

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 7.1**  
**DATE: November 20, 2014**

**ACTION REQUESTED:** Vote On Whether To Ratify Minor Curriculum Revisions and Acknowledge Receipt of Program Progress Report

**REQUESTED BY:** Michael Jackson, MSN, RN  
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:

- Biola University Baccalaureate Degree Nursing Program
- Loma Linda University Baccalaureate Degree Nursing Program
- Bakersfield College Associate Degree Nursing Program
- Los Angeles Trade Technical College Associate Degree Nursing Program
- San Joaquin Valley College Associate Degree Nursing Program

Acknowledge Receipt of Program Progress Report:

- California Baptist University Baccalaureate Degree Nursing Program
- Concordia University, Irvine Baccalaureate Degree Nursing Program
- Holy Names University LVN to RN Baccalaureate Degree Nursing Program
- Carrington College LVN to RN Associate Degree Nursing Program
- Southwestern College Associate Degree Nursing Program

**NEXT STEP:** Notify the programs of Board action.

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

## MINOR CURRICULUM REVISIONS

### Education/Licensing Committee

DATE: November 20, 2014

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Biola University Baccalaureate Degree Nursing Program	B. Caraway	07/15/2014	The program proposes a structure change from conceptual framework to value statement framework. This change will decrease the length of the conceptual framework. The impact on the curriculum is improvement in time utilization. The program goal is to decrease the length of the framework and to incorporate the current data and relevant terminology without any changes in the mission, philosophy, vision and program objectives/ outcomes. Through implementation of the revised framework, the program expects improvement in student learning and application as faculty will be able to more clearly integrate the values into every course and clinical rotation. This revision will be effective for students entering the program beginning the Fall 2014, and will be noted in the university Catalog.
Loma Linda University Baccalaureate Degree Nursing program	B. Caraway	08/14/2014	<p>Program submitted several changes in the number of units and sequencing in the following courses.</p> <ol style="list-style-type: none"> <li>1. First quarter changes: NRS216- Basic Nursing Skills and Health Assessment – 4 units, per faculty request, theory was increased by one unit (from 1-2 units), and the clinical decreased by one unit (from 3-2 units).</li> <li>2. Third Quarter Changes: Addition of a new 3 units course, NRS324, Nursing informatics and Evidence-Based Practice, to meet new documentation Technologies requirements.</li> <li>3. The total required units of nursing increased from 58 to 92. The theory units for nursing increased from 48 to 56 units. This increase includes the 3 units of Nursing Informatics, the 4 units of Nutrition for Nursing, and the 1 unit of theory increased in the NRS216 Basic Skills and Health Assessment. The 4 units of DTCS311, Human and Clinical Nutrition for Nursing, changed categories to be included under Nursing Required for Licensure.</li> <li>4. The reduction in communication units from 15 units to 13 units, WRIT 324-(2 units) course changed from a required course to a remediation course.</li> <li>5. The reduction in Science units from 44 to 25 units. This reduction is due to changing the category for the following: a) 4 units nutrition is moved to Nursing Required for Licensure, and b) The following courses were moved from Basic Sciences to Other Degree requirements: 3 units of biostatistics, 3 units</li> </ol>

## MINOR CURRICULUM REVISIONS

### Education/Licensing Committee

DATE: November 20, 2014

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			epidemiology, 8 units of organic and biochemistry . The total Other Degree Requirements units increased from 49-63 units. The above revisions will result in a change in the total units for Licensure from 144 to 130 units. These revisions will be effective for students entering the program beginning the Fall 2014, and will be noted in the university Catalog.
Bakersfield College Associate Degree Nursing Program	S. Ward	09/14/2014	Decrease English B1A -Expository Composition from (4) to (3) semester units. Remove Communication B2, B3, and Chemistry B2 as course selection options in the curriculum plan. Correction of typographical error for Anatomy and Physiology I and II, corrected course numbers are BIO B 32 and B 33. Corrected course number for Role Transition Course is B 70.
Los Angeles Trade Technical College Associate Degree Nursing Program	S. Ward	07/30/2014	The program updated curriculum clinical competencies and semester level objectives to reflect Quality and Safety Education For Nurses (QSEN) competencies.
San Joaquin Valley College Associate Degree Nursing Program	S. Engle	08/05/2014	Change in 4 course numbers to RN 24, 24L Beginning M/S, 23, 23L Maternal/Newborn, 37, 37L Pediatrics, 46, 46L Adv. M/S for the Generic RN program. No changes were made to course content, sequencing or program units. This revision takes effect Fall 2014 and will be noted in curriculum and college materials.

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE:** November 20, 2014

<b>SCHOOL NAME</b>	<b>APPROVED BY NEC</b>	<b>DATE APPROVED</b>	<b>PROGRESS REPORT</b>
California Baptist University Baccalaureate Degree Nursing Program	L. Shainian	08/08/2014	The program submitted a comprehensive report re the 2013-2014 substandard NCLEX Pass Rate. An aggressive action plan has been implemented for the immediate future with the support of the university.
Concordia University, Irvine Baccalaureate Degree Nursing Program	L. Shainian	08/14/2014	The nursing department at Concordia University Irvine (CUI) has moved to a new location – Park Place Campus – less than 5 miles away, in Orange County. NEC conducted a site visit on August 14, 2014 to evaluate the space and resources available to students. The Nursing Department is located on the lower level of one of the buildings at Park Place, a mixed-use office campus. There are newly designed classrooms, simulation rooms, a skills lab, faculty offices/cubicle spaces, storage rooms and conference rooms. Located throughout the building are lounge areas for students to meet and study. There are also dining facilities in the building well as across campus at a retail center. Student parking is provided adjacent to the building. Plans on returning to the CUI campus once the university’s master build-out plan (to include new Science, Nursing and Healthcare Center) is approved is TBA.
Holy Names University LVN to RN Baccalaureate Degree Nursing Program	K. Daugherty	09/15/14	In April 2014 a regularly scheduled continuing approval visit was conducted. This was the first continuing approval visit for the program. One of the areas of non-compliance identified during the visit was HNU was found to be in non-compliance with the annual pass rate standard of 75% or higher as defined in CCR 1431. Because HNU’s annual rate in 2012/2013 did not meet the standard, the program had already submitted a comprehensive assessment and action plan to improve the first academic year of substandard NCLEX performance as described in the program’s written response presented at the August 2013 ELC committee meeting. The annual rate for the second academic year of substandard performance was also reported during the August ELC meeting. For the second annual period, HNU had a total of 43 first time test takers, the July 1, 2013-June 30, 2014 pass rate was 62.79%. HNU noted the last two quarters (Jan-March 2014) and (April- June 2014), the pass rate results improved over previous quarters, the Jan-March 2014 was 75%(N=8) and the April-June 2014 quarter

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE: November 20, 2014**

<b>SCHOOL NAME</b>	<b>APPROVED BY NEC</b>	<b>DATE APPROVED</b>	<b>PROGRESS REPORT</b>
			was 92.86 % (N=14) providing some favorable evidence of program improvement in the last two quarters of reported pass rates. The program will continue to suspend program enrollment per the program's written continuing approval visit written response and continue implement the written action plan.
Carrington College LVN to RN Associate Degree Nursing Program	K. Daugherty	09/12/2014	As required per BRN CCR 1431 NCLEX Pass Rate policy. The program has received written notification of non-compliance with CCR 1431 an annual pass rate <75%. Program pass rate for (July 1, 2013-June 30, 2014) was 74.29% for 35 first time test takers. The program has submitted a comprehensive assessment and action plan to improve the annual pass rate.
Southwestern College Associate Degree Nursing Program	L. Moody	08/20/2014	New construction in the simulation lab created a separate defined control/ observation room to enhance delivery of clinical simulation learning experiences.

**BOARD OF REGISTERED NURSING**  
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**AGENDA ITEM:** 7.2  
**DATE:** November 20, 2014

**ACTION REQUESTED:** Vote On Whether To Approve Education/Licensing Committee Recommendations

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

**BACKGROUND:** The Education/Licensing Committee met on October 9, 2014 and makes the following recommendations:

- A. Continue Approval of Prelicensure Nursing Program
  - American University of Health Sciences Baccalaureate Degree Nursing Program
  - De Anza College Associate Degree Nursing Program
  
- B. Approve Major Curriculum Revision
  - University of San Francisco Baccalaureate Degree Nursing Program
  - Antelope Valley College Associate Degree Nursing Program
  - East Los Angeles College Associate Degree Nursing Program
  - Santa Rosa Junior College Associate Degree nursing Program

A summary of the above requests and actions is attached.

**NEXT STEPS:** Notify the programs of Board action.

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

**Education/Licensing Committee, Sub-Committee Recommendations  
From meeting of October 9, 2014**

**The Education/Licensing Committee met on October 9, 2014 and makes the following recommendations:**

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**A. CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM**

- **American University of Health Sciences Baccalaureate Degree Nursing Program.**

**Dr. Anita Bralock, Dean/Program Director.**

The program is being presented to ELC subsequent to the Board's action on February 6, 2013 to defer action to continue approval of AUHS BSN Program for the non-compliance finding related to CCR Section 1431 Licensing Pass Rate Standard lower than 75%. An initial plan for corrective actions, which included revising admission standards and a major curriculum revision, was Board approved June 2013. In August 2013 the Board received a progress report that provided a detailed analysis of student profiles, data, and plan for continuing improvement based on their evaluation. The school identified that comprehension of English language was one major concern for their students - 88.9% of graduates who failed the NCLEX-RN exam in 2012-2013 were of Asian ethnicity with English as a second language. Further program corrections focused on improving students' comprehension, interpretation, and deciphering of questions, in addition to their testing strategies. Subsequently, the program submitted a third progress report providing a detailed update on their plan to improve student success which reflected ongoing monitoring of students' achievement and included multiple measures to continue to support student success such as stricter admission criteria, more extensive formative assessment, review and tutoring services, increased passing threshold for course content exams, faculty development that included training in writing test items, addition of a third med/surg course, and more. Success of corrective actions was evident in March 2014, at which time two quarters of test-taker results showed a mid-year achievement of 81.48% passing. However, program compliance is measured on a full academic year result so the program was continued on deferred action pending availability of data for the full year. The 2013-14 annual report for the AUHS first-time test-takers NCLEX-RN exam outcomes reflects an 80% pass rate which is above the required 75% pass, placing the program in full compliance with CCR Section 1431.

**ACTION: Continue Approval of American University of Health Sciences Baccalaureate Degree Nursing Program.**

- **De Anza College Associate Degree Nursing Program.**

**Ms. Judith Clavijo, Program Director.**

A continuing approval visit was conducted April 22-24, 2014 by Nursing Education Consultants Kelly McHan and Susan Engle. The program was found to be in compliance with regulation and BRN guidelines. Six recommendations related to three regulations were made; CCR Section 1425.1(a) with reference to 1424(d) and 1414(h) Faculty, CCR Section 1424(b)(1) Total Program Evaluation Plan, and CCR 1424(d) Resources.

Resources include a nursing skills lab with beds, headwalls, mannequins, and other anatomical models and training units to accommodate the student enrollment. Separate lab rooms for maternal/child simulators and high-fidelity adult simulators are adjacent. The college is in the process of enhancing simulation experiences through the addition of 4 video cameras in the high-fidelity simulation lab and installing a viewing/debriefing room with four screens and other technological resources for enriched learning through human simulator technology. A health careers resource center shared with other disciplines in the Biological Sciences Division, but located in the nursing department, contains study tables, computers, current textbooks and videos for student use. The program utilizes an online course

management system. Strengths: The program enjoys a stable full-time faculty and students voiced admiration for faculty’s clinical expertise in their respective nursing areas. Students affirm that faculty members are responsive and supportive, with particular appreciation directed toward the program director. Challenges: The program has experienced decreasing clinical sites as some facilities have withdrawn affiliation.

