /skills lab coordinator for each campus with hopes to full fill these positions soon. However, grant funding supports a part time position. Ms. Eliza- Rivera- Mitu, BSN, a full-time faculty, has the responsibilities as a Simulation Lab facilitator, and a Mentor and Tutor for both campuses (50% at each campus). Although she is full time, hours when she is available for each campus is half time and has resulted in not having sufficient resource of staffed open-lab hours for students when students could use the resources for enhancement, such as practice and receive tutoring. Support Staff_ Currently there is a Part-Time (PT) administrative assistant at the ECC. The PT administrative assistant is supported by a clerical assistant, one or two casual workers and student workers. The CEC is supported by the division’s administrative assistants, two instructional assistants and student workers, when available. The college recognized the need for additional support staff and has opened search for a full –time nursing project specialist. This position will replace the current administrative assistant position and expands the support for the nursing department,</p>

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			<p>including; scheduling, budget, grants, accreditation, assist with admissions, and data management needed for clinical placement.</p> <p>The insufficiency of support staff was identified as an issue at-the 2009 BRN visit and continues to be a concern at this review/visit. The college administration is well aware of the department's need to hire full- time simulation coordinator for the simulation /skills labs as well as the need for additional support staff to assist with the day-to-day operation of the nursing program to achieve program goals, including implementation of the program evaluation plan.</p> <p><u>None Compliance:</u> Section 1424(d) There are insufficient resources to meet the program objectives. The reference to sufficiency of resources is more detailed in two areas:</p> <ol style="list-style-type: none"> 1. Staffing for the simulation / skills lab are insufficient for the implementation and increase integration of simulation throughout the curriculum. 2. The number of the dedicated support staff for the nursing department is insufficient for program operation including implementation of the program evaluation plan.

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<p>SECTION 4:PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS:</p> <p>1425All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p>	X		<p>Met with Dr. Thomas Fallo, Superintendent / President, Dr. Keith Curry, CEO/ Provost, Dr Shankweiler, Vice president Academic Affairs, Barbara Prerez, Vice President, CEC Roy Natividad Dean of Health Sciences & Athletic , CEC Dr. Abiodun Osanyinpeju, Dean, CEC.</p>
<p>1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p>			<p>Faculty has the responsibility for the curriculum and policies/procedures for the program. Monthly faculty meeting is held; all faculty members are requested to attend. PT faculty are invited. Meeting site is alternated between ECC and CEC.</p>

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

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PROGRAM NAME: El Camino College (ECC) &
Compton Educational Center (CEC) ADN program.

DATE OF VISIT: November 16-18-2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>1425(c) An instructor shall meet the following minimum qualifications:</p> <p>(1) The education requirements set forth in subsection (a)(1); and</p> <p>(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:</p> <p>(A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and</p> <p>(3) Completion of at least one (1) years' experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>There are 42 Instructors (ECC 24 & CEC 18), who meet requirements for this classification.</p>
<p>1425(d) An assistant instructor shall meet the following minimum qualifications:</p> <p>(1) A baccalaureate degree from an accredited college which shall</p>	<p>X</p> <p>X</p>		<p>There are 18 Assistant Instructors (ECC 6 & CEC 12), who meet requirements for this classification.</p>

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.	X X X		
1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.	X		There is no Clinical Teaching Assistant (CTA)
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:	X X X X		Content experts are Full-Time faculty: Med-Surg: Kathleen Rosales & Zenaida Mitu Obstetrics : Shirley Thomas Pediatrics : Shiney Johnson Psych/MH: Kathy Morgan & Frances. Hayes-Cushenberry; Geriatrics: Peggy Kind well- Udin & Sandra Bosfield. All content experts meet the BRN qualifications and requirements.

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	<p>X</p> <p>X</p>		
<p>SECTION 5: CURRICULUM</p> <p>1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	<p>X</p>		<p>The philosophy/unifying theme uses the concepts of: Individual-unique biopsychosocial being, member of society; holistic being; Health and Illness; Nursing; and Society. Nurse assists individual to maintain or regain optimum health. Organizing structure are: 7 basic needs – oxygenation, activity and rest, physical integrity, ingestive, excretory, affiliative, and sexual (systems) Three levels of objectives are described and Student Learning Outcomes are developed.</p>

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X		Each course consists of a lead Instructor and other full -time and part -time faculty. Subcommittee (Teaching Teams) meets and reports findings to the General Faculty Committee (including all faculty).
1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.	X		
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		
1426(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		The curriculum utilizes QSEN, Evidence Based Practice and National Patient Safety Goals. Simulation is integrated throughout the curriculum. The last major curriculum revision was in fall 2005. The plan for a major curriculum revision is now in progress. The last minor curriculum revision was done in fall 2015.

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
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		The major concepts are person, environment, health and nursing. The curriculum utilizes QSEN, Evidence Based Practice and National Patient Safety Goals. Simulation is integrated throughout the curriculum. Review of syllabi demonstrated inconsistencies in integration of QSEN competencies. <u>Recommendation:</u> Continue review and revision of the curriculum to integrate QSEN competencies throughout the curriculum.
1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas: (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice. (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral,	X		Total content required for licensure is 71.5 units; ADN degree requires 74.5 units. Nursing units: 41.5 (21.5 Theory; 20 Clinical); Communications: 7 units – Reading & Composition 4 units; Composition & Literature 3 units. Sciences: 23 units – Anatomy 4 units; Physiology 4 units; Microbiology 5 units; Sociology 3 units; Psychology 3 units; Introduction to Nursing ,Dosage Calculation 4 units.

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>written, and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p>			
<p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.</p>	X		<p>Theory and clinical are concurrent. The new curriculum combines Obstetrics and Pediatric into one course, while Psych/MH course is a separate course and Geriatrics is integrated. Med-Surg course is included in each semester. Preceptorship course is in the last semester of the curriculum.</p>

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(a) The course shall be approved by the board prior to its implementation.	X		
(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following:	X		
(1) Identification of criteria used for preceptor selection;	X		
(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty responsibilities;	X		
(3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements:	X		
(A) An active, clear license issued by the board;	X		
(B) Clinically competent, and meet the minimum qualifications specified in section 1425(e);	X		
(C) Employed by the health care agency for a minimum of one (1) year; and	X		
(D) Completed a preceptor orientation program prior to serving as a preceptor.	X		
(E) A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off.	X		
(4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:	X		
(A) The frequency and method of faculty/preceptor/student	X		

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contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; 1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. 2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. (5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities: (A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student; (B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor; (6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and (7) Plan for an ongoing evaluation regarding the continued use (c) Faculty/student ratio for preceptorship shall be based on the of preceptors. Following criteria: (1) Student/preceptor needs; (2) Faculty's ability to effectively supervise; (3) Students' assigned nursing area; and (4) Agency/facility requirements	X X X X X X		Each campus used different methods of maintaining preceptorship records and preceptor records were not consistent. Recommendation: Review preceptorship implementation process for both campuses (ECC & CEC) to ensure consistency in maintaining Preceptorship requirements including records of the preceptors.

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the policies outlined by the board.			
1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X		
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.	X		Program maintains contracts with approved clinical facilities.

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1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X		Clinical agency contracts have implemented CCR Section 1427(c) requirements.
1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs; (2) Objectives of the learning experience; (3) Class level of the students; (4) Geographic placement of students; (5) Teaching methods; and (6) Requirements established by the clinical agency.	X		Ratio used for faculty to student is 1:10; it varies when facility requires different ratio. 1:12 preceptor rotation.
1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.	X		Clinical Evaluation form is standardized and reflects course objectives.
1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives;	X		Student representatives are selected. Students attend faculty meeting. The nursing department maintains an open- door policy for informal communication. Students provide feedback through evaluations of courses, clinical and other surveys.

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>(b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.</p>			<p>Students are involved with several student organizations such as NSNA, SNO. Faculty meeting minutes reflected students' participation. The student representatives are invited to attend monthly faculty meetings. If the students cannot attend, they can provide their feedback or concern by email or phone.</p> <p>Students validated that they are provided opportunities to give feedback and are included in the program changes.</p>
<p>Section 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTIONS</p> <p>1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p>	X		<p>Nursing program has written statements describing 30 unit options in the 2015-2016, College Catalog.</p> <p>Counseling and information are given to prospective students during regularly scheduled informational meetings and advisement is provided by three counselors assigned to the nursing program, including LVNs and other transfer students. Referrals for additional advisement to Director when appropriate.</p>

***CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW***

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EL CAMINO COMMUNITY COLLEGE DISTRICT
16007 Crenshaw Boulevard, Torrance, California 90506-0001
Telephone (310) 532-3670 or 1-866-ELCAMINO
www.elcamino.edu

February 11, 2016

Badrieh Caraway, MS, MEd, RN
Nursing Education Consultant
Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100
(909) 599-8720

SUBJECT: RESPONSE TO NURSING EDUCATION CONSULTANT APPROVAL REPORT

Dear Badrieh Caraway, MS, MEd, RN

The letter below is written in response to the Consultant Approval Report following the El Camino College Associate Degree Nursing program Continuing Approval visit scheduled on November 16, 17, & 18, 2016.

In response to the **Non-Compliance CCR- Section 1424(d) Resource Sufficiency** identified by the Board of Registered Nursing Consultants, therefore the following actions were taken:

1. The need for additional faculty is known by college administration on both the El Camino College, Torrance (ECC) and El Camino College Compton Center (CEC) campuses. The college administration is committed to fund staffing for the simulation/skills labs. Beginning spring 2016 semester, Skills Lab Coordinators were identified for both campuses. The two Skills Lab Coordinator positions are considered to be permanent staffing position for the nursing program. The intent is to maintain the position with master prepared nurses. With the additional positions, the nursing department will have someone that will be available and responsible for coordinating the general operation of the simulation and skills laboratories. One position at the CEC was reassigned 60% to function as the Skills Lab Coordinator (due to decreased student enrollment for the semester) and one person at the ECC was hired into the Skills Lab Coordinator position at 60%. Both individuals fulfilling the Skills Lab Coordinator position are master prepared nurses. Although one full-time (FT) faculty member at the CEC was reassigned to function in the role of Skills Lab Coordinator, the staffing was not impacted. In event that the student enrollment increases during the next semester, the Director will seek to identify a part-time (PT) faculty member at the CEC to assume the role of Skills Lab Coordinator.

The Skills Lab Coordinators will assume responsibility for the day-to-day operation of the skills laboratory for the Associate Degree Nursing program. The Skills Lab Coordinators will assist with the set-up of simulation and skills lab for various classes, supervise cleanup, and provide instruction for students, as well as prepare and maintain the skills lab equipment and material related to student

The college has committed extensive funds to equip and run the simulation lab. The college is expected to continue funding for the simulation laboratory. The necessity of filling the simulation lab technician position is under further evaluation by the Program Director.

2. The college has committed funds to support the hiring of dedicated support staff for the nursing department. A project specialist position has been identified and approved for hiring. This individual will be responsible to support the day-to-day operations of the office support staff; organize, evaluate and compile data; organize data for statistical computations as necessary in producing statistical reports. Although the position has been advertised and interviews were conducted, recruiting, identifying and hiring of a well diverse experienced individual that will provide the right match and qualities for the department has been difficult.

Hiring the right individual is important. This person must have good interpersonal skills, be able to multitask and provide program support including implementation of the program evaluation plan. Presently, the Vice President of Academic Affairs is considering reviewing the job description and possibly writing a job description for a higher level individual, one who could handle the evaluation data needed to support the program. It is anticipated that the job description will be developed, the position advertised and an individual hired within the next couple of months. The college intends to recruit and hire a full time Project Specialist or higher position for the ECC nursing department by April 1, 2016.

In the meantime, temporary support staff will be considered to provide the basic day-to-day support staff for the office. The current support staff at ECC campus consist of one FT Office Clerk, one provisional office support staff, and one PT Administrative Assistant. As for the CEC campus there is an Administrative Assistant who works collaboratively with the Division 1 Dean and Director of Nursing. The Administrative Assistant performs a wide variety of administrative and office support duties for the division, which includes the nursing program within the scope of support. This individual provides administrative support to management and departmental staff; composes and prepares correspondence and performs data entry duties; provides assistance for a wide variety of assignments related to administration of division projects and programs. The additional support staff at the CEC consists of two Instructional Assistants, these individuals performs a variety of responsible office support and technical duties in support within the nursing program. In addition, these individuals assist students with the use of computer and multimedia equipment related to the program, and performs a variety of record-keeping functions.

In response to the **Recommendations** outline by the Board of Registered Nursing Consultants the following actions are being taken:

CCR- Section 1424(h) Content Experts/Faculty

- Content expert faculty will be required to complete and submit continuing education hours annually that relate to their assigned nursing specialty content areas to the Program Director for review. Continuing education for those individuals currently assigned as content experts is being evaluated; individuals not meeting the requirements as described in **CCR- Section 1424(h) Content Experts/Faculty** were given ninety (90) days to provide evidence of being in compliance or they will be removed as the content expert in that area.

learning in various health care settings. Moreover, these individuals will serve as an expert resource to faculty in developing a skill based workshops to assist students with developing and refining skills.

In addition, a simulation lab coordinator was hired during the fall 2015 to provide general operation of a wide variety of patient simulation experiences between the two campuses. The Simulation Lab Coordinator is a FT faculty member assigned to work on both campuses. This person works 2 days on each campus for a total of 4 day with the 5th day alternate every other week between the two campuses. This individual is assigned to establish practices and procedures for simulation in coordination with the skills lab coordinator that provides for effective learning experiences and safe practice. The Skills Lab Coordinators and Simulation Lab Coordinator will collaborate with faculty in designing, planning implementing and evaluating simulation education and lab activities in accordance with program policies, course objectives, and program outcomes.

The Skills Lab Coordinators will evaluate the effectiveness of the simulation and skills laboratory processes and make recommendations to the Program Director and Dean of Health Science and Athletics for improvement. The coordinators will direct and maintain inventory of supplies to support all instruction in the laboratories. The coordinators will provide an appropriate orientation and guidance to new and progressing students. This process will enhance and reinforce the necessary and required skills that will be learned beginning in fundamentals to the upper level courses.

Additional skills lab faculty were hired for the skills lab on both campuses. These individuals are assigned to teach and supervise student learning of psychomotor skills, assess the students' ability to provide critical skills and prepare the students to be safe, knowledgeable health care providers in the clinical setting. There are two Skills Lab Coordinators, one at the ECC and one at the CEC both assigned to work 20 hour/week (6 hours in the skills lab and 14 hours are dedicated to oversight of the lab; which includes the coordination and supervision of the lab, review/inventory survey of the skills lab equipment and supplies available for adequate skills lab experiences. The skills lab is open 5 day a week on both campuses. Additional faculty was assigned to the skills lab to provide students with the ability to practice and refine their skills. Listed below is the schedule for the spring 2016 semester. These may vary slightly semester to semester; however this is a typical skills lab schedule.

ECC (23 hours per week)

Monday	1 - 5pm & 5-8pm (7 hours)
Tuesday	5 - 8pm (3 Hours)
Wednesday	5 - 8pm (3 Hours)
Thursday	12:30 - 3:30 & 5 - 8pm (6 hours)
Friday	4 - 8 pm (4 hours)

CEC (25 hours per week)

Monday	9-1pm & 1 - 4pm (6 hours)
Tuesday	1 - 4 & 5 - 8pm (6 Hours)
Wednesday	1 - 4 pm (3 hours)
Thursday	1 - 4 & 5 - 8pm (6 hours)
Friday	10 - 2 pm (4 hours)

CCR- Section 1426. 1 PRECEPTORSHIP

- The Preceptorship documentation is being reviewed by the fourth semester instructional team to ensure that the documentation and record keeping processes on both campuses (ECC & CEC) are consistent and maintained as specified in **CCR- Section 1426. 1 PRECEPTORSHIP**, which included the records of the preceptors.

CCR- Section 1426(b) CURRICULUM-

- During the December 7, 2015 and January 25, 2016 faculty meetings the need for curriculum changes with discussed with the entire faculty. During those meetings, the entire faculty agreed that the curriculum committee, in concert with the content expert for each content area would begin to examine the current curriculum to determine the need to make revision and to ensure that there is consistency throughout the curriculum.

On February 1, 2016 the Curriculum Committee met and began the discussion on reviewing and updating the current curriculum and a timeline was developed, which included researching future educational needs of nursing students within the different specialty areas. In addition, the updated curriculum would include the integration of the QSEN competencies, National Patient Safety Goals and any future trends in Nursing in all areas of the curriculum.

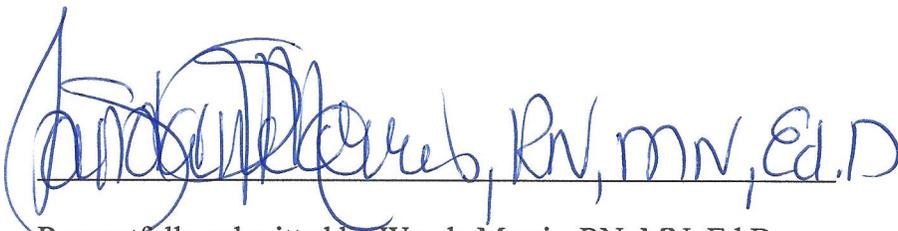
The Curriculum Timeline developed by the Curriculum Committee is as follows:

Spring 2016 – Research Curriculum Needs

Fall 2016 – Spring 2017 Develop Curriculum

Fall 2017 – Spring 2018 – Seek College Curriculum Committee and BRN approval

Fall 2018 – Implement New Curriculum



Respectfully submitted by Wanda Morris, RN, MN, Ed.D
Director of Nursing, El Camino College

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2.2

DATE: April 14, 2016

ACTION REQUESTED: Vote on Whether to Continue Approval for Grossmont College Associate Degree Nursing Program

REQUESTED BY: Michael Jackson, RN, MSN
Chairperson, Education/Licensing Committee

BACKGROUND: Domenica Oliveri, EdD, RN, is the Program Director. A regularly scheduled continuing approval visit was conducted on November 16-17, 2015, by Nursing Education Consultants Laura Shainian, Dr. Linda Sperling, and Dr. Wayne Boyer. The program was found to be in compliance with BRN rules and regulations. No recommendations were made.

Grossmont College was founded in 1961, and is located in El Cajon, in the county of San Diego. The nursing program has been well established since 1967, and is accredited by ACEN through 2021. The program admits 40 generic students twice a year (fall and spring), and 10 advanced placement LVN students each spring. There are currently 131 students enrolled in the program.

Since the last CAV in 2009, the program has moved into a 52,000 square foot state-of-the art Health Sciences Complex (June 2010). The nursing program is located on the second floor. Resources include smart-technology classrooms, a Fundamentals skills lab and two simulation labs (main & ICU) with high/low-fidelity mannequins, up-to-date hospital equipment, a 24/7 MEDCOM streaming-video library, and RN tutors available for skills practice & remediation. In addition, the program has secured over \$2.5 million in grant funding that supports areas such as faculty development, tutoring/mentoring, and a Student Success Advisor.

During the visit, students expressed much satisfaction with the program including faculty's professional integrity, high standards, and broad availability. Faculty credit the sound pedagogy of the curriculum as a strength of the program, and the use of instructional methods that engage the students. The program has seamless articulation agreements with San Diego State University and Point Loma Nazarene University – Point Loma Nazarene University teaches RN-to-BRN classes on the Grossmont campus.

The NCLEX pass rate for the past five years has surpassed the minimum standard of 75%. Job placement rates for graduates have been in the 90th percentile, and the program is frequently complimented by community health care facilities on the high level of competency demonstrated by Grossmont College nursing graduates.

NEXT STEPS: Notify program of Board action.

PERSON(S) TO CONTACT: Laura Shainian, MSN, RN
Nursing Education Consultant

REPORT OF FINDINGS

**GROSSMONT COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM**

**CONTINUING APPROVAL VISIT
November 16-17, 2015**

NON-COMPLIANCE: None.

RECOMMENDATIONS: None.

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

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PROGRAM NAME: Grossmont College Associate Degree Nursing Program

DATE OF VISIT: November 16 – 17, 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		Deborah A. Yaddow, MSN, RN, was program director from October 2006 thru May 2015. Domenica Oliveri, EdD, RN, was appointed program director May 8, 2015. Pg 61. BRN approval form on file. Duty statement for position meets all functions, authority, and responsibility in 1420(h) and 1424(e).
<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		Lisa Maloy, MSN, RN, has been the Assistant Director since June 2011, and has been teaching at Grossmont College since 2007. She meets all qualifications and was BRN approved prior to being assigned this position. Duty statement for position meets all functions, authority, and responsibility in 1420(c) and 1424(e).
<p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p>	X		The program director, Deborah A. Yaddow, MSN, RN, has 100% release time, and as Senior Dean of Allied Health & Nursing (9

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			<p>years), also has administrative responsibility for the Occupational Therapy Assistant, EKG, Cardiovascular Technology, Respiratory Therapy, and Orthopedic Technology programs. The assistant director, Lisa Maloy, MSN, RN, has 50% release time as departmental chair, and 50% release time as the clinical coordinator.</p> <p>The new program director, Domenica Oliveri, EdD, RN, who was appointed on May 8, 2015, will have 100% release time for the ADN program. Administrative responsibility for the other Allied Health programs will fall under the Senior Dean, Allied Health & Nursing.</p>
<p>1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.</p>	X		<p>Credentials of Assistant Director meet BRN qualifications for 1425(b). Job description for Assistant Director provides for functions described in CCR section 1420(c) to include administering the department of nursing in the absence of the director. Nursing Department organizational chart reflects Assistant Director's role.</p>
<p>SECTION 2: TOTAL PROGRAM EVALUATION</p> <p>1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p>	X		<p>Policies and procedures are presented in writing and are available to students in the nursing student handbook, the college catalogue, and online at the college website.</p>

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1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		Total program evaluation is conducted in accordance with a well-developed systematic evaluation plan. The plan and design are regularly evaluated. Evidence is provided that data is regularly collected, analyzed and utilized to develop revisions to the program and instruction. Documentation provides evidence of responsiveness to data collected and analyzed. Employer surveys are hand carried to the facility in order to improve employer response rates since the program has experienced a low return. The program plans to send the survey to the educators who will forward to the unit managers.
1424(b)(2) The program shall have a procedure for resolving student grievances.	X		Appeal procedure is presented in the nursing student handbook. Grievance and due process in the college catalogue is available in print and online at the website. The program has had one formal appeals filed in the period since the last BRN visit.
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 institution with which it is affiliated, and between the program, the institution and clinical agencies.	X		The organizational chart reflects that relationships within the nursing department meet requirements, and depicts relationships between the program, college administration, and clinical agencies. The program director reports to the Senior Dean of Allied Health and Nursing and submits resource requests to that administrator.

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<p>1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p>	X		<p>Policies and procedures are presented in the college catalogue which is available in print and online at the college's website.</p> <p>Licensed Vocational Nurses are admitted as advanced placement students each spring.</p>
<p>1431. Licensing Examination Pass Rate Standard The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive academic years. (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to section 2788 of the code.</p>	X		<p>Pass rate is consistently above minimum performance threshold:</p> <p>2015-16: 86.21% (to date) 2014-15: 95.08% 2013-14: 98.44% 2012-13: 95.77% 2011-12: 96.61%</p>
<p>1432. Changes to an Approved Program (a) Each nursing program holding a certificate of approval shall:</p>			

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<p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:</p> <p>(1) Change in location.</p> <p>(2) Change in ownership.</p> <p>(3) Addition of a new campus or location.</p> <p>(4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>		
<p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.</p>	<p>X</p>		<p>Generic admits 40 students twice a year (fall and spring), and 10 advanced placement LVN students each spring.</p> <p>Faculty: There are 10 full-time faculty (org chart & pg 18) including the Assistant Program Director, and 19 part-time faculty. Four faculty are tutors in the Skills Lab for Fundamentals skills practice, remediation, and Open Lab;</p> <p>It is anticipated that that there will be three faculty retirements within the next 5 years along with the Senior Dean of Allied Health & Nursing. The recruitment of faculty has been challenging. One factor is the difference in faculty salary versus</p>

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			<p>the industry. In an effort to off-set this, all full-time faculty presently receive a \$10,000 annual stipend and part-time faculty receive a \$20.00/hour stipend in their hourly rate out of the college's general fund budget.</p> <p>Support Staff: one (FT) nursing secretary; an administrative assistant (FT); two Health Science Technicians to set up labs and assist with simulation.</p> <p>Physical Space: program moved into a 52,000 square foot state-of-the art building in June 2010, the Health Sciences Complex. The nursing program is located on the second floor. There are smart-technology classrooms with laptop connections and WiFi connectivity. The classrooms have capacity for 20-44 students. There is a small nursing department library. All faculty have an office (2 per office) and part-time faculty also have office space with computer access.</p> <p>Nursing Skills Lab/Simulation: A Fundamentals skills labs; two simulation labs (main/ICU) with control rooms. Low and high-fidelity mannequins (baby, child, adult, birthing); cameras and microphones for recording skills demonstration or simulation experiences; laptop computers</p> <p>Equipment/Supplies: up-to-date equipment as used in hospital practice; medication dispensing equipment (PYXIS); training stethoscopes, bladder scanner, new hospital beds; teaching videos; new nursing books and e-books for nursing department's library holdings; video streaming for MEDCOM video library available 24/7 through Internet; and electronic versions of</p>

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			<p>nursing journals.</p> <p>Other: Four RN tutors (PT;BRN-approved) in Skills Lab for Fundamentals skills practice, remediation, and Open Lab; a Nursing Mentorship Program of peers who serve as facilitators of success; tutoring; Externships/Student Work Experience.</p> <p>Campus Support Services: academic, personal, counseling department; student health services including mental health counselor; Learning and Technology Resource Center (LTRC) which includes the Library (wireless internet), Reserve Reading Room, TECH Mall (160+computers, Media Desk, and Tutoring Center); disabled student services; financial aid, veterans affairs office; English and Math writing centers.</p> <p>Technology: In 2012, all full-time faculty were provided IPAD-2s for classroom and clinical instruction, and faculty were given \$100 voucher to purchase applications for instruction. In 2014 Apple TVs were installed in the classroom to provide for mobile technology when teaching. Blackboard course management system; Health Science Computer lab used for exams; 2 FT Health Science Technicians maintain the classrooms, labs, computer lab, and assist with equipment purchasing and simulation set-up; Health Professions Lab assists students with equipment and technology resources in nursing department; Health Professions Computer Center has variety of computer programs including NCLEX-RN simulation;</p> <p>Funding/Grants: Program funds are from the college general funds. In addition, over \$2.5 million has been secured in grant</p>

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			funding to support the program(faculty development, tutoring, mentoring MSN students, RN-BSN articulation program, equipment, nursing education and service, educational affiliations, and Student Success Advisor).
<p>SECTION 4:PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS:</p> <p>1425All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p>	X		Signed BRN approvals are on file for the director, assistant director and all faculty. The program submits change notices as required. The program director tracks licensure of all faculty.
<p>1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p>	X		Faculty meets regularly for general program business as well as for committee business. All full-time faculty are required to attend and part-time faculty are encouraged to attend (PT required to attend adjunct faculty meeting twice a year before start of each semester). Meeting minutes are emailed to all faculty.

