

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.1
DATE: November 5, 2015

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:

- Charles R. Drew University of Medicine and Science Entry Level Master's Degree Nursing Program
- Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program
- Samuel Merritt University Baccalaureate Degree Nursing Program
- Sonoma State University Baccalaureate Degree Nursing Program
- The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- University of California, Irvine Baccalaureate Degree Nursing Program
- University of California, San Francisco Entry Level Master's Degree Nursing Program
- Carrington College LVN-RN Associate Degree Nursing Program
- El Camino College and Compton Community Education Center Associate Degree Nursing Program
- Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program
- Pasadena City College Associate Degree Nursing Program

Acknowledge Receipt of Program Progress Report:

- Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program
- University of San Diego Hahn School of Nursing Entry Level Master's Degree Nursing Program
- Western Governors University Baccalaureate Degree Nursing Program
- Carrington College LVN-RN Associate Degree Nursing Program
- Fresno City College Associate Degree Nursing Program
- Los Angeles Southwest College Associate Degree Nursing Program
- Mendocino College Associate Degree Nursing Program
- Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program
- Solano Community College Associate Degree Nursing Program
- Victor Valley 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 5, 2015

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Charles R. Drew University Of Medicine And Science Entry Level Master's Degree Nursing Program	M. Minato	09/08/2015	Add N 542, NCLEX Preparation one-unit course, as a degree requirement. This is being added to assist students to improve on NCLEX performance. There are no changes to the content required for licensure, but this change adds one unit to the total degree requirement making it to be 111 units to obtain the Entry Level Master's Degree in Nursing.
Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program	L. Chouinard	08/24/2015	The program received written notification of non-compliance with CCR 1431 annual pass rate <75%. Program pass rate for (July 1, 2013-June 30, 2014) was 69.77% (n = 86) first time test takers. The program has submitted a comprehensive assessment and action plan to improve the annual pass rate.
Samuel Merritt University Baccalaureate Degree Nursing Program	J. Wackerly	08/31/2015	The program will combine pathophysiology and pharmacology into two pathopharmacology courses of 3 units each in first semester and second semester. Pathopharmacology for Nursing Practice I (3 units) and Pathopharmacology for Nursing Practice II (3 units) and total number of units remain unchanged. Reasoning for the change is alignment with current best practices of concept based teaching, as well as enhancing the success of students.
Sonoma State University Baccalaureate Degree Nursing Program	K. Daugherty	08/19/2015	Updated CRL/TCP forms to reflect changes in acceptable courses to meet institutional verbal and written communication, science, other degree and graduation requirements effective in 2011 including a change in the Micro course number from Bio218 to Bio240. Total nursing theory and clinical units, content, course sequencing remain unchanged at 44 units (25 theory and 19 clinical units). CRL science units now 23-24 units, total CRL now totals 73-74 units instead of 73 units, other degree units ranged from 47-49 units instead of 47 units and total units for graduation include a range of 120-124 units.
The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program	J. Wackerly	09/01/2015	Nursing 138, Professional Role Development IV, Section 3. Fall 2015 incorporates curriculum content from Anth11 Cultural Anthropology and Introductory Sociology-Soci 1 into Nursing 138. Nursing 138 a 2 unit course will increase to a 3 unit course. Total units for the BSN nursing major is 120 units.
University of California, Irvine Baccalaureate Degree	C.Velas	08/07/2015	Nursing students are selected to enter the Honor's Program and required to take the Humanities Core courses in lieu of the traditional writing courses. The

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

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program	L. Chouinard	08/24/2015	The program received written notification of non-compliance with CCR 1431 annual pass rate <75%. Program pass rate for (July 1, 2013-June 30, 2014) was 65.33% (n = 150) first time test takers. The program has submitted a comprehensive assessment and action plan to improve the annual pass rate.
Pasadena City College Associate Degree Nursing Program	B. Caraway	09/10/2015	<p>A site visit was conducted on 9-02-2015, for approval of the two nursing Skills and Simulation labs located at the Pasadena City College (PCC) Continuing Education Center (CEC). Meetings were held with the Dr. Rajen Vurdien, the new Superintendent/President of Pasadena City College, Dr. Barbara Freud, Dean of Health Sciences and Dr. Marylynn Aguirre, Nursing Program Director. The plans for additional expansion of the skills lab, and the remodeling of other areas such as classrooms, student lounge were discussed.</p> <p>Simulation and Skills lab expansion- The Nursing Program moved from the main campus to the CEC campus fall semester 2011, when the U-building in the main campus which was housing the Nursing Program was closed after no longer meeting earthquake standards. PCC rapidly set up interim lab space (CEC 205 and CEC 206) for the RN program. However, the skills lab space was very limited and faculty had difficulty in meeting students learning needs. The new skills & simulation labs have expanded space and a large storage area to allow better distribution of student groups. The reconfiguration of one general nursing skills lab (CEC 205) to create the simulation suite has resulted in the loss of one general skills lab. PCC has committed to the creation of two additional general nursing labs in 2015, and allocated \$50,000 for new beds, equipment, and supplies. The nursing labs currently have 12 low fidelity adult manikins and 10 low fidelity infants' manikins. Dr. Bailey is a full time faculty assigned as the simulation/ skills labs coordinator, and two college workers (both nursing students currently completing their BSN & graduate degrees) are assisting her. Faculty strongly believe that the above changes will strengthen the students' competencies and contribute to patient safety outcomes.</p>