NCLEX outcomes have ranged from 76% to 90% over academic years 2009/2010 – 2012-2013.

	JUL-SEP	OCT-DEC	JAN-MAR	APR-JUN	ANNUAL RATE
<b>2009-2010</b>	18 taken; 16 passed 88.89%	8 taken; 5 passed 62.50%	24 taken; 20 passed 83.33%	35 taken; 32 passed 91.43%	85 taken; 73 passed 85.88%
<b>2010-2011</b>	23 taken; 14 passed 60.87%	4 taken; 2 passed 50%	21 taken; 16 passed 76.19%	27 taken; 25 passed 92.59%	75 taken; 57 passed 76.0%
<b>2011-2012</b>	21 taken; 20 passed 95.24%	3 taken; 1 passed 33.33%	18 taken; 18 passed 100%	18 taken; 15 passed 83.33%	60 taken; 54 passed 90.00%
<b>2012-2013</b>	20 taken; 18 passed 90.0%	4 taken; 4 passed 100%	18 taken; 16 passed 88.89%	17 taken; 14 passed 82.35%	59 taken; 52 passed 88.14%
<b>2013-2014</b>	19 taken; 13 passed 68%	6 taken; 3 passed 50.0%	8 taken; 6 passed 75%	<b>18 taken; 14 passed 77.78%</b>	<b>52 taken; 36 passed 69.23%</b>

Since the continuing approval visit, the 2013/14 NCLEX pass rates were made available. The finding for DeAnza College Nursing program does not meet the threshold of 75%. The program director received written notice of the program’s non-compliance with CCR Section 1431 Licensing Examination Pass Rate Standard. Management of Pre-licensure Nursing Program Substandard NCLEX-RN Performance procedure will be followed.

**ACTION: Continue Approval of DeAnza College Associate Degree Nursing Program.**

**B. APPROVE MAJOR CURRICULUM REVISION**

- **University of San Francisco Baccalaureate Degree Nursing Program.**

**Dr. Judith Karshmer, Professor and Dean of the School of Nursing and Health Professions.**

The Board granted continuing approval to the University of San Francisco Baccalaureate Degree Nursing Program on September 23, 2009. There were no areas of non-compliance. The average NCLEX pass rates for the academic years 2008-2009 through 2012-2013 is 88%. The Board also approved a major curriculum change for the baccalaureate degree nursing program in September 2009. Since then, there have been three approved minor curriculum changes, the most recent in June 2013. Although the program presented new curriculum forms with its proposal, and they are included in these materials, the curriculum replicates what has already been last approved in 2013 for the baccalaureate degree program.

The University of San Francisco has operated a branch campus in Sacramento for over thirty years, offering bachelors’ and masters’ degree programs, and is requesting approval to offer its Board-approved baccalaureate in nursing program at this Sacramento campus. The School of Nursing and Health Professions has established a partnership with the VA Northern California Health Care System (VANCHCS) and is one of three national partnerships to receive funding from the VA with a Veterans Administration Nursing Academic Partnership Grant. This grant will to enable the partnership to collaboratively prepare a nursing workforce that has experience with the growing patient population of veterans. The program will enroll twenty students once a year. Although it will provide priority admission to veterans, the program will also be attractive to those students who are committed to providing professional nursing care to the veteran population. This would then have the effect of increasing the number of baccalaureate-prepared nurses for the eleven sites within the VANCHCS. There will be an assistant director on site to provide support and supervision for the Sacramento campus. The faculty will coordinate the skills lab, including supervision of skills practice during the open lab time. There will be a half-time program assistant available the first year of the program. The Program has addressed the resources available in its original proposal as well as supplemental material.

The clinical sites that will be used for this program are: The outpatient clinic, Center for Rehabilitation and Extended Care, Community Living Center, and ambulatory surgery center in Martinez; the outpatient clinic at McClellan; the Sacramento VA Medical Center; and the David Grant USAF Medical Center at Travis AFB. Each cohort for clinical rotations will consist of five students.

**ACTION: Approve Major Curriculum Revision for University of San Francisco Baccalaureate Degree Nursing Program.**

• **Antelope Valley College Associate Degree Nursing Program.**

**Dr. Karen Cowell, Dean, Health Sciences, Director of Nursing.**

The program has submitted a major curriculum revision proposal to be implemented Fall 2015. The revision is being made to strengthen the program and align the curriculum with the transfer model curriculum. There have been two previous major curriculum revisions (1980 and 2008). This proposal involves extensive changes that reflect revisions to the program philosophy & conceptual 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:

- Updated program philosophy continues to use Dorothea Orem's Self-Care Deficit nursing theory, but with more emphasis on the self-care approach to patient care. The organizing framework is based on roles of the professional nurse as practitioner, manager of care, scholar, and teacher, with central core values of caring, excellence, and integrity. Framework concepts are the nursing process, advocacy, and QSEN which are threaded throughout the curriculum. Student learning outcomes statements have been revised to reflect the new curriculum framework and address updated nursing concepts and practices.
- Course syllabi, course objectives and student evaluation tools reflect consistent application of the new framework and an appropriate progression of concept and skill complexity across the program.
- Course names and numbers were revised to reflect realignment of content and/or creation of a new course.
- Professional Nursing Courses I, II, III (theory only): content compressed and moved into other courses. Professional Nursing IV changed to Transition to Professional Nursing - Includes community health and professional role content. Total decrease of 1.5 units.
- Med-Surg: Med-Surg I & II revised. A new Med-Surg III course created to provide continuity between second and fourth semester. Overall decrease of one unit.
- Two integrated courses were separated: Pediatrics/Community Health changed to Pediatrics - Community Health content moved to fourth semester course. Psychiatric/Geriatric/Community Health course changed to Psychiatric Mental Health – Geriatric and Community Health content moved to other courses. Total decrease of 1.5 units.
- Obstetrics course content compressed from 4 units to 3.5 units. Decrease 0.5 units.
- New separate LVN track with different sequencing of courses that includes an additional eight-week medical-surgical nursing course (instead of Pediatrics) to provide a strong acute care foundation.
- 30-Unit Option will include Developmental Psychology and an additional medical-surgical nursing course.

The revised units are: Nursing Units decreased from 40.5 to 36 units: Theory decreased from 20.5 to 18 units; Clinical decreased from 20 to 18 units. Total Units for Licensure decreased from 65.5 to 61 units. No changes to Communication and Science units. Other degree requirements increased from 7 to 13 units to align with requirements for the transfer model curriculum, as well as CSU and AVC graduation requirements. Total Units for Graduation increased from 72.5 to 74.

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

**ACTION: Approve Major Curriculum Revision for Antelope Valley College Associate Degree Nursing Program.**

• **East Los Angeles College Associate Degree Nursing Program.  
Ms. Lurelean Gaines, Program Director/Chairperson.**

The program submitted a major curriculum revision as required by the Board (letter dated July 31, 2014), responding to the one outstanding area of non-compliance - CCR Section 1426 (b) Required Curriculum, that was identified during the October 2013 continuing approval visit. This was the remaining area of non-compliance not previously addressed as reported at the August 2014 ELC committee meeting.

In initiating the curriculum revision process the faculty defined four goals to influence achieving the ADN program mission, and to guide student instruction and the achievement of program/objectives outcomes. The faculty subsequently redeveloped vision and values statements. The process continued with revision of the program philosophy statement, program outcome indicators and terminal outcomes/objectives that serves as the basis of the curriculum.

The curriculum revision changes focus on the major initiatives of incorporating all curriculum plan required elements as stated in Nursing Practice Act regulation with NCLEX-Test Plan elements, and to ensure that it is reflective of current healthcare trends and initiatives. The curriculum was redesigned to include seven major concepts in which related competencies are clearly defined. The seven major concepts include: Quality, Safe Competent Nursing Care, Professionalism, Leadership, Inter-professional Collaboration, Clinical Reasoning and Judgment, Relationship-Based Care and Informatics and Technology. The intent is to position students to have the knowledge, skills and abilities to function and meet the minimum competency standards of a registered nurse.

All theory and clinical courses have been modified to include the major concepts and the specific competencies required to meet course objectives and program outcomes. All program syllabi have been revised. The clinical evaluation tool has been redesigned to reflect the concepts; sub-concepts within the context of (5) course specific performance levels defined as Fundamental, Beginning Novice, Novice, Intermediate Novice, and Advanced Beginner consistent with the program's philosophy. Each course contains the specific theory and clinical course objectives, and competencies to measure student performance. The program intends to strengthen a student-centered approach for the integration of theory and clinical practice with the use of simulation and with the variety of planned learning experiences in the clinical setting.

The program uses an 18-week semester system. The units of theory and clinical instruction remain the same and are as follows: Total nursing units: 41.5 (Total theory units: 23.5; Total clinical units: 18); Communication Units: 6; Science Units: 21 or 22; Total Units for Licensure: 68.5 or 69.5; Other Degree Requirements: 12; Total Units for Graduation: 80.5 or 81.5.

With the Board's approval the faculty intends to implement the curriculum with newly enrolled students in Spring 2015, as they continue to teach the current curriculum to enrolled students while continuing to employ student success strategies for all students. The major curriculum revision meets BRN requirements and addresses the one remaining area of non-compliance.

**ACTION: Approve Major Curriculum Revision for East Los Angeles College Associate Degree Nursing Program.**

- **Santa Rosa Junior College Associate Degree Nursing Program.**  
**Dr. Anna Valdez, Director ADN Program.**

The director and faculty are requesting approval to change the conceptual framework for the ADN curriculum from Orem's Self Care Deficit Theory to the "Readiness for Practice" model. The rationale for revising the conceptual framework is the faculty determined that the "Readiness for Practice" model will better prepare the graduates for contemporary nursing practice. The proposed "Readiness for Practice" model consists of seven major concepts that form the framework for the curriculum and five integrated processes are threaded through all levels in the curriculum. The seven major concepts include Safety, Quality Improvement, Informatics and Evidence-based Practice, Collaboration and Teamwork, Patient and Family-Centered Care, Psychosocial Integrity and Physiological Integrity. The five integrated process threaded through all levels in the curriculum are Nursing Process, Critical Thinking, Pharmacological and Parental Therapies, Health Promotion, and Teaching and Learning.

Both the conceptual framework and the integrated processes draw heavily from two primary sources: The Quality and Safety in Nursing Education (QSEN) Prelicensure Knowledge, Skills and Attitudes. Faculty believe that new RNs with these competencies will be in a position to ensure the best patient/client outcomes.

Client Needs as set forth in the current edition of the National Council of State Boards (NCSBN) of Nursing's NCLEX-RN Test Plan. Faculty opinions that NCSBN's periodic survey of what new RNs do in their first six months of practice are the best evidence-based guide to what the entry-level practitioner needs to know in order to be ready to practice nursing.

The proposed revisions to the conceptual framework will allow for better alignment with the concepts outlined in CCR 1426. The request for revision does not require any changes to the total curriculum plan. Course numbers, descriptions, and primary content will remain unchanged. Minor content change will be evidence by removal of Orem's Theory language/instruction and greater emphasis being placed on concepts of safety, collaborative and evidence-based practice and information technology.

**ACTION: Approve Major Curriculum Revision for Santa Rosa Junior College Associate Degree Nursing Program.**

**BOARD OF REGISTERED NURSING**  
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**Agenda Item Summary**

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**AGENDA ITEM: 7.3**  
**DATE: November 20, 2014**

**ACTION REQUESTED:** Vote On Whether To Change Warning Status With Intent To Withdraw Approval for San Joaquin Valley College Associate Degree Nursing Program

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

**BACKGROUND:** Dr. Janine Spencer, SJVC nursing program director, has submitted a request to remove the program from warning status and to enroll thirty-six LVN-RN students. The Board, at its November 6, 2013 meeting, placed San Joaquin Valley College nursing program on “Warning Status with Intent to Withdraw Program Approval” and to “restrict program admissions to twenty-four LVN-RN students January 2014 until the program’s December 2013 LVN-RN students NCLEX-RN results are available and found to be at or above the minimum pass rate of 75%.” The finding for the December 2013 LVN-RN NCLEX-RN pass rate is 70.8% (24 taken). This pass rate is not in compliance with the Board action.