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<p>1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p>	X		<p>Total 29 Faculty: 10 Full-time tenure-track faculty all Instructor level (not including the program director) 19 Part-time faculty (63% have an MSN and one has a DNP): 4 are instructor (1 DNP/2 MSN/1 BSN) 15 are assistant instructor (5 MSN/1 MSN-FNP/2 MSN in progress/7 BSN) 0 clinical teaching assistants All content areas have at least one full-time instructor level faculty and all faculty maintain current competency through clinical practice or instruction, and continuing education.</p>
<p>1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.</p>	X		<p>Organization chart defines reporting responsibilities.</p>
<p>1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); and (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching</p>	X		<p>BRN approvals with evidence of meeting all qualifications requirements are on file for all instructor faculty.</p>

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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.			
1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.	X		BRN approvals with evidence of meeting all qualifications requirements are on file for all assistant instructor faculty.
1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.	N/A		The program does not have any clinical teaching assistants.
1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:	X		MS: Peter Brooks, RN, MN, CMS MS: Nancy Tendal, RN, MSN, CNE

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<p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>			<p>MS: Ngo-Bigge, Angela, RN, MSN, CMS OB: Gabi Aliyev, RN, MSN, CNS Pediatric: Michi Sekol, RN, MSN, CNS Psych-Mental Health: Rhonda Morris, RN, MSN, EdD(c) Geriatrics: Thomas Oertel, RN, MSN, DNP, NP</p> <p>Evidence demonstrates content experts are qualified by current experience and education per requirements. The content expert role is to review, guide, and make recommendations for curriculum.</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 program philosophy and conceptual framework address all required elements.</p>
<p>1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p>	X		<p>Regular faculty and committee meetings are held to discuss and make decisions regarding the program, and minutes are kept of these meetings. Both full-time and part-time faculty participate.</p>

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1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.	X		There is a structured orientation process for new faculty. In addition, the program is the only one in the region to have a faculty mentoring program.
1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference.	X		Faculty maintain clinical competence through active clinical practice and/or instruction. Program documents support current clinical competence for all faculty.
1426(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		The program has consistently sought BRN approval prior to implementation of curriculum revisions.
1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.	X		The program philosophy is based on the nursing metaparadigm of the person, environment, health, and nursing. It includes the sub-concepts of Knowing, Doing, and Caring. The conceptual framework domains include person, health, nursing, environment, and learning (at center) which are integrated within each course and progressively developed in depth and complexity thru the curriculum. Curriculum threads are identified, mapped across the curriculum and frame course content. There is consistency between the

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			frameworks and specific course content. Program outcomes reflect the achievement of course competencies and student learning outcomes that address multiple dimensions of nursing competency including application of the nursing process.
<p>1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p>	X		<p>The BRN approved curriculum is presented in semester units (16 week semesters) and meets requirements: Nursing: 39 units (21 theory; 18 clinical) Communication: 6 units Science: 13 or 14 units Total Units for Licensure: 64 or 65 units Other Degree Requirements: 8 units Total Units For Graduation: 70-71 units</p>
<p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain</p>	X		<p>There is a theory course with a concurrent clinical course for the five content areas and required content is found within the learning objectives for these courses.</p>

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management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.			
<p>1426(e) The following shall be integrated throughout the entire nursing curriculum:</p> <p>(1) The nursing process;</p> <p>(2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;</p> <p>(3) Physical, behavioral, and social aspects of human development from birth through all age levels;</p> <p>(4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines;</p> <p>(5) Communication skills including principles of oral, written, and group communications;</p> <p>(6) Natural science, including human anatomy, physiology, and microbiology; and</p> <p>(7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.</p>	X		All required elements are found in courses across the program curriculum.
<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</p>	X		Preceptors are utilized in the program. Students are supervised by RN preceptors who are not faculty.

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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	X X X X X X		
1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.	X		The program is mapped in semester units following the prescribed formula for units/instructional hours.
SECTION 6 CLINICAL FACILITIES 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program	X		
1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her	X		Nursing 235 Preceptorship

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<p>responsibilities shall be described in writing and kept on file by the nursing program.</p> <p>1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board.</p>	X		The program has obtained approval for all clinical training sites.
<p>1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.</p>	X		There are clinical student learning objectives for the course, and students also formulate individual focused clinical objectives. Daily assignments are posted on each unit where students are assigned, and students and facility staff are aware of the learning objectives.
<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		Templates utilized for clinical facility agreements contain all required elements.

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1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X		The program participates in the San Diego Nursing Consortium Organization for clinical placement.
1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs; (2) Objectives of the learning experience; (3) Class level of the students; (4) Geographic placement of students; (5) Teaching methods; and (6) Requirements established by the clinical agency.	X		The BRN criteria for establishing student: teacher ratio is referenced in the program's written policy where the maximum student: teacher ratio is no greater than 1:10. Nursing 120 uses a 1:6-8 ratio for beginning level students. For Nursing 235, Preceptorship, the student : teacher ratio has a maximum of 1:12
1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.	X		Tools for evaluation of student achievement are presented for each course and specific to that course's learning/performance objectives.
SECTION 7: STUDENT PARTICIPATION 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		Student representatives from each class level are invited to attend monthly Nursing Department and Curriculum meetings. Students have a voice in faculty meetings and their contributions are considered for decision-making in the committees. In addition, students complete evaluations on course, clinical, faculty and program. There is a CNSA chapter, and a Men in Nursing mentoring program. Students participate in a wide variety of community service activities. The program director holds open forums to gain input and insight from the students in meeting student's needs.

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

FINAL COPY

PROGRAM NAME: Grossmont College Associate Degree Nursing Program

DATE OF VISIT: November 16 – 17, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>Section 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTIONS</p> <p>1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p>	X		<p>This option is presented in the BRN approved program curriculum. To date, the program has had two students request information, but decline this option.</p>
<p>1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken</p>	X		<p>Prospective students who inquire about this option are directed to the program director that provides complete and objective information verbally and in print.</p>
<p>1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education</p>	X		

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FINAL COPY

PROGRAM NAME: Grossmont College Associate Degree Nursing Program

DATE OF VISIT: November 16 – 17, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p>	X		
<p>SECTION 11: CHANGES TO AN APPROVED PROGRAM SECTION 1432</p> <p>(a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the</p>	X X X X		

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2.3

DATE: April 14, 2016

ACTION REQUESTED: Vote on Whether to Continue Approval for the University of San Francisco Baccalaureate and Entry Level Master's Degree Nursing Program.

REQUESTED BY: Michael Jackson, RN, MSN
Chairperson, Education/Licensing Committee

BACKGROUND: Scott R. Ziehm, DNP, RN Associate Dean for Pre-Licensure Programs and Accreditation was approved as program director on 9-28-2015. A continuing approval visit was conducted by Shelley Ward, NEC and Katie Daugherty, NEC on November 17-20, 2015, to the University of San Francisco Bachelor of Science in Nursing (BSN) and the Entry Level Master's (ELM) Degree Program. The visit included the main campus in San Francisco with students enrolled in the BSN and ELM options, and the alternate campus site located in Sacramento that offers a BSN option. The alternate campus site was approved by the Board at its November 2014 meeting.

A finding of non-compliance with CCR Section 1425- Faculty Qualifications and Changes was issued. Three recommendations were rendered for CCR Sections 1425.1(a) faculty responsibilities, 1424 (d) resources, and 1427 (a) clinical facilities. The program submitted a response to address the visit findings and is attached.

The self-study report indicated that there was a total of (123) faculty in the program. Consultants were unable to validate by the conclusion of the visit from available documentation that all faculty assigned to teach courses that require BRN approval were BRN approved, that all faculty requiring BRN approval in geriatrics were approved, and some faculty were assuming a teaching assignment not supported by the existing BRN faculty approval form classification level.

At the time of the visit the program reported that there were (938) students enrolled in the BSN and ELM curriculum options. Consultants inquired and provided feedback related to future plans that the university had for the hiring of additional faculty to support the Sacramento campus given existing faculty office space, and for the skills/simulation lab space on the San Francisco campus. University administration provided input on future plans related to physical space considerations for the nursing programs.

The BSN degree option is (128) semester units. The Entry Level Master's degree option consists of (100) semester units to meet graduation requirements, and prepares students to practice as Clinical Nurse Leaders. The School of Nursing and Health Professions nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE) which was reaffirmed in November 2014 for the full ten year term. The University is accredited by WASC Senior College and University Commission (WSCUC).

NEXT STEPS: Notify program of Board action.
PERSON(S) TO CONTACT: Shelley Ward, MPH, RN
Nursing Education Consultant

BOARD OF REGISTERED NURSING

REPORT OF FINDINGS UNIVERSITY OF SAN FRANCISCO BACCALAUREATE AND ENTRY LEVEL MASTER'S DEGREE NURSING PROGRAMS

Visit Dates: NOVEMBER 17-20, 2015

NON-COMPLIANCE:

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 Section 1425 (EDP-R-02 Rev 09/2012), 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 09/2012) and Director or Assistant Director Approval form (EDP-P-03, Rev 09/2012) 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.

There are faculty teaching in the program that have not been BRN approved. There are faculty teaching courses that integrate geriatric nursing content that are not BRN approved in geriatrics. Some faculty approved at the assistant instructor classification are lead course faculty.

RECOMMENDATIONS:

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

Strengthen faculty expectations for clinical practice experiences to ensure consistency from the students' perspective.

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.

Evaluate the adequacy of physical space for the program to achieve its objectives at each location.

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.

Ensure that all clinical facilities in use have current clinical facility approval forms in place.

**CONSULTANT APPROVAL REPORT
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WORK COPY

PROGRAM NAME: University of San Francisco Baccalaureate and Entry Level
Master's Degree Nursing Programs

DATE OF VISIT: November 17-20, 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>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>Not applicable</p>		<p>Scott R. Ziehm, DNP, RN Associate Dean for Pre-Licensure Programs and Accreditation. Approved on 9-28-2015.</p> <p>Case Western Reserve University (Cleveland, Ohio – N.D. Doctor of Nursing 1987 converted to DNP 2011</p> <p>University of California, San Francisco -Director Master's Entry Program in Nursing 1998-2010</p> <p>Faculty at University of California, San Francisco and University of Hawai'i at Manoa, Honolulu, HI</p>
<p>1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p>	<p>X</p>		<p>Angela Banks and Helen Nguyen are assistant directors assigned to the San Francisco campus location. Lauren Turner is assigned as the assistant director at the Sacramento campus.</p>
<p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p>	<p>X</p>		<p>The program director is a full-time administrative position. Angela Banks – 33% release time; Helen Nguyen- 50% release time; Lauren Turner- 50% release time</p>

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PROGRAM NAME: University of San Francisco Baccalaureate and Entry Level
Master's Degree Nursing Programs

DATE OF VISIT: November 17-20, 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		Angela Banks supports the BSN program. Helen Nguyen supports the Entry Level Master's Degree Program. Laureen Turner supports the BSN students (VANAP) located in Sacramento.
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		Written policies and procedures are made available in the University of San Francisco General Catalogue. The School of Nursing and Health Professions also has specific program policies in the BSN and MSN Student Handbooks. Most recently, the program has adopted a Sophomore Progression Policy based on program evaluation data.
1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs .	X		The School of Nursing and Health Professions has established and implemented a comprehensive plan to ensure program quality consistent with the university and professional nursing standards and guidelines. Consultants discussed methods used to track attrition and retention, and shared the future data reporting expectations stated in the Guideline For Alternative /Secondary Program Locations.
1424(b)(2) The program shall have a procedure for resolving student grievances.	X		Both BSN and MSN Student Handbooks have policies for handling student academic grievances. The university has policies in place to address student grievances. The program tracks formal complaints.
1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within	X		Organizational charts and position descriptions have been recently updated to reflect lines of authority and channels of

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
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.			communication for all program locations.
<p>1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p>	X		The university and the program have processes in place for granting credit. Transfer nursing students can be accepted based on academic record, available clinical placements and individual advising.
<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>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>2015-2016 (July-Sept.) 88.33%</p> <p>2014-2015 – 85.12%</p> <p>2013-2014 – 83.22%</p> <p>2012-2013 – 85:00%</p> <p>2011-2012 – 83.12%</p> <p>2010-2011 - 87.82%</p> <p>2009-2010 – 91.41%</p>

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PROGRAM NAME: University of San Francisco Baccalaureate and Entry Level
Master's Degree Nursing Programs

DATE OF VISIT: November 17-20, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<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>	<p>X X X X X X X X X X</p>		<p>The Board approved a major curriculum revision in November 2014 to establish an alternate/secondary campus location site for the BSN program in Sacramento. The Sacramento campus location is operated in collaboration with the VA Northern California Health Care System. Two student cohorts are currently enrolled at the Sacramento campus location. Consultants discussed and clarified some aspects of implementation of the BSN curriculum at the alternative campus site location. Information related to the implementation of the BSN curriculum at the Sacramento campus was updated on the program website to provide additional information during the visit.</p>
<p>SECTION 3: SUFFICIENCY OF RESOURCES 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.</p>	<p>X</p>		<p>There are (938) students enrolled in the BSN and ELM program options. The university and the program have invested in technology and library resources for both campus locations. Simulation equipment is in use at both campus locations. Support staff is available to students and faculty in San Francisco and in</p>

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
	X		<p>Sacramento. Consultants toured the resources at the San Francisco and Sacramento campuses. The management team for the skills and simulation centers at the San Francisco campus has implemented a variety of strategies to provide for scheduled and unscheduled clinical practice time for students. Some students indicated that there could be additional consideration given to promote use of those areas outside of scheduled class time when other students may be scheduled to use those locations. Faculty located at the Sacramento campus has an open office concept with sharing of office seating areas. Although they expressed this to be advantageous for their communication with each other, if private time is needed with a student that they may have to relocate to a conference room. It is anticipated that there will be additional full-time faculty hired in the near future to use this same office space in Sacramento. Space for part-time faculty is limited.</p> <p><u>Recommendation:</u> Evaluate the adequacy of physical space for the program to achieve its objectives at each location.</p>
<p>SECTION 4:PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS:</p> <p>1425All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to</p>		X	<p>Faculty teaching theory and clinical courses at the time of the approval visit are listed on the Nursing Curriculum and Clinical Facilities Form (EDP-P-11) form. The Report On Faculty form (EDP-P-10) was not available for some faculty. Faculty Approval/Resignation Notification (EDP-P-02) forms for some</p>

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:		X	faculty was not available. <u>Non-compliance:</u> There are faculty teaching in the program that have not been BRN approved. There are faculty teaching courses that integrate geriatric nursing content that are not BRN approved in geriatrics. Some faculty approved at the assistant instructor classification are lead course faculty.
1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	X		Faculty meeting minutes, updates to curriculum and policies and procedures reflect faculty implementing their responsibilities.
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		The program reported a total of (123) faculty of which (42) are full-time and (81) are part-time. Documentation forms that are used to validate clinical competency during the visit was not available for all faculty members. Discussion during the visit about the CA Nursing Practice Act definition of content experts provided clarification about which faculty were considered the content experts for each of the (5) nursing areas. The content experts were identified in exhibits. Refer to CCR Section 1425
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	X		The organizational chart is designed in this fashion.

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Master's Degree Nursing Programs

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
assistants shall function under the supervision of an instructor.			
1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); and (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.	X X X X X X		Faculty who have BRN approval as instructors meet the qualifications.
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	X X X X X		BRN approved assistant instructors meet the qualifications

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
demonstrates clinical competency.			
1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.	X		The program reports using one clinical teaching assistant at this time.
<p>1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>Medical/Surgical – Christina Purpora, Angela Banks, Gregory DeBourgh, Elizabeth Cooper, Kathy Grimley-Baker, Susan Prion, Melanie Keiffer, Janice Mark, Megan Sary-Talbot</p> <p>Mental Health/Psychiatric- Kimberleigh Cox, Mary Lou DeNatale, Diane Torkelson</p> <p>Pediatrics- Susan Pauly-O’Neill, Rebekah Sypniewski, Sally Higgins</p> <p>Obstetrics- Mary Lou DeNatale, Kathy Grimley-Baker, Betsy (Helen) Stetson, Elizabeth Yznaga, Amanda Aaronson</p> <p>Geriatrics- Kathy Grimley-Baker, Elizabeth Cooper, Gregory DeBourgh, Melanie Keiffer, Janice Mark</p>

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PROGRAM NAME: University of San Francisco Baccalaureate and Entry Level
Master's Degree Nursing Programs

DATE OF VISIT: November 17-20, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<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>Faculty beliefs regarding the School of Nursing and Health Professions reflect the Jesuit philosophy. The teaching-learning process is a shared responsibility between students and faculty. Four major concepts that are incorporated in the curriculum conceptual framework include person, health, environment, and nursing. Nursing practice is further defined. BSN Program Outcomes are differentiated from MSN Program Outcomes.</p>
<p>1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p>	X		<p>Consultants met with BSN and ELM students at the Sacramento and San Francisco campus locations. Some students expressed a perception that although the syllabus has the course expectations that there is some variance in faculty implementation. Clinical course assignment expectations and learning opportunities was provided as an example.</p> <p><u>Recommendation:</u> Strengthen faculty expectations for clinical practice experiences to ensure consistency from the students' perspective.</p>
<p>1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.</p>	X		<p>New faculty receives orientation to the program.</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	Program documents do not indicate that all faculty teaching in courses that integrate geriatrics are approved in geriatrics. Refer to CCR Section 1425
1426(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		The BSN program received approval for a minor curriculum revision on 8/24/15. The Entry-Level Master's Program minor curriculum revision was approved on 4/27/15. Consultants discussed the curriculum pattern for BSN option students located at the Sacramento campus. The program was advised to submit a minor curriculum revision to document this program option curriculum pattern. BSN curriculum plan currently approved is designed to be completed in (4) years over eight semesters. The BSN curriculum plan at the Sacramento campus begins in the fall semester, is year round and completed in 6 consecutive semesters after completion of specific prerequisites. Students also have electives that have been designed to meet the specific needs of the clients in the VA Northern California Health Care System where clinical courses occur.
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	X		The curriculum incorporates the concepts expressed in the nursing philosophy, and the roles of the BSN graduate and MSN- Clinical Nurse Leader in practice. It incorporates the Essentials of Baccalaureate Education for Professional Nursing Practice, The Essentials of Master's Education in Nursing and Quality and

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.	X		Safety Education for Nurses.
<p>1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>The curriculum plans are based on a 15-week semester system. <u>BSN: Nursing</u>: 63 units (43 theory, 20 clinical); <u>Communication</u>: 8 units; <u>Science</u> 20 units; <u>Total Units for Licensure</u>: 91; <u>Other Degree</u> 37 units; <u>Total Graduation</u>: 128 units.</p> <p><u>ELM- Clinical Nurse Leader</u> : <u>Nursing</u> 41 units (23 theory, 18 clinical); <u>Communication</u> 6 units; <u>Science</u> 26 units; <u>Total for Licensure</u>: 73 units; <u>Other Degree</u> 27 units; <u>Total required for graduation</u> 100 units.</p>
1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition	X		Nursing theory and the corresponding clinical lab course is scheduled in the same semester of the program. Course content includes the required elements.

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

WORK COPY

PROGRAM NAME: University of San Francisco Baccalaureate and Entry Level
Master's Degree Nursing Programs

DATE OF VISIT: November 17-20, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
(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	X X X X		The syllabus specifies that the faculty has the ultimate responsibility for assigning the pass/fail grade for the course. Students and preceptors have a mechanism to evaluate the experience.
1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.	X X X		The university academic system is based on a 15- week semester. A clock hour of theory instruction is 1 hour/ week, and a clock hour of clinical instruction is 3 hours/week, as reflected in the approved curriculum plan.
SECTION 6 CLINICAL FACILITIES 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program	X		

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

WORK COPY

PROGRAM NAME: University of San Francisco Baccalaureate and Entry Level
Master's Degree Nursing Programs

DATE OF VISIT: November 17-20, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p> <p>1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board.</p>	<p>X</p> <p>X</p>		<p>Nurs 475 is a preceptor supported course in the BSN program.</p> <p>The program maintains a binder with Clinical Facility Approval (EDP-P-08) and Program Clinical Facility Verification Forms (EDP-P-14). It was not evident by reviewing the documents what system is in place to complete the forms, or to update the forms over time. Suggestions were provided on when to update the forms with the NEC.</p> <p><u>Recommendation:</u> Ensure that all clinical facilities in use have current clinical facility approval forms in place.</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>	<p>X</p>		<p>NEC clinical site visits included California Pacific Medical Center, Kaiser Permanente San Francisco, Veterans Administration Martinez and Veterans Administration Medical Center Mather Campus.</p>
<p>1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>Consultants provided suggestions related to language used such as the use of the word preceptorship since that has a specific regulatory description in CCR Section 1426.1, and related to provision for continuing communication in the agreement.</p>

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

WORK COPY

PROGRAM NAME: University of San Francisco Baccalaureate and Entry Level
Master's Degree Nursing Programs

DATE OF VISIT: November 17-20, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program	X X		
1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X		
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 X X X X X		The SONHP operates on a 1:10 faculty to student ratio.
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		Tools used for student evaluation reflect specific competencies to meet course objectives.
1428 Students shall be provided opportunity to participate with the	X		Students individually complete a variety of evaluation tools used to provide input into the program. The Nursing Students

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

WORK COPY

PROGRAM NAME: University of San Francisco Baccalaureate and Entry Level
Master's Degree Nursing Programs

DATE OF VISIT: November 17-20, 2015

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
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 X X		Association elects representatives to participate on faculty committees. The Dean SONHP holds events to meet with students as another mechanism for students to provide input into the program. Some students provided suggestions for providing input into the program during meetings with the NECs.
<p>Section 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTIONS</p> 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	X		There have not been any students who have elected his option since the prior approval visit.
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		Counselors are knowledgeable about the option and provide information for interested prospective applicants. The program has developed a written form describing the election of the (30) unit option for prospective applicants.

February 11, 2016

Shelley Ward, MPH, RN
Board of Registered Nursing
1747 N. Market Blvd, Suite 150
Sacramento, CA 97834

Dear Ms. Ward,

Please see our response to the BRN site visit report dated December 14, 2015. I've included BRN findings and our response addressing these matters.

NON-COMPLIANCE:

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 Section 1425 (EDP-R-02 Rev 09/2012), 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 09/2012) and Director or Assistant Director Approval form (EDP-P-03, Rev 09/2012) 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.

There are faculty teaching in the program that have not been BRN approved. There are faculty teaching courses that integrate geriatric nursing content that are not BRN approved in geriatrics. Some faculty approved at the assistant instructor classification are lead course faculty.

Response:

Faculty hiring practices now fully account for expectation defined in Section 1425. Faculty with BRN approval as content expert in geriatric nursing approved criteria for theory and clinical competencies for geriatric nursing with a plan to ensure these competencies are met (see attached). All faculty teaching courses with geriatric content have BRN approval to teach geriatric nursing. Lead faculty were reclassified so they are BRN approved at the Instructor level.

RECOMMENDATIONS:

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

Strengthen faculty expectations for clinical practice experiences to ensure consistency from the students' perspective.

Response:

A comprehensive review of faculty expectations for clinical practice experiences has resulted in greater consistency in learning expectations. We will continue to monitor student feedback to ensure students' experience reflect the faculties' intended planned approach.

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.

Evaluate the adequacy of physical space for the program to achieve its objectives at each location.

Response:

This is a campus-wide discussion that continues to promote adequate physical space to achieve the objectives of the program at each campus location. Subsequent to this site visit, prelicensure programs were assessed and it was determined that physical space capacity was sufficient to meet program objectives.

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.

Ensure that all clinical facilities in use have current clinical facility approval forms in place.

Response:

Clinical approval forms were updated and are current.

Please let me know if you have any additional questions. Thank you for your guidance enabling us to respond to these matters.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott R. Ziehm', written in a cursive style.

Scott R. Ziehm, DNP, RN
Associate Dean for Prelicensure Programs and Accreditation

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3
DATE: April 14, 2016

ACTION REQUESTED: Vote on Whether to Continue Approval for the University of San Francisco Nurse Practitioner Program.

REQUESTED BY: Michael Jackson, RN, MSN
Chairperson, Education/Licensing Committee

BACKGROUND: Alexa Colgrove Curtis PhD, FNP-BC, Director, NP Programs. A continuing approval visit was conducted by Shelley Ward, NEC and Katie Daugherty, NEC on November 18-20, 2015, to the University of San Francisco Nurse Practitioner program, in conjunction with the prelicensure program visit. A finding of non-compliance with CCR Section 1484 (c)(4) - Faculty was issued. One recommendation were rendered for CCR Section 1484 (d)(12)(P) - Curriculum. The program submitted a response to address the visit findings and is attached.

One of the adjunct faculty who was listed in the continuing approval report as starting in 9/2014, and who had been assigned to teach theory and clinical courses in the nurse practitioner program was not licensed as a R.N. in California, or certified as a nurse practitioner in California. This faculty member holds an active registered nurse license and a certified nurse practitioner license from the New Mexico Board of Nursing. The self- study report indicated that the faculty member has an ANCC PMHNP Certificate. Program faculty includes nurse practitioners, a MD/RN, a pharmacist, and psychologists.

The nurse practitioner curriculum content is taken within the course requirements in the Doctor of Nursing Practice (DNP) Program. A DNP Post-doctoral certificate program is available. Curriculum tracks that lead to nurse practitioner certification by the BRN include a family nurse practitioner (FNP) option and a family psychiatric mental health nurse (PMHNP) practitioner option. The PMHNP option was added in fall 2013. Both curriculum options were revised after the last BRN continuing approval visit to align with the National Organization of Nurse Practitioner Faculty (NONPF) competencies.

The family nurse practitioner track option within the DNP program consists of (35) semester units; (21) theory, (14) clinical). The FNP curriculum component is conducted over (8) semesters. Seventy-three students were enrolled in the FNP option at the time of the visit. The family psychiatric mental health track option consists of (40) semester units of NP program content; (26) theory, (14) clinical, and is conducted over (7) semesters. Six students were enrolled in this option at the time of the visit.

The self-study report indicated that there have been (9) graduates of the doctoral program/FNP track and (1) graduate in the PMHNP track since the last continuing approval visit. Students in

the program pursue national certification as nurse practitioners through ANCC (American Nurses Credentialing Center) or AANP (American Academy of Nurse Practitioners).

The School of Nursing and Health Professions nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE) which was reaffirmed in November 2014 for the full ten year term. The University is accredited by WASC Senior College and University Commission (WSCUC).

NEXT STEPS: Notify program of Board action.