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Education/Licensing Committee

DATE: November 5, 2015

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

MINOR CURRICULUM REVISIONS

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

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2
DATE: November 5, 2015

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 8, 2015 and makes the following recommendations:

- A. Continue Approval of Prelicensure Nursing Program
 - Gavilan College LVN to RN Associate Degree Nursing Program

- B. Defer Approval of Prelicensure Nursing Program
 - Charles R. Drew University of Medicine and Science Entry Level Master's Degree Nursing Program for Clinical Nurse Leader
 - Holy Names University LVN to Baccalaureate Degree Nursing Program

- C. Approve Major Curriculum Revision
 - Azusa Pacific University Entry Level Master's Degree Nursing Program
 - California State University, San Bernardino Baccalaureate Degree Nursing Program
 - California State University, San Marcos Baccalaureate Degree Nursing Program
 - University of San Francisco Entry Level Master's 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 Recommendations
From meeting of October 8, 2015

The Education/Licensing Committee met on October 8, 2015 and makes the following recommendations:

A. CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

• **Gavilan College LVN to RN Associate Degree Nursing Program.**

Ms. Debra Amaro, Interim Program Director.

Debra Amaro was appointed Interim Director February 26, 2015. The director has 50% release time to administer the LVN to RN program. Susan Turner RN, MSN, FNP was appointed assistant director January 22, 2007. The assistant director has 0% percent release time to assist the director in administering the program. A regularly scheduled continuing approval visit was conducted May 11-13, 2015 by Susan Engle and Katie Daugherty, Nursing Education Consultants. The program was found to have one area of non-compliance CCR 1424. Administration and Organization of the Nursing Program: the director and assistant director have insufficient time to administer all aspects of the program and to ensure compliance with the regulations. Recommendations were made for CCR 1424 Sufficient Resources, 1425 Faculty, 1426 Curriculum, 1428 Student Participation, and 1431. Licensing Examination pass rate standard. The program submitted a progress report to address the area of non-compliance and the recommendations.

ACTION: Continue approval of Gavilan College LVN to RN Associate Degree Nursing Program.

B. DEFER ACTION TO CONTINUE APPROVAL FOR PRELICENSURE NURSING PROGRAM

• **Charles R. Drew University (CDU) of Medicine and Science Entry Level Master's Degree Nursing Program for Clinical Nurse Leader (CNL).**

Dr. Sheldon D. Fields, Dean/Program Director and Dr. Rebecca Harris-Smith, Associate Dean/Assistant Program Director.

CDU is a private, non-profit, non-sectarian, minority-serving medical and health sciences institution located in the Watts-Willowbrook section of south Los Angeles. Initial approval of the CDU ELM Program for CNL was given on May 9, 2009, and ELM program started in Fall 2010 with Cohort 1 of 18 students and in Spring 2011 with Cohort 2 of 11 students. On June 15 – 16, 2015 Miyoko Minato, SNEC, and Laura Shainian, and Dr. Linda Sperling, NECs, conducted the first continuing approval visit at (CDU). This visit was initially scheduled on December 2014 but was re-scheduled due to a change in the program's leadership. This continuing approval visit also included the focus visit pursuant to CCR section 1431(b), annual NCLEX-RN pass rate below 75% for two consecutive years.

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

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

- Dr. McNeal, who started the new ELM Program and made changes to the curriculum in 2013, left CDU. Dr. Shiao, Assistant Dean/Assistant Director, also left about the same time.

- Dr. Evers-Manly, became the Interim Dean/Director (2013) and Dr. Jones, Assistant Director (2013) and Dr. Ume, Asst. Director (2014), implemented the changes to the curriculum and continued with the enrollment expansion to admit 40 students per semester, starting with Cohort 3.
- Dr. Sheldon Fields, who is the current Dean and Director, has been at CDU since January 2015. There are 135 ELM students and a total of 327 students in graduate nursing programs as of the Spring 2015 semester at SON. There are a total of 18 faculty members for the ELM Program, including 15 full-time faculty. Faculty are all 12-month contract. Only one faculty member has been at SON since the start of the program, and 10 of the faculty members started in 2014 or later. A majority of the faculty did not convey a familiarity with the content of the self-study that was submitted to the BRN. Concerns related to leadership changes, stabilizing program organization, and faculty development were areas discussed with Dr. Steven Michaels, new Provost and VP of Academic Affairs, and Dr. Fields.