The program restricted enrollment of the LVN-RN students January 2014 to twenty-four. The program implemented a Board approved major curriculum revision in January 2014 which was purposefully developed with a focus on improving outcomes for the LVN-RN cohort. The impact of the curriculum revision will not be evident until the January 2014 LVN-RN students graduate December 2014 and have taken the NCLEX exam in 2015.

The program has received ongoing consultation from the NEC assigned to the program. On April 9, 2014 Kelly McHan and I met with the Dr. Spencer, program director; Kathy Defede, assistant director; Donald Wright, Campus Director; Greg Osborn, Director of Corporate Compliance at which time the program’s NCLEX pass rate and the BRN standard were discussed. On September 15, 2014 I spoke with Dr. Spencer and Greg Osborn. Dr. Spencer and Greg Osborn are aware of the Board’s action for the LVN-RN December 2013 graduates NCLEX pass rate requirement.

**Background information**

Initial program approval was granted for an LVN-RN program in 2005 and in June 2008 approval was granted for a generic program. A regularly scheduled continuing approval visit was conducted in October 2011 resulting in findings of noncompliance in six areas, including CCR Section 1431. Licensing Examination Pass Rate Standard which requires a minimum performance of 75% pass for first time NCLEX-RN test-takers, with the program’s performance 2010/11 53.95%. By April 2012 all areas of noncompliance were resolved with the exception of the NCLEX-RN pass rate which continued to be substandard with 2011-12 pass rate of 60.29%.

A progress report was presented at the October 2013 Education/Licensing Committee meeting which identified that the program had conducted an analysis and identified that it was primarily the LVN-RN students experiencing difficulty with NCLEX-RN passing. Corrective measures were implemented but LVN-RN NCLEX-RN performance had not yet achieved minimum performance threshold. Consequently, on November 6, 2013, the Board placed the program on Warning Status with Intent to Withdraw Program Approval and restricted program admission of LVN-RN students to only one additional LVN-RN cohort limited to twenty-four (24) students in January 2014 with no further additional enrollment of LVN-RN students until NCLEX-RN results of LVN-RN cohort graduating December 2013 are available and found to be at or above the minimum pass rate of 75%.

**Education/Licensing Committee Recommendation:  
Grant Continuing Approval to San Joaquin Valley College Associate Degree Nursing Program with LVN-RN student enrollment limited to twenty-four per year.**

**NEXT STEPS:** Notify program of Board action.

**PERSON TO CONTACT:** Susan C. Engle RN, MSN  
Nursing Education Consultant

August 28, 2014

Board of Registered Nursing  
 ATTN: Ms. Susan Engle, NEC  
 P.O. Box 944210  
 Sacramento, CA 94244-2100

Dear Susan,

The purpose of this letter is to respond to the NCLEX Performance Report for the academic year of 2013-2014 and to request your consideration for the admission of a cohort of LVN-RN students in January 2015.

**Total Program: Generic and LVN-RN Students**

CCR section 1431. Licensing Examination Pass Rate Standard  
 “The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing exam candidates.”

In terms of meeting the standard for regulatory compliance SJVC’s results were as follows:

	Taken	Passed	Annual Percentage
Total	60 (57)*	47	76.67 (82.45)*

\*3 students from previous cohorts were included in this time frame one from 2011 and 2 from 2012.

**This would indicate that the program has met the Licensing Examination Pass Rate Standard**

**Generic Student Performance**

	Taken	Passed	Annual Percentage
Total	33	29 (2)*	87.88 (93.94)*

\*2 Graduates who failed on the first attempt have retested and passed on the second attempt

**Curriculum**

The curriculum for the program consisted of 4 terms for the generic students and 2 terms for the LVN-RN students which included a 4 unit bridge course. The LVN-RN students entered the program at term 3 and completed the same curriculum as the generic RN students. Their

courses and instructors were the same. The curriculum for the Generic students was taught over a 3 day per week pattern and the curriculum for the LVN-RN students was taught over a 2 day per week pattern.

### **LVN-RN Students**

The BRN made the following recommendation for the LVN-RN program

***ACTION:** Education/Licensing Committee made the following recommendations for the San Joaquin Valley College Associate Degree Nursing Program:*

- *Place program on Warning Status With Intent to Withdraw Program Approval.*
- *Allow program admission of planned LVN-RN cohort in January 2014 but no further enrollment of LVN-RN students until NCLEX-RN results of LVN-RN cohort graduating December 2013 are available and found to be at or above the minimum pass rate of 75%.*
- *The Nursing Education Consultant will continue to monitor the program as needed.*

**The performance during this rating period that is specific to the LVN-RN Cohort that graduated in Dec 2013 is as follows:**

	Taken	Passed	Annual Percentage
Total	24	17 (1)*	70.8 (75.0)*

\*1 Graduate who failed on the first attempt has retested and passed on the second attempt

**The program did not meet this standard during the academic year and needed one additional student to meet the goal.**

I would like to address some areas of concern. With the implementation of the new EZ Breeze online system students who graduated in November and December experienced significant delays in receiving their approvals to test. The program assumes the responsibility for sending in the applications and we incur the cost. The applications were mailed in on November 15<sup>th</sup>, 2013, and the transcripts were sent on December 18<sup>th</sup>, 2013.

It is our goal at SJVC to prepare the students to be NCLEX ready at the time of graduation. The students are provided with a 4-day on ground Kaplan NCLEX review course at the end of the program. In addition to this we utilize the ATI Comprehensive Predictor to further remediate the students and identify NCLEX readiness. It is the recommendation of both Kaplan and ATI that students who demonstrate proficiency and a high level of predictability to pass the NCLEX, test as soon after graduation as possible. In the past the students received their approvals to test within one to two weeks of graduation. During this time frame, this was not the case. Several of the LVN-RN students did not receive their approvals to test until March, which

prevented them from taking the NCLEX in a timely manner. Although the following 4 students demonstrated a high probability of passing the NCLEX, I feel that their delay in testing contributed to their failure.

1. Candidate 1, tested on 4/29. This student had her name misspelled and this caused a significant delay in receiving her approval. She had a high probability on her Kaplan Readiness test (63.33%). Kaplan recommends 60% and above for their benchmark. She failed the exam on the first attempt. **She subsequently retested and passed in July.**
2. Candidate 2, tested on 4/17/14. Her ATI Comp Predictor score was 80%
3. Candidate 3, tested on 4/24/14. Her ATI Comp Predictor score was 90%
4. Candidate 4, tested on 5/29/14. Her ATI Comp Predictor score was 91%

### **Curriculum**

The LVN-RN students who graduated in December of 2013 did not experience the new curriculum. I would like to submit that there is evidence to support improvement in the NCLEX pass standard but I feel that there were some limitations with this group. Increasing the rigor and enhancing the remediation for ATI has had a definite effect on improving the passing rate. The most significant limitation that we experienced was the “one day per week” theory pattern. This was eliminated with the new curriculum.

The LVN-RN students in this group continued to work excessively and I feel this contributed negatively to their overall performance.

### **Major Curriculum Revision Cohort 9 LVN-RN**

On Nov. 6, 2013 the program submitted a major curriculum revision for the LVN-RN program. This was approved by the BRN and the first cohort to implement the revision was admitted in January of 2014. In order to develop this curriculum the program engaged the services of a curriculum consultant from ATI, Dr. Karin Roberts. The program director and the faculty worked very diligently to address the unique concerns of the LVN-RN students. I have included the proposal for this revision for your review.

The LVN to RN cohort that was admitted in January, 2014 is the first to experience this revised curriculum. It addresses the specific needs of the LVN-RN student and is not merely the same courses that generic students experience in the last 2 terms of the program.

The current cohort is performing very well as evidenced by the following ATI assessment:

## ATI Testing

	Group Score	National Mean	% Level 2 & Above
<b>RN Fundamentals</b>			
LVN-RN Cohort 8 (2010)	68.0	69.2	57.1%
LVN-RN Cohort 9 (2010)	69.0	69.2	59.1%
<b>Nutrition</b>			
LVN-RN Cohort 8 (2010)	64.9	65.6	50.0%
LVN-RN Cohort 9 (2013)	71.0	61.8	81.0%
<b>Mental Health</b>			
LVN-RN Cohort 8 (2010)	61.3	66.4	40.0%
LVN-RN Cohort 9 (2013)	68.0	66.0	57.1%

## Summary

The Registered Nursing Program at SJVC has made extensive efforts to improve the performance of the graduates. The program has achieved compliance with the Licensing Examining Passing Standard for the current academic 2013-2014. Efforts to improve the pass rate have included a major curriculum revision that was implemented in January of 2014. This major revision was specific to the LVN-RN students. We are midway into the implementation of the new curriculum.

I am requesting that SJVC be permitted to admit a cohort of students in January of 2015 to provide an opportunity to realize the benefits of the major curriculum revision. Currently, there is every indication that the LVN-RN students are responding to the changes and their performance on the standardized ATI assessments has validated the improvement. The program only admits once a year and if we are not able to start a cohort in January we would be unable to fully benefit from the changes.

Respectfully,



Janine Spencer, RN, MSN/Ed.D  
RN Program Director  
San Joaquin Valley College  
P: 559-651-2500 ext. 182  
[Janine.Spencer@sjvc.edu](mailto:Janine.Spencer@sjvc.edu)

August 28, 2014

Board of Registered Nursing  
ATTN: Ms. Susan Engle, NEC  
P.O. Box 944210  
Sacramento, CA 94244-2100

Dear Susan,

The purpose of this letter is to request that the Registered Nursing Program at San Joaquin Valley College be removed from "Warning Status" in response to its current compliance with CCR section 1431. I would also request your consideration for the admission of a cohort of Generic RN and LVN-RN students in Spring 2015.

**Total Program: Generic and LVN-RN Students**

CCR section 1431. Licensing Examination Pass Rate Standard  
"The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing exam candidates."

In terms of meeting the standard for regulatory compliance SJVC's results were as follows:

	Taken	Passed	Annual Percentage
Total	60	47	76.67

**This would indicate that the program has met the Licensing Examination Pass Rate Standard**

**Admission Spring 2015**

I would like to request permission to admit the following cohorts in Spring 2015:

- January 2015 36 LVN-RN students
- April 2015 36 Generic RN Students

Respectfully,



Janine Spencer, RN, MSN/Ed.D  
RN Program Director  
San Joaquin Valley College  
P: 559-651-2500 ext. 182  
[Janine.Spencer@sjvc.edu](mailto:Janine.Spencer@sjvc.edu)



November 6, 2013

Janine Spencer, EdD, RN  
Program Director  
San Joaquin Valley College  
8344 West Mineral King  
Visalia, CA 93291

Dear Dr. Spencer:

The Board of Registered Nursing, at its November 6, 2013 meeting in San Diego, California found the San Joaquin Valley College Associate Degree Nursing Program (SJVC) continues to be in noncompliance with requirements set forth in article 3 (commencing with section 1420) of Division 14 of Title 16 of the California Code of Regulation (CCR) regarding Board approved prelicensure nursing programs. Specifically, it was determined that SJVC was not in compliance with the following provision:

CCR 1431. Licensing Examination Pass Rate Standard:

The program's NCLEX-RN pass rate outcomes have been below the required 75% pass performance threshold for the past three consecutive years: 2010-11 53.95%; 2011-12 60.29%; 2012-13 67.53%.