PERSON(S) TO CONTACT: Shelley Ward, MPH, RN
Nursing Education Consultant

BOARD OF REGISTERED NURSING
REPORT OF FINDINGS
UNIVERSITY OF SAN FRANCISCO NURSE PRACTITIONER PROGRAM

Visit Dates: NOVEMBER 18-20, 2015

NON-COMPLIANCE:

CCR Section 1484 (c) (4) Faculty

A clinical instructor shall hold active licensure to practice his/her respective profession and demonstrate current clinical competence.

A faculty member in the nurse practitioner program is not licensed as a registered nurse or certified as a nurse practitioner in California per Business and Professions Code 2835 requirements.

RECOMMENDATION:

CCR Section 1484 (d)(12)(P) - Curriculum

The curriculum should include, but is not limited to: Legal Implications of Advanced Practice

Consider introducing students to the use of standardized procedures earlier in the curriculum, and provide content throughout the clinical practicum courses.

BOARD OF REGISTERED NURSING CONSULTANT APPROVAL REPORT NURSE PRACTITIONER PROGRAM

PROGRAM: University of San Francisco Nurse Practitioner Program

VISIT DATES: November 18-20, 2015

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
<p>Section 1484. Standards of Education.</p> <p>The program of study preparing a nurse practitioner shall meet the following criteria:</p> <p>SECTION 1484(a) Purpose, Philosophy and Objectives</p> <p>(1) have as its primary purpose the preparation of registered nurses who can provide primary health care;</p>	X		<p>The USF School of Nursing and Health Professions (SONHP) offers a Family Nurse Practitioner (FNP) and a Family Psychiatric Mental Health Nurse Practitioner (FPMHNP) track within the Doctor of Nursing Practice Program (DNP). It also offers a Post-Graduate Certificate (PGC) for students with an earned doctoral degree for the FNP and FPMHNP clinical tracks.</p> <p>The faculty has defined the philosophy for the School of Nursing and Health Professions. Concepts articulated in the philosophy that serve as the foundation for the conceptual framework of the curriculum include the person, health, environment and nursing.</p>
<p>(2) have a clearly defined philosophy available in written form;</p>	X		<p>Nursing practice is further defined for nurse practitioners to convey that they possess additional preparation and skills in physical diagnosis, psycho-social assessment, and management of health-illness needs in primary care.</p>
<p>(3) have objectives which reflect the philosophy, stated in behavioral terms, describing the theoretical knowledge and clinical competencies of the graduate.</p>	X		<p>The Nurse Practitioner Student Handbook and the DNP Student Handbook describe competencies expected at program completion.</p>
<p>SECTION 1484(b) Administration</p> <p>(1) be conducted in conjunction with one of the following:</p>	X		<p>The SONHP is one of five schools and colleges at the University of San Francisco.</p>

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
<p>(A) An institution of higher education that offers a baccalaureate or higher degree in nursing, medicine or public health.</p> <p>(B) A general acute care hospital licensed pursuant to Chapter 2 (Section 1250) of Division 2 of the Health and Safety Code, which has an organized outpatient department.</p>	<p>X</p> <p>Not applicable</p>		<p>The University is accredited by WSCUC (WASC Senior College and University Commission) and is approved to award undergraduate and graduate degrees in California.</p>
<p>(2) Have admission requirements and policies for withdrawal, dismissal and readmission clearly stated and available to the student in written form.</p>	<p>X</p>		<p>The program provides University and program policies in the University of San Francisco General Catalogue 2015-2016, and in the SOHNP Nurse Practitioner (2015-16) and DNP (2015-16) Student Handbooks.</p>
<p>(3) Have written policies for clearly informing applicants of the academic status of the program.</p>	<p>X</p>		<p>The SOHNP continues to be accredited by the Commission on Collegiate Nursing Education (CCNE), which continues for a ten year term commencing in fall 2014. The nurse practitioner program is approved by the California Board of Registered Nursing.</p>
<p>(4) Provide the graduate with official evidence indicating that he/she has demonstrated clinical competence in delivering primary health care and has achieved all other objectives of the program.</p>	<p>X</p>		<p>Completion of the DNP degree or of the post graduate certificate program with NP specialty is specified on a University transcript.</p>
<p>(5) Maintain systematic, retrievable records of the program including philosophy, objectives, administration, faculty, curriculum, students and graduates. In case of program discontinuance, the board shall be notified of the method provided for record retrieval.</p>	<p>X</p>		<p>Student records at USF are maintained in the Banner system. The SONHP also uses its own database (Project SOHNP) to maintain information on student progress, curriculum and faculty.</p>

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(6) Provide for program evaluation by faculty and students during and following the program and make results available for public review.	X		The SONHP has developed and implements a comprehensive plan for program evaluation. The Program Evaluation Plan is further defined within four major focus areas: Mission and Governance, Institutional Commitment and Resources, Curriculum and Teaching- Learning Practices, Program Effectiveness: Student Performance and Faculty Accomplishments.
SECTION 1484(c) Faculty. There shall be an adequate number of qualified faculty to develop and implement the program and to achieve the stated objectives.	X		Thirteen faculty teach in the program as noted on the Nurse Practitioner Program Faculty form.
(1) Each faculty person shall demonstrate current competence in the area in which he/she teaches.	X		Faculty profiles demonstrate current competence.
(2) The director or co-director of the program shall:			Dr. Alexa Colgrove Curtis PhD, FNP-BC is director of the nurse practitioner program.
(A) be a registered nurse;	X		California RN License # 375376, NP/Furnishing 4486
(B) hold a Master's or higher degree in nursing or a related health field from an accredited college or university;	X		PhD, UCSF Department of Community Health Systems, MSN/FNP University of San Francisco, Family Health Clinical Specialist
(C) Have had one academic year's experience, within the last five (5) years, as an instructor in a school of professional nursing, or in a program preparing nurse practitioners.	X		Teaches N 736 Advanced Assessment and Differential Diagnosis course.
(3) Faculty in the theoretical portion of the program must include instructors who hold a Master's or higher degree in the area in which he or she teaches.	X		Faculty teaching in the program are prepared at the master's or doctoral level.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(4) A clinical instructor shall hold active licensure to practice his/her respective profession and demonstrate current clinical competence.		X	<p>Nurse Practitioner Program Faculty Form indicates that a faculty member assigned to teach N747, N758, N778 and N788 holds a R.N. and NP license in another jurisdiction (NM), and has an ANCC PMHNP Certificate. California Board of Registered Nursing records do not indicate that this individual is licensed as a registered nurse in California or certified as a nurse practitioner in CA. A program administrative representative explained the circumstances leading to the finding.</p> <p><u>Non-Compliance:</u> A faculty member in the nurse practitioner program is not licensed as a registered nurse or certified as a nurse practitioner in California per Business and Professions Code 2835 requirements.</p>
(5) A clinical instructor shall participate in teaching, supervising and evaluating students, and shall be appropriately matched with the content and skills being taught to the students.	X		<p>Clinical instructor responsibilities are defined in the Nurse Practitioner Preceptor Handbook 2015-2016. Faculty responsibilities include final student evaluation.</p> <p>A Biosketch form tracks the qualifications for nurse practitioner and physician preceptors that the program uses for clinical instruction. Orientation materials are in the Preceptor Handbook.</p>
<p>SECTION 1484(d) Curriculum</p> <p>(1) The program shall include all theoretical and clinical instruction necessary to enable the graduate to provide primary health care for persons for whom he/she will provide care.</p>	X		<p>The curriculum is designed to conform to the DNP Essentials of Doctoral Education for Advanced Nursing Practice (AACN), the National Organization of Nurse Practitioner Faculty (NONPF) competencies, and the California Nursing Practice Act.</p>

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(2) The program shall provide evaluation of previous education and/or experienced in primary health care for the purpose of granting credit for meeting program requirements.	X		USF policy permits for post master's students receiving up to (12) units of transfer credited guided by the student's advisor. A gap analysis is completed by the NP program director to grant credit for postgraduate certificate students.
(3) Training for practice in an area of specialization shall be broad enough, not only to detect and control presenting symptoms, but to minimize the potential for disease progression.	X		Students in the FNP and FPMHNP specialties take NURS 735 and 736 Advanced Assessment and Differential Diagnosis/Practicum, NURS 706 Advanced Physiology & Pathophysiology, and NURS 707 Applied Drug Therapy prior taking (4) additional core management theory and clinical courses.
(4) Curriculum, course content, and plans for clinical experience shall be developed through collaboration of the total faculty.	X		The FPMHNP track added in fall 2013 is one example of faculty collaboration to include shared FNP, PMHNP and PSYD courses.
(5) Curriculum, course content, methods of instruction and clinical experience shall be consistent with the philosophy and objectives of the program.	X		The program employs an academic practice partnership with clinical agencies as one method to exemplify program congruence with the philosophy.
(6) Outlines and descriptions of all learning experiences shall be available, in writing, prior to enrollment of students in the program.	X		Information about the program options is available on the SONHP website and printed curriculum pattern descriptions are available to prospective applicants.
(7) The program may be full-time or part-time and shall be comprised of not less than (30) semester units,[forty-five (45) quarter units], which shall include theory and supervised clinical practice.	X		The required coursework for the FNP track within the DNP program (69 units) consists of a total of (35) semester units. There are (21) theory and (14) clinical units. The required coursework for the FPMHNP track within the DNP program (74 units) consists of (40) units. There are (26) theory units and (14) clinical units. The PGC program is designed to require the same number of theory and clinical units (35 or 40). The program is offered on a full-time and on a part-time basis. MSN-DNP FNP curriculum is (8) semesters, MSN-DNP PMHNP is (7) semesters. PGC is 4-6 semesters.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
<p>(8) The course of instruction shall be calculated according to the following formula:</p> <p>(A) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> <p>(B) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.</p> <p>(C) One (1) semester equals 16-18 weeks and one (1) quarter equals 10-12 weeks.</p>	X		Nurse Practitioner Program Total Curriculum Plan Form (NNP-FRM-07) hours and units meet the requirement.
	X		
	X		<p>Fall and Spring semesters are on a 15- week semester system. Summer courses are compressed into 12-weeks to provide for completion of total course hours.</p> <p>FNP hours: (315) theory, (630) clinical; FPMHNP hours: (390) theory, (630) clinical</p>
<p>(9) Supervised clinical practice shall consist of two phases:</p> <p>(A) Concurrent with theory, there shall be provided for the student, demonstration of and supervised practice of correlated skills in the clinical setting with patients.</p> <p>(B) Following acquisition of basic theoretical knowledge prescribed by the curriculum the student shall receive supervised experience and instruction in an appropriate clinical setting.</p> <p>(C) At least 12 semester units or 18 quarter units of the program shall be in clinical practice.</p>	X		NURS 736/735 Advanced Assessment and Differential Diagnosis/Practicum are the initial theory and clinical courses that both FNP and FPMHNP students take concurrently.
	X		Each option progresses through (4) NP track specific care management courses in which theory and clinical courses are concurrent in supervised preceptored clinical settings.
	X		Both the FNP and FPMHNP require (14) semester units of clinical practice.
<p>(10) The duration of clinical experience and the setting shall be such that the student will receive intensive experience in performing the diagnostic and treatment procedures essential to the practice for which the student is being prepared.</p>	X		The duration and depth of experience are routinely evaluated to determine adequacy.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(11) The program shall have the responsibility for arranging for clinical instruction and supervision for the student.	X		Preceptorship arrangements are coordinated in a collaborative manner by the student advisor, the Graduate Clinical Placement Coordinator, the Chair of NP Clinical Education and the Director of the NP program. NEC Visits included: CTRI Mobile Health Unit (FPMHNP site), and to the API Wellness (FNP site)
(12) The curriculum shall include, but is not limited to:			The Required Curriculum Content Form NNP-FRM-09 identifies the courses that provide the required content.
(A) Normal growth and development	X		
(B) Pathophysiology	X		
(C) Interviewing and communication skills	X		
(D) Eliciting, recording and maintaining a developmental health history	X		
(E) Comprehensive physical examination	X		
(F) Psycho-social assessment	X		
(G) Interpretation of laboratory findings	X		
(H) Evaluation of assessment data to define health and developmental problems	X		
(I) Pharmacology	X		
(J) Nutrition	X		
(K) Disease management	X		PSYD courses 725, 730, 735 are included in the FPMHNP track curriculum.
(L) Principles of health maintenance	X		
(M) Assessment of community resources	X		
(N) Initiating and providing emergency treatments	X		

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(O) Nurse practitioner role development	X		
(P) Legal implications of advanced practice	X		<p>Discussion during the meeting with students indicated a lack of familiarity with the term standardized procedures, and the (11) required elements stated in California regulation, and as related to nurse practitioner practice in California. The program provides course content related to standardized procedures, and provided examples from the two clinical sites visited.</p> <p><u>Recommendation:</u> Consider introducing students to the use of standardized procedures earlier in the curriculum, and provide content throughout the clinical practicum courses.</p>
(Q) Health care delivery systems	X		
(13) The course of instruction of a program conducted in a non-academic setting shall be equivalent to that conducted in an academic setting.	Not applicable		



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

February 3, 2016

To: Shelley Ward MPH, RN
Nursing Education Consultant
CA Board of Registered Nursing

From: Alexa Colgrove Curtis PhD, FNP-BC
Director, NP Programs
University of San Francisco, School of Nursing and Health Professions

Re: Response to BRN Consultant's Approval Report
Actions taken in response to the BRN November 2015 site visit to the University of San Francisco NP Programs are listed below.

NON-COMPLIANCE: CCR Section 1484 (c) (4) Faculty

- A clinical instructor shall hold active licensure to practice his/her respective profession and demonstrate current clinical competence.
- A faculty member in the nurse practitioner program is not licensed as a registered nurse or certified as a nurse practitioner in California per Business and Professions Code 2835 requirements.

Corrective Actions:

- The faculty member referenced in the consultant report is not currently teaching in the USF SONHP and will not be eligible to teach within the NP Programs until a California registered nurse license and nurse practitioner certification are obtained.
- Current California license and certification will be verified for all faculty teaching in the NP Programs each semester.

RECOMMENDATION: CCR Section 1484 (d)(12)(P) - Curriculum

- The curriculum should include, but is not limited to: Legal Implications of Advanced Practice.
- Consider introducing students to the use of standardized procedures earlier in the curriculum, and provide content throughout the clinical practicum course.

Corrective Actions:

- The NP programs curriculum crosswalk was reviewed by the faculty and revised by the curriculum committee to clearly identify the inclusion of content pertaining to standardized procedures beginning in the first clinical semester and reviewed each clinical semester thereafter.

Thank you,

Alexa Colgrove Curtis PhD, FNP-BC
Director, NP Programs
USF School of Nursing and Health Professions

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4.1

DATE: April 14, 2016

ACTION REQUESTED: Vote on Whether to Approve Major Curriculum Revision for California State University, San Marcos Baccalaureate Degree Nursing Program (ABSN option)

REQUESTED BY: Michael Jackson, RN, MSN
Chairperson, Education/Licensing Committee

BACKGROUND: Denise Boren, PhD, RN Director of Nursing is the Program Director. Cal-State University San Marcos (CSUSM) opened in Fall of 2006 with enrollment of 44 students into their Traditional (generic) BSN (TBSN) program. An accelerated BSN (ABSN) option was added with BRN approval beginning in the 2007/2008 academic year. The ABSN option admits a cohort of 44 students each Fall and Spring at the Temecula campus and each Summer at the San Marcos campus. The TBSN program admits one cohort of 44 students each year in the Fall.

The program is seeking to increase enrollment of ABSN option students to 60 per cohort at the Temecula and San Marcos Campuses beginning Summer 2016, to meet the demand of applications they receive for this program.

In preparation for this enrollment increase, nursing operations at San Marcos were relocated in 2015 to a building with approximately 9,000 square foot of space that includes a large 10-bed skills lab fully equipped with mannequins and equipment, a four room simulation theater with control rooms, debriefing room, and a nurse's station. Additionally, there is a designated computer lab with 50 seats on the second floor and a designated classroom (50 seats) on the fourth floor. The ABSN students have a dedicated classroom that holds 60 students in extended learning with additional classrooms available throughout the building and university as needed. Based on the evidence provided by the school, the program has adequate resources to support this enrollment increase.

The Temecula campus has a 60 seat classroom with 60 computer desks and three smaller classrooms with a 40-50 seat capacity including two additional classrooms in modular buildings behind the main building. There are 50 laptops with extended batteries for those classrooms. The Temecula campus also has a 5 bed nursing skills lab and a new 10 bed skills lab with adequate manikins and equipment, and two simulation rooms with a control room. Additional classroom space is available at the Old City Hall site in Temecula which contains two 40 seat capacity classrooms and one 84 seat capacity classroom with 65 extended battery life computers for classroom use.

The program has hired a full-time Clinical Placement Coordinator who is responsible for the overall clinical placement needs of the TBSN and ABSN programs and has provided evidence of a sufficient number of faculty to meet the instructional and clinical needs of the program. Based on the evidence provided by the school and my observations during the follow-up visit, to confirm completion of planned additional classroom and skills lab spaces, as well as provision of adequate open skills lab access for students, the classrooms and lab were found to be adequately equipped with space and resources to meet the instructional needs of an increase in enrollment in both the San Marcos and Temecula campuses.

The increase in enrollment will not impact the existing students since classroom, lab space and equipment resources have been expanded to allow for this increase.

NEXT STEPS: Notify program of Board action.

PERSON(S) TO CONTACT: Linda Sperling, DHA, MSN, RN
Nursing Education Consultant



February 2, 2016

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

Subject: Major Revision

Dear Board of Directors;

The California State University San Marcos School of Nursing opened in Fall 2006 with BRN approval for a traditional (generic) BSN program (TBSN) with enrollments of 44 students per cohort. An Accelerated BSN (ABSN) program was approved by the BRN in 2007/2008 academic year for 55 students. Fifty-five students were enrolled each year until 2009/2010 academic year when an internal decision was made to decrease the number of students to 44 per cohort consistent with the TBSN program. The reason for this was the School of Nursing did not have a dedicated Clinical Placements Coordinator; a tenure track faculty member did this job as service to the School of Nursing with an administrative staff member. In June 2011 a Clinical Placements Coordinator was hired and was able to make great strides in getting more clinical placements with existing agencies and achieved getting several more Affiliation Agreements with new clinical sites. For that reason, a decision was made to go back to our original enrollment number of up to 55 students for each cohort. I am requesting to increase enrollment to 60 students to help meet the demand of applications. There is a big demand for this program. The ABSN cohorts are enrolled three times per year – two cohorts to our Temecula campus and one to the main campus at San Marcos. The space at each campus is very suitable to handle the increase.

The School of Nursing was located across from campus in a building owned by Palomar Health, but moved to the main campus in Spring semester 2015. The new School of Nursing is located in University Hall on the third floor where other units within our college reside. The space is approximately 9000 square feet. The space includes a large 10-bed skills lab that can be divided into two smaller skills labs (6 bed and 4 bed labs). The skills lab has a large storage area and office space for the Skills Lab Coordinator. The space also includes a four room simulation theater with control rooms, debriefing room, nurse's station, a large open area for two additional skills stations, and two large storage areas for manikins, equipment, and supplies. The simulation rooms are large hospital rooms. Other space includes four exam rooms, debriefing room and green room for the Nurse Practitioner programs. In addition the school has a reception area, Director's office, 9 offices for faculty and staff, lecturer's space including 9 cubicles with work stations, a work room and seminar room. There are two faculty offices on the same floor, a designated computer lab (50 seats) on the second floor and a designated classroom

(50 seats) on the fourth floor. The ABSN students have a dedicated classroom that holds 60 students in Extended Learning. There are additional classrooms throughout the building and University if needed.

In addition to a Biology Lab and Kinesiology Lab, the Temecula campus has a 60 seat classroom with 60 computer desks and three smaller classrooms (40-50 seat capacity) including two classrooms in modular buildings behind the main building. There is a cart available that contains 50 laptops with extended batteries that can be used in those classrooms. The campus also includes a 5-bed nursing skills lab, and a new 10 bed skills lab with all the needed manikins and equipment. In addition, there are two simulation rooms with a control room that are set up for skills lab rooms if needed and are used for testing medication administration through a simulation scenario and for simulation in the leadership course. All pediatric skills labs are done at the San Marcos campus as students have clinical in San Diego County. All other simulation is completed at the San Marcos campus. Students have 1-2 simulations per pre-licensure course per semester except for the psychiatric/mental health specialty. The faculty prefer using the clinical time for inpatient and outpatient care. Students also have a simulation for leadership at the campus they are enrolled to. The decision to have all simulation except medication administration and leadership at San Marcos has been implemented for some time. Faculty and students wanted all students to have a similar experience in a fully equipped large simulation theater. The Temecula students consider simulation in San Marcos as another clinical day at a remote clinical place. All students really enjoy simulation and are always asking for more opportunities.

Additional classroom space is available at the Old City Hall site. This renovated space is shared by CSUSM and Mt. San Jacinto Community College (MSJC). CSUSM has two classrooms that hold 40 students each and a large classroom that currently has 84 seats (with capability to expand to 100 seats) is shared by both CSUSM and MSJC. This site currently has a cart with 65 extended battery life computers but can be expanded with enrollment changes. The large classroom will be used for nursing courses if needed.

Clinical Placements

Although seeking clinical placements is a big job and competitive for all schools, securing placements has not been a problem for our undergraduate programs. Internships have been getting more difficult for an acute care experience, but we are expanding the internship course to include other options such as community sites, public health and long term care facilities. A full-time 12-month lecturer serves as the undergraduate Clinical Placement Coordinator. This full-time person is responsible for the overall placement needs of the TBSN and ABSN options including annual placement planning, maintaining communication with academic liaisons at healthcare facilities, representing the School of Nursing at consortium meetings, and assisting the director with new site affiliations. Most of the affiliation agreements have been in place for several years. A couple newer agreements in Riverside County were in place and have not been used until recently. The educational liaisons at these agencies only have approved placements that other schools are not using; other schools are not being displaced. I have the clinical placements to support the increase in enrollment. See attachment 1 and 2 EDP-P-11 for curriculum offered for the next year (summer and fall 2016 and spring 2017).

Faculty

The School of Nursing currently has 21 full-time and over 50 part-time faculty that are currently teaching in the program. I have enough faculty to support the increase in enrollment. Several current faculty are requesting to teach more.

The faculty to support the skills lab and simulation theater include the following:

- Simulation Director (both campuses) – 10 to 12 units of assigned time per semester (30-36 hours/week).
- Skills Lab Coordinator (San Marcos) – 10 units assigned time per semester (30 hours/week)/assists with simulation. Assists in Temecula if needed.
- Skills Lab/Simulation Coordinator (Temecula) – 4 units assigned time per semester (12 hours/week). Assists with simulation in San Marcos when Temecula students are in simulation.
- Skills Lab Support – (Temecula) 8 units assigned time per semester (24 hours/week)/assist in San Marcos if needed.
- Skills Lab Support – (San Marcos) 11 units assigned time per semester (33 hours)/undergraduate and graduate programs/assist in Temecula if needed.
- Skills Lab Support – (Temecula) 2 units assigned time per semester (6 hours/week) to assist with open labs.
- Student Assistants as available.

The skills lab and simulation coordinators and support faculty set up all skills labs and support faculty and students. They set up all simulations and lead the scenarios. The faculty assist with simulation experiences for their clinical group. The skills lab and simulation coordinators and support faculty remediate students when needed and conduct open labs. Student assistants help with setting up the skills lab, simulation and open labs.

Other Student and Faculty Support Services

Library: Once faculty are hired and students are enrolled to the university, they receive an email address that will allow access to the use of the library. Faculty and students have access to search databases via internet 24 hours/day 7 days/week. In addition, faculty and students may receive interlibrary loan services. The link to the library is: <https://biblio.csusm.edu/>. The library collection includes 280,500 books and bound periodicals, 30,960 electronic books, 580 print periodical subscriptions, 33,081 electronic journals and over 156 research databases. The library utilizes the SFX system in the research data bases that links the user to full text articles. If the SFX button appears next to a citation the student has accessed, this allows either the full text to appear online or, if not owned by the library, an email copy in PDF format will be sent to the student. The library is open seven days a week. The School of Nursing has a dedicated Librarian who has regular office hours and is available by phone, email and chat room for questions. Students at both campuses use the internet to do their research for courses, projects and papers.

IITS: Students and faculty have access to the University's technological support. The support provided includes support for hardware, applications, connectivity issues, browser related issues, software support, and email problems. Students and faculty can contact the help desk via email, phone, in person and through live chat. The help desk is open five days per week. The link for the help desk for faculty and students is: <http://www.csusm.edu/iits/support/index.html>. Faculty have access to a

designated instructional developer provided by IITS. This person provides training for use of Moodle, Camtasia Relay and other instructional resources. The Temecula campus has a dedicated Technical Support person on campus all day Monday – Friday.

Other available student services include Office of Disabled Student Services, Office of Veteran Affairs, Financial Aid and Scholarship Office, and the Office of Career Assessment. The website has information and who to contact if this support is needed.

I am confident that we have all the resources for the requested increase in enrollment. I would like to begin the increased enrollment with the summer ABSN cohort. I look forward to hearing from you. Please feel free to contact me if you have concerns or questions.

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

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4.2

DATE: April 14, 2016

ACTION REQUESTED: Vote On Whether To Approve Major Curriculum Revision for Golden West College Associate Degree Nursing Program

REQUESTED BY: Michael Jackson, RN, MSN
Chairperson, Education/Licensing Committee

BACKGROUND: Beverly Brownell, RN, FNP, Ph.D., Associate Dean, Director of Nursing at Golden West College. The program has submitted a major curriculum revision proposal to be implemented Fall 2016. The current curriculum has been in place since 1994. There have been three minor curriculum revisions (2000, 2013, and 2015). This revision is being made to restructure the curriculum into a concept-based curriculum that meets the contemporary needs of clinical practice trends in emerging health care, and prepares graduates with the knowledge, skill, and professional identify needed for entry-level practice in nursing. The proposal involves revisions to the program philosophy & framework, graduate learning outcomes, the curricular plan and hours, course content and units, and the evaluation process. The changes will apply to generic, LVN-to-RN, and 30-unit option students.

The following is a summary of the changes which are detailed further in the attachments:

- The program philosophy includes faculty beliefs about person, health, and the art and science of nursing. These beliefs, coupled with utilization of the nursing process and application of adult learning theories, serve as the foundation for nursing education.
- The organizing framework and program outcomes are based upon QSEN competencies (Quality and Safety Education for Nurses) and Professional Identity. These competencies are reflected in the program philosophy and further threaded across the curriculum for cohesiveness and consistency.
- Course names and numbers have been revised.
- Course syllabi, course objectives and evaluation tools reflect consistent application of the new framework and an appropriate progression of concept and skill complexity.
- The curriculum plan consists of five semesters. Prerequisites once required to be completed beforehand for entry into the program, are now more integrated throughout the nursing coursework.
- The concept-based curriculum is organized into two major groupings: Health & Illness and Professional Nursing. Health & Illness covers 21 key concepts related to the characteristics and care of the healthy & ill patient throughout the lifespan. Professional Nursing covers 12 nursing concepts that model the identity of the Profession of Nursing and its application to patient care.
1st semester: General Education courses / Pre-requisites (integrated)
2nd semester: Health & Illness I (Fundamentals)
Professional Nursing I
3rd semester: Health & Illness II (Medical-Surgical/Obstetrics)

Professional Nursing II

4th semester: Health & Illness III (Medical-Surgical/Pediatrics)

5th semester Health & Illness IV (Medical-Surgical/Psych-Mental Health)

Professional Nursing III

- Geriatrics is integrated in the curriculum
- Critical Thinking and Statistics courses have been added to facilitate smooth transfer into higher degree nursing programs.