Following the initial successful outcomes for the first two cohorts of graduates in 2012-2013 with NCLEX pass rate of 95% (19/20), the program has experienced two years of below 75% pass rate with subsequent graduates, Cohorts 3, 4, 5, and 6: 2013-2014, 47.62% (30/62 passed); 2014-2015 (3 quarters), 51.47% (35/68 passed). Starting with Cohort 3, the program admitted 40 students each semester.

The program submitted a minor curriculum change in 2013, extending the program from five semesters to six semesters, and changed clinical experience, adding preceptorship experience (Residency 1, in the 5th semester) to enhance students' understanding of clinical nursing concepts and improve their success on the licensing exam. However, this change had a delayed impact since the change is now being done with Cohort 7 for the first time because the change was implemented with the entering class of Fall 2013 and not with the group that was in their 5th semester in 2013. At this time, the preceptorship course did not include all required components. Cohort 7 is also taking their NCLEX at the end of the 5th semester instead of the 6th semester, at the completion of the CNL curriculum. This change closes the gap between the time of students' last clinical involving direct patient care and when they would take the exam. The program acknowledged the highly complex process involved to identify the reasons for the pass rate and plans for improvement. They have engaged a curriculum consultant from UCSF School of Nursing in this endeavor. Their report reviewed and identified eight areas affecting students' performance, including issues related to admission, student population, academic rigor, testing delays, English as second language, deficient basic reading/math skills, faculty development, and student support. The program must continue the careful data collection and analyses in order to clearly target their interventions for improvement. The program is implementing HESI pre-admission testing, starting with Cohort 11, Fall 2015. The faculty has reviewed policies and practices, and is making changes to their course progression, such as passing score, course repeat policy, etc. Additionally, the faculty and the program are strengthening student learning resources to increase student success. Another area related to plans for improving student success is a major curriculum revision that the program has already identified and has been working on. This is an ongoing process for the faculty, and will help to strengthen the curriculum and their graduates. The recommendations made related to curriculum address this current work of faculty members.

ACTION: Defer action to continue approval of Charles R. Drew University of Medicine and Science Entry Level Master's Degree Nursing Program for Clinical Nurse Leader, with progress report required and return to Education/Licensing Committee in May 2016. Enrollments are not to exceed forty students twice per year.

- **Holy Names University (HNU) LVN to Baccalaureate Degree Nursing Program. Dr. Edith Jenkins-Weinrub, Program Director/Department of Nursing Chair and Ms. Beth Martin, VP Academic Affairs.**

Dr. Jenkins-Weinrub has been at HNU for the last 15 years, and became the Program Director (PD) / Department of Nursing (DON) Chair in June 2014. Dr. Jenkins-Weinrub, participated as the former program assistant director (AD) in the program's first continuing approval visit in April 2014 and represented HNU at the August 2014 Education/Licensing Committee (ELC) when the April 2014 continuing approval visit findings were presented. Because of the continuing visit finding of annual NCLEX pass rate below 75%, the program was placed on deferred action at the September 2014 Board meeting. The pass rates reported were 66.67 % N=3 for 2012/2013 and 62.79 % N=43 for 2013-2014. HNU voluntarily suspended program enrollment in January 2014 to address student learning/remediation needs and NCLEX pass rates, and further refine program curriculum and processes as needed. Currently a total of 51 students remain in the program and are expected to graduate by December 2016.

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

The first continuing approval visit conducted in April 2014 identified three areas of non-compliance: sufficient faculty resources; submission of required BRN paperwork; and a second annual school pass rate below the required 75% at 62.79%. The first two areas were corrected by the August/September 2014 Education/Licensing Committee (ELC) and Board meetings. Because of the remaining non-compliance concerning the required NCLEX pass rate, the program was placed on deferred action and required to submit progress reports and return to the ELC in 2015 for re-evaluation when the 2014/2015 pass rate results were available. Over the past year the appropriate progress reports were submitted and reported to ELC and the Board. The most recent annual NCLEX pass rate (July 1, 2014- June 30, 2015) is 42.4% for the total of 33 first time testers. A progress report outlined the key factors affecting pass rates and the actions/solutions implemented for improvement. Key factors include program administration/leadership, faculty, curriculum, and student participation factors. Over the last three years there is a persistent pattern of graduates delaying first time NCLEX testing longer than 3 months after graduation, waiting as long as 5-12 months or more.