Pursuant to this finding the Board deemed it necessary to impose the following actions and restrictions:

- Place program on Warning Status With Intent to Withdraw Program Approval.
- Restrict program admission of LVN-RN students to only one additional LVN-RN cohort limited to twenty-four (24) students in January 2014 with no further additional enrollment of LVN-RN students until NCLEX-RN results of LVN-RN cohort graduating December 2013 are available and found to be at or above the minimum pass rate of 75%.
- The Nursing Education Consultant will continue to monitor the program as needed.

If further information is needed, please do not hesitate to contact Kelly McHan, NEC at (916) 574-7719.

Sincerely,

BOARD OF REGISTERED NURSING

A handwritten signature in blue ink that reads "Miyo Minato".

Miyo Minato, MN, RN  
Supervising Nursing Education Consultant

cc: Mr. Don Rice, Campus President  
Kelly McHan, NEC

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM:** 7.4  
**DATE:** November 20, 2014

**ACTION REQUESTED:** Vote On Whether To Grant Initial Approval of Prelicensure Nursing Program For American Career College Associate Degree Nursing Program

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

**BACKGROUND:** Ellen M. Lewis, MSN, RN, FAAN is the Program Director. An initial program approval site visit for the American Career College Associate Degree in Nursing program at the Los Angeles campus location was conducted on August 5, 2014 by Shelley Ward, NEC. The feasibility study for the proposed program was accepted by the Board at the February 6, 2014 meeting. The program was found to be in compliance with the Board's rules and regulations.

American Career College (ACC) was incorporated in California on January 11, 1978. ACC is a private post-secondary institution and is approved by way of accreditation (institutional) to operate and offer Associate Degree programs by the State of California's Bureau for Private Postsecondary Education (BPPE). ACC has been accredited by the Accrediting Bureau of Health Education Schools (ABHES) since 1982, and accreditation is granted through December 2017. The college offers both diploma and associate degree programs in twelve (12) specialized allied health disciplines, in which programmatic accreditation when applicable, is maintained and is in good standing. American Career College has locations in Los Angeles, Orange County, Long Beach, Lynwood (at St. Francis Medical Center) and Ontario. The college offers a vocational nursing education program. The college has provided notification to both ABHES and to BPPE regarding the establishment of the ADN program.

The Los Angeles campus of American Career College is located in a three story building with 50,000 square feet of space. The third floor had 4,500 square feet renovated to accommodate the ADN program. The space on this level in part includes: two classrooms (40 plus seats) with smart technology and two with (12 seats) designed specifically for the ADN program, Anatomy/Physiology Lab, Nursing Skills Lab (7- Beds with static, low mid-fidelity manikins), Simulation lab (2- suites/ debriefing area) with high-fidelity manikin's (SimMan, SimMom, SimNewborn), and hospital equipment to simulate settings for adult, obstetric/newborn patient care. The campus is Wifi capable and students have access to library databases and resources specific to the ADN program both on and off campus via the Internet.

A Student Resource Center is available at the college with access to services such as academic/nursing program counseling, admissions, registrar, financial aid and assistance with life related issues. A Career Services department is available to students. Program tuition includes a tablet/laptop computer, textbooks, uniforms and supplies, fingerprinting /background checks, physical exams, licensing fee, and the complete HESI review and testing products.

The program director (9/16/13), program assistant director (7/28/14) and program assistant are hired (4/2014). The program intends to hire (5) full-time faculty (theory & clinical instructors/content experts) and (8) part-time nursing faculty beginning in August 2014 for the first two years (2 cohorts) of ADN program. Full-time nursing faculty position # (1)- Med./Surg., # (2)- Gero- Med./Surg, # (3) OB/ Peds, #4 MH/psychiatric , #5 Med./Surg. The part-time nursing faculty are planned to provide clinical instruction. The ADN program director is also responsible for the recruitment/hiring of science course faculty (Anatomy, Physiology, Microbiology), a Retention Specialist (1.0 FTE), and the Skills/Simulation Lab Coordinator (1.0 FTE). A faculty hiring and staffing plan based on the enrollment of (30) students twice a year for the first two years of the program has been generated. The program intends to initiate the program with generic student enrollment (February 2015 and September 2015).

The generic ADN program curriculum is intended to be completed in (20) continuous months (1.6 years), and includes the content required for licensure and college degree requirements. It is designed to offer an Associate of Science in Nursing Degree upon program completion. The curriculum is conducted in a 10-week quarter system. The program is completed in (8) quarters (terms) each lasting 10- weeks. Each term has (12) quarter units of instruction except term one which has (13) quarter units. Total Units For Licensure = (93) quarter units. Total Units For Graduation = (97) quarter units. Clinical nursing courses begin in quarter/term (2) and continue in each term until program completion. The curriculum plan has (3) levels of critical competencies; Level 1- Beginning, Level II – Intermediate and Level III Advanced.

The nursing process used together with Dorothea Orem's Theory of Self- Care serve as the basis of the curriculum's unifying theme. Quality and Safety Education for Nurses (QSEN) Competencies are imbedded in the curriculum. Teaching Strategy for theory courses uses a blended delivery method to include classroom and online lectures intended to enhance student engagement. The use of clinical simulation is included in the curriculum design.

The college has (19) clinical sites that have signed Facility Verification Forms (EDP-I-01) and clinical affiliation agreements for the proposed ADN Program. Based on the information in the Facility Verification Forms the ADN program will have access to the following nursing areas for clinical practice when the program is initiated:

Med./Surg. Acute/Long Term Acute- (8) facilities

Obstetrics: (5) facilities

Pediatrics ( 6) facilities

Mental Health/ Psychiatric: (3) facilities – (in/out-patient)

Geriatrics: (5) facilities; (2) Acute care, (3) community- based). NEC conducted site visits on 8/8/14 to (6) clinical facilities and on 9/5 to (5) clinical agencies the program intends to use. Some new facilities have replaced agencies presented in the feasibility study in part related to changes in the organizational structure at certain facilities.

During site visits clinical facility representatives expressed that satisfaction with other American Career College education programs as being a factor in deciding to accept the ADN program students, and that adding the students would not displace other R.N. program students

NCLEX/PN First-Time Pass Rates for the Los Angeles campus are:

2010- 74% ( 190 tested)

2011 – 75% (164 tested)

2012 – 75% 153 ( tested)

2013 – 72% (195 tested)

The ADN program will have a full-time retention specialist with similar qualifications as nursing faculty to promote student success and anticipates future enrollment of LVN-ADN curriculum option students.

**Education/Licensing Committee Recommendation:**

**Grant Initial Approval for the American Career College Associate Degree Nursing Program, Los Angeles Campus, with enrollment of thirty students twice per year.**

**NEXT STEPS:**

Notify program of Board action.

**PERSON TO CONTACT:**

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

**BOARD OF REGISTERED NURSING**

**REPORT OF FINDINGS**

**AMERICAN CAREER COLLEGE ASSOCIATE DEGREE NURSING  
PROGRAM**

**Visit Date: August 5, 2014**

**NON-COMPLIANCE(S):** None

**RECOMMENDATIONS:** None

**CONSULTANT APPROVAL REPORT**  
**INITIAL PRELICENSURE PROGRAM VISIT**

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

PROGRAM NAME: American Career College Associate Degree Nursing Program SSR Review Date: July 29, 2014 DATES OF VISIT: August 5, 2014

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
<p><b>I. ADMINISTRATION AND ORGANIZATION OF THE NURSING PROGRAM</b></p> <p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p> <p>SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p> <p>(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.</p> <p>(2) The program shall have a procedure for resolving student grievances.</p>	Self-Study Report (SSR) pg. 7 SH pg. 7-8	X		The program has defined Mission, Philosophy and Program Terminal Outcome statements that serve as the basis of the curriculum structure. Caring is the central focus of nursing. The philosophical statement describes the concepts of critical thinking, critical reasoning, the nursing process, evidence-based practice, safety, quality care and use of technology, to enable the nurse to foster patient health and healing. The program terminal outcomes reflect the philosophy and CCR Sections 1443.5 - Standards of Competent Performance and 1426- Required Curriculum.
	SSR pgs. 8-9 ACC College Catalogue Student Handbook (SH) Faculty Handbook (FH)	X		Policies governing college academic standards are in the 2013-2015 ACC College Catalogue. ADN program specific policies for admission options, academic, classroom, and clinical policies and procedures are in the 2014-15 draft copy of the ADN program student handbook. The program has developed admission guidelines to assist with counseling for prospective applicants.
	SSR pg. 9,11; Appendix 2	X		The ADN Program Effectiveness Plan has been established to guide systematic program evaluation. The student complaint/grievance policy and procedure are described in the college catalogue and ADN student handbook.

APPROVAL CRITERIA

SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i><b>WORK COPY</b></i>
SSR pg. 10, Appendix 15	X		The ADN program director reports to the Executive Director of the Los Angeles Campus. Job descriptions describe the Director, Assistant Director, Instructor/Content Expert and Clinical Instructor responsibilities.

APPROVAL CRITERIA

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

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <span style="float: right;"><i>WORK COPY</i></span>
SSR pgs. 12-14, Appendix 10,11, Site Visit	X		<p>The program plans to enroll (30) students twice/yr.</p> <p><u>Physical Space:</u> The program will primarily utilize the space on the 3<sup>rd</sup> floor which was renovated specifically for the ADN program. There are (6) classrooms on this level. Two classrooms (40 plus seats) with smart technology and two with (12 seats) are designed specifically for the ADN program. The space on this level includes: Anatomy/Physiology Lab, Nursing Skills Lab (7- Beds with static, low mid-fidelity manikins), Simulation lab (2- suites/debriefing area) with high-fidelity manikin's (SimMan, SimMom, SimNewborn), and hospital equipment to simulate settings for adult, obstetric/newborn patient care. The lab supplies and storage space are specified. The Education Suite contains offices (8) for program director, assistant director, full-time faculty, retention specialist, and program assistant. There is additional space designed for part-time faculty and a conference room is available for faculty/student meetings.</p> <p><u>Computing:</u> A computer lab with (20) pc's for HESI entrance testing is located on this level. Additional computers (40 +) for students enrolled at the college are located on the 1<sup>st</sup> and 2<sup>nd</sup> floors of the building. The campus is Wifi capable. Full-time/part-time faculty and students will be issued either an iPad or laptop to enable access to eCollege ACC's leaning management system and college online resources.</p> <p><u>Library:</u> The campus has a library and intends to hire a full-time librarian in 2014. Students will have access to CINAHL Plus Full Text via EBSCO, ProQuest's, NCBI Bookshelf, Mosby's Nursing Consult, Mosby Nursing Skills, a selection of textbook holdings purchased to date, and Elsevier products through HESI.</p>

APPROVAL CRITERIA

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.

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

SECTION 1424(f) The program shall have a board approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in the director's absence.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SSR pgs. 12-14, Appendix 10,11, Site Visit	X		<u>Faculty:</u> Program director (9/16/13), program assistant director (7/28/14) and program assistant are hired (4/2014). The program intends to recruit (5) full-time faculty (theory & clinical instruction/content experts) and (8-10) part-time nursing faculty beginning in August 2014 for the first two years (2 cohorts) of ADN program. Full-time nursing faculty position # (1)- Med./Surg., # (2)- Gero- Med./Surg, # (3) OB/ Peds, #4 MH/psychiatric , #5 Med./Surg. The part-time nursing faculty are planned for clinical instruction. The ADN program director is also responsible for the recruitment/hiring of science course faculty ( Anatomy, Physiology, Microbiology), Retention Specialist ( 1.0 FTE), and the Skills/Simulation Lab Coordinator (1.0 FTE). <u>Support Services:</u> A Student Resource Center is available with access to services such as academic/nursing program counseling, admissions, registrar, financial aid and assistance with life related issues. A Career Services department is available to students. Program tuition includes a tablet/laptop computer, text books, uniforms and supplies, fingerprinting /background checks, physical exams, licensing fee, and the complete HESI review and testing products.
SSR pg. 14 Job descriptions	X		The program director and assistant program director are non-teaching positions with 100% release time for program administration.
SSR pg. 14 Assistant Director Job description	X		Job position description includes the authority to assume program director's responsibilities in her absence.