The revised units: Nursing Units decreased from 39 to 36 units: Theory decreased from 19 to 18 units; Clinical decreased from 20 to 18 units. Total Units for Licensure decreased from 64 to 61 units. No changes to Communication or Science units, or Other Degree Requirements. Total Units for Graduation decreased from 72 to 69 units.

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

NEXT STEPS: Notify program of Board action.

PERSON(S) TO CONTACT: Laura Shainian, MSN, RN
Nursing Education Consultant



Beverley Brownell, RN, FNP, Ph.D.
Associate Dean
School of Nursing & Health Services
Golden West College
bbrownell@gwc.cccd.edu
(949) 690 6608 (cell)

Ms. Laura Shainian,
Nursing Education Consultant
Board of Registered Nursing
1747 N. Market Blvd
Suite 150
Sacramento, CA 95834-1924

August 31st 2015

Dear Ms. Shainian,

Golden West College is proposing a major curriculum change to be implemented in the spring of 2016. The proposed change has been spearheaded by input from our faculty, community partners, the Affordable Care Act, and the Future of Nursing: Leading Change, Advancing Health (IOM, 2010). We are seeing an increase in requests from facilities for graduates with skills for managing the care of patients with complex medical and nursing needs in an increasingly challenging health care system.

By embarking on a complete restructuring of our present program to a more innovative concept-based educational approach, the goal is that the format will enhance the level of academic preparation, critical thinking and clinical skills so that our graduates will enter the workforce well equipped to provide patients and their families with competent, safe, evidence-based nursing care.

The School of Nursing offers three California Board of Registered Nursing (BRN)-approved pathways to eligibility to take the NCLEX-RN. The generic nursing program designed to be completed in five semesters, a "bridge" course offered to California Licensed Vocational Nurses (LVNs) who take a transition course (N190) and then enter the generic program in the third semester of the nursing program, and a "30-unit option in which students complete the bridge course, take the NCLEX-RN exam, but do not qualify to earn a college degree. These students take

the licensing exam as non-graduates. Details of these programs can be found in the GWC Catalog www.goldenwestcollege.edu/catalog.

Due to the increased pressure from our community partners to produce graduates with greater critical thinking skills coupled with the push towards healthcare facilities seeking “Magnet” status, increasing the need to employ BSN nursing graduates, it is now becoming obligatory for Associate Degree nursing students to seek their BSN degree. To meet these needs we incorporated critical thinking and statistics courses into the program to facilitate smooth transfer into such programs bringing the number of units to 69 for graduation from the nursing program.

The proposed curriculum revision was based on recommendations from the BRN visit in 2008 and guidelines from the Accreditation Commission for Education in Nursing (ACEN) and it satisfies the requirements of CCR 1426. The latter suggest that a five-semester program is the best practice nationally for an ADN program. The proposed changes are expanded upon in the proposal which is attached but are also listed briefly below:

1. The curriculum is based upon a conceptual approach to nursing education that promotes the reduction in excessive curriculum content by utilizing concepts to more efficiently distribute pertinent information, enhance student participation, and develop critical thinking skills.
2. Pre-requisites that were once required to be completed beforehand for entry into the program, are now more integrated throughout the coursework, however, students are encouraged to complete as many of the required courses as possible since this is factored into the selection criteria for admission into the program.
3. The previous Nursing Process I, II, III, IV courses have been replaced by two major categories of concepts: Health & Illness and Professional Nursing. Health & Illness I (Nurs 130), Health & Illness II (Nurs 140), Health & Illness III (Nurs 240) & Health & Illness IV (Nurs 270) cover the characteristics and care of the healthy and ill patient throughout the lifespan of a patient. Professional Nursing I, II, and III cover the nursing concepts that model the identity of the Profession of Nursing and its application to patient care. Course descriptions and Objectives are provided in Table 1.
4. Although the largest employers of professional nursing have historically been the acute care hospitals, the Affordable Care Act has resulted in a shift towards employment in nursing homes, assisted living services, rehabilitation facilities, home care agencies, hospice and palliative care agencies, institutional and community-based mental health centers, corporations and schools.



Wes Bryan, President

Our clinical adjustments, therefore, involve diversifying our current clinical sites in order to prepare our nursing graduates for employment in these areas.

In summary, the program which we propose, to be piloted in fall 2016, will serve to provide students with an innovative, interactive curriculum designed to produce exemplary nursing graduates, well-equipped to provide the caliber of nursing care required in our current health care environment. It also will facilitate a smooth transition into our community BSN programs.

The attached proposal provides full details of the proposed program. Please do not hesitate to contact me should you have questions and concerns. In the meantime, I welcome your comments and feedback.

Yours Sincerely,

Beverley Brownell, RN, FNP, Ph.D.
Associate Dean

Golden West College Curriculum Course Sequence

5 – 18 week Semesters	
1st Semester	
<i>English 100 – Freshman Composition</i>	3
<i>Psych 118 – Life Span & Development</i>	3
Math test**	
<i>Comm 110 – Public Speaking</i>	3
Math 160 – Statistics	4
2nd Semester	
<i>Biology G220 – Human Anatomy</i>	4
NURS 130 - Health & Illness I	9
NURS 131 – Professional Nursing I (8 weeks)	1
3rd Semester	
<i>Biology G225 – Human Physiology</i>	4
<i>Soc G100 – Introduction to Sociology</i>	3
NURS 140 – Health & Illness II	8
4th Semester	
<i>Biology 210 – Microbiology</i>	5
NURS 240 – Health & Illness III	8
NURS 241 – Professional Nursing II (8 weeks)	1
5th Semester	
English 110 – Critical Thinking	4
NURS 270 Health & Illness IV	8
NURS 271 Professional Nursing III (8 weeks)	1
Total Nursing Course Units	36
<i>Total General Education Course Units Required by BRN</i>	25
GWC graduation requirements for ADN (may or may not need if possess a Bachelor’s degree)	8
Total Program Units	69

Table.5

Goldenwest College
School of Nursing
Health and Illness Exemplar Mapping

Concept	HI-1 – 9 units (4.5 content) <i>81 content hours</i> <i>56 MS</i> <i>17 Geri</i> <i>3 Pediatrics</i> <i>5 Mental Health</i>	HI-2 - 8 units (4 content) (acute care women’s health) <i>72 content hours</i> <i>48 MS</i> <i>20 Women’s health</i> <i>4 Geri</i>	HI-3 – 8 units (3.5 content) (acute care pediatrics) <i>63 content hours</i> <i>40 MS</i> <i>20 Pediatrics</i> <i>3 Geri</i>	HI-4- 8 units (3 content) (acute care MH) <i>54 content hours</i> <i>32 MS</i> <i>18 MH</i> <i>4 Geri</i>
Cellular Regulation The functions cells perform to maintain homeostasis		Introduction to Concept Breast Cancer	Brain Injury Cancer Childhood leukemia (peds)	
Cognition Thinking skills, including language use, calculations, perception, memory, awareness, reasoning, judgment, learning, intellect, social skills and imagination.	Introduction to concept Dementia (G) Delirium (MH)		Autism spectrum disorder	Alzheimer’s disease (MH)
Elimination The secretion and excretion of bodily waste	Introduction to concept Bladder: incontinence Urinary (G) retention Bowel: Constipation (G) Diarrhea	BPH GI obstruction	Kidney stones GI Obstruction (peds)	
F&E/Acid-base The physiological mechanisms that maintain fluid and electrolyte balance.	Introduction to concept Fluid volume excess Fluid volume deficit	Common acid/base Imbalances	Chronic kidney disease Gastroenteritis (peds)	Diabetes Insipidus SIADH Diabetic ketoacidosis Hyperosmolar hyperglycemic Non-ketotic syndrome

				(HHNKS)
Grief/Loss A series of responses that occur following a physical and/or psychological insult with a goal of returning to homeostasis	Introduction to concept Palliative Care (MH)	Perinatal loss (WH)	SIDS (peds)	Situational loss
Immunity Immunity – the natural or induced resistance to infection and conditions associated with impaired responses.	Introduction to concept Immune Response Communicable diseases: Flu Antibiotic resistance		HIV	Hypersensitivity Transplantation
Infection Infection, or infectious disease, is a state of tissue destruction resulting from invasion of microorganisms into the body	Introduction to concept Asepsis Standard Precautions	UTIs STIs Pyleonephritis	Hepatitis A-B-C Meningitis Seizures Common childhood communicable diseases TB	Sepsis
Inflammation – Inflammation -- The physiologic response to injury, infection or allergens.	Introduction to concept Inflammatory Response	Pancreatitis Gallbladder disease PUD	Rheumatoid arthritis Irritable bowel disease Inflammatory bowel disease Appendicitis (peds) glomeronephritis Peritonitis	
Metabolism All biochemical processes that occur within the body	Introduction to concept Obesity	Liver disease Hypo/hyper Thyroid Disease Diabetes Mellitus Osteoporosis		Cushing's disease Addison's disease
Mobility Mechanisms which affect the ability to move within an individual and	Introduction to concept (G)	Amputation Fractures Osteoarthritis	MS Parkinson's Spinal Cord Injury Sports related injury (peds)	

living environment.				
Mood/Affect Mechanisms that influence the emotional state of an individual and its outward manifestations.		Introduction to concept Postpartum depression (WH)	ADD/ADHD (peds)	Bipolar Depression Anxiety DO Schizophrenia Borderline Personality (MH)
Nutrition The process by which the body ingests, absorbs transports and uses nutrients and food	Introduction to concept - Malnutrition		Celiac Disease	Anorexia (MH) Bulimia (MH)
Oxygenation The exchange of gases (oxygen and carbon dioxide) in cells.	Introduction to concept	COPD Pneumonia	Asthma RSV (peds) Croup (peds)	ARDS Pneumothorax
Pain/Comfort An experience of emotional, spiritual, psychological and physical well-being.	Introduction to concept Pain : acute vs. chronic		Pain: chronic Fibromyalgia	
Perfusion The process of fluid, nutritive and oxygen delivery to cells		Introduction to concept Heart failure Peripheral vascular Disease HTN Angina VTE (DVT, PE) Pregnancy induced HTN (WH)	Sickle cell (peds) Congenital heart disease (peds) Stroke	Acute Coronary Syndrome Aneurysm (AAA) Life threatening Dysrhythmias DIC
Reproduction The process of conception, gestation and childbirth.		Introduction to concept Family Planning (WH) Conception Antepartal Fetal Development Complications high risk intrapartum High risk postpartum Menopause		

<p>Sensory/ Perception Factors contributing to receiving and interpreting internal and external stimuli.</p>	<p>Introduction of concept Decrease visual acuity Hearing Loss (G)</p>	<p>Cataracts Glaucoma</p>	<p>Otitis media (peds) Peripheral neuropathy</p>	
<p>Sexuality Physiological, psychological and sociological aspects of sexual behavior.</p>	<p>Introduction to concept</p>	<p>Erectile dysfunction</p>		
<p>Stress and Coping Conditions which disturb physiological and/or psychological; equilibrium and the body's attempt to return to homeostasis following disequilibrium.</p>	<p>Introduction of concept (MH)</p>	<p>Abuse and Neglect elder, (Geri) dependent adult) Domestic violence (WH)</p>	<p>Child abuse (peds)</p>	<p>Substance Abuse PTSD Phobias (MH)</p>
<p>Tissue Integrity Mechanisms that facilitate intact skin and mucous membranes and their physiological functioning.</p>	<p>Introduction of concept Wound healing Pressure ulcers (G)</p>	<p>Cellulitis</p>		<p>Burns</p>
<p>Health and Wellness Health – a subjective perception of what makes life meaningful and manageable and is a result of adaptation to life's immediate experiences to maintain physical, psychological.</p>	<p>Introduction to concept Immunizations for adult (G) and peds Healthy lifestyle (nutrition sleep, exercise, no smoking) Injury/Fall prevention (G) Screening Health beliefs Medication administration</p>	<p>Antepartum (teaching, health promotion) Antepartum assessment Newborn assessment Postpartum health-teaching, promotion Normal vaginal delivery</p>	<p>Pediatric screening Vision Scoliosis Hearing Case finding Developmental Anticipatory guidance Pediatric assessment Play</p>	

social and cultural harmony.				
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Table 6.

**Golden West College
School of Nursing**

Table 5. PROFESSIONAL NURSING EXEMPLAR MAPPING

	PN-1	PN-2	PN-3
Advocacy	Healthy People 2020 Patient Rights	Duty to care Patient centered Care (QSEN)	Protecting vulnerable populations
Caring	Cultural Awareness Cultural Behaviors	Family dynamics Spirituality	Family dynamics during crisis
Clinical decision making	Nursing process Concept mapping		Clinical decision support systems
Collaboration/Communication	Therapeutic communication Interdisciplinary communication	Care coordination Delegation	Conflict resolution Counseling/support
EBP	Identifying clinical questions	Patient care guidelines	Best practices
Ethics	ANA Code of Ethics	Ethical principles	Ethical dilemmas
Health Care Delivery	Health care organizations Nursing care delivery system	Emergency preparedness Accrediting bodies (Joint Commission	Health care financing Accrediting bodies (ACEN, NLN, Magnet)
Informatics/Technology	EMR Documentation		
Leadership	Skills/personal traits	Chain of Command Delegation Leadership principles	Mentoring Cost effective care
Legal Issues	Advance directives HIPAA Patient rights Nursing student responsibilities	Mandatory reporting Standards of care	Risk Management Sentinel events
Professionalism	Professional responsibilities – student RN Role of RN Scope of RN practice in acute care setting Nurse Practice Act	Professional responsibilities -- education	Professional responsibilities – New RN Professional organizations BRN licensing
Quality Improvement	Medication safety	Benchmarking National Patient Safety Goals	Sentinel events Reporting

REFERENCES

Institute of Medicine (IOM) of the National Academies (2010). The Future of Nursing: Leading Change, Advancing Health. Washington, DC: National Academies Press

OVERVIEW

GWC Major Curriculum Revision Proposal

Current Curriculum *Integrated Course – see table for content	Proposed Curriculum Changes																					
<p>Nursing: 39 Units Communication: 6 Units Science: 19 Units Total Units for Licensure: 64 Units Other Degree Requirements: 8 Units Total Units for Graduation: 72</p> <p>Pre-requisites/GE courses: Biology G220 – Human Anatomy (4 units) Biology G225 – Human Physiology (4 units) Biology G210 – General Microbiology (5 units) English G100 – English Composition (3units)</p>	<p>Nursing: 36 Units Communication: 6 Units Science: 19 Units Total Units for Licensure: 61 Units Other Degree Requirements: 8 Units Total Units for Graduation: 69</p> <p>Pre-requisites/GE Courses: Integrated throughout curriculum</p>																					
<p>Semester 1: Comm G110 - Public Speaking (3 units) *Nursing G100 - Nursing Process I (10 units):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (270)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg</td> <td style="text-align: center;">90</td> <td style="text-align: center;">270</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (270)	MedSurg	90	270	<p>Semester 1: English G100 – English Composition (3 units) Psych G118 – Life Span Developmental (3 units) Math as per placement test* Comm G110 – Public Speaking (3 units) Math 160 – Statistics* (4 units)</p>															
	Theory Hrs.	Clinical Hrs. (270)																				
MedSurg	90	270																				
<p>Semester 2: Psychology G118 - Life Span Developmental (3 units) *Nursing G150 - Nursing Process II (10 units):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (270)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg</td> <td style="text-align: center;">45</td> <td style="text-align: center;">135</td> </tr> <tr> <td style="text-align: center;">OB</td> <td style="text-align: center;">45</td> <td style="text-align: center;">135</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (270)	MedSurg	45	135	OB	45	135	<p>Semester 2: Biology G220 – Human Anatomy (4 units) Nursing G131 – Professional Nursing I (1 unit/8wks) *Nursing G130 – Health & Illness I (9 units: 4.5/4.5):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (243)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg/Geri – 16wks</td> <td style="text-align: center;">56/17</td> <td style="text-align: center;">204/23</td> </tr> <tr> <td style="text-align: center;">Peds</td> <td style="text-align: center;">3</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">PMH</td> <td style="text-align: center;">5</td> <td style="text-align: center;">8</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (243)	MedSurg/Geri – 16wks	56/17	204/23	Peds	3	8	PMH	5	8
	Theory Hrs.	Clinical Hrs. (270)																				
MedSurg	45	135																				
OB	45	135																				
	Theory Hrs.	Clinical Hrs. (243)																				
MedSurg/Geri – 16wks	56/17	204/23																				
Peds	3	8																				
PMH	5	8																				
<p>Semester 3: Sociology G100 - Introduction to Sociology (3units) *Nursing G200 - Nursing Process III (10 units):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (270)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg</td> <td style="text-align: center;">45</td> <td style="text-align: center;">134</td> </tr> <tr> <td style="text-align: center;">PMH</td> <td style="text-align: center;">22</td> <td style="text-align: center;">68</td> </tr> <tr> <td style="text-align: center;">Geri</td> <td style="text-align: center;">23</td> <td style="text-align: center;">68</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (270)	MedSurg	45	134	PMH	22	68	Geri	23	68	<p>Semester 3: Biology G225 - Human Physiology (4 units) Sociology G100 – Introduction to Sociology (3 units) *Nursing G140 – Health & Illness II (8 units: 4/4):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (216)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg/Geri- 11wks</td> <td style="text-align: center;">48/4</td> <td style="text-align: center;">141/15 (156)</td> </tr> <tr> <td style="text-align: center;">OB-5wks</td> <td style="text-align: center;">20</td> <td style="text-align: center;">60</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (216)	MedSurg/Geri- 11wks	48/4	141/15 (156)	OB-5wks	20	60
	Theory Hrs.	Clinical Hrs. (270)																				
MedSurg	45	134																				
PMH	22	68																				
Geri	23	68																				
	Theory Hrs.	Clinical Hrs. (216)																				
MedSurg/Geri- 11wks	48/4	141/15 (156)																				
OB-5wks	20	60																				
<p>Semester 4: Nursing 260 - Nursing Issues (1.5 units) *Nursing 250 - Nursing Process IV (10 units):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (270)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg</td> <td style="text-align: center;">36</td> <td style="text-align: center;">185</td> </tr> <tr> <td style="text-align: center;">Peds</td> <td style="text-align: center;">36</td> <td style="text-align: center;">85</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (270)	MedSurg	36	185	Peds	36	85	<p>Semester 4: Biology G210 – Microbiology (5 units) Nursing G241 – Professional Nursing II (1 unit/8wks) Nursing G240 – Health & Illness III (8 units: 3.5/4.5):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (243)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg/Geri- 11wks</td> <td style="text-align: center;">40/3</td> <td style="text-align: center;">168/15 (183)</td> </tr> <tr> <td style="text-align: center;">Peds-5wks</td> <td style="text-align: center;">20</td> <td style="text-align: center;">60</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (243)	MedSurg/Geri- 11wks	40/3	168/15 (183)	Peds-5wks	20	60			
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MedSurg	36	185																				
Peds	36	85																				
	Theory Hrs.	Clinical Hrs. (243)																				
MedSurg/Geri- 11wks	40/3	168/15 (183)																				
Peds-5wks	20	60																				

N/A – Curriculum is only 4-semesters

Semester 5:

English G110 – Critical Thinking (4 units)

Nursing G271 – Professional Nursing III (1 unit/8wks)

*Nursing G270 – Health & Illness IV (8 units:3/5):

	Theory Hrs.	Clinical Hrs. (270)
MedSurg/Geri- 11wks	32/4	205/15 (220)
PMH-5wks	18	50

Total Content Hrs.:

	Theory Hrs. (342)	Clinical Hrs. (1081)
Med Surg	216	725
Geri	23	68
OB	45	135
Peds	36	85
PMH	22	68

GWC graduation requirements:
 Math 160 - Statistics (4 units)
 English G110 - Critical Thinking (4 units)

Total Content Hrs.:

	Theory Hrs. (244)	Clinical Hrs. (972)
Med Surg	176	718
Geri	28	68
OB	20	60
Peds	23	68
PMH	23	58

GWC graduation requirements:
 Math 160 - Statistics (4 units)
 English G110 - Critical Thinking (4 units)

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: Golden West College (18-week semester compressed into 16 weeks)	Date Submitted: 8/29/2015
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree Major Curriculum Revision Effective Date: Fall 2016	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year: <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								
1 st semester								
	M S O C P G							
English G100 - Composition	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3.38	0	0	54	0
Math G 160 - Statistics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	4	4.5	0	0	72	0
Psych G118 – Life Span Development	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3.38	0	0	54	0
Comm G110 – Public Speaking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3.38	0	0	54	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		13	13	14.64	0	0	234	0
Quarter/Semester								
2 nd semester								
	M S O C P G							
Bio G220 - Human Anatomy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	2	2.25	2	6.75	36	108
Nurs G130 - Health & Illness I – 16 wks	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	9	4.5	5.06	4.5	15.19	81	243
Nurs G131- Professional Nursing I (8 weeks)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	1	2.25	0	0	18	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		14	7.5	9.56	6.5	21.94	135	351

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: Golden West College – page 2 (18-week semester compressed into 16 weeks)	Date Submitted: 8/29/2015
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____
Major Curriculum Revision 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.

Check appropriate year:	Check:	Total Units	Theory		Lab		Total Hrs							
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab						
<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter													
Quarter/Semester 3rd semester	<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td>M</td><td>S</td><td>O</td><td>C</td><td>P</td><td>G</td> </tr> </table>	M	S	O	C	P	G							
M	S	O	C	P	G									
Bio G225- Human Physiology	<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	2	2.25	2	6.75	36	108
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Soc G100 – Introduction to Sociology	<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3.38	0	0	54	0
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Nurs G140 - Health & Illness II (MS-11wks/OB-5wks)	<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	4	4.5	4	13.5	72	216
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Total		15	9	10.13	6	20.25	162	324						
Quarter/Semester 4th semester	<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td>M</td><td>S</td><td>O</td><td>C</td><td>P</td><td>G</td> </tr> </table>	M	S	O	C	P	G							
M	S	O	C	P	G									
Bio G210 - Microbiology	<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	3	3.38	2	6.75	54	108
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Nurs G240 Health & Illness III (MS-11wks/Peds-5wks)	<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	3.5	3.94	4.5	15.19	63	243
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Nurs G241 – Professional Nursing II (8 weeks)	<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	1	2.25	0	0	18	0
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Total		14	7.5	9.57	6.5	21.94	135	351						

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: Golden West College – page 3 (18-week semester compressed into 16 weeks)	Date Submitted: 8/29/2015
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree Major Curriculum Revision Effective Date: Fall 2016	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year:	Check:	Total Units	Theory		Lab		Total Hrs	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester 5th semester	M S O C P G							
Nurs G270 - Health & Illness IV (MS-11wks/PMH-5wks)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	8	3	3.38	5	16.88	54	270
Nurs G271 – Professional Nursing III (8 weeks)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	1	2.25	0	0	18	0
Critical Thinking English G110	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	4	4.5	0	0	72	0
Total		13	8	10.13	5	16.88	144	270
Quarter/Semester	M S O C P G							Total Hrs
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
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Total								
Quarter/Semester	M S O C P G							Total Hrs
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	<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: Golden West College	For Board Use Only
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate	Approved by: _____, NEC
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	Date: _____
Date of Implementation: Fall 2016	<input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Academic System: <input checked="" type="checkbox"/> Semester 18 _____ 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	39	36*
Theory	(18)	(27)	19	(18)*
Clinical	(18)	(27)	20	(18)*
Communication Units	6	9	6	6
Science Units	16	24	19	19
TOTAL UNITS FOR LICENSURE	58	87	64	61
Other Degree Requirements: English G110, Critical Thinking (4 units), Math G160, Statistics (4 units)			8	8
TOTAL UNITS FOR GRADUATION			72	69

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	Nursing 270	Health & Illness IV
Personal Hygiene	Nursing 130	Health & Illness I
Human Sexuality	Nursing 140 Nursing 240	Health & Illness II Health & Illness III
Client Abuse	Nursing 130, Nursing 140, Nursing 240 Nursing 270	Health & Illness I, Health & Illness II, Health & Illness III, Health & Illness IV
Cultural Diversity	Nursing 130, Nursing 140, Nursing 240 Nursing 270	Health & Illness I, Health & Illness II, Health & Illness III, Health & Illness IV

Nutrition	Nursing 130, Nursing 140, Nursing 240 Nursing 270	Health & Illness I, Health & Illness II, Health & Illness III, Health & Illness IV
Pharmacology	Nursing 130, Nursing 140, Nursing 240 Nursing 270	Health & Illness I, Health & Illness II, Health & Illness III, Health & Illness IV
Legal Aspects	PN 131 PN 241 PN 271	Professional Nursing I Professional Nursing II Professional Nursing III
Social/Ethical Aspects	Nursing 130, Nursing 140, Nursing 240 Nursing 270 PN 131 PN 241 PN 271	Health & Illness I, Health & Illness II, Health & Illness III, Health & Illness IV Professional Nursing I Professional Nursing II Professional Nursing III
Management/Leadership	PN 131 PN 241 PN 271	Professional Nursing I Professional Nursing II Professional Nursing III

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.