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

Identified student factors indicate those LVNs admitted to the program had difficulty demonstrating the expected level of foundational knowledge in pharmacology, diseases processes, dose calculation, etc. This necessitated need for more tutoring and remediation support services than anticipated. HNU reports a

majority of students continue to work full time while carrying a full academic credit load. Further, rather than students embracing the rigor/requirements of the program to prepare for safe entry into RN practice and first attempt success on the NCLEX exam (e.g., dose calculation/math proficiency and ATI practice testing), students continue to request the program faculty and HNU senior administrative representatives reduce program standards and requirements. HNU reports it is committed to maintain its program standards, requirements, and rigor.

A program progress report describes the actions taken since 2012 and moving forward to accomplish consistent improvements in all aspects of the program including the annual NCLEX pass rates. HNU reports stable program leadership, a stable group of 14 FT/PT experienced faculty, curriculum mapped to the NCLEX test blueprint, and continuing access and use of an excellent number (15) and type/variety of clinical facility placements. Evaluation evidence shows increasing effectiveness in meeting program learning objectives/outcomes with the exception of the required annual NCLEX pass rate. As part of the program's proposed actions moving forward, HNU has decided to request a "teach out" of the remaining 51 students enrolled in this degree option and provided a proposed plan. The school intends to request approval in the future to offer a generic BSN program.

ACTION: Continue to defer action for continuing approval of Holy Names University LVN to Baccalaureate Degree Nursing Program. Accept the program's teach-out plan for existing students with no additional enrollment of students. Program will provide progress report and return to Education/Licensing Committee in October 2016.

C. APPROVE MAJOR CURRICULUM REVISION

- **Azusa Pacific University Entry Level Master's Degree Nursing Program.**

Dr. Renee Pozza, Associate Dean, School of Nursing.

A major curriculum revision proposal was submitted to offer an additional track in Healthcare Administration for ELM students, to be implemented in Spring 2016. The ELM- Healthcare Administration track would prepare students for a role in nursing leadership. The curriculum would prepare students for eligibility to sit for either the certification in Executive Nursing Practice or Nurse Manager and Leader offered by the American Organization of Nurse Executives. The curriculum replicates the current BRN approved ELM program with the addition of post-licensure course work to support the track. Students may take the post-licensure coursework in a full or part time format. The Healthcare Administration Track utilizes existing core graduate curriculum and secondary specialization courses in nursing. Two courses will be taken in the School of Business at APU. The Healthcare Administration coursework will include 37 units for a total ELM program of 107 units. Currently ELM students who choose FNP track have 115 total units and the CNS track is 109 total program units. The School of Nursing began offering the ELM program in 2004. The program enrolls students who have earned a Bachelor's or higher degree in another area of study and have completed the necessary pre-requisites for admission. Enrollment is approximately 20 students per cohort, three times per year, at three site locations (Azusa/Monrovia, San Diego, Inland Empire), for a total of 180 students per calendar year. Total program length varies from 3-6 years depending on full time or part time study.

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

the creation of a budget allowing for the additional two (2) full-time faculty members, one (1) full-time staff support, and adjunct faculty to support the coursework. A current faculty member will assume leadership for this additional track as a program director. She will report to Dr. Bonita Huskies, Department Chair of Graduate Programs. Additional clinical placement needs should be minimal as the curriculum is based on practical experiences in healthcare organizations. Current full time faculty will serve as the preceptors and mentors to the students in this track.

There will be no negative impact on students enrolled in the ELM program. Students will be advised individually on the new option for the Healthcare Administration and program planning. Current students will be allowed to continue with their program plan or change to the new track if desired. Beginning in Spring 2016 students will be informed about their curriculum options in information meetings, orientation meetings, and individual advising appointments. The University Graduate Catalog, marketing materials and website postings will be updated to reflect the additional Health Care Administration track.

ACTION: Approve major curriculum revision for Azusa Pacific University Entry Level Master's Degree Nursing Program.