APPROVAL CRITERIA

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

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

SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.

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

SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:

- 1) Acuity of patient needs;
- 2) Objectives of the learning experience;
- 3) Class level of the students;
- 4) Geographic placement of students;
- 5) Teaching methods; and
- 6) Requirements established by the clinical agency.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <span style="float: right;"><i>WORK COPY</i></span>
SSR pg. 10, 15 FH pg. 17	X		Full-Time and part-time faculty will be organized as the "Faculty of the Whole" initially meeting weekly as the program is established. The faculty meetings will eventually become monthly. Nursing theory and clinical courses will use a team approach with the course theory faculty serving as the team leader. The program plans to implement an annual faculty meeting.
SSR pg. 15, Appendix 18	X		The program intends to hire (5) full-time faculty with expertise in the Medical/Surgical, OB, Pediatrics, Mental Health/Psychiatric and Geriatric nursing areas to also serve as content experts. The program plans to hire (8) part-time faculty within the first two years to support clinical instruction.
SSR pg. 15	X		The program is not planning to use at this time.
SSR pg. 16 Job descriptions	X		
SSR pg. 16	X		Faculty: Student ratio in the clinical setting is planned for no more than 1:10 and maybe less depending on the course and clinical setting.

APPROVAL CRITERIA

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS <i>WORK COPY</i>
<p><b>II. FACULTY QUALIFICATIONS AND CHANGES</b></p> <p>SECTION 1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p>	X		BRN requirements for faculty were used to develop the director, assistant director and faculty position descriptions.
SECTION 1425(a) The director of the program shall meet the following minimum qualifications:	X		Ellen M. Lewis was approved as the ADN program director on 2/10/14.
(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;	X		Marquette University, Wisconsin MSN Administration 1978
(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420 (h);	X		UC Irvine- Program Administrator Nursing and Allied Health – Jan. 2004-July 2010
(3) Two (2) years' experience teaching in pre-or post-licensure registered nursing programs; and;	X		UC Irvine Nursing Science – Clinical Professor - Sept. 2007-July 2010
(4) One (1) year's continuous, full time or its equivalent experience providing direct patient care as a registered nurse; or	X		St. Mary's Hospital, Milwaukee, Wisconsin – Jan. 1971-Dec. 1974.
(5) Equivalent experience and/or education as determined by the board.	Not Applicable		
(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a) (4) above, or such experience as the board determines to be equivalent.	X	Appendix 18	Ellen Rosen Bedu's qualifications meet BRN requirements for assistant program director. Hired by the program 7/29/14.

APPROVAL CRITERIA

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

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

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

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

- (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;

(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:

- (A) One (1) year's continuous, full time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or
- (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.

SECTION 1425(e) A clinical teaching assistant shall have at least one (1) year's continuous full time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SSR pg. 17			The program has a scheduled plan to hire faculty who will meet BRN requirements for instructor.
Not hired at this time,			Hiring preference will be for Master's prepared faculty
Not hired at this time			Hiring preference will be for Master's prepared faculty

APPROVAL CRITERIA

SECTION 1425 (f) A content expert shall be an instructor and shall possess the following minimum qualifications:  
 (1) A master’s degree in the designated nursing area; or  
 (2) A master’s degree that is not in the designated nursing area and shall:  
 (A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as a the American Nurses Credentialing Center (ANCC); and  
 (B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SSR pg. 18  Faculty Instructor/Content Expert Job Descriptions			Full-time faculty positions (5) when hired will also serve as content experts.
<p><b>II. a. FACULTY RESPONSIBILITIES</b></p> <p>SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p> <p>SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program’s curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.</p> <p>SECTION 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.</p> <p>SECTION 1425.1 (d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.</p>	X		Faculty job descriptions depict faculty responsibilities.
SSR pg. 20: Appendix 15 Faculty Job Descriptions			
SSR pg. 19 Faculty Handbook Appendix 20	X		The program has a defined plan for faculty orientation to include distance education instruction and to eCollege the learning management system.
SSR pg. 19	X		Faculty will be responsible for ADN program students and is noted in the program clinical affiliation agreement.
SSR pg. 20	X		The faculty hiring plan specifies the clinical competency requirements for the (5) nursing areas.
<p><b>III. REQUIRED CURRICULUM</b></p> <p>SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.</p>	X		The generic ADN program curriculum is intended to be completed in 20 continuous months (1.6 years), and includes the content required for licensure and college degree requirements. It is designed to offer an Associate of Science in Nursing Degree upon program completion.
SSR pg. 5, 21,22			

APPROVAL CRITERIA

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.

SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:

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

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

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

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS <span style="float: right;"><i>WORK COPY</i></span>
SSR pg. 23  SH pg. 10  Syllabi	X		The nursing process used together with Dorothea Orem's Theory of Self- Care serve as the basis of the curriculum's unifying theme. Quality and Safety Education for Nurses (QSEN) Competencies are imbedded in the curriculum. Teaching Strategy for theory courses uses a blended delivery method to include classroom and online lectures intended to enhance student engagement. The use of clinical simulation is included in the curriculum design.
BRN Curriculum Plan Forms EDP-P-06	X		The curriculum is conducted in a 10-week quarter system. The program is completed in (8) quarters (terms) each lasting 10-weeks. Each term has 12 quarter units except term one which has 13 quarter units.  Total Units For Licensure = (93) quarter units. Total Units For Graduation = (97) quarter units.
BRN Curriculum Plan Forms EDP-P-06	X		Total Nursing Units = 60 quarter units Total Theory = 32 quarter units Total Clinical = 28 quarter units
BRN Curriculum Plan Forms EDP-P-06	X		Total Communication Units = 9 quarter units
BRN Curriculum Plan Forms EDP-P-06	X		Total Science Units = 24 quarter units

APPROVAL CRITERIA

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

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

- (1) The nursing process;
- (2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;
- (3) physical, behavioral and social aspects of human development from birth through all age levels;
- (4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;
- (5) communication skills including principles of oral, written and group communications;
- (6) natural sciences including human anatomy, physiology and microbiology; and

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <span style="float: right;"><i>WORK COPY</i></span>
SSR pg. 24 Appendix 16 Syllabi EDP-P-06 Form	X		Nursing theory and clinical courses are designed as separate co-requisite courses in each term. Syllabi describe co-requisite course requirements. Nursing theory builds concepts from simple, to complex to critical. Clinical nursing courses begin in term 2 and continue in each term until program completion. The curriculum plan has (3) levels of critical competencies; Level 1- Beginning, Level II – Intermediate and Level III Advanced. Course objectives and content reflect terminal program outcomes and required content.
SSR pg. 25; Appendix 23; Syllabi	X		Process threads integrated into the curriculum/syllabi include: Therapeutic Care/Safety, Nursing Process, Orem's Theory of Self Care, Human Sexuality, Critical Thinking/ Clinical Reasoning, Ethical/Legal Considerations, Patient Abuse, Cultural Diversity, Communication/Inter-professionalism, Teaching/Learning, Evidence-based practice, Informatics, Advocacy, Leadership/Management, Quality Management, Erickson's Stages of Development.
	X		
	X		
	X		
	X		
	X		
	X		

APPROVAL CRITERIA

(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.

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

SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:

(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.

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

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SSR pg. 25; Appendix 23; Syllabi	X		
Appendix 19	X		The clinical evaluation tool reflect the critical competencies and terminal program outcomes to include: Therapeutic Nursing Skills/Safety, Nursing Process, Accountability and Responsibility, Evidence-based practice, Communication/Collaboration, and Professional Growth/Development. Grading rubrics will support use of the tool.
EDP-P-05 Form	X		The curriculum plan is consistent with required hours
EDP-P-05 Form	X		1 unit of theory = 10 hours
SSR pg. 25 EDP-P-05 Form	X		1 unit of clinical practice = 30 hours  Clinical practicums are 12 hours a week and will be either two (6) hour days or one 12-hour day.

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
<p><b>SECTION 1426.1 PRECEPTORSHIP</b>  A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <ul style="list-style-type: none"> <li>(a) The course shall be approved by the board prior to its implementation.</li> <li>(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following: <ul style="list-style-type: none"> <li>(1) Identification of criteria used for preceptor selection;</li> <li>(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities;</li> <li>(3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements: <ul style="list-style-type: none"> <li>(A) An active, clear license issued by the board; and</li> <li>(B) Clinically competent and meet the minimum qualifications specified in section 1425 (e); and</li> <li>(C) Employed by the health care agency for a minimum of one (1) year; and</li> <li>(D) Completed a preceptor orientation program prior to serving as a preceptor;</li> <li>(E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off.</li> </ul> </li> </ul> </li> </ul>	Not Applicable at the time of initial program approval			The proposed curriculum does not include a preceptorship course or component of a course.
<p><b>SECTION 1426.1 PRECEPTORSHIP (continued)</b></p> <ul style="list-style-type: none"> <li>(4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: <ul style="list-style-type: none"> <li>(A) The frequency and method of faculty/preceptor/student contact;</li> <li>(B) Availability of faculty and preceptor to the student during his or her preceptorship experience; <ul style="list-style-type: none"> <li>1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.</li> <li>2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.</li> </ul> </li> </ul> </li> </ul>	Not Applicable at the time of initial program approval			The proposed curriculum does not include a preceptorship course or component of a course.

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
<p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.</p> <p>(7) Plan for ongoing evaluation regarding the continued use of preceptors.</p> <p>(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>	Not Applicable at the time of initial program approval			The proposed curriculum does not include a preceptorship course or component of a course.
<p><b>IV. CLINICAL FACILITIES</b></p> <p>SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board.</p>	SSR 26-27 Nursing Curriculum and Clinical Facilities (EDP-P-11) Form	X		The college has (19) clinical sites that have signed Facility Verification Forms (EDP-I-01) and clinical affiliation agreements for the proposed ADN Program. Based on the information in the Facility Verification Forms the ADN program will have access to the following nursing areas for clinical practice when the program is initiated: Med./Surg. Acute/Long Term Acute- (8) facilities Obstetrics: (5) facilities Pediatrics ( 6) facilities Mental Health/ Psychiatric: (3) facilities Geriatrics: (5) facilities; (2) Acute care, (3) community- based). NEC conducted site visits on 8/8/14 to (6) clinical facilities and on 9/5 to (5) clinical agencies the program intends to use. Some new facilities have replaced agencies presented in the feasibility study in part related to changes in the organizational structure at certain facilities.

APPROVAL CRITERIA

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS <i>WORK COPY</i>
SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X		Program director and the American Career College clinical facility liaison provide ADN program objectives to clinical facilities. They stay in contact with the representatives of the clinical agency to keep them up to date on the approval status of the program.
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:  (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;  (2) Provision for orientation of faculty and students;  (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;  (4) Assurance that staff is adequate in number and quality to 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		American Career College developed an additional clinical affiliation agreement to augment the college's standard Externship Affiliation Agreement. It contains all regulation requirements.
	X		
	X		
	X		
	X		
	X		
	X		
(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		During site visits clinical facility representatives expressed that satisfaction with other American Career College education programs as being a factor in deciding to accept the ADN program students, and that adding the students would not displace other R.N. program students.