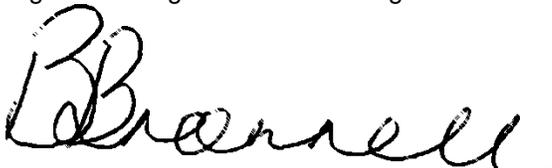
REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	Nursing 130, 140, 240, 270	Health & Illness I, Health & Illness II, Health & Illness III, Health & Illness IV	9,8,8,8
Obstetrical	Nursing G140	Health & Illness II	(8)
Pediatric	Nursing G240	Health & Illness III	(8)
Psych/Mental Health	Nursing G 270	Health & illness IV	(8)
Geriatrics	Nursing G130	Health & Illness I	(9)
Professional Nursing	Nursing G131, G241, G271	Professional Nursing I, Professional Nursing II, Professional Nursing III	1,1,1,
		Total:	36
BASIC SCIENCES			
Anatomy	Biology G220	Human Anatomy	4.0
Physiology	Biology G225	Human Physiology	4.0
Microbiology	Biology G210	General Microbiology	5.0
Societal/Cultural Pattern	Sociology G100	Introduction to Sociology	3.0
Psychology	Psych G118	Lifespan Developmental Psychology	3.0
		Total	19.0

COMMUNICATION			
Group	Comm G110	Public Speaking	3.0
Verbal	Comm G110	Public Speaking	(3.0)
Written	English G100	Freshman Composition	3.0
		Total	6
* TOTAL UNITS			61

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

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Transition to Professional Nursing	Nursing G190	Transition to Professional Nursing	3
Geriatrics	Nursing TBD	Elements of Gerontological Nursing	1
Advanced Medical-Surgical	Nursing G240, G270	Health & Illness III, Health & Illness IV	8,8
Psych/Mental Health	Nursing G270	Health & Illness IV	(8)
Management/Leadership	Nursing G241, G271	Professional Nursing II, Professional Nursing III	1,1
Professional Nursing	Nursing G241, G271	Professional Nursing II, Professional Nursing III	(1),(1)
BASIC SCIENCES			
Physiology	Biology G225	Human Physiology	4.0
Microbiology	Biology C210	Microbiology (at Coastline CC)	4.0
TOTAL UNITS			30.00

Signature Program Director/Designee: 	Date: 8/29/15
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BOARD OF REGISTERED NURSING
Nursing Practice Committee
Agenda Item Summary

AGENDA ITEM: 7.4.3

DATE: April 14, 2016

ACTION REQUESTED: Vote on Whether to Approve Major Curriculum Revision for Santa Ana College Associate Degree Nursing Program

REQUESTED BY: Michael Jackson, RN, MSN
Chairperson, Education/Licensing Committee

BACKGROUND: Rebecca Miller, MSN, RN, Director of Nursing is the program director. The program submitted a major curriculum revision proposal to be implemented in the Spring 2017 and phasing in all semesters by Spring 2018. This process started on May 24, 2013, through a unanimous vote, the faculty decided to proceed with the major curriculum change to a Concept-based Curriculum.

The revision is being made to reflect a Concept-Based Curriculum to decrease the content-laden curricula and place more focus on the learner, based on reports and recommendations from the Institute of Medicine (IOM): Future of Nursing, American Nursing Association (ANA) Standards of Practice, National League for Nursing (NLN) Competencies, as well as review of the NCLEX-RN test plan, the Joint Commission National Patient Safety Goals, changes in healthcare, and changes in student knowledge and preparation.

The faculty has revised the conceptual framework, including definitions of metaparadigm of Person, Nursing, Health-Illness, and Environment. The Constructivism Theory replaced the current Tyler's Model for education theory as it emphasizes experiential learning process in which the learners build new ideas and concepts based on previous and current knowledge.

Along with the revised conceptual framework, philosophy, and education theory changes were Clinical Evaluation Tools. The format and definition of Satisfactory, needs improvement, and unsatisfactory to determine the pass or no pass grade were updated. Attached document shows the detailed changes made to implement concept-based curriculum.

The current curriculum is 72 units, which includes all prerequisites, Nursing courses, BRN requirements, and graduation requirements. The nursing curriculum was reduced from 41 to 39 units with theory courses changed from 21 to 20 units and clinical units from 20 to 19 units, a total reduction of 2 units. Faculty plan to increase simulation from two hours to at least six hours per clinical course as well as increase experiences in community-based nursing and to decrease the number of hours at the acute-care hospital. The current curriculum is four semesters with 16 weeks in each semester for the traditional program and 16-21 weeks for the extended campus program. The program plans to change the sequencing of the program to 8/8, 7/9, 6/10, 12/4 weeks to provide only the amount of time needed for a specific concept and exemplar as required for mastering the content. It is anticipated that this change will result in increased knowledge for

the student and increased NCLEX-RN pass rates.

NEXT STEPS:

Notify program of Board action.

PERSON(S) TO CONTACT:

Linda Sperling, DHA, MSN, RN
Nursing Education Consultant



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1530 West 17th St. • Santa Ana, CA 92706 • (714)564-6000 • www.sac.edu

September 22, 2015

Linda Sperling
Board of Registered Nursing
Administration
P O Box 944210
Sacramento, CA 94344-2100

Dear Ms. Sperling:

I am requesting your review and the approval of the California Board of Registered Nursing for a major curriculum change for the Santa Ana College Nursing Program. After a lengthy review of the current curriculum, literature, and possible changes, the decision was made to pursue a Concept-Based Curriculum (CBC). It is requested that implementation begin in Fall 2016 following Santa Ana College/California Community College Chancellor's Office, Accreditation Commission for Education in Nursing, and the Board's approval. The CBC will be phased in beginning in August 2016 in first semester through implementation to fourth semester in February 2018 with graduation of the initial students involved in the curriculum change in June 2018.

Enclosed are documents supporting this decision and request. These include the following:

- Intent to Change Form and Fee
- Narrative review of background, Concept-Based Curriculum, and changes
- Implementation Schedule
- Concepts and Exemplars
- Concepts and Exemplars by Course
- Concepts and Exemplars by Course Grid
- SAC Conceptual Framework for Nursing
- Clinical Evaluation Tools
- Leveled Objectives by Semester
- Content/Unit/Hours Changes
- Comparison of Five Semester Review
- Comparison of Hours/Week
- Comparison between Current and Proposed Curriculum
- Total Curriculum Plan, EDP-P-05a
- Content Required for Licensure, EDP-P-06
- Course Outlines

PRESIDENT: Erlinda J. Martinez, Ed.D.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES:

Claudia C. Alvarez • Arianna P. Barrios • John R. Hanna • Lawrence R. "Larry" Labrado • Jose Solorio • Nelida Mendoza Yanez • Phillip E. Yarbrough

CHANCELLOR: Raúl Rodríguez, Ph.D.

Please let me know if you need additional information, documents, or have questions. My contact information is (714) 564-6839 and miller_becky@sac.edu

Sincerely,

A handwritten signature in cursive script that reads "Rebecca Miller".

Rebecca Miller, MSN, RN
Associate Dean of Health Sciences

Santa Ana College
Nursing Department
Curriculum Change

Background

There have been major advances in healthcare and nursing education over the recent years. This led to the Santa Ana College (SAC) Nursing faculty analyzing the current curriculum. All faculty were involved in discussions and a review of new curriculum structuring possibilities. During the review, some faculty attended conferences about curriculum and kept hearing about Concept-Based Curriculum (CBC) to decrease content-laden curricula and focus on the learner. An earlier review of the curriculum revealed that the Quality and Safety in Education for Nursing (QSEN) concepts were present in the curriculum under different nomenclature. The following were reviewed and considered in the need to change the SAC Nursing curriculum: Reports and recommendations from the Institute of Medicine (IOM): Future of Nursing, American Nursing Association (ANA) Standards of Practice, National League for Nursing (NLN) Competencies, Associate Degree in Nursing (ADN) and Bachelor Degree in Nursing (BSN) Essentials, NCLEX-RN test plan, The Joint Commission National Patient Safety Goals, changes in healthcare, and changes in student knowledge and preparation.

After reviewing the curriculum, reports, recommendations, and possible changes, faculty decided there was a need to make changes to the education model, how the content was conceptualized, and how it was linked to content delivery. On May 24, 2013, there was a unanimous vote to proceed with a major curriculum change to a Concept-Based Curriculum. All faculty participated in Assessment Technology Incorporated (ATI) webinars about Concept-Based Curricula. The webinars contained content about reasons to change to CBC, how to think conceptually, how to select concepts and exemplars based on evidence, enhance nursing concepts, how to teach using various instructional strategies, and approaches to formative/summative evaluation.

A timeline was created to implement a new curriculum. It included research about the curriculum, deciding on which concepts and exemplars would be appropriate, creating the classes, and obtaining college, Board of Registered Nursing (BRN), and the Accreditation Commission for Education in Nursing (ACEN) approvals. The faculty originally wanted to implement in Spring 2015. However, the college catalog is an annual publication and updates must be made in Fall for implementation the following Fall. Additionally, the ACEN site visit was scheduled for Spring 2015. Therefore, faculty voted to postpone implementation to begin in Fall 2016, phasing in to all semesters by Spring 2018 (See Table 1 for the Implementation Schedule).

A CBC Steering Committee of four faculty and the director was created to research and create a preliminary version of the new curriculum. Periodic meetings with all faculty occurred to seek input and create the courses. A consultant, Debra Smith from New Mexico University, presented a workshop on August 18, 2014. She presented a review on reasons of why to change, examples of concepts and exemplars, reviewed of the SAC concepts and exemplars draft, and discussed and demonstrated teaching/learning strategies.

The Steering Committee and all faculty continued to refine the proposed curriculum. The conceptual framework, philosophy of the metaparadigm of nursing and nursing education, concepts, exemplars, education theory, evaluation tools, sequencing, and courses were decided upon and developed into the proposed Concept-Based Curriculum.

Changes and Rationale:

Change the current SAC curriculum to a CBC curriculum

There were many reasons for the desire to change the current SAC curriculum to a CBC curriculum. These included the following: content overload, instructor-focused not learner-focused, too many units when compared to the Nursing Model Curriculum, units in tenths of units not whole or half numbers as now required by California Community College Chancellor's Office (CCCCO), and the desire to focus more on nursing implementations and increase clinical judgement and decision making.

A Concept-Based Curriculum is based upon a conceptual approach to nursing education that promotes a reduction in excessive curriculum content and utilizes concepts to more efficiently distribute pertinent information, enhance student participation, and develop critical thinking skills. It focuses on making sense of the information, not just facts because content can change but the concepts stay the same. The curriculum allows students to learn Nursing concepts in depth with greater emphasis on nursing implementations through exemplars to showcase specific diseases. It helps students link concepts that are related, discover patterns, apply new knowledge and integrate it with existing knowledge that is transferable in other contexts to prepare them for the rapid changes that occur in healthcare.

Faculty reviewed other Nursing Program's curricula, such as Riverside City College in California, all of the Nursing Programs in North Carolina and New Mexico, as well as schools in Utah and Texas. Additionally, faculty reviewed the morbidity and mortality frequencies locally, in the state, and nationally to determine the concepts and exemplars. (See Appendix 1 for Concepts and Exemplars; See Appendix 2 for Concepts and Exemplars by Course; See Table 2 for Concepts and Exemplars by Course Grid).

Conceptual Framework – Metaparadigm

Faculty have selected the concepts for the metaparadigm of Nursing. The concepts of Person are the following: Physical Development, Psychosocial Development, and Cognitive Development. The concepts of Health/Illness are the following: Fluid & Electrolyte Balance, Elimination, Metabolism, Central Nervous System Regulation, Cellular Regulation, Oxygenation, Perfusion, Reproduction, Inflammation, Tissue Integrity, Infection, Mobility, Comfort, Emergencies, Stress and Coping, Mood and Affect, Cognition, and Addictive Behavior. The concepts of Environment are the following: Physical-safety and infection control, Social-communication, Cultural-diversity, and Spiritual-health promotion. The concepts of Nursing are the following: Communication, Professional Behavior, Clinical Reasoning/Judgment, Clinical Competency, Healthcare System, and Ethics (See Appendix 3 for SAC Conceptual Framework for Nursing, page 6).

Conceptual Framework – Education Theory

Tyler's Model is the current education theory model. Faculty decided a more up-to-date and appropriate model is the Constructivism Theory. The Constructivism Theory is the foundation for structuring learning experiences that take the student from simple to more complex concepts. Constructivism is a learning perspective arguing that individuals construct much of what they learn and understand, producing knowledge based on their beliefs and experiences (Keating, 2010). It is an active learning process in which learners build new ideas and concepts based on their previous and current knowledge. It is a model with strong ties to Piaget's Cognitive Constructivism where learning is a continuum of accommodation, assimilation, and equilibrium, and Knowles' theory of adult learning principles where the learner is self-motivated and utilizes their foundation of prior learning and life experiences through active learning to acquire new information (Brandon & All, 2010) (See Appendix 3 for SAC Conceptual Framework for Nursing, page 12).

The Constructivism Theory as the education theory model creates experiential learning that is enhanced with a CBC curriculum. It will result in faculty selecting different teaching/learning strategies. Teaching/learning strategies will include the following: group activities and presentations, class discussions, reflective assignments, unfolding case studies, assigned readings, individual assignments, collaborative learning both in the laboratory with simulation scenarios and the classroom, computer-assisted learning, and audiovisual materials. Hands-on problem solving opportunities will be available in demonstrations in a skills laboratory and through service learning and patient care experiences both simulated in the laboratory and in-patient care settings in both hospital and community-based areas.

Bloom

The Constructivism Theory is the basis for the simple to complex curriculum sequencing. The increasing complexity is operationalized through the use of Bloom's Taxonomy of Behavioral Verbs. The faculty selected the updated version of Bloom's Taxonomy. The new verbs will become remembering (knowledge), understanding (comprehension), applying (application), analyzing (analysis), evaluating (synthesis), and creating (evaluation) (See Appendix 3 for SAC Conceptual Framework for Nursing, page 13).

Clinical Evaluation Tools

As the conceptual framework, philosophy, and education theory changed, so did the need to change the accompanying Clinical Evaluation Tools (CET) (See Appendix 4 for Clinical Evaluation Tools). The faculty revised the CET in content as well as format and definition of passing/not passing. The Role-Specific Competencies and Course Level Objectives, what the student will learn, are the basis for the CET (See Appendix 5 for Leveled Objectives by Semester). The Student Learning Outcomes, what the student knows and can do upon completion of the course, have been incorporated in the CET (See Appendix 3 for the SAC Conceptual Framework for Nursing, page 15).

The format and definition of passing/not passing will change. Currently, the format is a determination of points from zero to three as to how well the student met the criteria in multiple areas. The numbers are added to determine if the student passed at the number of points required. It was possible for a student to score low in some areas but higher in others to result in a passing

grade for the course and yet not mastering all areas. The changed format uses “Satisfactory,” “Needs Improvement,” and “Unsatisfactory” at mid-term with remediation recommendations for “Needs Improvement” and “Unsatisfactory” and only “Satisfactory” or “Unsatisfactory” of the areas at the final. Additionally, there is now the determination of “Satisfactory” or “Unsatisfactory” for meeting the Student Learning Outcomes. All areas marked as “Satisfactory” will result in the final grade of “Pass;” an “Unsatisfactory in any area or Student Learning Outcome will result in the final grade of “No Pass.”

Number of units

The current curriculum is 72 units. This includes all prerequisites, Nursing courses, BRN requirements, and graduation requirements. The current Nursing courses are 41 units; 21 in theory (336 hours) and 20 in clinical (956 hours). During the CBC curriculum creation, faculty realized 16 fewer hours were needed in theory due to the change to concepts and exemplars because content that was previously repeated in multiple classes was deleted, pharmacology was decreased in the stand-alone classes as more content will be integrated throughout the program, and the Concepts for Nursing course, NRN-112, content will be incorporated in the Principles of Nursing Practice course, NRN-161. Thus, the CBC curriculum theory courses will be 20 units (320 hours) and can still be delivered in five semesters (See Table 3 for Content/Unit/Hours Changes; See Table 4 for Comparison of Hours/Week; See Table 5 for Comparison of Five Semester Review).

Faculty also discussed the amount of time spent in clinical as well as the location. Due to changes in healthcare, the student, and education theory, faculty decided to increase simulation from two hours to at least six hours per clinical course as well as increase experiences in community-based nursing while decreasing the number of hours at the acute-care hospital. Thus, the CBC curriculum clinical courses will be 19 units (912 hours) (See Table 3 for Content/Unit/Hours Changes).

Change sequencing from 16 and 16-21 weeks to 8/8, 7/9, 6/10, 12/4 weeks

The sequencing of the current curriculum is four semesters with 16 weeks in each semester for the Traditional Program and 16 to 21 weeks in each semester for the Extended Campus Program (ECP). There are generally two focused areas in each semester. For example, currently in second semester, obstetrics and pediatrics are presented within the same course. A student can pass the second semester because he/she achieved high test scores in the pediatric area even though the student achieved low test scores in the obstetric area because the course grade reflects the entire semester. Faculty decided that by changing the number of weeks to only the amount of time needed for the specific concepts and exemplars will result in students being required to master that content, resulting in increased knowledge for the student and increased NCLEX-RN pass rates for the graduates (See Table 3 for Content/Unit/Hours Changes).

Extended Campus Program Timing

Currently, the Extended Campus Program (ECP) is approved for a variety of numbers of weeks at the off-campus location of St. Joseph Hospital. The theory courses are in a one evening/week format in first, second, and third semesters with two days/week for fourth semester; the majority of clinical is conducted during the weekends. The first and third semesters are 21 weeks, the

second semester is 19 weeks, and the fourth semester is 16 weeks with both Traditional and Extended Campus Program students merged in the same class.

With CBC, faculty decided there would be too many hours of theory content to present in one evening. Therefore, ECP will change to two evenings/week for theory for a total of 16 weeks to match the Traditional Program timing but continue the majority of clinical on weekends. The fourth semester will continue to merge both Traditional and Extended Campus Program students two days/week for theory.

There are no changes to the prerequisites, BRN requirements, or graduation requirements. There is no change to the Role Transition course, NRN-200, required of advanced-placed students. See Appendix 6 for Comparison between Current and Proposed Curriculum. See Appendix 7 for Total Curriculum Plan. See Appendix 8 for Content Required for Licensure. See Appendix 9 for Course Outlines.

References utilized in curriculum change:

ANA Code of Ethics for Nurses (2001): <http://www.nursingworld.org/codeofethics>

Bloom's

Taxonomy: <http://www.personal.psu.edu/bxb11/Objectives/ActionVerbsforObjectives.pdf>

Brandon, A. F. & All, A. (2010). Constructivism theory analysis and application to curricula. *Nursing Education Perspectives*, 31(2).

BRN: California Board of Registered Nursing www.rn.ca.gov

Healthy People 2020 <http://www.healthypeople.gov/>

IOM report February 2010 www.iom.edu

Keating, S. (2010) *Curriculum development and evaluation in nursing* (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

National League for Nursing. *Outcomes and Competencies for Graduates of Practice/ Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing*. NLN: New York 2010.

National Patient Safety Goals http://www.jointcommission.org/standards_information/npsgs.aspx

NCSBN: National Council of State Boards of Nursing www.ncsbn.org

Nursing: Scope of Standards and Practice American Nurses Association, 2010:

<http://nursingworld.org/scopeandstandardsofpractice>

QSEN: Quality and Safety Education for Nurses www.qsen.org

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: Santa Ana College										Date Submitted: 9/22/2015									
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree										For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved									
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: 8/23/2016														
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: 16									
										Theory		Lab		Total Hours					
Quarter/Semester										Total Units		Units		Hr/Wk		Theory		Lab	
Prerequisites																			
	M	S	O	C	P	G	**Wk:												
Bio 239 Anatomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	4	3	3	1	3	48	48					
Bio 249 Physiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	4	3	3	1	3	48	48					
Bio 139 Microbiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	4	3	3	1	3	48	48					
English 101	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	4	4	4	0	0	64	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0	0					
Total								16	13	13	3	9	208	144					
Quarter/Semester																			
First Semester														Total Hours					
	M	S	O	C	P	G	**Wk:												
RN160 Intro Pharm	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	1	1	2	0	0	16	0					
RN161 Prin Nur Prac	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	2	2	4	0	0	32	0					
RN161L PrinNurPracL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	2.5	0	0	2.5	15	0	120					
RN162 Pharm	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	1.5	1.5	3	0	0	24	0					
RN163 Simple Concept	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	3	3	6	0	0	48	0					
RN163L SimpleConcl	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	2.5	0	0	2.5	15	0	120					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0	0					
Total								12.5	7.5	15	5	30	120	240					
Quarter/Semester																			
Second Semester														Total Hours					
	M	S	O	C	P	G	**Wk:												
RN164 Family Health	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	2	2	4.6	0	0	32	0					
RN164L Fam Health L	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	2	0	0	2	13.7	0	96					
RN165 Health Illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2.5	2.5	4.44	0	0	40	0					
RN165L Health Illness L	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2.5	0	0	2.5	13.3	0	120					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0	0					
Total								9	4.5	9	4.5	27	72	216					

* 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: Santa Ana College - Traditional										Date Submitted: 9/22/2015							
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree										For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____							
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: 8/23/2016												
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 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: 16			
Quarter/Semester Third Semester										Total Units		Theory		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
RN261 Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6	1.5	1.5	4	0	24	0				
RN261L MentalHealth L	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6	1.5	0	0	1.5	0	72				
RN262 Acute Concept	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	3	3	4.8	0	48	0				
RN262L AcuteConcL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	3	0	0	3	0	144				
(RN200) Role Trans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	2	2	2	0	32	0				
Adv Place only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0				
Total								11	6.5	10.8	4.5	26.4	104	216			
Quarter/Semester Fourth Semester										Total Units		Theory		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
RN263 ComplexConcep	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	3.5	3.5	4.65	0	56	0				
RN263L CompConcL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	2.5	0	0	2.5	0	120				
RN264L Preceptorship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	2.5	0	0	2.5	0	120				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	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	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	0	0				
Total								8.5	3.5	4.65	5	40	56	240			
Quarter/Semester Grad Requirements										Total Units		Theory		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
Amer Institutions elect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3	0	48	0				
Humanities elect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3	0	48	0				
Sociology 100/100H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	16	3	3	3	0	48	0				
Psychology 100/100H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	16	3	3	3	0	48	0				
Speech 145/145H/102	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3	0	48	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	0	0	0				
Total								15	15	15	0	240	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

Social/Ethical Aspects	Integrated	160, 161, 161L, 162, 163, 163L, 164, 164L, 165, 165L, 261, 261L, 262, 262L, 263, 263L, 264L
Management/Leadership	NRN263/L, 264L	Complex Concepts/Lab, Preceptorship

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	NRN160,161/L,162,163/L,262/L,263/L,264L	Intro to Pharmacology, Principles of Nursing Practice/Lab, Pharmacology, Simple Concepts/Lab, Acute Concepts/Lab, Complex Concepts/Lab, Preceptorship	27
Obstetrical	NRN164/L	Family Health Concepts/Lab	4
Pediatric	NRN165/L	Health Illness Concepts/Lab	5
Psych/Mental Health	NRN261/L	Mental Health Concepts/Lab	3
Geriatrics	NRN161/L,163/L,262/L,263/L	Principles of Nursing Practice/Lab, Simple Concepts/Lab, Acute Concepts/Lab, Complex Concepts/Lab	Integrated
		Subtotal	39
BASIC SCIENCES			
Anatomy	Bio239	Anatomy	4
Physiology	Bio249	Physiology	4
Microbiology	Bio139	Health Microbiology	4
Societal/Cultural Pattern	Soc100	Introduction to Sociology	3
Psychology	Psy100	Introduction to Psychology	3
		Subtotal	18
COMMUNICATION			
Group	CS145	Group Dynamics/Interpersonal Communication OR	3
Verbal	CS102	Public Speaking/Speech Communication	
Written	Eng101/101H	Freshman Composition	4
		Subtotal	7
		* TOTAL UNITS	64

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

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
	NRN200	Role Transition	2
Advanced Medical-Surgical	NRN262/262L, NRN263/263L, 264L	Acute Concepts/Lab, Complex Concepts/Lab, Preceptorship	14.5
Psych/Mental Health	NRN261/261L	Mental Health/Lab	3
Geriatrics	NRN262/262L, NRN263/263L	Acute Concepts/Lab, Complex Concepts/Lab	Integrated
Management/Leadership	NRN263/263L, 264L	Complex Concepts/Lab, Preceptorship	Integrated

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5
DATE: April 14, 2016

ACTION REQUESTED: Vote on Whether to Continue Warning Status for Shepherd University (SU) Associate Degree Nursing Program

REQUESTED BY: Michael Jackson, RN, MSN
Chairperson, Education/Licensing Committee

BACKGROUND: Misun Sprina Jeon, RN, MSN, is Director of ADN Program since November 2011. Timeline of this program's program review:

- 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.
- August 7, 2014 ELC/September 18, 2014 BRN decision – Placed SU on Warning Status.
- August 6, 2015 ELC/September 3, 2015 BRN decision – Progress Report reviewed and Continue SU on Warning Status. Progress Report and Review at March 2016 ELC.

The Board received SU's Progress Report on February 4, 2016 that addressed how SU has completed and continuing to implement program improvement plans described in the previous progress report. An attachment to the progress report showed careful review of their graduates including data analysis of relevant factors. (Refer to attached progress report and excerpt from the NCLEX data)

The program has corrected the noncompliance areas, except for Section 1431, Licensing Pass Rat Standard, which is at 63.64% (14/22 passed), showing results for the first two quarters for this Academic Year July 2015 to June 2016. Although this pass rate remains less than the standard pass rate of 75%, it is an improvement over the previous three annual pass rates. The results from the last three quarters show a positive trend and improvement, despite being below 75% (Refer to NCLEX Report attachment). Because the result from this year (two quarters) is incomplete, there is a need to consider the full year's pass rates for 2015-2016 before the final decision. Request SU to submit a final progress report and return to ELC at the October 2016 ELC meeting.

NEXT STEPS: Notify program of Board action.

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



February 4, 2016

Miyo Minato, MN, RN, NEC
Supervising Nursing Education Consultant
California Board of Registered Nursing
P.O. Box 944210
Sacramento, CA94244

Subject: Progress Report for Shepherd University ADN Program

Dear Ms. Minato,

This progress report addresses the areas of non-compliance and recommendations required for the continued approval of the Shepherd University ADN program as determined by the Board of Registered Nursing (BRN). Specifically, this progress report provides updates regarding the BRN's concerns about our NCLEX pass rate. We have also included steps taken to resolve the problems with our admissions patterns and faculty.

The December 2014 Cohort NCLEX pass rate was 55.56% (10 passed and 8 failed) and the June 2015 Cohort NCLEX pass rate was 84.62% (11 passed and 2 failed). The recent NCLEX pass rates were 53.85% during July 1-September 30, 2015 and 77.78% during October 1 –December 31, 2015. So, although, the average of the two quarters is 63.63% is still below the required 75%, it shows a dramatic improvement when compared to the combined pass rate of 26.67% in 2014/15. The program implemented action plans during the fall 2014 and spring 2015 semesters which accounted for this improvement in the NCLEX pass rate. Evidence of the plans and actions taken are enclosed.

The rising pass rate reflects the positive effects of the action plans our program has implemented. Graduates who completed the program prior to changes and those who delayed taking the NCLEX have contributed to the earlier failure rate.

The faculty and curriculum are currently under supervision by our nursing education consultant, Sue Albert, who offers guidance as we continue to strengthen the program and ensure that our students successfully pass the NCLEX. Data on faculty performance was reviewed and actions were taken to correct identified weaknesses. Improvements that were implemented include:

- Employed content experts as full-time faculty members.
- Ensured the new students' admission and enrollment pattern are in accordance with the approved cohort size of 33 students.

The nursing program notified existing and prospective students of the school's warning status by the BRN. Notifications were provided during admission counselling and posted on the university website.