• **California State University, San Bernardino Baccalaureate Degree Nursing Program
Dr. Mary Anne Schultz, Chair Department of Nursing and Director.**

The major curriculum revision is planned to be implemented beginning Fall 2016. Revision of the curriculum was required for the program to meet Executive Order 1084, that the curriculum units be reduced from 184 to 180. The program's faculty and students worked with the curriculum committee and other college departments to review nursing program curriculum and degree requirements, and develop the proposal. The revision is being made to reflect the updated language of American Association of Colleges of Nursing's (AACN) and to integrate the Quality and Safety Education for Nurses (QSEN) competencies in the curriculum, as well as to strengthen courses and overall program outcomes. Summary of the revision proposal elements:

- Delete courses NURS 204 and 205 (7 units -Beginning Nursing) to reallocate emphasis to senior level clinical hours/units.
- Changes in leadership courses, formerly two courses NURS 404 & 405 (8 units), to a cluster of three courses (total of 9 units), NURS 404(4 units), NURS 408(1 unit), and NURS 409(4 units) taken concurrently, to fortify the preceptored clinical experiences.
- Increase units for NURS 382 Pharmacology & Therapeutics from 2 units to 4 units, to enhance learning of this content area.
- Increase integration of simulation experiences/scenarios in all clinical courses.
- Integrate ATI tools into core theory courses and utilize in a uniform way to better facilitate student progression.
- Clinical Evaluation tools were revised and unified across the curriculum utilizing QSEN competencies that are progressively leveled to enhance students' learning and assist in effective utilization of the evaluation tools at each appropriate course of instruction.
- Integrate QSEN competencies with thorough review of the curriculum resulting in the revisions to fundamental frameworks of mission, vision, value, goals, and philosophy, which are operationalized in revised threads/concepts, course and program objectives, level course learning outcomes and competencies, graduate outcomes and course re-sequencing to fully integrate QSEN competencies.

Complete documentation was provided to the NEC for review, including course syllabi and content distribution map, and all were found to demonstrate total curriculum integration of the revised structure, philosophy, framework and concepts. The revised units are: Nursing -67 units: (Theory-40 units and

Clinical-27 units), Communication-12 units; Sciences -32units; Total units for graduation-180 units. This proposal meets BRN rules and regulations.

• **ACTION: Approve major curriculum revision for California State University, San Bernardino Baccalaureate Degree Nursing Program.**

• **California State University, San Marcos Baccalaureate Degree Nursing Program.
Dr. Denise Boren, Program Director.**

The CSU Chancellor's Office Executive Order 1084 included requirements for change related to prerequisites, articulation and maximum units allowed for degree requirement (120 units). To comply with this mandate, CSUSM program faculty conducted a detailed curriculum review of prerequisites, program courses and overall graduation requirements. This work resulted in identification of content redundancy across courses, duplicated course requirement for graduation, and other opportunities to create a more streamlined and focused nursing curriculum. The proposed revision decreases program units as well as overall units required for graduation for both the generic and accelerated tracks of this program, while continuing to provide appropriate depth and scope of prelicensure nursing education. The total BSN curriculum is reduced by 14 units, from 134 units to 120 units. The revision is planned to be implemented for new admissions to both generic and accelerated options beginning Fall 2015. Curriculum revisions will not be applied to current program students. The revision will benefit students through improved concentration of content delivery and decreased unit requirements, which also consequently reduces cost. The proposed revised curriculum meets all BRN requirements.

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

• **University of San Francisco Entry Level Master's Degree Nursing Program.
Dr. Scott Ziehm, Associate Dean for Pre-Licensure Programs & Accreditation.**

The University previously established an extended campus location for the BSN program option subsequent to Board approval in November 2014, at its campus in Sacramento. The University of San Francisco (USF) School of Nursing and Health Professions is requesting approval to establish an alternative campus site location in Orange County, CA, to offer its BRN approved Entry Level Master's Degree Clinical Nurse Leader Option at this location, and will continue to offer the same option at the main campus location. The program, in partnership with the Sisters of St. Joseph of Orange, has designated the alternate campus site to be located at the St. Joseph's Center in the City of Orange. USF has operated the Sport Management Master's Degree program at this center since 1983. Prospective applicant pool data has been analyzed via survey and other methods to establish the demand for the program at this location. The intent is in part to increase the diversity of master's prepared registered nurses to serve community needs.

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

The St. Joseph's Center administration has developed remodeling plans for the facility in collaboration with nursing faculty from USF to support the program. An assistant program director has been approved for this program location. Plans are designed to provide for additional classrooms, skills/simulation laboratory space, computer lab resource space, library facilities, faculty office space and administrative office space for

the program. The remodel is intended to be completed by April 2016. The USF nursing program has secured skills lab and library facilities at the St. Joseph Hospital, which is adjacent to the center, for temporary use of its facilities while renovation takes place. Students will also have access to student support and financial aid services on the main campus. Ongoing funding for the program is based on USF traditional funding sources. The program has received commitments to use St. Joseph Hospital, St. Jude Medical Center, St. Francis Medical Center, Children's Hospital Los Angeles, AltaMed Health Services Corporation Anaheim Global Medical Center, Miller Children's and Women's Hospital of Long Beach, California, Orange County Health Care Agency clinics, and University of California, Irvine Medical Center for clinical practice rotations. The NEC visited three of the clinical agencies the program intends to use and the proposed campus site location on 9/10/15.