APPROVAL CRITERIA

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS <i>WORK COPY</i>
<p><b>V. STUDENT PARTICIPATION</b></p> <p>SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <p>( a) Philosophy and objectives;</p> <p>( b) Learning experience; and</p> <p>(c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.</p>	X		<p>Students will complete surveys each term for courses, faculty, and clinical facility experience and for the program as a whole in term 8. Alumni surveys will be conducted. The proposed program intends to encourage the establishment of a chapter of the California Student Nurse Association. Elected class officers and other selected student representatives will be invited to attend faculty meetings. The program director intends to establish a routine "Lunch With Leadership "once/term.</p>
	X		
	X		
	X		
<p><b>VI. LICENSED VOCATIONAL NURSES THIRTY/45 UNIT OPTION</b></p> <p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p> <p>SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.</p>	X		<p>The 45-Unit option for advanced placement admission for CA LVN I is described the ADN student handbook.</p>
	X		<p>The program director will provide objective counseling for this option.</p>

APPROVAL CRITERIA

SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement.

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

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

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>
SSR pg. 29 BRN Form (EDP-P-06)	X		The Content Required For Licensure Form includes the required courses for completion of the option.
SSR pg. 29	X		
<b>VII. PREVIOUS EDUCATION CREDIT</b>			
<b>Section 1430</b> An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.	X		The program has defined options for advance placement for LVN applicants to receive credit. Transfer/Challenge of non-nursing and nursing courses are described in the college catalogue and ADN student handbook. The program intends to make the information available on the ADN program website.

APPROVAL CRITERIA

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	COMMENTS <i>WORK COPY</i>
<b>VIII. LICENSING EXAMINATION PASS RATE STANDARD</b>			
<p>SSR pg. 12</p> <p>Not applicable at time of initial program approval.</p>			<p>The program plans to retain a full time non – faculty Retention Specialist position who will meet similar qualifications as nursing faculty as a dedicated resource for student success and remediation. The Skills/Simulation specialist will also participate in student clinical remediation plans.</p>

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

(a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. 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.

## Program Terminal Outcomes

The ADN Program is committed to the development of the nursing professional who can:

1. Provide safe, evidence based patient-centered nursing care by utilizing standards of practice and incorporating concepts and theories from nursing, biological, physical, and social sciences.
2. Utilize critical thinking, clinical reasoning and the nursing process in the delivery of holistic care for a diverse patient population in common and emerging healthcare settings.
3. Communicate effectively with the interprofessional team, the patient and members of their support systems using a patient-centered approach.
4. Respect the patient preferences, values and needs in the delivery and management of care.
5. Advocate and collaborate effectively within nursing and the interprofessional team to ensure safe, quality and cost effective, and age-appropriate patient-centered care.
6. Incorporate strategies of health promotion, health maintenance, disease prevention, and healing to diverse patients throughout the life span.
7. Enhance self-care engagement by considering patient's preferences, culture, spiritual beliefs, educational, and developmental stage in patient instruction or education.
8. Use informatics to communicate, monitor and evaluate patient's data to provide safe care.
9. Demonstrate novice level competencies of best practices of leadership and management skills to coordinate, manage, delegate, supervise, and evaluate care.
10. Assume responsibility and accountability for lifelong professional growth and development.

LA-RN Admission Schedule

60 Students 2015

DRAFT August 6, 2014

Feb 3 2015	Apr 15 2015	Jun 25 2015	Sept 4 2015	Nov 16 2015	Feb 5 2016	Apr 18 2016	Jun 28 2016	Sept 7 2016	Nov 17 2016	Feb 7 2017
<b>1 (Cohort 1)</b> *ANAT 111 Anatomy with Lab  *PHYS 111 Physiology with Lab  *MATH 100 College Math  *NURS 101 Professional Communication & Role Transition (1 credit)	<b>2</b> *MICR 112 Microbiology  *NURS 112 Fundamentals of Nursing  *NURS 112C Fundamentals of Nursing Clinical	<b>3</b> *NURS 113 Beginning Medical Surgical  *NURS 113L Beginning Medical Surgical Nursing  *Pharm 113 Pharmacology	<b>4</b> *ENGL 114 English Composition  *NURS 114 Maternal Child Nursing  *NURS 114L Maternal Child Nursing Lab/Clinical	<b>5</b> *PSYC 115 Introduction to Psychology  *NURS 115 Intermediate Medical Surgical Nursing  *NURS 115L Intermediate Medical Surgical Nursing	<b>6</b> *SOCY 116 Introduction to Sociology  *NURS 116 Behavioral Health & Geriatric Nursing  *NURS 116L Behavioral Health & Geriatric Nursing Lab/Clinical	<b>7</b> *SPCH 117 Communication  *NURS 117 Advanced Medical Surgical Nursing  *NURS 117 Advanced Medical Surgical Nursing Lab/Clinical	<b>8</b> *HUM 118 Cultural Pluralism  *NURS 118 Leadership  *NURS 118L Advanced Med Surgical Nursing II Lab/Clinical  <i>Graduation Cohort 1</i>			
<b>Faculty # 1</b>	<b>Faculty #1</b>	<b>Faculty #1 &amp; #2</b>	<b>Faculty #3</b>	<b>Faculty #2</b>	<b>Faculty #4</b>	<b>Faculty #5</b>	<b>Faculty #5</b>			
			<b>1 (Cohort 2)</b> *ANAT 111 Anatomy with Lab  *PHYS 111 Physiology with Lab  *MATH 100 College Math  *NURS 101 Professional Comm & Role Transition	<b>2</b> *MICR 112 Microbiology  *NURS 112 Fundamentals of Nursing  *NURS 112C Fundamentals of Nursing Clinical	<b>3</b> *NURS 113 Beginning Medical Surgical  *NURS 113L Beginning Medical Surgical Nursing  *Pharm 113 Pharmacology	<b>4</b> *ENGL 114 English Composition  *NURS 114 Maternal Child Nursing  *NURS 114L Maternal Child Nursing Lab/Clinical	<b>5</b> *PSYC 115 Introduction to Psychology  *NURS 115 Intermediate Medical Surgical Nursing  *NURS 115L Intermediate Medical Surgical Nursing	<b>6</b> *SOCY 116 Introduction to Sociology  *NURS 116 Behavioral Health and Geriatric Nursing  *NURS 116L Behavioral Health & Geriatric Nursing Lab/Clinical	<b>7</b> *SPCH 117 Communication  *NURS 117 Advanced Medical Surgical Nursing  *NURS 117L Advanced Medical Surgical Nursing Lab/Clinical	<b>8</b> *HUM 118 Cultural Pluralism  *NURS 118 Leadership  *NURS 118L Advanced Medical Surgical Nursing II Lab/Clinical  <i>Graduation Cohort 2</i>
			<b>Faculty #2</b>	<b>Faculty #1</b>	<b>Faculty #1 &amp; #2</b>	<b>Faculty # 3</b>	<b>Faculty # 2</b>	<b>Faculty # 4</b>	<b>Faculty #5</b>	<b>Faculty # 5</b>

Appendix 27

**Status of Clinical Agency Affiliation Agreements**

<b>Agency/Facility</b>	<b>Affiliation Agreement - STATUS</b>	<b>EDP-P-01</b>	<b>BRN Addendum</b>	<b>Agency Contact</b>
Grandcare Health Services - Home Care	completed on file at ACC	SIGNED	SIGNED	Acyneta Mitchell, 626-281-6400
Grandcare Health Services - Hospice	completed on file at ACC	SIGNED	SIGNED	Myla Basallale, 818-275-1703
Kindred Baldwin Park	completed on file at ACC	SIGNED	SIGNED	Dina Garrow, 626-388-2705
Kindred South Bay	completed on file at ACC	SIGNED	SIGNED	Jude Lavasseur, 310-768-2242
Parkview Community Hospital	completed on file at ACC	SIGNED	SIGNED	Thomas Santos, 951-688-2211
Shriners Hospital for Children	completed on file at ACC	SIGNED	SIGNED	Janet Sanders, 213-368-3352
St. Francis Medical Center	completed on file at ACC	SIGNED	SIGNED	Beverly Quaye, 310-900-7308
St. Vincent Medical Center	completed on file at ACC	SIGNED	SIGNED	Marcy Carillo, 213-484-7451
Totally Kids Specialty HC	completed on file at ACC	SIGNED	SIGNED	Ray Mangabat, 818-252-2862
LA Community Hospital	completed on file at ACC	SIGNED	SIGNED	Lucille Oblimar, 323-267-0477
Norwalk Community Hospital	completed on file at ACC	SIGNED	SIGNED	Lucille Oblimar, 323-267-0477
Tri City Regional Medical Center	completed on file at ACC	SIGNED	SIGNED	Juliet Miranda, 562-860-0401
College Medical Center	completed on file at ACC	SIGNED	SIGNED	Joe Avellino, 562-997-2000
Silver Lake Medical Center	completed on file at ACC	SIGNED	SIGNED	Sharon McCoy, 213-989-6100
Monterey Park Hospital	completed on file at ACC	SIGNED	SIGNED	Evelyn Ku, 626-570-9000
Western Medical Center Anaheim	completed on file at ACC	SIGNED	SIGNED	Mary Randsbury, 714-533-6220
Southern California Hospital, Van Nuys	completed on file at ACC	SIGNED	SIGNED	Ed Quon, 818-530-0536
OPICA Adult Care Center	completed on file at ACC	SIGNED	SIGNED	Diane Alvy, 310-478-0226
Greater El Monte Hospital	completed on file at ACC	SIGNED	SIGNED	Evelyn Calubaquib, 626-579-7777

# TOTAL CURRICULUM PLAN

Executive Officer  
(916) 322-3350

**Submit in duplicate**

Name of Program: American Career College Associate Degree in Nursing Program	Date Submitted: 03-04-2014
Type of Program:  <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree	<b>For BRN Office Use Only</b>  <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 type="checkbox"/> 3	<input type="checkbox"/> 4		<input type="checkbox"/> Semester	<input checked="" type="checkbox"/> Quarter	Units	Hr/Wk	Units	Hr/Wk	Theory
Quarter/Semester											
Quarter (term) 1		M	S	O	C	P	G				
ANAT 111		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			4	3
PHYS 111		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			4	3
MATH 100		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			4	4
NURS 101 Prof Com/ Role		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			1	1
		<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"/>				
<b>Total</b>										13	11
Quarter/Semester											
Quarter (term) 2		M	S	O	C	P	G				
MICR 112		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			4	3
NURS 112 – Fund.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			4	4
NURS 112C Fund.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			4	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>Total</b>										12	7
Quarter/Semester											
Quarter (term) 3		M	S	O	C	P	G				
NURS 113 - Beg M/S		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			4	4
NURS 113L – Beg/MS		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			4	0
PHARM 113		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			4	4
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>Total</b>										12	8

# TOTAL CURRICULUM PLAN

Executive Officer  
(916) 322-3350

**Submit in duplicate**

Name of Program: American Career College Associate Degree in Nursing Program	Date Submitted: 3-4-2014
Type of Program:  <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree	<b>For BRN Office Use Only</b>  <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 type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester Quarter (term) 4								
	M   S   O   C   P   G							
NURS 114- Mat./Child	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	4	4	0	0	40	0
NURS 114L – Mat./Ch.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	0	0	4	12	0	120
ENGL 114 – Comp.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	4	4	0	0	40	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
<b>Total</b>		12	8	8	4	12	80	120
Quarter/Semester Quarter (term) 5							Total Hrs	
	M   S   O   C   P   G							
NURS 115 – Int. M/S	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	4	4	0	0	40	0
NURS 115L – Int. M/S	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	0	0	4	12	0	120
PSYC 100- Intro. Psych	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	4	4	0	0	40	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
<b>Total</b>		12	8	8	4	12	80	120
Quarter/Semester Quarter ( term) 6							Total Hrs	
	M   S   O   C   P   G							
NURS 116 – BH/Geri	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	4	4	4	0	0	40	0
NURS 116L – BH/Geri	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	4	0	0	4	12	0	120
SOCY116 – Intro Soc.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	4	4	0	0	40	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
<b>Total</b>		12	8	8	4	12	80	120