SHEPHERD UNIVERSITY

SCHOOL OF NURSING

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(Phone) 323.550.8888 (FAX) 323.550.1313 (URL) www.shepherduniversity.edu

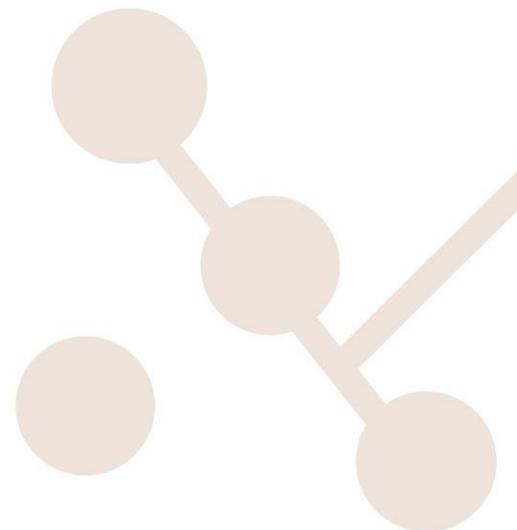
We hope the actions taken by the nursing school and the substantive progress that has been made will be considered by the board at the upcoming ELC meeting. We further hope that our nursing program will no longer be on warning status and that the board will be satisfied with our improving pass rate and action plans.

Thank you for your time and attention as you review the recent progress of our school of nursing.

Sincerely,

Sprina Jeon, MSN, RN
Director of ADN Program
School of Nursing

Enclosed Summary of Progress Report, Table and Attachments, and Action Plan Table.





February 4, 2016 (Presented in March 2016 ELC)

SUMMARY OF PROGRESS REPORT
SHEPHERD UNIVERSITY ASSOCIATE DEGREE NURSING PROGRAM

NON-COMPLIANCE:

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.

There are insufficient FT faculty to implement the curriculum for the currently enrolled students. See also CCR 1425.1(a)

Response:

1. Hired Full Time and Lead/Expert faculty members

The program has 7 full time faculty including 6 teaching faculty and 1 non-teaching faculty. This includes 1 new hire. The program has all necessary content experts. All have been approved by the BRN. **(Table 1. Lists of Fulltime Faculty and Lead/Content Expert)**

- The program all full time faculty members as Content Experts and Lead faculty effective Fall 2015 semester. Overall faculty retention has stabilized.
- Prof. Geoffrey Ok who was hired effective October 2015 to replace Roberta Forgan's resignation from Med-surg II.
- OB lead faculty member was assigned to Melody Cochran, full time faculty who was approved in OB & Peds content as an Instructor.

2. Theory and Clinical subjects taught concurrently effective fall 2015 Semester

- 1) FTE was 7.3 consisting 6 Full time faculty and 1.3 FTE and they taught 60 students who were enrolled in fall 2015; the ratio of student to faculty was 8.22.
- 2) All courses were provided concurrently in fall 2015 semester with sufficient resource of clinical sites including OB, PEDS, & Psych. All courses are taught by approved faculty.



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.

Implementation of the curriculum is inconsistent with the approved curriculum. The curriculum does not flow across the program and recognize student levels needed for participation in experiences. The courses did not start nor finish in the assigned time. Future enrollment pattern must meet implementation of the approved generic curriculum.

Response:

1. Maintained academic calendar schedule

All classes were conducted per calendar schedule for fall 2015 semester. All clinical courses are completed without having to change clinical sites. This demonstrates sufficient clinical sites and clinical faculty for program implementation. The Spring 2016 class schedule has been prepared with both sufficient clinical sites and faculty members in theory and clinical. (**Table 2. Fall 2015 Class Schedule and Spring 2016 Class Schedule**)

2. Reorganized syllabi to have consistency in theory and clinical schedule and objectives.

After a conference with Donna D. Ignatavicius on October 8, 2014, the curriculum was revised to reflect student progression in level of knowledge for each course in the program. The courses and the evaluations in the courses all reflect student growth through the program. The clinical experiences were fully integrated with the theory.

3. Simulation Plan

The Simulation Committee will begin developing case scenarios are appropriate the level of the course and course content. This is an on-going process. Prior to this the committee was determining the best use of simulation in each course. The program will implement the use of simulation for no more than 25% of clinical hours after the cases have been integrated into all levels of the nursing curriculum.

4. Compliance with new student admission/enrollment patterns in accordance with approved cohort size of 33 students

During Fall 2015 and Spring 2016 semester, new admissions have been accepted by the approved enrollment numbers with 22 Generic RN and 11 Advanced Placement; and the program has ensured completion of prerequisites prior to nursing admissions. Refer to the Table 4. Enrollment Projection Table for the details. (**Table 3. Enrollment Numbers in Fall 2015 and Spring 2016**)

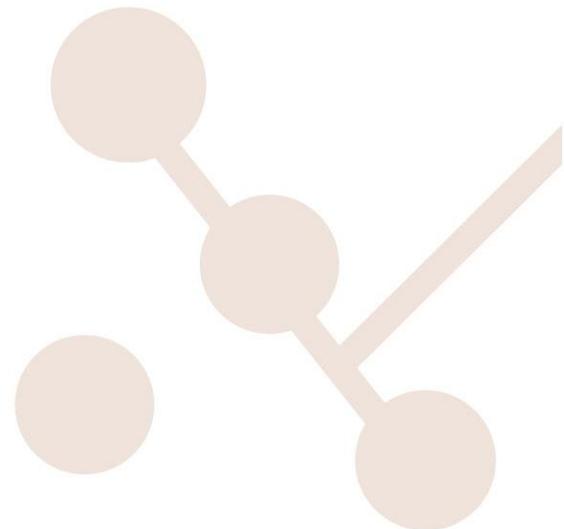


SCHOOL OF NURSING

- In Fall 2015, total enrolled students were 60 consisting of 41 returning students and 19 new students including 9 generic students in semester 1 and 10 LVN Advanced Placement students in semester 3.
- In Spring 2016, total enrolled students were 57 consisting of 40 returning students and 17 new students including 6 Generic RN students in semester 1 and 11 LVN Advanced Placement students in semester 3.

5. Completion on Posting Warning Status

The program has notified prospective students about the program's warning status during admission counseling and new student interview session with Program Director; and the program has placed the sign of warning status since Sep 2014 at School Website. Refer to this link. <http://www.shepherduniversity.edu/nursing/accreditation/>





NON-COMPLIANCE:

SECTION 1431 The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates.

NCLEX Pass rates are below 75% for 2011-12 and 2012-13.

RECOMMENDATIONS:

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

Examine effectiveness of implementation of actions taken and planned to address NCLEX pass rate below 75%.

Response:

Action plans as submitted were implemented during spring & fall 2015 semester.

In order to achieve improved first time pass rate, the program continues to work on additional program evaluation which includes analysis of individual student characteristics to accurately identify and target areas of improvement needed to ensure graduate success.

The actions taken include the following:

1. Strengthened LVN Advanced Placement Admission Selection Criteria

- 1) The program has maintained the admission criteria of TEAS score as 65% since fall 2014.
- 2) Monitored the compliance of admission GPA of 2.8 and required OB & Peds Knowledge Validity Check
 - The program implemented the requirement of an increased GPA of 2.8 for LVN advanced students in Spring 2015 (expected graduation on Dec 2015). (**Table 4. Admission GPA, TEAS/OB/PEDS Scores for LVN Advanced Placement Enrollment in Fall 2015 & Spring 2016**)

2. Monitored NCLEX Results for Recent Graduates (June 2015)

- 1) The students who entered in Fall 2014 and graduated in June 2015 have an improved NCLEX result as below (updated as of Dec 31, 2015). These students had 2 semester of the action plan changes.



Graduation Date	1 st Time Pass/Not Pass (number)	1 st Time	Characteristic	Characteristic
		Pass Rate (%)	Pass	Not Pass
June 2015 (out of 19) <i>6 graduates are still preparing their NCLEX.</i>	11/2	84.62%	3 LVN Adv 8 Generic RN	1 LVN Adv 1 Generic RN

Updated on January 28, 2016

2) The students who graduated in Fall 2014 whose action plan had been applied one (1) semester have an improved NCLEX result as 55.56% (see the below) compared to past year of 2014/15 annual pass rate, which was 26.67%.

Graduation Date	1 st Time Pass/Not Pass (number)	1 st Time	Characteristic	Characteristic
		Pass Rate (%)	Pass	Not Pass
Dec 2014 (out of 19) <i>1 remaining graduate who scheduled NCLEX on late January 2016</i>	10/8	55.56%	10 LVN Adv NA- Generic RN	8 LVN Adv NA- Generic RN

Updated on January 28, 2016

3. Updated Report of NCLEX Result

When reviewing the NCLEX results please note the following timelines for students receiving the changes in curriculum and presentation. During summer 2014 through fall 2014 the program was examined, consultants were brought in and syllabi were revised to reflect changes. The syllabi were approved and changes were approved and implementation of changes in Fall 2014. Therefore NCLEX results reflect the following:

- a) Students taking NCLEX in December 2014 had received only one (1) semester of the changes in the program.
- b) Students taking NCLEX in June 2015 had received only two (2) semesters of the changes in the program.
- c) Students taking NCLEX in December 2015 will have received only three semesters (3) of the changes in the program.



- d) Students taking NCLEX in June 2016 will be the very first students to have completed the program with all the changes in place.

Students that had not benefitted from full implementation of the changes did receive intensive tutoring and test-taking preparation.

The program has continued to monitor the NCLEX pass rate for 2015/16 and updated the results of first (1) and second (2) Quarter of 2015/16 for the period from 7.1.15-12.31.15, 53.85% and 77.78%, respectively. Currently the average pass rate from the 2 quarters remains below 75%, which is 63.63% with 22 students having taken the NCLEX and 14 having passed. This was significantly higher than previous pass rate of 2014/2015, average, 29.69%. This demonstrates some improvement but it is important to remember that the majority of the 6 failed students were graduates prior to implementation of changes. Of the 14 passed students, 12 were from two cohorts benefitting from action plan. (**Table 5. 1st QTR of 2015-2016 NCLEX-RN Result Identified by Action Plan Applied/Non-Applied Graduates**).

The trends of the pass rate by the cohort in **Table 6. NCLEX Results Analyzed by Cohort**, the cohorts who participating in revised curriculum and action plans-Dec 2014 and June 2015- have demonstrated improved NCLEX pass rates. The June 2015 cohort had an 84.62% pass rate (as of January 28, 2016).

The full impact of the changes that were implemented in Fall 2014 will not be seen until the class of Spring of 2016.

Recently, the program has received the 2ND QTR of 2015/16 results from the NCSBN, which is 77.78% and so the average of two (2) quarters of 2015/16 pass rate was 63.63%. This result shows a dramatic improvement when compared to the previous year of 2014/15, which was 29.69% (**Table 7-1. Annual NCLEX Result**)

In addition, the combined average of two cohorts from Dec 2014 and June 2015 who received the action plans, one and two semesters, respectively, had a 75% pass rate (12 passed out of 15 delivered) during July 1 to Dec 31, 2015 (collected from 1st and 2nd quarter of 2015/16). Refer to **Table 7-2. Two Quarters of 2015/16 Result Average Combined by Two Cohorts** for detail.

Last, the program has updated the data on the NCLEX pass rate by English as First Language Students Compared to English as a Second Language and the result remained as same as previously which the ESL group achieved higher pass rates during 2014/15 and 2015/16 (July-Sep 2015). The program does not provide additional support systems for English as a second language students. Therefore, the low pass rate is not affected by the language competency. (**Table 8. NCLEX-RN Result Identified by First Language (Native) versus English as a Second Language (ESL)**)



Continued Monitoring of NCLEX Results

- Faculty members were assigned to each of the graduates prior to their taking NCLEX to follow up their NCLEX preparation closely and assist them with their study plan and advise them to take the Kaplan Predictor before NCLEX.
- Continued the subscription of NCSBN Mountain Measurement for NCLEX Program Report of 2015-16
- NCLEX Pearson fee reimbursement support to help to improve motivation to pass NCLEX on first time.
 - The university has budgeted for the reimbursement of the Pearson Fee (\$200) for student passing on the first attempt if student brings the notice of the pass letter of NCLEX-RN.

4. Update of 30-unit Option admissions in LVN Advanced Placement tract

The program has not had space available for 30 unit options students. (**Table 9. Admission Number for 30-Unit Option since Starting Program**)

5. Reinforcement of Evaluation Policy

The program no longer allows the re-taking of the final exam policy effective fall 2014 semester and eliminated the Comprehensive Exit Exam as a part of graduation requirements effective fall 2015 semester. This has decreased the delay for the graduating cohort in sitting for the NCLEX. (**Attachment 1. Notification of Changed Policy-Deletion of Comprehensive Exit Exam Policy**)

- All faculty applied consistent evaluation instruments for both theory and clinical grading across all courses. All exams utilize more critical thinking questions rather than recall or memorization. This resulted in an increased attrition rate. (**Table 10. Attrition Rate Change among FA2014, SP2015, and FA 2015**)
- Students were given reading assignments and Preview Chapter assignments during winter break of 2015 for students entering Spring 2016 to help them be more familiar with their semester courses in advance.
- Enhanced NR104 Role Transition for LVN Advanced Placement cohort
 - Reviewed current objectives of NR104 by the Curriculum Committee and shared the opinions for helping the strength of the courses



SCHOOL OF NURSING

- Refined test plan of curriculum applied by NCLEX blueprints, increased Critical Thinking & Critical Reasoning focused questions, given more proportions of STA (Select Test Answers) style questions.
 - Strategies were developed for implementation of curriculum. These include the revised syllabi and the development of clinical syllabi with schedules reflecting the theory being studied. It included integration of simulations reflecting the theory and the use of tutoring.

6. Curriculum Development/Faculty Development

- 1) All faculty including part time faculty have been invited to participate in webinars during fall 2015 to improve curriculum development and student success (**Table 11-1. List of Annual Faculty Development Activities-After Aug 2015 ELC**).
- 2) Plans are in place for more workshops for academic year of 2016 approved by the Chair of Faculty Development Committee. These plans are accessible by topics on e-file or pbworks at <http://susonfacultydevelopment.pbworks.com/>. (**Table 11-2. 2016 Faculty Development In-Service Annual Plan**). In addition to workshops, a devoted portal open for all nursing faculty has been developed, which provides updates from NCSBN, Kaplan Nursing, NCLEX news, and easy access for education tools, such as webinars, tutorials and PowerPoint presentations on all nursing content. Providing new faculty with training and monthly "in-services" will ensure that our staff is abreast of current educational trends and properly supported with appropriate faculty education and technology in the classroom. Faculty will be evaluated monthly to examine the participation and learning outcomes for each professor.
- 3) Rosita Quizon, Faculty/Assistant Skills Lab Coordinator, attended a simulation workshop sponsored by HWI (Health Workforce Initiative) on Nov 17th, 2015 held on Costa Mesa, to debrief concepts in Nursing & allied health simulation.
- 4) Nursing faculty have integrated the information obtained from the workshops into the curriculum as reflected in the Fall 2015 and Spring 2016 course syllabi.
- 5) Strategies were developed for implementation of curriculum. These include the revised syllabi and the development of clinical syllabi with schedules reflecting the theory being studied. It included integration of simulations reflecting the theory and the use of tutoring.



RECOMMENDATIONS:

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.

Enhance tutoring/learning resources for students by providing structured tutoring resources to increase student success.

Ensure adequate supply for each student to have a realistic initial experience of skills, such as the use of sterile supplies, i.e., foley cath, sterile dressings

Response:

1. Improved Support System for New Students Including Prospective Students

- 1) The University is entitled to Title IV as of July 1, 2015 and currently preparing the infrastructure system.
 - Students who were enrolled in Fall 2015 and Spring 2016 semester have been informed of the title IV availability of our university upon admission counseling.
 - Our program expects to have sufficient numbers and prospective students from fall 2016 after completion of the system.

2. Systemized the Student Learning Resources Center

- 1) SU has a procedure in place to ensure that all nursing students have full access to services offered in Learning Resource Center and other student tutorial support.
- 2) Students who want to utilize specific resources in skills lab such as virtual case scenario module, nursing skills video resources on MS, OB, Pediatrics & Pharmacology and tutorial on nursing care plan are available with the Skills Lab Coordinator throughout the semester. Please see the students who used this learning resource during fall 2015 to present. (**Table-12. Learning Resource Logs Record**)
- 3) Nursing textbooks utilized for all courses have been published for no longer than 5 years. The Lead faculty of each course is charged with reviewing the books and required readings to ensure they reflect current nursing practice.



3. Improved Support for Student Success

❖ DURING PROGRAM:

- 1) **Med-surg Tutorial Class:** The program started to provide the med-surg tutorial class in the fall of 2014 to the graduating students during the 4th semester to improve their knowledge on med-surg contents. This tutorial class was offered once a week for 3 hours by one of the faculty who is a content expert in med-surg. (**Table 13. Tutorial Class Schedules**)
- 2) **Individual Tutoring Sessions:** The program also assigned one full-time faculty to provide individual tutoring to assist students with identified weaknesses through standard tests.
- 3) **Individual Learning Contract:** Students who needed additional support (i.e. grades are suboptimal) were assigned to a faculty and completed a learning contract. The learning contract was specifically focused on students' weak areas.
- 4) **The Kaplan Review Course:** All graduating students attend a mandatory NCLEX review course provided by the Kaplan. This review course will be continued as part of student support services.
- 5) **Adopting the Standardized Tests into the Curriculum:**
 - In fall 2014, the Kaplan standardized testing system was adopted across all courses to improve students' test taking strategies and stay current with the national standardized test materials.
 - Students took a customized Kaplan test at each subject level as part of their grade (a 10% of the total grade). This proctored test was applied to the entire curriculum.
 - Graduating students were also required to take several proctored Kaplan standardized exams (NCLEX Question Trainers and Predictor Tests) to further assess and evaluate their readiness to take the NCLEX.

❖ AFTER GRADUATION:

- 1) **The Weekly NCLEX Q & A Session:** The program has continued to offer the NCLEX review class to graduates for two months following graduation. The class not only helped students to stay focused on studying, but also encouraged to keep up with reviews until taking the NCLEX.
- 2) **Increase Students' Confidence:** Students were asked to take the Kaplan Secure Predictability Tests prior to taking the NCLEX until they achieved a 65% on the test which proved to have a 95% predictability of passing the NCLEX (**Table 14. Result of Kaplan Predictability Test in Dec 2014 & Spring 2015 Graduates**).



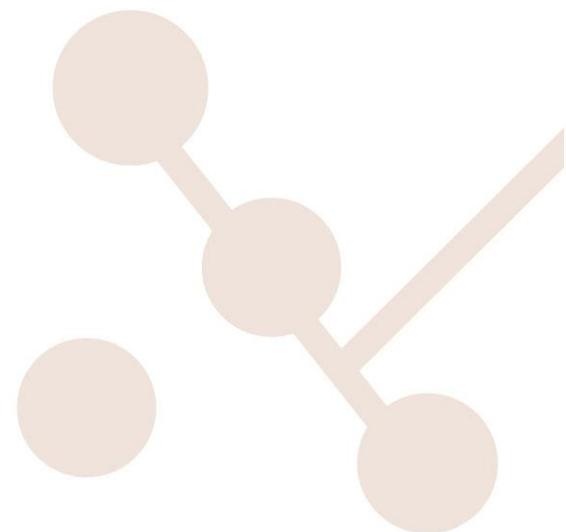
SCHOOL OF NURSING

- 3) **Effective Scheduling of Courses:** All of these students' support courses are carefully scheduled around the program to ensure students' success on the NCLEX exam. (**Table 15. Review & Tutorial Class Schedules for Fall 2015 and Spring 2016 Semester**).

- 4) **Follow-up on the ATT Status and Test Scheduling:** The program continuously follows up on the ATT status for each student after graduation and a faculty is assigned to counsel and advise each student on scheduling the NCLEX exam after evaluating individual's readiness and confidence level.

- 5) **Previous Graduates:** The program also has been diligently working with previous graduates who have not taken the NCLEX yet. Six full-time faculty members have been assigned to those 19 graduates who graduated prior to implementation of program action plan. The assigned faculty have been helping each graduate to prepare the NCLEX either by assisting individual's study plan or encouraging them to take advantage of school resources and the Kaplan resources. (**Table 16. Lists of Non-NCLEX Graduates and Assigned faculty for Follow-up**)

4. All non-NCLEX graduates have been invited for the tutorial class.





RECOMMENDATIONS:

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

Consider consultation from a curriculum expert to assist with faculty development and the curriculum revision under consideration, including a strategy for full integration of simulation in each course.

Response:

The faculty members have assumed responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content. This is demonstrated by the revised syllabi, the evaluation instruments, the test questions, and the provision of student support by the faculty.

Ms. Sue Albert continues to support the program as the external curriculum expert since April 2014 and the curriculum committee is continuing to improve the program under her assistance on an as needed basis.

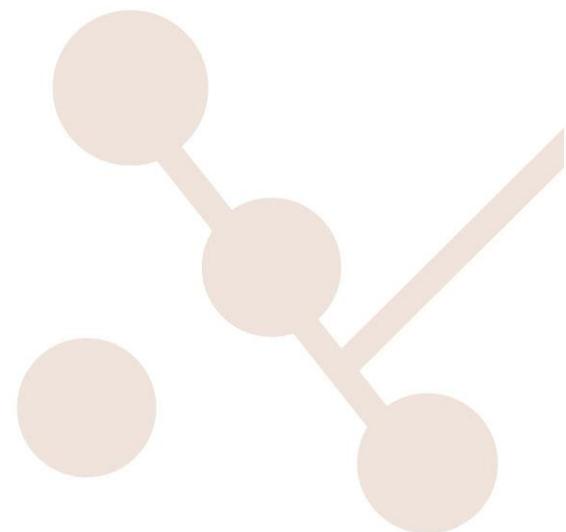


TABLE 5. TWO QUARTERS OF 2015-2016 NCLEX-RN RESULT IDENTIFIED BY ACTION PLAN
APPLIED/NON-APPLIED GRADUATES

	Average by all Graduates (%)	Pass/Fail (number)	Previous Graduates	Dec 2014 Graduates	June 2015 Graduates
1 st QTR (7.1.15-9.30.15)	53.85%	7 Passed (2Generic RN&5L-R)	2 1SP2014(L-R) 1FA2012(L-R)	2 2L-R	3 2Generic RN 1L-R
		6 Failed (2Generic RN & 4L-R)	5 3SP2014(2GRN/1L-R) 1FA2013(L-R) 1SP2011(L-R)	1 1L-R	0
2 nd QTR (10.1.15-12.31.15)	77.78%	7 Passed (4Generic RN&3L-R)	0	1 1L-R	6 4Generic RN 2L-R
		2 Failed (1Generic RN & 1L-R)	0	1 1L-R	1 1Generic RN
Average of 2QTRs (July-Dec.2015)	63.63% (Total 22 Delivered: 14 Passed & 8 Failed)				

Summary:

- Two cohorts graduated from Dec 2014 and June 2015. The results reflect that the cohorts with the action plan in place have increased NCLEX pass rates. Graduates who completed the program prior to changes and delayed taking the NCLEX have contributed to the failure rate.
- The June 2015 cohort shows improvement than December 2014 cohort in that chart above.

TABLE 6. NCLEX RESULTS ANALYZED BY COHORT

Graduation Date	1 st Time Pass/Not Pass (number)	1 st Time Pass Rate (%)	Characteristic Pass	Characteristic Not Pass
Dec 2011 / Jan 2012	21/9	70% (21/30)	15 LVN Adv 6 30-Unit NA- Generic RN	3 LVN Adv 6 30-Unit NA- Generic RN
June 2012	17/16	51.52% (17/33)	14 LVN Adv 3 30-Unit NA- Generic RN	11 LVN Adv 5 30-Unit NA- Generic RN
Jan 2013	22/11	66.67% (22/33)	21 LVN Adv 1 30-Unit NA- Generic RN	8 LVN Adv 3 30-Unit NA- Generic RN
June 2013	11/15	42.31% (11/26)	6 LVN Adv 0 30-Unit 5 Generic RN	4 LVN Adv 0 30-Unit 11- Generic RN
Dec 2013 /Jan 2014	13/27	32.50% (13/40)	11 LVN Adv 1 30-Unit 1 Generic RN	17 LVN Adv 2 30-Unit 8 Generic RN
June 2014 (Non-action applied cohort)	8/22	26.67% (8/30)	8 LVN Adv 0 30-Unit 0 Generic RN	13 LVN Adv 0 30-Unit 9 Generic RN
Dec 2014 (out of 19)	10/8	55.56% (10/18)	10 LVN Adv NA- 30-Unit NA- Generic RN	8 LVN Adv NA- 30-Unit NA- Generic RN
June 2015 (out of 19)	11/2	84.62% (11/13)	3 LVN Adv NA- 30-Unit 8 Generic RN	1 LVN Adv NA 30-Unit 1 Generic RN
Incomplete (updated as of January 28, 2016)		<p><i>1 remaining graduate will take NCLEX on late January 2016</i></p> <p><i>6 graduates are preparing NCLEX exam</i></p>		

Summary:

- As shown the result highlighted green above, the pass rates have been improving from Dec 2014 which our program has initiated our action plans for our graduates compared to June 2014 which was not applied action plan (yellow highlight)
- Further details, in Dec2014 graduate which had been applied action plan for one semester, it only had one student who did not take the test due to illness and this graduate is planning to take the test in late January 2016, so overall, 55.56% (10 passed out of 18 delivered).
- In June 2015 graduates which has been applied action plan for two semesters, 13 graduates took the tests and 6 graduates are currently preparing the NCLEX as of January 28, 2016, so the pass rate of this cohort is 84.62% (11 passed out of 13 delivered).