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

ACTION: Approve major curriculum revision for University of San Francisco Entry Level Master's Degree Nursing Program – Clinical Nurse Leader Option.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3
DATE: November 5, 2015

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

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

BACKGROUND:

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

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

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

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

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

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

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

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

BSN degree program costs

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

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

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

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

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

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

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

personnel who hold a baccalaureate degree in nursing. Additionally, Chamberlain employees enjoy tuition remission for coursework at DeVry University and/or Keller Graduate School of Management.

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

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

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

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

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

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

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

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

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

SIMCARE CENTER™ - The Chamberlain SIMCARE CENTER is a learning lab for low, medium, and high fidelity educational activities. Through the use of physical and virtual simulation resources, the SIMCARE CENTER is designed to function as a simulated patient care clinical learning environment. In the SIMCARE CENTER students practice newly acquired cognitive, psychomotor, and psychosocial skills to develop knowledge, clinical judgment, communication skills, and professional behaviors that can be transferred to the nursing care of human patients.

Consisting of an acute-care private room with nursing station and medication station, as well as one or more Nursing Laboratories with multiple bays that can be curtained for privacy,

the SIMCARE CENTER™ provides opportunities for multi-patient experiences allowing students to develop complex skills such as medication administration, management of fluids, infection control and wound care. Complete audio and video capture capability is built into the spaces for instructor review and annotation for optimal learning, connected in the dedicated briefing rooms and available remotely off-site.

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

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

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

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

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

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

The e-book collection includes more than 300,000 volumes and is regularly updated and expanded. A significant online collection of nursing journals also supports scholarly endeavors across the curriculum. In addition, Chamberlain's St. Louis campus houses an archive of print journals that are not yet available to students electronically or are deemed important for historical

research. Students may request copies of items from that collection be emailed or mailed to their postal address. Chamberlain College of Nursing also subscribes to a large list of online scholarly resources. These include:

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

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

Chamberlain librarians actively explore and successfully integrate emerging technologies that enhance resource discovery, adaptive learning and library service delivery mechanisms. Library users are provided with the tools and instruction necessary to build proficiencies with adopted technologies. Appropriate information resources are purchased, licensed or freely accessed based on community demand, preference for digital formats and the judicious allocation of funding. Library support for lifelong learning activities includes uninterrupted access to information resources including scholarly literature, evidence-based databases and professional research assistance. In addition to providing resources, course-specific LibGuides are developed by librarians in collaboration with faculty content experts. A LibGuide for each course in program curricula highlights and promotes course content-specific resources.

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

Technology and distance education support - Hardware installation and maintenance, software application administration, and help desk services are provided by the DeVry Group Information Technology (IT) team. Help desk technical support staff strive to resolve all reported problems within 24 hours, including assistance in recovery of lost login or password information.

Technology and distance education support ensure stability and ease of access to the student portal, faculty portal, student financial account site, student course registration site, course media and related software, and Salesforce, a College-wide response tracking system for all students and faculty. Additionally, the ServiceNow System is used by students, faculty and staff to request IT assistance when immediate action is not required.

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

Diversity in the Student Population - Beginning with a commitment to provide nursing education access to a diverse student population, Chamberlain is further committed to preparing nursing professionals that will provide culturally competent nursing care for an increasingly diverse and aging population. The College understands its role in delivering programs of study in which diversity and multiculturalism are embedded and is able to demonstrate these concepts in the baccalaureate curriculum. Drawing on both commitments, Chamberlain recognizes the impact on the health of diverse communities when care is delivered by graduates who are members of those communities; consequently, student recruitment efforts are focused on attracting non-traditional students which include learners of all ages, racial/ethnic backgrounds and genders. At Chamberlain, minorities as a percentage of total prelicensure baccalaureate enrollments were 42% in Fall 2013 and 45% in Fall 2014, with more than half of students over 25 years of age. Racial diversity and an older student body in the undergraduate program demonstrate the College’s commitment to improving diversity in the professional nursing workforce, while affording non-traditional adult students an opportunity to enter the nursing profession. Chamberlain’s focus on diversity is a differentiator for the College and demonstrates achievement of its mission to provide access to education for a diverse population.