# TOTAL CURRICULUM PLAN

Executive Officer  
(916) 322-3350

**Submit in duplicate**

Name of Program: American Career College Associate Degree in Nursing Program	Date Submitted: 3-4-2014
Type of Program:  <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree	<b>For BRN Office Use Only</b>  <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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter	Total Units	Theory		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester Quarter (Term) 7 <b>M</b> <b>S</b> <b>O</b> <b>C</b> <b>P</b> <b>G</b>								
	NURS 117 – Adv M/S	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	NURS 117L –Adv. M/S	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	SPCH 117 – Oral Com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total</b>							
		12	8	8	4	12	80	120
Quarter/Semester Quarter ( Term) 8 <b>M</b> <b>S</b> <b>O</b> <b>C</b> <b>P</b> <b>G</b>								
	NURS 118 –Nur. Lead	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	NURS 118L Adv. M/S II	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	HUM 118 – Cult. Plur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Total</b>							
		12	8	8	4	12	80	120
	<b>Grand Total</b>							
		97	66	66	31	90	660	900

**REQUIRED CURRICULUM:  
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

Program Name: American Career College Associate Degree Nursing Program	<b>For Board Use Only</b>  Approved by: _____, NEC  Date: _____  <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor  Date of Implementation: February 2015	
Academic System: <input type="checkbox"/> Semester   _____ weeks/semester <input checked="" type="checkbox"/> Quarter                    10 weeks/quarter	

**REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426**

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	<b>36</b>	<b>54</b>	60	
Theory	(18)	(32)	32	
Clinical	(18)	(27)	28	
Communication Units	6	9	9	
Science Units	16	24	24	
<b>TOTAL UNITS FOR LICENSURE</b>	<b>58</b>	<b>87</b>	93	
Other Degree Requirements: College Math-4.0,			4	
<b>TOTAL UNITS FOR GRADUATION</b>			97	

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	NURS116	Behavioral Health and Geriatric Nursing
Personal Hygiene	NURS112	Fundamentals
Human Sexuality	NURS114, 116	Maternal/child Nursing & Behavioral Health and Geriatric Nursing
Client Abuse	NURS112, 114, 116	Fundamentals, Maternal Child & Behavioral Health and Geriatric Nursing
Cultural Diversity	NURS112,115, 116	Fundamentals, Intermediate. Med-Surg, & Behavioral Health and Geriatric Nursing
Nutrition	NURS113, 114, 115,116	Beginning Medical Surgical Nursing, Maternal/Child, Intermediate Med-Surg & Behavioral Health and Geriatric Nursing
Pharmacology	NURS113,114, 115,116	Pharmacology, Maternal/Child, Intermediate Med/Surg ,Behavioral Health & Geriatrics

Legal Aspects	NURS 101, 112 & 118 113,114,115,116,117	Professional Communication/Role Transition, Fundamentals, Leadership, Pharmacology, Maternal/Child, Intermediate Med/Surg, Behavioral Health & Geriatrics, Advanced Med/Surg.
Social/Ethical Aspects	NURS 101, 112,113 & 118, 116	Professional Communication/Role Transition, Intro to Med Surg., Leadership, Fundamentals & Behavioral Health & Geriatrics
Management/Leadership	NURS118, 118 L	Nursing Leadership, Adv. Med./Surg. Nursing II

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	Q Units
<b>NURSING</b>			
Medical-Surgical	NURS112/C	Fundamentals,	4/4.0
	NURS113/L	Beginning Medical Surgical Nursing,	4/4.0
	NURS115/L	Intermediate Medical Surgical Nursing,	4/4.0
	NURS117/I	Advanced Medical Surgical Nursing	4/4.0
	NURS118/L	Nursing Leadership , Adv. Med./Surg. Nursing II	4/4.0
Obstetrical	NURS114/L	Maternal/Child nursing theory and clinical	4/4.0
Pediatric	NURS114/L	Maternal/Child nursing theory and clinical	
Psych/Mental Health	NURS116/L	Behavior Health & Geriatrics Theory & Clinical	4/4.0
Geriatrics	NURS116/L	Behavior Health & Geriatrics Theory & Clinical	
Additional Requirements	PHARM 113	Pharmacology	4.0
		Total Theory & Clinical	60
<b>BASIC SCIENCES</b>			
Anatomy	ANAT111	Human Anatomy and lab	4
Physiology	PHYS111	Human Physiology and lab	4
Microbiology	MICR112	General Microbiology and lab	4
Societal/Cultural Pattern	SOCY 116, AND HUM118	Introduction to Sociology, and Cultural Pluralism	4/4
Psychology	PSYC100	Introduction to Psychology	4
		Total BS	24
<b>COMMUNICATION</b>			
Group	SPCH 117	Oral communication	4.0
Verbal	SPCH 117	Oral Communication	
Written	ENGL114	English Written Communication	4.0
Group	NURS 101	Professional Communications & Role Transition	1.0
		Total Comm	9.0
<b>* TOTAL UNITS</b>			<b>93</b>

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

**LVN 45 UNIT OPTION**

<b>REQUIRED CONTENT</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Units</b>
<b>NURSING</b>			
Additional Requirements	PHAR113	Pharmacology	4.0
Advanced Medical-Surgical	NURS 117	Advanced Medical Surgical Nursing with clinical practicum plus with clinical	4 theory 4.0 clinical
Psych/Mental Health	NURS 116	Behavioral Health & Geriatrics Nursing Theory & Clinical	4 theory 4.0 clinical
Geriatrics	NURS 116	Behavioral, Gerontology and Community Health Nursing, theory and clinical	-----
Management/Leadership	NURS 118	Advanced Medical Surgical II Nursing Leadership Clinical	4 theory 4.0
<b>BASIC SCIENCES</b>			
Physiology	PHYS111	Human Physiology	4
Microbiology	MICR112	General Microbiology	4
<b>TOTAL UNITS</b>			<b>36</b>
Signature Program Director/Designee: 		Date: August 8, 2014	

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 7.5**  
**DATE: November 20, 2014**

**ACTION REQUESTED:** Vote on Whether to Consider Change in the Current Defer Action Status of ITT Technical Institute Rancho Cordova (ITTRC) Breckinridge School of Nursing and Health Science (BSNHS) Associate Degree Nursing Program

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

**BACKGROUND:**

Ms. Diana Johnston, MSN, RN, is the program's current and fifth approved program Assistant Director (AD), effective 10/31/14. Ms. Johnston is the program's administrative representative in attendance in the absence of the program having a qualified experienced BRN approved Program Director (PD) per CCR 1420(h) in place.

The program is being presented at this Board meeting due to the significant and substantive fifth set of program leadership changes occurring effective October 2014. Namely, the resignation of the Program Director (PD) #5 effective October 6, 2014 and the resignation of program Assistant Director (AD) #4 effective October 31, 2014.

This most recent set of program leadership changes is indicative of a troubling nearly two year persistent pattern of program leadership instability. It should also be noted these ongoing program leadership changes are more than likely having a significant and adverse impact on the program's ability to secure the necessary signed clinical agreements and clinical placements for OB, PEDS, and Advanced Medical-Surgical/Preceptorships comparable to those in place at the time of initial program approval and in effective under the limited term clinical agreement with Sutter Health that expires mid-June 2015 when Cohort #3 completes the program. As of now the program has been unable to secure those needed resources to deliver the program to future program students.

**Summary of Program Director changes to date:**

- PD#1 3/10-12/12 feasibility study acceptance, initial approval, C1, C2 enrollment
- PD#2 12/12-4/13 C1, C2, C3
- PD#3 4/13-7/13 C1, C2, C3
- PD#4 8/13-10/13 C1,2, C3
- PD#5 11/13-10/14 C1, C2, C3; C1 grad. 6/14
- PD#6 To be determined; C2 grad.12/14; C3 grad 6/15

### **Program Assistant Director changes:**

- AD#1 1/12-9/12 C1
- AD#2 12/12-4/13 C1, C2
- AD#3 2/13-10/13 C1, C2, C3
- AD#4 10/13-10/14 C1, C2, C3
- AD#5 10/31/14-present C2, C3

### **Summary of pertinent recent program events/changes:**

- Until Friday, October 10, 2014 the NEC had no prior knowledge or information of any ITTRC anticipated or planned program leadership changes for PD#5 or AD#4.
- On October 1, 2014 the NEC did take note that neither PD #5 nor AD #4 attended the annual Deans and Directors BRN Orientation in Southern California on October 1, 2014. The Program Director's absence was noticed since the NEC planned to speak with PD#5 regarding a few program related matters in progress.
- On 10/10/14 while in the Sacramento office, the NEC received an unanticipated/unexpected phone call from PD #5. PD#5 informed the NEC she had resigned her ITTRC PD position effective October 6, 2014 to pursue "an opportunity she had been considering for a while". According to PD#5 she had accepted an offer for a different job as an LVN program director elsewhere in California. Additionally, PD#5 stated besides the new the LVN program director job change, she had moved into a "contract employee/consultant" position with ITT/ESI-BSNHS effective October 7, 2014. In a ITT\ESI-BSNHS company consultant role, PD#5 indicated she planned to assist the ITTRC nursing program in such matters as new PD orientation and role development, familiarization with state board of nursing regulations, processes/procedures, assist in the development of program clinical experience sites, and in the curriculum work processes and procedures for the company, the program and in relation to the state board of nursing. PD #5 also mentioned plans to attend state board meetings with her ITTRC PD replacement and to assist the new program leadership with preparation of BRN related reports and presentations etc.in a consultant capacity.
- Upon receiving the 10/10/14 phone call from PD#5, the NEC asked to call PD#5 back in about 20 minutes so the NEC could determine if the program had provided any earlier notification in relation to program changes. NEC checked the office phone and emails. NEC retrieved a generic/non-specific voicemail from PD#5 from 10/6/14,, the message left by PD#5 stated PD#5 would call the NEC back on 10/10/14 when the NEC was scheduled to return to the office. NEC also retrieved a 10/9/14 email from PD#5's private personal email address with some program related attachments. The retrieved attachments included a BRN resignation form for AD#4 effective 10/31/14 and a set of incomplete documents and BRN forms for a possible PD replacement candidate. PD#5's 10/9/14 email had a brief one sentence text reflecting the email attachment contents without any other explanation/elaboration or information included except a mobile phone number rather than the usual office phone number used by the NEC to contact PD#5. After the 10/10/14 phone call with PD #5, the NEC sent a 10/10/14 follow up email to

PD#5 and AD#4 re-iterating AD#4's accountability and responsibility to administer/manage all aspects of the program through 10/31/14 in the absence of a qualified Board approved PD as well as follow up on other program details in progress.