TABLE 7-1. ANNUAL NCLEX RESULT

Updated February 3, 2016

Academic Year (July 1-June 30)	All Graduates	LVN Advanced Placement	30-Unit Option	Generic RN
	% (Pass/Delivered)	% (Pass/Delivered)	% (Pass/Delivered)	% (Pass/Delivered)
2010/2011	100% (1/1)	100% (1/1)	N/A	N/A (no graduates)
2011/2012	72.73% (40/55)	76.60% (36/47)	50% (4/8)	N/A (no graduates)
2012/2013	60.61% (40/66)	66.67% (34/51)	40% (6/15)	N/A (no graduates)
2013/2014	44.19% (19/43)	50% (12/24)	33.33% (1/3)	37.5% (6/16)
2014/2015	29.69% (19/64)	40.43% (19/47)	0% (0/1)	
2015/2016	Average	63.63% (14/22)		
	July-Sep	53.85% (7/13)	53.85% (7/13)	N/A
	Oct-Dec	77.78% (7/9)	75% (3/1)	80% (4/1)

TABLE 7-2. TWO QUARTERS OF 2015/16 RESULT AVERAGE COMBINED BY TWO COHORTS

	Dec 2014 Graduate number (Action applied for One semester)	June 2015 Graduate Number (Action applied for Two semesters)	% of pass rate
Pass	3	9	12
Failure	2	1	3
Average	75%		

Summary:

- The Two cohorts above who were applied action plans have achieved 75% in average of NCLEX during July 1, 2015- Dec 31, 2015

TABLE 8. NCLEX-RN RESULT IDENTIFIED BY NATIVE (NON-ESL) VS ESL (ENGLISH AS SECOND LANGUAGE)

Updated January 8, 2016

Academic Year July 1 – June 30	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016 (incomplete) Applied July- Sep 2015	Average
Native Group	N/A	15% (6/40)	15% (6/40)	37.5% (3/8)	15% (3/20)	40% (2/5)	17.7% (20/113)
LVN Adv	N/A	8.33% (3/36)	11.76% (4/34)	50% (2/4)	21.43% (3/14)	33.33% (1/3)	14.29% (13/91)
30-Unit	N/A	75% (3/4)	33.33% (2/6)	0% (0/1)	N/A	N/A	45.45% (5/11)
Generic	N/A	N/A	N/A	33.33% (1/3)	0% (0/6)	50% (1/2)	18.18% (2/11)
ESL Group	100% (1/1)	85% (34/40)	85% (34/40)	42.86% (15/35)	36.36% (16/44)	62.5% (5/8)	62.5% (105/168)
LVN Adv	100% (1/1)	91.67% (33/36)	88.24% (30/34)	42.86% (9/21)	52.94% (16/33)	66.67% (4/6)	70.99% (93/131)
30-Unit	N/A	25% (1/4)	66.67% (4/6)	100% (1/1)	0% (0/1)	N/A	50% (6/12)
Generic	N/A	N/A	N/A	38.46% (5/13)	0% (0/10)	50% (1/2)	24% (6/25)

Summary:

- The group who is ESL has better outcome in NCLEX-RN result. The low pass rate is not affected by the language competency in the program.

NCLEX PASS RATES FIRST TIME CANDIDATES

2012-2016

Shepherd University

	JUL-SEP			OCT-DEC			JAN-MAR			APR-JUN			ANNUAL RATE		
2012 - 2013	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	12	9	75.00%	17	9	52.94%	31	20	64.52%	6	2	33.33%	66	40	60.61%
2013 - 2014	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	5	3	60.00%	19	8	42.11%	3	0	0.00%	16	8	50.00%	43	19	44.19%
	Sept 2013 Corrective Action Plan						Feb 2014 CAV						Jun 2014 Warning status		
2014 - 2015	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	14	4	28.57%	23	4	17.39%	9	1	11.11%	18	10	55.56%	64	19	29.69%
										Pass rate improved			Aug 2015 Cont. Warning - Review 3/16		
2015 - 2016	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	13	7	53.85%	9	7	77.78%	0	0		0	0		22	14	63.64%
				Continued pass rate improvement											

Friday, February 05, 2016

Source: NCSBN G1-G6 Reports

G:\NEC\ACCESS\NCLEX Information.mdb

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.6
DATE: April 14, 2016

ACTION REQUESTED: Vote On Whether To Accept Feasibility Study for Brandman University, San Diego Campus Baccalaureate Degree Nursing Program

REQUESTED BY: Michael Jackson, RN, MSN
Chairperson, Education/Licensing Committee

BACKGROUND: March 30, 2015 Brandman University (BU) submitted a Feasibility Study (FS) for a new Baccalaureate Degree Nursing Program at the Musco School of Nursing and Health Professions. Dr. Tyke Hanisch, Dean and Associate Professor, 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

Brandman University (BU) is a private, non-profit institution established in 1958. BU is a member of and is owned by the Chapman University System. BU serves nearly 12,000 students annually in 52 degree and non-degree programs. These programs are offered both online and in a hybrid/blended format through 26 campuses in California and Washington.

Established in 2010, the Musco School of Nursing and Health Professions (MSNaHP) is housed on the BU Irvine campus. The MSNaHP offers the following nursing degree and certificate programs: RN-BSN, BSN-DNP, and Post Doctoral NP Certificate. Both the DNP and Post Doctoral Certificate program offer five NP population tracks. The MSNaHP serves students from 38 states across the country. As of Spring 2014, the total student enrollment for all nursing programs was 295 students. To date, the overall pass rate for all types of NP specialty program graduates is 93% (n=48 candidates).

The MSNaHP is in good standing with its accrediting bodies (Western Association of Schools and Colleges, and Commission on Collegiate Nursing Education), and has degree granting authority.

The proposed BSN program will be housed in San Diego (SD). BU conducted a market analysis to assess the impact of a new pre-licensure program on the nursing and health communities in San Diego. Eight of the eleven colleges and universities that offer pre-licensure nursing programs in SD responded. All respondents indicated that BU's proposed program would have a negative impact on their own programs. Moreover, seven of these respondents believe that BU's program will have a negative impact on their student's clinical experiences.

Proposed Program and Curriculum

The BSN program will be offered year round: three 16-week trimesters per year. The proposed curriculum consists of 120 semester units: 52 GE and science units, 68 nursing units (47 nursing theory, 21 clinical practice). The program extends over eight trimesters. BU calls the program an accelerated BSN. The program length 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 30 students three times per year. The proposed start date for the nursing component of the program is Spring 2018. (This date complies with BRN recommendation of projecting the first student enrollment two years from BRN acceptance of the FS.) Adjusting for attrition, BU anticipates student census to be 150 students at full enrollment.

Resources

BU will house the new program at two sites in San Diego: the BU Mission Valley campus and the BU Granite Ridge Drive site (both locations are leased). These two sites are located approximately 4.5 miles from each other. The BU Mission Valley (MV) campus currently offers 18 degree programs and has an enrollment of 252 students. The BUMV campus offers a full array of student services: academic advising and one-stop-student services, such as admissions and financial aid. Online student resources include tutoring services and academic resources through the Online Writing and Math Community, the Leatherby Library, and Blackboard Learning Management Support system.

The BU Granite Ridge Drive (GRD) site formerly housed a pre-licensure nursing program, so renovation is not required but refurbishing and updating is planned. The GRD site will house the following: orientation classroom, 8 bed skills lab, two simulation rooms, conference/debriefing room, storage room, student lounge, and faculty offices. Portable simulation mannequins are available from the BU Irvine campus.

The MSNaHP plans to offer GE courses on the BUMV campus and online. The science classes will be offered in a blended/hybrid format (face-to-face classes and virtual lab). Nursing theory courses will be offered online. Nursing skills lab training and simulation will be at the GRD site. In addition, orientation and computer testing will be at the GRD site.

BU plans to hire five nursing faculty members for AY 1 of the nursing component of the program. The faculty will grow to 7 full time and 8 part time (adjunct) faculty members at full program implementation.

Budget

The five year budget projection demonstrates the ability to support the proposed program. BU has made a significant financial commitment to develop and to support the program during the first two years of implementation. By year three of implementation, it is anticipated that the program will be self sustaining. Cash reserves are in place for emergencies. Student tuition for the nursing courses is \$57,460.

Clinical Facilities

BU has secured clinical placements for the proposed BSN program through a clinical agreement with Sharp HealthCare System. Nine Facility Verifications Forms were submitted:

Sharp Grossmont Hospital – M/S, OB, and Psych

Sharp Coronado Hospital – M/S and Geriatrics

Sharp Chula Vista Medical Center – M/S, OB, and Geriatrics

Sharp Mesa Vista – Psych

Sharp Mary Birch Hospital for Women and Newborns – OB

Sharp Memorial Hospital – M/S

Sharp Rees-Stealy – Pediatric clinic

Rady Children’s Hospital – Pediatric Preceptorship (end of program)

Parkview Community Hospital Medical Center (Riverside) – acute pediatrics (average daily census 2-4 patients)

Upon request, a grid showing clinical placements of all RN nursing programs in the SD area at all Sharp facilities (AY 2015-2016) was submitted. Open placements were also noted on the grid. A letter was also submitted from Sharp HealthCare System which states “By working with Brandman, we will not be displacing other nursing schools students.”

Based on review of the above referenced grid, it appears there are sufficient clinical placements in M/S and geriatrics to accommodate the new program. There are also OB and psych clinical placements, but there are fewer rotations available and scheduling may be problematic. Acute pediatric clinical experience is problematic. A less than ideal experience at Parkview Community Hospital in Riverside has been secured. BU plans to continue efforts to secure an acute pediatric clinical experience. Please see attached NEC report for details. Also, BU plans to work with the SD Nursing and Allied Health Service-Education Consortium to secure clinical placements.

The BRN has received seven letters in opposition to the proposed BU BSN program (six from ADN program directors and one from the San Diego and Imperial Counties Community Colleges Association). The objection to the proposed program is limited clinical placements.

Conclusion

The BU MSNaHP Feasibility Study meets the BRN feasibility study requirements. The remaining concern is clinical placements. This area, as well as all BRN regulations, will be thoroughly reviewed during the Self Study phase of new RN program approval.

NEXT STEPS:

Notify school of Board action.

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: Brandman University
 Baccalaureate Degree program

<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>
INSTITUTION			
<p>A. Description of the institution and the institution’s experience providing nursing or other health-related educational programs. The description must include:</p>			
<p>1. History, organizational structure and programs (attach an organization chart), funding sources</p>	<p align="center">X</p>		<p>Established in 1958, Brandman University (BU) is a private, non-profit university. BU is a member of the Chapman University System which operates through interlocking directors (the majority of BU directors/regents also serve as either trustees or members of the President’s Cabinet or Board of Governors of Chapman University). Brandman University is owned by Chapman University. BU serves nearly 12,000 students annually in 52 undergraduate, graduate, credential, and certificate programs. These programs are offered both online and in a hybrid/ blended format through 26 campuses in California and Washington. Established in 2010, the Musco School of Nursing and Health Professions (MSNaHP) is housed on the BU Irvine campus. Organizational charts for both the BU Irvine campus and the MSNaHP were included in the Feasibility Study (FS).</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>2. Accreditation status and history (i.e., date of initial accreditation, denials, revocations, warnings) for the institution and any programs offered by the institution</p>	X		<p>BU is accredited by the Western Association of Schools and Colleges (WASC) through March 2020. The MSNaHP graduate nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2017. BU received a Verification of Exemption for the proposed BSN program from the Bureau of Private Postsecondary Education on March 3, 2015.</p>
<p>3. Type of nursing or other health-related programs including number: of students currently enrolled 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>	X		<p>MSNaHP offers the following nursing degree and certificate programs: RN-BSN; BSN-DNP; and, Post-Doctoral NP Certificate. Both the DNP and Post-Doctoral Certificate programs offer five NP population tracks: Adult-Gerontology Acute Care NP; Adult-Gerontology Primary Care NP; Psychiatric and Mental Health NP; Neonatal NP; and, Pediatric NP- Acute Care. The MSNaHP serves students from 38 states across the country. NP students attend periodic immersion sessions during the program on the BU Irvine campus. As of Spring 2014, the total student enrollment for all nursing programs was 295. To date, the overall pass rate for all types of NP specialty program graduates is 93% (n= 48 eligible; 45 passed/48 applicants). The proposed BSN program will be housed in the San Diego area. Further details related to housing of the proposed program may be found in Section E.</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>BU projects one-time program development costs of \$737,713. Further, there will be program losses the first two years of operation (AY-1 \$876,649 and AY-2 \$1,471,576). BU is committed to underwriting all expenses. The BU Board of Regents approves short term and long term funding for new programs through annual budgets and long term forecasts, respectively.</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>B. Geographic area (community) served by the institution and a description of the community and its population.</p>	X		<p>The proposed BU BSN program will be located in San Diego. The FS described the geographic area and the population demographics. Plans for addressing the current and future health care needs of the population in the BSN curriculum were described.</p>
<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 BSN program will be offered year round: three 16-week semesters per year (called trimesters at BU). The total BSN program length is eight (8) trimesters. (BU calls the program an Accelerated BSN). The first four trimesters include GE and science requirements. The last four trimesters consist of the nursing courses. BU is planning to admit a maximum of 30 students three times per year. The proposed start date for the nursing component of the BSN program is Spring 2018. BU intends to admit 30 students to prerequisite courses June 2017. Adjusting for attrition, BU anticipates student census to be 150 students at full enrollment.</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>BU will recruit high school graduates and qualified individuals who were not accepted at other RN programs in California. Currently, there are eleven colleges and universities that offer pre-licensure nursing programs within a 50 mile radius of the proposed BU San Diego sites: four BSN programs, five ADN programs, and two entry level masters programs. BU described the marketing plan for the proposed program in the FS. BU conducted a market analysis to assess the impact of a new pre-licensure nursing program on the nursing and health communities in San Diego. Eight of the 11 colleges and universities that offer pre-licensure nursing programs responded. All respondents indicated that BU's proposed program would have a negative impact on their own programs. Moreover, seven of these respondents believe that BU's program will have a negative impact on their student's clinical experiences.</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: The total number of units for the BSN program is 120 units. Nursing courses total 68 units, with 47 theory units and 21 clinical practicum units. BU plans to offer all GE, science, and nursing courses. GE courses may be taken at BU Mission Valley campus, or online. Science courses will be offered in a blended/hybrid format (face-to-face instruction with virtual Lab). In the event, a science lab is needed; the BU Irvine campus houses a state-of-the-art wet lab. Nursing theory courses will be offered online. Program Housing: Two sites will be used (both leased). The Mission Valley (San Diego) campus of Brandman University (7460 Mission Valley Road) and the BU Granite Ridge Drive site (9610 Granite Ridge Drive, Suite A). These sites are located approximately 4.5 miles from each other. Student Services: The BU Mission Valley campus (13,039 square feet building) offers a full array of student services: academic advising, faculty support services, and one-stop-student services such as admissions and financial aid. Online student resources include tutoring services and academic resources through the Online Writing and Math Community, Leatherby Libraries, and Blackboard Learning Management Systems support. The BU Granite Ridge Drive (GRD) site (6,825 square feet building) formerly housed a pre-licensure nursing program, so renovation is not required but refurbishing is budgeted and scheduled for the year prior to student admission. The GRD site will house the following: orientation classroom, 8-bed skills lab, 2 simulation rooms, conference/debriefing room, storage space, 48-seat computer lab, faculty offices, and student lounge. Portable simulation mannequins are available from the BU Irvine campus. Faculty: BU plans to hire five full time faculty members for AY-1 of the nursing courses. The faculty will grow to 7 full time and 8 part time (adjunct) faculty members at full program implementation.</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>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 BU's ability to support the proposed program. BU has committed to covering the budget deficits in the first two years of program implementation. After the third year, the annual surplus of revenue over expenses will sustain on-going program operation. Full tuition (120 BSN units) is \$83,460. Nursing course tuition (68 units) is \$57,460. The Chancellor of BU maintains a \$1 million per year contingency reserve for unexpected costs.</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>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>	X		<p>The FS reports that BU has secured clinical placements for the proposed BSN program through a clinical affiliation agreement with Sharp HealthCare System in San Diego. A letter from Sharp HealthCare System indicates that "By working with Brandman, we will not be displacing other nursing schools students". A total of nine Facility Verification Forms were submitted in the FS: four acute care facilities, two specialty hospitals, and one outpatient clinic from the Sharp HealthCare System; Parkview Community Medical Center in Riverside; and, Rady Children's Hospital in San Diego. Based on review of a Table from Sharp HealthCare System that shows clinical placements for all SD area nursing programs at all Sharp facilities from 8/1/2015-7/31/2016, there appears to be sufficient clinical placements for M/S and geriatrics. It also appears there are clinical placements available in OB and psychiatric nursing; however, there are fewer clinical rotations available and scheduling may be challenging. BU plans to offer acute pediatric experiences for its students. Rady Children's Hospital has no placements available to support a clinical cohort, only end of program preceptorship. BU has secured an agreement from Parkview Community MC for acute pediatrics. There are two problems with this placement: low census (average daily census of 2-4 patients) and location (greater than 50 miles distance from campus). The hospital stated they can take three students at one time. The acute pediatric experiences will be immersion experiences, with students spending 6 hours per day for 2-3 consecutive days. (BU will cover costs for transportation, lodging, and meals). Other pediatric experiences include clinics, outreach programs, and simulation. BU has obtained verbal confirmation from Naval Medical Center SD that it has clinical placements available. BU plans to work with the SD Nursing and Allied Health Service-Education Consortium to secure placements.</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
Feasibility review completed by: Carol Mackay, NEC		Date completed: 02/16/2016	
<p>Next step(s) and follow up actions to be taken:</p> <p>The BRN has received seven letters in opposition to BU's proposed program (six from ADN directors and one from the San Diego and Imperial Counties Community Colleges Association). The primary objection is limited clinical placements.</p>			



October 30, 2015

Tyke Hanisch, DNP, APRN, FNP-C
Dean and Associate Professor
Marybelle and S. Paul Musco School of Nursing and Health Professions
Brandman University
16355 Laguna Canyon Rd.
Irvine, CA 92618

Dear Dr. Hanisch,

This letter is to confirm our support for the Marybelle and S. Paul Musco School of Nursing at Brandman University pre-licensure nursing program and indicate our desire to be a clinical site for students. By working with Brandman University, we will not be displacing other nursing schools' students.

Sharp is one of San Diego's leading healthcare providers dedicated to delivering the highest quality patient-centered care, the latest medical technology and superior service. With our four acute-care hospitals, three specialty hospitals, and two affiliated medical groups we can offer Brandman students a variety of clinical experiences.

We look forward to being a part of this exciting partnership and believe strongly that Brandman nursing students will receive an exemplary experience with Sharp Healthcare.

Sincerely,

A handwritten signature in black ink that reads "Anne Davis". The signature is fluid and cursive.

Anne Davis
Vice President, Workforce Support Services

SHARP ORGANIZATIONS

Sharp HealthCare ■ Sharp Memorial Hospital ■ Sharp Grossmont Hospital ■ Sharp Chula Vista Medical Center
Sharp Coronado Hospital and Healthcare Center ■ Sharp Mesa Vista Hospital ■ Sharp Mary Birch Hospital for Women & Newborns
Sharp McDonald Center ■ Sharp Rees-Stealy Medical Centers ■ Sharp Health Plan
Sharp HealthCare Foundation ■ Grossmont Hospital Foundation

**NAVY COLLEGE OFFICE
NAVAL BASE SAN DIEGO
3975 NORMAN SCOTT ROAD
SAN DIEGO CA 92136-5588**

Dear Dean Hanisch,

23 February 2016

Brandman University (BU) currently has a Regional Memorandum of Understanding (RMOU) with Navy Region Southwest (NRSW) that permits BU to expand, mutually agreed upon, on base academic programs.

I fully support Brandman University's (BU) intention to launch an accelerated Bachelor of Science in Nursing (BSN) degree program in the San Diego Metro Area. This opportunity not only fulfills the interests of many local professionals and assigned military medical professionals, but most of all, it addresses a real need in our medical community.

I can assist BU in moving this initiative forward, as a liaison, with the Naval Medical Center San Diego (NMCSA) and I support bringing students to Naval Medical Center San Diego (Balboa) for their rotations which can fill open pediatrics' positions without displacing current university partner clinical rotations.

If you need additional information I can be reached via email: Raymond.sayre@navy.mil and/or phone 619-556-7272. Feel free to call at any time.

Sincerely

/s/

Raymond E. Sayre, Director/Area Coordinator



SAN DIEGO & IMPERIAL COUNTIES
COMMUNITY COLLEGES ASSOCIATION

Cuyamaca • Grossmont • Imperial Valley • MiraCosta • Palomar • San Diego City
San Diego Continuing Education • San Diego Mesa • San Diego Miramar • Southwestern

November 12, 2015

Louise R. Bailey, Executive Officer
Miyo Minato, Supervising Nurse Education Consultant
Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100

Dimitrios Alexiou, President and CEO of HASDIC
Judith R. Yates, Senior Vice President of HASDIC
Hospital Association of San Diego and Imperial Counties (HASDIC)
5575 Ruffin Road, Suite 225
San Diego, CA 92123

Dear Ms. Bailey, Ms. Minato, Mr. Alexiou, and Ms. Yates,

As members of San Diego and Imperial Counties Community Colleges Association (SDICCCA), we would like to express our concern over another (new) proprietary school seeking student clinical placements in San Diego County, which is already saturated with nursing student placements. With the fifteen existing nursing programs in San Diego and Imperial Counties, more than 4,000 clinical placements are negotiated annually through the assistance of the program directors and the San Diego Nursing & Allied Health Service-Education Consortium, which was formed two decades ago due to the increasing difficulty in placing students.

There is an abundance of research directed at barriers to increasing enrollment of graduates and one of the most significant barriers cited in the literature is insufficient numbers of clinical placement sites. Failure to secure or any loss clinical placements necessitates the program director to hastily seek an alternative location for enrolled students to meet the requirements of the Board of Nursing and clinical objectives. The negative consequences for non-placement, or less than optimal placement, are harsh; inability for student completion in the nursing program and/or deficits in meeting objectives resulting in decreasing chance of success on licensing examination. Such outcomes negatively impact program sustainability. Therefore, each director from the six community college nursing programs have sent letters expressing the lack of support for Brandman University (another private system) seeking clinical placements within San Diego County.

Further, of the fifteen nursing programs in the SDICCCA region, eight receive California taxpayer funding as part of the California education system and the remaining seven schools of nursing are private-proprietary. Within the Hospital Association of San Diego and Imperial Counties (HASDIC) region there are approximately 25 taxpayer supported healthcare agencies including Veteran's, Naval, City, County, District and non-profit hospitals. While Medicare and Medical or federal funds contribute considerably to these agencies, the taxpayer supported nursing programs are scrambling to obtain clinical placements due in part to HASDIC hospitals that give priority to the private-proprietary schools. All program directors are aware of the state goal

November 12, 2015

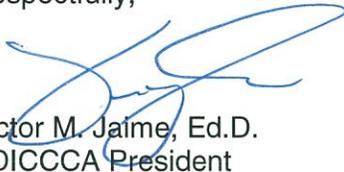
Page 2

the Institute of Medicine's recommendation to increase the number of baccalaureate prepared nurses and each has worked with the existing state-funded and private nursing programs for seamless pathways from associate to bachelor's degrees. Nursing is about advocacy and accountability and the taxpayers are our constituents. They deserve to know that their investment is sound and producing clinically safe and competent graduates who have been able to meet their objectives. We do not support the feasibility study submitted by Brandman University to start another prelicensure nursing program in San Diego County.

There is consensus in recognizing the importance of the economic success, health and wellness of all, including taxpayer constituents, in the San Diego and Imperial Counties, yet more collaborative dialogue is needed to resolve the apparent issues outlined above.

As Superintendent/Presidents and Chancellors to the California Community Colleges in SDICCCA, we wish to go on record that we strongly oppose the approval of another prelicensure nursing program being sought by Brandman University in our region.

Respectfully,

A handwritten signature in blue ink, appearing to read "Victor M. Jaime", is written over the typed name and title.

Victor M. Jaime, Ed.D.
SDICCCA President
Superintendent/President
Imperial Community College District



SAN DIEGO CITY COLLEGE

1313 Park Boulevard
San Diego, California 92101-4787
619-388-3400

February 29th, 2016

Michael Jackson
President, Board of Registered Nursing
Chair, Education and Licensing Committee
Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100

Dear Mr. Jackson,

As the Associate Dean/Director of the Nursing Education program at San Diego City College, I would like to express concern over the possibility that the BRN might grant approval of the Brandman University feasibility study at the March 10th, 2016 ELC meeting. With the fifteen existing nursing programs in San Diego and Imperial Counties, more than 4,000 clinical placements are negotiated annually through the assistance of the program directors and the San Diego Nursing & Allied Health Service-Education Consortium, which was formed over 20 years ago due to the increasing difficulty in placing students. I attended the consortium "conflict resolution" meeting on Friday, February 26th and I can tell you that not all conflicts were resolved. Facilities will be denying placements, particularly in the specialty areas, with the construction and movement of services from facility to facility within health care systems.

Of the fifteen nursing programs in the area, eight receive California taxpayer funding as part of the California educational system. Taxpayers are also supporting several (ALL, if you include Medicare and Medi-Cal payment) of the health care agencies. Still, the taxpayer supported nursing programs continue to scramble for clinical placements. The Institute of Medicine's recommendation to increase the number of baccalaureate prepared nurses, has increased the number of facilities preferring the BSN programs over the ADN programs, though each has worked with the existing state-funded and private nursing programs for seamless pathways from associate to bachelor's degrees. While facility CEOs may hear "more BSNs" when a new private-proprietary university approaches them about signing off on a feasibility study, they are not the unit managers approving and denying placements.

Nursing is about advocacy and accountability and the taxpayers are our constituents. They deserve to know that their investment is sound and producing clinically safe and competent graduates who have been able to meet their objectives. We do not support the feasibility study submitted by Brandman University to start another pre-licensure nursing program in San Diego County. There are just not enough clinical placements for the current number of students, we must not add additional students and schools to the area. We would appreciate it

if the Board of Registered Nursing would take adding an additional program to San Diego County very seriously as it is directly impacting our current student's lives and their futures.

Thank you for your consideration of this matter. It is of grave concern to the Community Colleges in the San Diego area. If you have any questions or would like additional information, please feel free to ask.

Sincerely,

A handwritten signature in blue ink that reads "Debbie Berg MSN RN". The signature is written in a cursive style with a large, sweeping flourish at the end.

Debbie Berg, MSN, RN
Associate Dean/Director, Nursing Education
San Diego City College
1313 Park Blvd
San Diego, CA 92101
619-388-3439
dberg@sdccd.edu

From: Debbie Yadow <Debbie.Yadow@gcccd.edu>
Sent: Monday, October 05, 2015 10:47 AM
To: Minato, Miyo@DCA
Cc: 'Deborah Berg (dberg@sdccd.edu)'; 'Comstock, Sandy (scomstock@miracosta.edu)'; Cathy McJannet (cmcjannet@swccd.edu); Hope Farquharson (hfarquharson@palomar.edu); Tina Aguirre (tina.aguirre@imperial.edu)
Subject: Brandman University in San Diego

Dear Miyo:

I am writing you this email to share with you my concerns over another proprietary school seeking to come to San Diego to participate in clinical experiences. Last year, there were over 4,000 requests for nursing placements in the San Diego area. Despite what one might think, there is very limited capacity in the San Diego area for the addition of any more schools of nursing seeking to do their clinical experiences. Our school, along with many in the region, has lost clinical placements due to the excess of schools (proprietary mostly) seeking clinical opportunities. This loss in clinical placements often comes at the last minute and leaves all of the directors scrambling to relocate students in to a facility that will meet the clinical objectives. While I know the bigger picture for many of the hospital facilities is the BSN, all of the ADN schools in our area have an agreement with a 4 year university for students to continue their education and receive a BSN. We are doing everything we can to produce the most competent, safe, entry-level nurses. Therefore I am not in support of Bandman University seeking clinical placements at Sharp Healthcare. I have shared my concerns with Brandman in a survey and a phone call with them. I wanted the Board to know my opinion as well. Thank you.