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

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

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

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

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

Grants, Loans and Work-Study Options:

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

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

- [U.S. Department of Health and Human Services \(NURSE Corps Scholarship Program\)](#)
- [Johnson & Johnson \(The Campaign for Nursing's Future\)](#)
- [Tylenol \(Future Care Scholarship\)](#)
- [The Foundation of the National Nurses' Association \(Promise of Nursing Scholarship\)](#)
- [American Assembly for Men in Nursing](#)

- National Black Nurses Association, Inc.
- Nurses Educational Funds, Inc.
- The Ulman Cancer Fund for Young Adults
- Giva a Semi-Annual Student Scholarship and Worldwide Community Ambassador Award
- Jan Egerton and Don Smitley Mesothelioma Scholarship
- Various State Scholarships
- American Addiction Center's Behavioral Health Academic Scholarship

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

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

Education/Licensing Committee Recommendation: Grant initial approval of Chamberlain College of Nursing Baccalaureate Degree Nursing Program with enrollment of thirty students three times per year.

NEXT STEPS: Notify school of Board action.

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

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

NON-COMPLIANCE: None

RECOMMENDATIONS: None

CONSULTANT APPROVAL REPORT
INITIAL PRELICENSURE PROGRAM VISIT

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

PROGRAM NAME: Chamberlain College of Nursing

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

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

APPROVAL CRITERIA

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

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

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

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

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

APPROVAL CRITERIA

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

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

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

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

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

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

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

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

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

II. FACULTY QUALIFICATIONS AND CHANGES

SECTION 1425

All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:

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

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

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

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

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- (3) Two (2) years' experience teaching in pre-or post-licensure registered nursing programs; and;
 - (4) One (1) year's continuous, full time or its equivalent experience providing direct patient care as a registered nurse; or
 - (5) Equivalent experience and/or education as determined by the board.
- (b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a) (4) above, or such experience as the board determines to be equivalent.

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

- SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:
- (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;

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

APPROVAL CRITERIA

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

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

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

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SECTION 1425 (f) A content expert shall be an instructor and shall possess the following minimum qualifications:

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

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

APPROVAL CRITERIA

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

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EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON-COMP	COMMENTS <i>WORK COPY</i>															
<p>III. REQUIRED CURRICULUM</p> <p>SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.</p>	X		<p>faculty-led cyclic curriculum review was conducted 2012-2013 and 2013-2014 academic years. Duplication of content or splitting of content within several nursing courses was identified. Based on the curricular review, the possibility to reduce the number of required credits, the current NCLEX-RN test plan, and the BSN essential (AACN, 2008) changes were made to the curriculum. Chamberlain's curriculum complies with the curriculum requirements.</p>															
<p>SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.</p>	X		<p>Chamberlain's curriculum is founded on an organizing framework that integrates major concepts: Person, Health, Environment, and Nursing, with sub-concepts communication, roles, critical thinking, therapeutic interventions, and professionalism</p>															
<p>SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:</p>	X		<p>The BSN degree program consists of 126 semester credit hours required for completion: 70 nursing and 56 liberal arts and sciences and eighteen semester units for clinical.</p>															
<p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p>	X		<p>Semester units</p> <table border="0"> <tr> <td>Nursing:</td> <td>Theory</td> <td>26 units</td> </tr> <tr> <td></td> <td>Clinical</td> <td>18 units</td> </tr> <tr> <td colspan="3">Other degree requirements: mat(7), critical reasoning (3), humanities (6), chemistry (4), electives (6) 26 units</td> </tr> <tr> <td colspan="3">Other nursing course: NR 103(2), NR222(3), NR224(3), NR293(3), NR302(2), NR304(2), NR360(3), NR449(3) 21 units</td> </tr> <tr> <td colspan="2">Total units for graduation:</td> <td>126 units</td> </tr> </table>	Nursing:	Theory	26 units		Clinical	18 units	Other degree requirements: mat(7), critical reasoning (3), humanities (6), chemistry (4), electives (6) 26 units			Other nursing course: NR 103(2), NR222(3), NR224(3), NR293(3), NR302(2), NR304(2), NR360(3), NR449(3) 21 units			Total units for graduation:		126 units
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<p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication.</p>	X		<p>9 semester units</p>															

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

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

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

(1) The nursing process;

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

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

(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;

(5) communication skills including principles of oral, written and group communications;

(6) natural sciences including human anatomy, physiology and microbiology; and

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

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

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

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

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

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

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

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

<p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.</p> <p>(7) Plan for ongoing evaluation regarding the continued use of preceptors.</p> <p>(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>	n/a			
<p>IV. CLINICAL FACILITIES</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>	SS page 95	X		EDP-P-08 Facility approval and EDP-P-14 Facility Verification forms have been completed and submitted.
<p>SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.</p>	SS page 96, SS page 96-97 table 19	X		
<p>SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:</p>	SS page 97-98, SS Appendix X	X		Signed written agreements that include the regulatory requirements have been received from Dameron Hospital, Marshall Medical Center, Norwood Pines Alzheimer's Center, Saint Claire's Nursing Center, Sutter Roseville Medical Center, Northbay Medical Center, Vibra Hospital-Sacramento, Pro-Care Home Health, Sutter Medical Center-Sacramento, Heritage Oaks Hospital, Sierra Vista Hospital, Sutter Center for Psychiatry, Doctors Hospital Manteca, Advanced Home Health, Inc., Bristol Hospice, Colusa Regional Medical Center, Snowline Hospice, Sutter Care at Home, Sutter Auburn Faith.