- Subsequent information gathered by the NEC thereafter indicated the following: ITTRC representatives, (Campus Director, Dean and AD #4 ) conducted two town hall meetings with students to announce PD#5's resignation and program leadership changes on September 30, 2014; on October 1, 2014 a special faculty meeting was called and faculty were notified of the program changes. AD#4 was in attendance and told the NEC the faculty reported "being blind-sided" by the program changes that had not been shared with the faculty until 10/1/14.
- During the period of 10/10/14-10/24/14 there were a series of in person discussions, emails, phone calls, including a clinical site visit etc. As a result of the information gathering activities three areas of non-compliance were identified in relation to the PD#5 and AD#4 program leadership changes. The areas of non-compliance were discussed with AD#4 and the ITTRC CD on 10/29/14. Non-compliances included: CCR 1420 (h) Program Director-from 10/6/14, and as of 10/29/14, the program had no approved PD in place. Document evidence submitted by the program for a possible PD replacement for PD #5 (from 10/9/14-10/29/14) remained incomplete and inconsistent with multiple, incongruent, and conflicting information submissions being provided by the program. Other identified areas of non-compliance as discussed on 10/29/14 included: CCR 1420 (c) Assistant Director and 1424 (f). As of the 10/29/14 discussion, the program had no BRN approved and knowledgeable AD to replace AD#4. The program's required attendance at the upcoming November 20, 2014 was also discussed on 10/29/14. Additionally, the CD and AD#4 were informed that a written notice of the areas of non-compliance and the details related to the program's attendance at the November 20, 2014 Board meeting would be provided by the NEC to the program electronically by 10/31/14 at noon.
- Following the 10/29/14 meeting at ITTRC the NEC returned to the Board offices and noted a late afternoon email from AD#4 without any text information, but just a set of program approval form/CV attachments for now AD#5 Ms. Johnston. The submitted documents were incomplete and required updating to include Ms. Johnston's teaching time at ITTRC in order for the NEC to review and process. On 10/29/14, NEC sent a follow up email requesting the required information. Ms. Johnston was approved as AD#5 mid-afternoon 10/31/14, the same day AD#4's resignation became effective.
- As a follow up to the 10/29/14 discussion with AD#4 and the ITTRC Campus Director, the NEC also sent AD#4 an email on 10/30/14, to provide the specific meeting location details for the November 20, 2014 Board meeting thus ensuring timely travel arrangements could be made by all the appropriate parties.
- On 10/31/14 at 4:55am ITTRC Campus Director (CD) sent the NEC an email requesting the program be given a 30 days extension for putting in place a qualified Board approved Program Director; it was noted by the NEC that AD#4 was not included the CD's email

to the NEC, only the ITT|ESI-BSNHS President was included. On 10/31/14 in the NEC sent an email to AD#4, AD #5, ITTRC Campus Director's (CD) and the ITT/ESI-BSNHS President stating the Board would respond to the CD's 10/31/14 email request early the following week.

- On November 4, 2014, the NEC sent a letter electronically to ITTRC's newly appointed AD#5, the Campus Director and ITT/ESI-BSNHS officials Dr. Yigezu, National Nursing Chair/Dean and ITT/ESI-BSNHS President, Mr. Hamm. The 11/4/14 letter re-iterated the program's required attendance at the November 20, 2014 Board meeting and requested the program be prepared to discuss the recent program changes as well the specific plans to come back into compliance with the Board laws and regulations.
- On November 6, 2014 NEC received a brief email from AD#5, Ms. Johnston, acknowledging her receipt of the November 4, 2014 letter from the NEC.

### **Summary Comments:**

Since the fourth quarter of 2012 through October 2014, ITTRC-BSNHS and the larger organization ITT|ESI-BSNHS has demonstrated a troubling and persistent pattern of program leadership instability evidenced by the five different PDs and five different ADs in an approximately two years period of time.

The California Board of Registered Nursing has provided the program reasonable and ample opportunities to come into compliance with the Board's laws and regulations and to modify as necessary larger organizational and campus level operations, policies, procedures, and processes to ensure compliance with California laws and regulations at all times. The most recent series of events indicates the organization and program are not able to do so on a consistent basis for any reasonable period of time without slipping back into non-compliance.

More specifically, ITT/ESI-BSNHS and ITTRC-BSNHS representatives have been unable to maintain/sustain the necessary requisite organizational operations and necessary resources to keep in compliance with the California laws and regulations. In fact, there continues to be a troubling, persistent pattern of program leadership instability and a continuing lack of necessary resources to adequately and appropriately retain qualified effective program leadership that are required to sustain program stability and effectively administer and manage all aspects of the nursing program on a long term basis here in California.

The program has been asked to present the plan for bring the program back into compliance with the California laws and regulations on November 20, 2014. The Board will determine what actions to take based on the information provided by program representatives. The Board may wish to consider and impose the same, different, new or modified actions/sanctions on the program after considering the information provided by ITT/ESI-BSNHS and ITTRC-BSNHS at the meeting.

**NEXT STEPS:** Board to consider actions to be taken

**PERSON TO CONTACT:** Katie Daugherty, MN, RN, NEC  
(916) 574-7685

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 7.6**  
**DATE: November 20, 2014**

**ACTION REQUESTED:** BRN 2013-2014 Annual School Survey

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

**BACKGROUND:** It was reported at the October 9, 2014 Education/Licensing Committee meeting that the BRN 2013-2014 Annual School Survey was available online for nursing programs to complete. All nursing program directors in California received e-mail notification of the survey on October 1, 2014. The BRN requested nursing programs to complete the survey as soon as possible so data analysis can be compiled and reported in a timely manner. The deadline for submitting responses was changed from November 14 to November 17, 2014. The time period for the data collected was from August 1, 2013 to July 31, 2014 and the survey census date was October 15, 2014. An update on the survey responses received will be provided at the Board meeting.

The survey collects data on enrollments, graduations, faculty, etc. from California pre-licensure nursing programs. While much of the content remains similar, revisions are made in order to collect more accurate data or to obtain information on current issues. The UCSF research center completes the data collection and reporting on behalf of the BRN. Reports compiled from data collected from previous surveys can be found on the BRN Web site at <http://rn.ca.gov/forms/pubs.shtml>.

The Board anticipates that draft statewide reports for prelicensure programs will be available for the January/February 2015 Education Licensing Committee meeting and regional reports in March/April 2015. Data will be presented in aggregate form and will describe overall trends for both statewide and regional areas. A report of post-licensure data will be available in May 2015.

**NEXT STEPS:** Complete Reports and Place on the BRN Website.

**PERSON TO CONTACT:** Julie Campbell-Warnock  
Research Program Specialist

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

**AGENDA ITEM: 7.7**  
**DATE: November 20, 2014**

**ACTION REQUESTED:** Information Only: NCLEX Pass Rate Update

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

**BACKGROUND:** The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for the last 12 months and by each quarter.

**NCLEX RESULTS – FIRST TIME CANDIDATES**  
**October 1, 2013-September 30, 2014\***

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California*	10,250	83.02
United States and Territories	155,585	81.74

**CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES**  
**By Quarters and Year October 1, 2013-September 30, 2014\***

10/01/13-12/31/13		1/01/14-3/31/14		4/01/14-6/30/14		7/01/14-9/30/14		10/01/13-9/30/14	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
946	69.45	2,130	88.08	3,237	83.08	3,937	83.26	10,250	83.02

*\*Includes (5), (2), (3) and (4) “re-entry” candidates. April 1, 2013 the 2013 NCLEX-RN Test Plan and the higher Passing Standard of 0.00 logit was implemented and remains effective through March 31, 2016. A logit is a unit of measurement to report relative differences between candidate ability estimates and exam item difficulties.*

Nursing Education Consultants (NECs) monitor the NCLEX results of their assigned programs. If a program’s first time pass rate is below 75% pass rate for an academic year (July 1-June 30), the NEC sends the program written notification of non-compliance (CCR 1431) and requests the program submit a written assessment and corrective action plan to improve results. The NEC will summarize the program’s report for NCLEX improvement for the ELC/Board meetings per the Licensing Examination Passing Standard EDP-I-29 document approved 11/6/13. If a second consecutive year of substandard performance occurs, a continuing approval visit will be scheduled within six months, and the NEC’s continuing approval visit findings reported to ELC with program representatives in attendance.

**NEXT STEP:** Continue to monitor results

**PERSON TO CONTACT:** Katie Daugherty, MN, RN  
 (916) 574-7685

**California Board of Registered Nursing**

**NCLEX-RN Pass Rates First Time Candidates  
Comparison of National US Educated and CA Educated Pass Rates  
By Degree Type**

**Academic Year July 1, 2014-June 30, 2015**

<b>Academic Year July 1-June 30<sup>^</sup></b>	<b>July-Sept #Tested % Pass</b>	<b>Oct-Dec #Tested % Pass</b>	<b>Jan-Mar #Tested % Pass</b>	<b>April-June #Tested %Pass</b>	<b>2014-2015 Cumulative Totals</b>
<b>National US Educated- All degree types *</b>	<b>53,976 (78.4)</b>				
<b>CA Educated- All degree types*</b>	<b>3,937 (83.2)</b>				
<b>National-Associate Degree rates**</b>	<b>28,510 (76.5)</b>				
<b>CA-Associate Degree rates**</b>	<b>2,201 (85.5)</b>				
<b>National-BSN+ELM rates**/**</b>	<b>23,966 (80.3)</b>				
<b>CA-BSN+ELM rates**/**</b>	<b>1,732 (80.4)</b>				

\*National rate for All Degree types includes four categories of results: Diploma, AD, BSN+ELM, and Special Codes. Use of the Special Codes category may vary from state to state. In CA, the Special Codes category is most commonly used for re-entry candidates such as eight year retake candidates wishing to reinstate an expired license per CCR 1419.3(b). The CA aggregate rate for the All degree types includes AD, BSN+ELM, and Special Codes but no diploma program rates since there are no diploma programs in CA. CA rates by specific degree type exclude special code counts since these are not reported by specific degree type.

\*\*National and CA rates reported by specific degree type include only the specific results for the AD or BSN+ELM categories.

\*\*\*ELM program rates are included in the BSN degree category by NCSBN.

<sup>^</sup>Note: Cumulative totals in this report may vary from quarterly totals for the number tested by 0 to +/-3 due to NCSBN corrections. These NCSBN corrections do not significantly change previously reported quarterly or cumulative pass rates. April 1, 2013 the NCLEX RN Test Plan changed and the Passing Standard became 0.00 logit.

Source: National Council of State Boards Pass Rate Reports

**BOARD OF REGISTERED NURSING**  
**Education/Licensing**  
**Agenda Item Summary**

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**AGENDA ITEM: 7.8**  
**DATE: November 20, 2014**

**ACTION REQUESTED:** Licensing Program Report

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

**PROGRAM UPDATE:**

The Licensing unit evaluators are currently processing the initial review of exam applications and endorsement applications received in September.

The vacant supervisor position over support and temporary staff has been filled by Kimberly Brauer. We have also filled the five 24 month limited term US evaluator positions. This now brings the number of US evaluators to ten. The new staff has already been trained and is working closely with their supervisor Ron Chavez as they become familiar with our process. This additional staff has already increased our output and has lifted the moral of the unit.

On October 1, 2014 I presented at the annual Nursing Dean and Director meeting. I was responsible for explaining the Licensing section of the Directors Handbook and the Boards internal processes and timeframes. I went into detail and provided vital information for the online application process and the necessary supporting documents to an application. I received positive feedback from the Deans and Directors who voiced appreciation for our hard working Board staff during this time of transition.

The online exam application has been successful this season as we have already received over 1,300. The staff is preparing these applications for the release of the school candidate rosters.

On November 10, 2014 I participated in a conference call hosted by the NCSBN regarding the Foreign Educated Nurse Manual they are developing. This manual is full of resources and information that will be a helpful tool for our Board international analysts. As we prepare our own internal reviews and assessments of the education this tool is a convenient manual to utilize as yet another resource for our analysts. It was also interesting to hear that other states have very similar standards to ours. We are excited to be able to be a part of the making of this manual.

The Board has been live with BreZE for over a year and continues to come up with ways to better utilize the system. I am currently chairing the Departmental BreZE Licensing User Group and participating in the BreZE Reports User Group. These groups consist of the Departments

BreEZe information technology team and representatives from each Board or Bureau from release one and two. We address current issues in the system, brainstorm business processes to better align with the system and discuss system capabilities for improvements. This joint effort has streamlined many solutions and is a forum to discuss real solutions.

**STATISTICS:**

Board staff continues to participate in the BreEZe Reporting User Group in order to create and implement a comprehensive statistical report. This report will mirror a report available in the previous system and will again easily identify applications received and licenses issued or renewed. This report is in the final stages and I am expecting to have statistics available at the next Board meeting.

**NEXT STEPS:**                      None

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