Debbie

Deborah A. Yadow MSN,RN
Sr. Dean of Allied Health & Nursing
Grossmont College
8800 Grossmont College Drive
El Cajon, CA. 92020
619-644-7149
619-644-7920 (fax)

From: Tina Aguirre <tina.aguirre@imperial.edu>
Sent: Monday, October 05, 2015 1:35 PM
To: Comstock, Sandy; Minato, Miyo@DCA
Cc: 'Deborah Berg (dberg@sdccd.edu)'; Cathy McJannet (cmcjannet@swccd.edu); 'Debbie Yaddow'; Hope Farquharson; Dee Oliveri
Subject: RE: Brandman University in San Diego

Good Afternoon Miyo,

The other ADRN Deans and Directors in San Diego have spoken well of the issues related regarding to another pre-licensure program emerging in the critically impacted San Diego region. I too must speak out against another pre-licensure program in the San Diego area.

The consequences of adding yet another pre-licensure program are not always obvious. Many attending our advisory committees think of an 'impacted' programs only in terms of what a college can handle and do not realize that nursing programs are more impacted by the lack of clinical sites than many other reasons. Yes, the hospitals have always supported educational programs – what community serving agency would take a stand against education? However, when the hospital leaders support another pre-licensure program, does anyone ask if they are the ones approving the placement more than 4,000 students each year? Personally, our ADRN program has had to access one of San Diego's clinical sites for psychiatric nursing for years; it is already difficult to arrange placement.

Respectfully,

Tina Aguirre
Dean of Health & Public Safety
Imperial Valley College
760-355-6347

From: Comstock, Sandy [mailto:scomstock@miracosta.edu]
Sent: Monday, October 05, 2015 12:10 PM
To: Minato, Miyo@DCA
Cc: 'Deborah Berg (dberg@sdccd.edu)'; Cathy McJannet (cmcjannet@swccd.edu); Tina Aguirre; 'Debbie Yaddow'; Hope Farquharson; Dee Oliveri
Subject: RE: Brandman University in San Diego

Dear Miyo,

I have the same sentiments as the other Deans and Directors in San Diego regarding another pre-licensure program emerging in the San Diego area. I have given Brandman my honest opinions per their survey and am scheduled to speak with them on Monday, Oct. 12, 2015. I will reiterate that MiraCosta College does not support their request to move into the San Diego County for a new nursing program. Brandman already offers an ADN to BSN program in Orange County and solicits students from the San Diego area. This is welcomed. But adding another pre-licensure program will cause further competition with the existing nursing programs and limit the clinical placements for our students. It has been my experience that Hospitals will always support new programs whether it impinges on other programs or not. The Hospital's interest lies in having more graduate RNs to select from not necessarily taking into consideration the problems it causes for the existing programs already serving the area.

Best Regards,
Sandy

Sandy Comstock, MSN,CNM,RN
Associate Dean

Nursing and Allied Health

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School of Nursing

February 23, 2015

Board of Registered Nursing
PO Box 944210
Sacramento, CA 94244-2100
Attn: Louise R. Bailey, MEd, RN, Executive Officer

Dear Louise,

I am writing this letter of concern regarding the potential for another nursing program in San Diego County. I recently received an email survey from Brandman University regarding the impact on nursing education in San Diego. My responses on that survey were clear; that clinical sites are a significant challenge and the addition of another nursing program would further challenge and be a negative to the existing programs.

Currently in San Diego County, there are five wonderful ADN programs and a host of BSN and accelerated programs. Clinical sites are increasingly difficult to obtain for each of the nursing programs, particularly the community colleges. Even the BSN programs have lost clinical sites to schools paying for clinical experiences. The San Diego County Nursing Education and Allied Health Consortium meets regularly to discuss issues and to establish policy for clinical placements. At each of these meetings healthcare agencies speak to the high demand placed on them by the high number of nursing programs in the county. Additionally, nursing programs from Orange, LA, and Imperial Counties have clinical placements in San Diego county.

Post-graduation, nursing students have a difficult time finding RN positions in the county and are often looking outside of California for that first job. More graduates in San Diego as the result of another nursing program will only lead to further related issues. This negatively impacts outcomes assessment as part of BRN approval, national accrediting guidelines and federal requirements for tracking job placement.

The 2010 IOM report of increasing the number of BSN prepared nurses is often cited as the rationale for the establishment of new nursing programs. I am in full support of the findings of the IOM report. However, there must be more to the justification. Clinical agencies are placing more and more guidelines regarding clinical placements. For example, the total number of students in the clinical group and/or in the entire facility is now limited in many agencies. The ability to find clinical placements is of utmost concern.

The evidence in San Diego County is clear. The number of clinical sites is limited. The number of qualified nursing faculty is limited. Job placements for new

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San Diego, CA 92106



School of Nursing

graduates are extremely difficult as evidenced by recent UCLA research and our own internal data. There are many current, strong, well-established nursing programs serving and meeting healthcare demands.

I am requesting that the Executive Board consider this letter as part of future decision making in San Diego County.

Sincerely,

Barb Taylor, RN, PhD
Dean, School of Nursing
Point Loma Nazarene University

Phone: (619) 849-2425
Fax: (619) 849-2672

nursing@pointloma.edu
www.pointloma.edu/nursing

3900 Lomaland Drive
San Diego, CA 92106

From: Farquharson, Hope R. <hfarquharson@palomar.edu>
Sent: Monday, October 05, 2015 11:23 AM
To: Debbie Yaddow; Minato, Miyo@DCA
Cc: 'Deborah Berg (dberg@sdccd.edu)'; 'Comstock, Sandy (scomstock@miracosta.edu)'; Cathy McJannet (cmcjannet@swccd.edu); Tina Aguirre (tina.aguirre@imperial.edu)
Subject: RE: Brandman University in San Diego

Dear Miyo,

I share Debbie's and all the other Deans and Directors concerns regarding the impact of adding another nursing school in San Diego. Clinical placements are already scarce due all the nursing schools competing for these limited number of placements. Palomar College is not in support of Brandman University setting up a nursing school in San Diego. Thanks you in advance for bringing our concerns to the BRN.

Have a great day,
Hope

Warmest Regards,

Hope Farquharson, PhD, RN
Professor
Chair/Director
Palomar College Nursing Education Department
1140 W. Mission Road
San Marcos, Ca. 92069
W: 760-744-1150 Ext 3725
C: 951-760-6188

I've learned that people will forget what you said,
People will forget what you did,
But people will never forget how you made them feel"
Maya Angelou

From: Debbie Yaddow [mailto:Debbie.Yaddow@gcccd.edu]
Sent: Monday, October 05, 2015 10:47 AM
To: Minato, Miyo@DCA
Cc: 'Deborah Berg (dberg@sdccd.edu)'; 'Comstock, Sandy (scomstock@miracosta.edu)'; Cathy McJannet (cmcjannet@swccd.edu); Farquharson, Hope R.; Tina Aguirre (tina.aguirre@imperial.edu)
Subject: Brandman University in San Diego

Dear Miyo:

I am writing you this email to share with you my concerns over another proprietary school seeking to come to San Diego to participate in clinical experiences. Last year, there were over 4,000 requests for nursing placements in the San Diego area. Despite what one might think, there is very limited capacity in the San Diego area for the addition of any more schools of nursing seeking to do their clinical experiences. Our school, along with many in the region, has lost clinical placements due to the excess of schools (proprietary mostly) seeking clinical opportunities. This loss in clinical placements often comes at the last minute and leaves all of the directors scrambling to relocate students in to a facility that will meet the clinical objectives. While I know the bigger picture for many of the hospital facilities is the BSN, all of the ADN schools in our area have an agreement with a 4 year university for students to continue

their education and receive a BSN. We are doing everything we can to produce the most competent, safe, entry-level nurses. Therefore I am not in support of Bandman University seeking clinical placements at Sharp Healthcare. I have shared my concerns with Brandman in a survey and a phone call with them. I wanted the Board to know my opinion as well. Thank you.

Debbie

Deborah A. Yaddow MSN,RN
Sr. Dean of Allied Health & Nursing
Grossmont College
8800 Grossmont College Drive
El Cajon, CA. 92020
619-644-7149
619-644-7920 (fax)

From: Cathy McJannet <cmcjannet@swccd.edu>
Sent: Friday, October 02, 2015 12:51 PM
To: Minato, Miyo@DCA
Cc: Sperling, Linda@DCA; Mjacksonernurse
Subject: Follow up to Impact Survey Response

Hi Miyo,

This is an email response to Marybelle and S. Paul Musco School of Nursing and Health Professions email to me. I absolutely do not support another nursing program to this heavily impacted region R/T nursing programs. This goes for both a clinical program or one that states minimal clinical requirements. We have too many nursing programs in the San Diego community and reduced employment opportunities for our graduates at this current time.

Cathy McJannet
Southwestern College

From: Cathy McJannet
Sent: Friday, October 02, 2015 10:44 AM
To: Choudhury, Rachel
Cc: Hanisch, Tyke
Subject: RE: Meeting Request - Follow up to Impact Survey Response

Dear Dr. Hanisch and Ms. Choudhury,

I do not have any time free the week of October 12, not do I have support for yet another propriety nursing program in the San Diego region. We are inundated with nursing programs and I do not believe that this area needs one more program in this region.

All facilities have heavily impacted (per their comments to me as well as at Consortium meetings) with students and it is VERY challenging securing clinical placements for our students currently. Southwestern College has been teaching nursing in San Diego since 1961, has an excellent community reputation as a program and Community College yet are still challenged finding clinical placements. I find it remarkable that a facility will say there is space available when many of us are being denied clinical placements At Sharp, Scripps, UCSD, Kaiser, etc.

I do not mean to sound harsh but that is the reality in my world regarding clinical placements.

Cathy McJannet
Southwestern College
Director, Nursing and Health Occupations Programs

From: Choudhury, Rachel [mailto:rchoudhu@brandman.edu]
Sent: Friday, October 02, 2015 4:49 AM
To: Cathy McJannet
Cc: Hanisch, Tyke
Subject: Meeting Request - Follow up to Impact Survey Response

Dear Director McJannet,

This correspondence is to follow up on your responses to our prelicensure program's impact survey. We would like to request a meeting with you, or your designee, to discuss

the concerns you have related to clinical site placement. We would like to share our proposed program's clinical rotations schedule, drafted in collaboration with Sharp Memorial, to demonstrate our intention to use clinical days and times which are available and do not interfere with current program placements.

We would like to visit your campus and meet with you directly during the week of October 12, 2015. We anticipate approximately 30 to 60 minutes of your time. Please let us know how we can best set up a day and time to meet.

Thank you very much for your time and consideration of this request. We hope the outcome of the meeting will be that you have a better understanding of our aim and program needs.

Sincerely,

Tyke Hanisch, DNP, APRN, FNP-C
Dean and Associate Professor

Rachel Choudhury, MSN, MS, RN, CNE
Associate Dean and Program Director, ABSN

Marybelle and S. Paul Musco School of Nursing and Health Professions
16355 Laguna Canyon Rd. Irvine, CA 92618

hanisch@brandman.edu <http://www.brandman.edu>
MSNaHP: 949-341-9940 Fax: 949-754-0499
MSNaHP Office Rm 277 (M-Th 7a to 7p PST): 1-949-341-9815
Personal Cell: 1-602-418-9127 (PST)
A member of the Chapman University System

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.7
DATE: April 14, 2016

ACTION REQUESTED: Vote On Whether To Accept Draft Regulatory Language For Education Regulations (SB466) and Progress Report

REQUESTED BY: Michael Jackson, RN, MSN
Chairperson, Education/Licensing Committee

BACKGROUND: SB466 approved by the Governor and filed with the Secretary of State on October 4th (see attachment for full text) contains amendments to the Business and Professions Code requiring action for regulation and processes affecting prelicensure nursing education. BRN staff received approval at the January 2016 ELC and February 2016 Board meetings to take action to meet the nursing education requirements of SB466.

Attached is proposed language for regulatory revision to Title 16, California Code of Regulation to add sections 1423.1 and 1423.2, and amend Sections 1418, 1424, 1426 and 1430. The draft language has been distributed for review and input opportunity to all nursing program deans/directors and other interested parties, and to appropriate BRN staff. No recommendations for revision to the language have been received to date from external stakeholders, and BRN staff recommendations have been for nonsubstantive grammatical changes. If approved by the ELC and Board, the language as in the attachment will be entered into the regulatory revision process per OAL requirements, and the formal comment period will begin at that time.

Nursing programs have responded to preliminary circulation of the proposed regulatory language by requesting guidance regarding development of policies and procedures that will ensure compliance. In response to this need the attached draft "Guideline: Evaluation and Granting Credit for Previous Education or Other Acquired Knowledge, Including Military Education and Experience" has been developed. If approved by the ELC and Board, this guideline will be distributed to nursing program deans/directors after the new regulations have completed the approval process and are implemented.

NEXT STEPS: Proceed per direction of Board.

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

BOARD OF REGISTERED NURSING
Specific Language of Proposed Changes

Proposed changes are designated by single underline and ~~strikeout~~.

1418. ~~Criteria for Evaluation of Equivalent Armed Services Training and Experience~~
Eligibility for licensure of applicants who have Military Education and Experience

An applicant who presents with relevant military education and experience, and who presents documentation from a board-approved registered prelicensure nursing program of equivalency credit evaluation that provides evidence of meeting the minimum standards for competency set forth in Section 1443.5 and the minimum education requirements of licensure listed pursuant to Sections 1426(c)(1) to (3), utilizing challenge examination or other evaluative methods, will be considered to meet the education requirements for licensure.

~~A military applicant who has met the qualifications set forth in Section 2736.5 of the Code and who has completed a course of instruction that provided the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Section 1443.5 and that contained the theoretical content and clinical experience specified in Section 1426(e)(1) through (e)(7) is determined to have completed the course of instruction prescribed by the Board for licensure.~~

Note: Authority cited: Section 2715, Business and Professions Code. Reference: ~~Section 2736.5, Business and Professions Code. Section 2786.1(a), (b), and (c).~~

HISTORY: 1. New section filed 10-28-76; effective thirtieth day thereafter (Register 76, No. 44). 2. Amendment filed 9-27-85; effective thirtieth day thereafter (Register 85, No. 39). 3. Repealer and new section filed 3-9-2000; operative 4-8-2000 (Register 2000, No. 10).

1423.1 Grounds for denial or removal of board approval.

The board shall deny approval and shall remove approval of a prelicensure nursing program that:

- (a) Fails to provide evidence of granting credit, in the field of nursing, for previous education, including military education and experience, through an established policy and procedure, to evaluate and grant credit.

- (1) Each prelicensure program shall have a policy and procedures that describe the process to award credits for specific course(s), including the prior military education and experience, through challenge examinations or other methods of evaluation for meeting academic credits and licensure requirements.
- (2) Each program shall make information regarding evaluation of and granting credit in the field of nursing for previous education, including military education and experience, for purpose of establishing equivalency or granting credit, available to applicants in published documents, such as college catalog or student handbook and online, so that it is available to the public and to the board.
- (3) Each program shall maintain a record that shows applicants and results of transferred/challenged credits, including applicants who applied for transfer of military education and experience.
- (b) Fails to provide opportunity for applicants with military education and experience for the purpose of obtaining evaluation for equivalent academic credit through challenge examination or other method of evaluation.
- (c) Discriminates against an applicant solely on the grounds that an applicant is seeking to fulfill the units of nursing required by Section 2736.6.
- (d) Fails to demonstrate continuous improvement to correct deficient findings, including but not limited to the following:
 - (1) Deferred Action to Continue Approval status lasting longer than two years;
 - (2) Inconsistent pattern of noncompliance findings between regularly scheduled continuing approval school visit cycle.
 - (3) Repeated findings of the same noncompliance from one approval evaluation visit to the next scheduled approval visit.

Note: Authority cited: Sections 2786, 2786.1, 2788, Business and Professions Code.

1423.2 Denial or revocation of approval of a nursing program.

- (a) Upon sufficient evidence of noncompliance and lack of demonstrated corrective actions to remove noncompliance, the board may take actions to:
 - (1) Deny approval of a nursing program; or
 - (2) Revoke approval from a nursing program; or
 - (3) Place a nursing program on a warning status with intent to revoke approval and close the program; or

(4) Close a program when a program has been on a warning status for one year and the program fails to show substantive corrective changes.

(b) The board shall provide specific requirements for correction of noncompliance findings and a return date for review of the program's approval status.

(c) The board shall place a school on a warning status with intent to withdraw approval when a nursing program shows conditions pursuant to Section 1423.1(d).

(d) The board may immediately revoke approval and close a nursing program in situations that require immediate action, including but not limited to the loss of school's accreditation or lack of effective nursing program leadership.

Note: Authority cited: Sections 2786, 2786.1, 2788, Business and Professions Code.

1424. Administration and Organization of the Nursing Program

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

(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.

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

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

(3) The program shall have policies and procedures that demonstrate consistent granting of credit for military education and acquired knowledge by providing opportunity to obtain credit by the following methods, including but not limited to the listed methods:

(a) the use of challenge examinations; or

(b) the use of evaluative methods to validate achievement of course objectives and competencies.

(4) The program shall make available the policies and procedures, including the acceptance of military coursework and experience, on the school's website, in a manner that allows access to the information via the board's posted list of approved Registered Nursing Programs.

- (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.
- (d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.
- (e) The director and the assistant director shall dedicate sufficient time for the administration of the program.
- (f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.
- (g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.
- (h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.
- (i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.
- (j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.
- (k) The student/teacher ratio in the clinical setting shall be based on the following criteria:
- (1) Acuity of patient needs;
 - (2) Objectives of the learning experience;
 - (3) Class level of the students;
 - (4) Geographic placement of students;
 - (5) Teaching methods; and
 - (6) Requirements established by the clinical agency.

Note: Authority cited: Sections 2715, 2786, 2786.1 and 2786.6, Business and Professions Code.
Reference: Sections 2786-2788, Business and Professions Code.

HISTORY 1. Amendment of subsections (b) and (g) filed 4-27-87; operative 5-27-87 (Register 87, No. 18).

2. Amendment filed 9-21-2010; operative 10-21-2010 (Register 2010, No. 39).

1426. Required Curriculum

(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.

(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.

(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:

(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.

(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.

(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.

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

(1) Theory and clinical practice requirements of the curriculum will be adjusted in recognition of military education and experiences of the student, when applicable, through an individualized instructional plan that results in meeting the same course objectives and competency standards.

(e) The following shall be integrated throughout the entire nursing curriculum:

- (1) The nursing process;
- (2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;
- (3) Physical, behavioral, and social aspects of human development from birth through all age levels;
- (4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines;
- (5) Communication skills including principles of oral, written, and group communications;
- (6) Natural science, including human anatomy, physiology, and microbiology; and
- (7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.

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

(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:

- (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.
- (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.

Note: Authority cited: Sections 2715, 2786.1 and 2786.6, Business and Professions Cod. Reference: Sections 2785-2788, Business and Professions Code.

HISTORY: 1. Amendment of subsection (d) filed 4-27-87; operative 5-27-87 (Register 87, No. 18).
2. Amendment of section heading and section filed 9-21-2010; operative 10-21-2010 (Register 2010, No. 39).

1430. Previous Education Credit

An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing, including military education and experience, through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.

Note: Authority cited: Sections 2715, 2786.1(a) and 2786.6, Business and Professions Code.

Reference: Sections 2736 and 2786.6, Business and Professions Code.

HISTORY: 1. Renumbering of former section 1430 to new section 1432 and new section 1430 filed 9-21-2010; operative 10-21-2010 (Register 2010, No. 39).



GUIDELINE: EVALUATION AND GRANTING CREDIT FOR PREVIOUS EDUCATION OR OTHER ACQUIRED KNOWLEDGE, INCLUDING MILITARY EDUCATION AND EXPERIENCE

Purpose: Prelicensure nursing programs are required to have a process for evaluation of an applicant's previously acquired knowledge in the field of nursing, for the purpose of identifying knowledge and skill equivalency to program course requirement, and awarding credit. Applicants' relevant military coursework and experience must also be considered. Validation of previously acquired knowledge/skill can be established by various methods including verifying equivalency of coursework or other learning activities, use of challenge examinations, or other methods. Programs are required to have policies and procedures that define these processes and demonstrate consistent granting of credit for military education and acquired knowledge. These policies/procedures must be made available on the school's website, in a manner that allows access to the information via the Board's posted list of approved Registered Nursing Programs.

Relevant Regulation (Title 16, California Code of Regulations):

CCR Section 1418. Eligibility for licensure of applicants who have Military Education and Experience (Section# will link to reg on website)

CCR Section 1423.1 (a)(1-3) and (b) Grounds for denial or removal of board approval (Section# will link to reg on website)

CCR Section 1424.(b)(3) Administration and Organization of the Nursing Program (Section# will link to reg on website)

CCR Section 1426(d)(1) Required Curriculum (Section# will link to reg on website)

CCR Section 1430. Previous Education Credit (Section# will link to reg on website)

Criteria for Compliance:

Prelicensure nursing programs are required to:

- Have a written policy that identifies the mechanisms by which provisions of these regulations will be fulfilled, and a written procedure that explains to applicants, students and other interested parties, the process by which credit can be obtained for previous education or other acquired knowledge in the field of nursing, including military education and experience.
- Make the policy/procedure information available at the school's website page that is linked from the BRN website approved programs list.
- Provide evaluation when requested, of previous education or other acquired knowledge in the field of nursing, for the purpose of establishing equivalency or granting credit.
- Knowledge obtained via relevant military education and experience must be evaluated to determine applicability in establishing equivalency or granting credit. Have a process to provide the documentation of completed evaluation for submission to the BRN upon applicant's request.
- Demonstrate that theory and clinical practice requirements are adjusted in recognition of military education and experiences of the student through an individualized instructional plan that results in meeting the same course objectives and competency standards.



BOARD OF REGISTERED NURSING

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Resources: The following resources may be helpful in guiding development of policies/procedures.

- CA RN Licensure Qualifications For Persons Serving In Medical Corps Of Armed Services (EDP-I-34 03/16/2015) <http://www.rn.ca.gov/pdfs/regulations/edp-i-34.pdf>
- American Council on Education, Military Guide: Guide to the Evaluation of Educational Experiences in the Armed Services <http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx>
- Best Practices in Counseling and Advisement for Veterans, Prepared for the Tarrant County College District (February 2013) https://www.tccd.edu/documents/About%20TCC/Institutional%20Research/TCCD_Best_Practices_in_Counseling_and_Advisement_for_Veterans.pdf
- NCSBN ANALYSIS: A Comparison of Selected Military Health Care Occupation Curricula with a Standard Licensed Practical/Vocational Nurse Curriculum https://www.ncsbn.org/13_NCSBNAalysis_MilitaryLPNVN_final_April2013.pdf
- Medical Education and Training Campus (METC) LIAISON: LTC David S. Johnston, Ph.D., M.S.S.I., (210) 808-5750; (210) 808-5750 david.s.johnston.mil@mail.mil ; <http://www.metc.mil/>
- Uniformed Services University of the Health Sciences LIAISON: CMDR Mitch Seal, Interim Dean, College of Health Sciences, (559) 362-9890, mitchell.seal@usuhs.edu , <https://www.usuhs.edu/>

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.8

DATE: April 14, 2016

ACTION REQUESTED: 2014-2015 Regional Annual School Reports - Draft

REQUESTED BY: Michael Jackson, MSN, RN
Chairperson, Education/Licensing Committee

BACKGROUND:

The Regional Annual School Reports present the historical analyses of nursing program data from the 2005-2006 BRN Annual School Survey through the 2014-2015 survey for the nine economic regions in California. Each region has a separate report. All data are presented in aggregate form, and describe the overall trends in these regions over the specified time periods. The data items addressed include the numbers of nursing programs, enrollments, completions, retention rates, student and faculty census information, simulation centers and student access to clinical sites and experiences.

The nine regions include: (1) Northern California, (2) Northern Sacramento Valley, (3) Greater Sacramento, (4) Bay Area, (5) San Joaquin Valley, (7) Central Coast, (8) Southern California I (Los Angeles and Ventura Counties), (9) Southern California II (Orange, Riverside, and San Bernardino Counties), and (10) Southern Border Region. Counties within each region are detailed in the corresponding report. The Central Sierra (Region 6) does not have any nursing programs and was, therefore, not included in the analyses.

The San Francisco Bay Area Report (Region 4) is attached as a sample. Final reports will be made available to the public on the BRN website.

NEXT STEPS: Post final reports on the BRN website.

PERSON(S) TO CONTACT: Julie Campbell-Warnock
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BOARD OF REGISTERED NURSING
Education/Licensing
Agenda Item Summary

AGENDA ITEM: 7.9
DATE: April 14, 2016

ACTION REQUESTED: Licensing Program Report

REQUESTED BY: Michael Jackson, MSN, RN, Chairperson
Education/Licensing Committee

PROGRAM UPDATE:

The Licensing Program evaluators are currently processing the initial review of exam and endorsement applications cashiered in mid-January. The Board is preparing for spring graduation and anticipates an increase in applications compared to the fall graduation. To assist students on how to apply to the Board, Licensing's management and Assistant Executive Officer have given four presentations since February to over 750 California students which consist of an overview regarding the application, eligibility process and reporting of arrest and conviction information. We have provided surveys to the students and the feedback has been used in determining the type of information that is helpful to the students and some of their suggestions have been incorporated into the presentation and materials being provided.

The Board is actively recruiting for eight positions in the Licensing Unit; one full-time Staff Services Analyst (International Evaluator), one full-time Program Technician II (US Evaluator), two limited term Program Technician II (US Evaluator) and four limited term Program Technician (Support staff). These positions will be dedicated to ensure that processing times are being maintained within our statutory timeframes. We expect to have these positions filled by the end of May. The DCA including all Board is currently utilizing the Examination and Certification Online System (ECOS) which was release by the California Department of Human Resources (CalHR). ECOS is an integrated web-based recruiting, tracking, selection and online testing system. The system provides an end-to-end hiring system for California State Departments. The ECOS currently serves as the state's certification system with all state departments utilizing the system to appoint individuals from certification lists.

STATISTICS:

Board staff continues to participate in the BreEZe Reporting User Group in order to create and implement a comprehensive statistical report. The Board was also invited to attend the Quality Business Interactive Report Tool (QBIRT) Pilot Kickoff Meeting on March 17th and the QBIRT overview and navigation training on March 23rd. Board staff was able to navigate the various functions within QBIRT and pull reports in a testing environment. As previously mentioned, QBIRT is the new reporting system that will provide on-demand data reports and queries.

The Board has received 7,063 exam and endorsement applications from October 2015 through February 2016. During that same time period the Board processed 10,246 exam and endorsement applications which include applications that may have been received prior to October 2015.

There were approximately 3,498 California graduates whose rosters were processed from November 2015 through March 2016. The Board has begun processing rosters for the spring graduation season which started in April and will go through June. This will be the second graduation season since we have restructured the internal processing of California graduate applications. We will continue to make improvements to our processes as necessary.

NEXT STEPS: None

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