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

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

V. STUDENT PARTICIPATION

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

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

VI. LICENSED VOCATIONAL NURSES THIRTY/45 UNIT OPTION

SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.

SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.

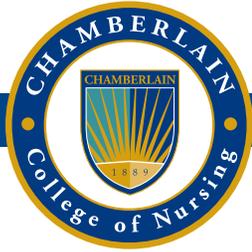
SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable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

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

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

<p>SS page 101-102, CAT page 25</p>	<p>X</p>		<p>Advanced Medical-Surgical Geriatrics NR324CA Adult Health 1 6 units NR341 Complex Adult Health 4 units Psych/Mental Health NR 326 Mental Health Nursing 4 units Management/Leadership NR446 Collaborative Health Care 4 units Anatomy & Physiology BIO S251, BIO S252, BIO S255, BIO S256 (2 units each) 8 units Microbiology BIO S242 4 units</p>
<p>SS page 102, CAT page 25</p>	<p>X</p>		
<p>SS page 102, CAT page 25</p>	<p>X</p>		
<p>SS page 102</p>	<p>X</p>		
<p>VII. PREVIOUS EDUCATION CREDIT</p>			
<p>SS page 103-105, CAT</p>	<p>X</p>		

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



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

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

Total Credit Hours: 43

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

Total Credit Hours: 41

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

Total Credit Hours: 42

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

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

MK-XXX-XXXX BSN Curriculum Grid - California 126



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

Job info

Element	Curriculum Grid	Pages	1 pg
Live	11" x 8.5"	Folded Size	
Trim	11" x 8.5"	VDP	<input type="checkbox"/>
Bleed	.125"	Notes	

CHAMBERLAIN
College of Nursing

Approvals

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

Pub Info

Pub:
Issue:
Contact:

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

PRINT
OOH

FINAL CHECKLIST

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

TOTAL CURRICULUM PLAN

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

(916) 322-3350

Submit in duplicate

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

CHEM120 Introduction to General, Organic & Biological Chemistry	<input type="checkbox"/>	8	4	3	6	1	4	48	32					
BIOS242 Fundamentals of Microbiology with Lab	<input type="checkbox"/>	8	4	3	6	1	4	48	32					
PHIL347 Critical Reasoning	<input type="checkbox"/>	8	3	3	6	0	0	48	0					
	<input type="checkbox"/>													
	<input type="checkbox"/>													
Total								14	12	24	2	8	192	64

* Number of weeks per semester / quarter

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

State of California

Department of Consumer Affairs
 Board of Registered Nursing

TOTAL CURRICULUM PLAN

EDP-P-05a (Rev. 07/01)

(916) 322-3350

Submit in duplicate

Name of School: Chamberlain College of Nursing											Date Submitted: 9/17/2015							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date:													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By:							
Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Date:							
Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter											*Wk: 8							
Semester 1											Total Units		Lecture		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab					
SPCH275 Public Speaking or SPCH277 Interpersonal Communication or COMM285 Cross Cultural Communication	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
NR302 Health Assessment I	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	2	1.5	3	0.5	2	24	16								
NR304 Health Assessment II	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	2	1.5	3	0.5	2	24	16								
NR283 Pathophysiology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	3	3	6	0	0	48	0								
NR224 Fundamentals-Skills	<input type="checkbox"/>	8	3	2	4	1	4	32	32									
	<input type="checkbox"/>																	
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TOTAL CURRICULUM PLAN

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

(916) 322-3350

Submit in duplicate

Name of School: Chamberlain College of Nursing											Date Submitted: 9/17/2015							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
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Semester 1											Total Units		Lecture		Lab		Total Hours	
													Units	Hr/Wk	Units	Hr/Wk	Lec	Lab
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NR328 Pediatric Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	4	3	6	1	6	48	48				
MATH399 Applied Managerial Statistics	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
NR327 Maternal-Child Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	4	3	6	1	6	48	48				
POLI330 Political Science or POLI332 Political Science	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
	<input type="checkbox"/>																	
	<input type="checkbox"/>																	
Total								14	12	24	2	12	192	96				
Semester 2											Total Units		Lecture		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:											Lec
NR341 Complex Adult Health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	4	3	6	1	6	48	48				
NR449 Evidence-Based Practice	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
NR442CA Community Health Nursing	<input checked="" type="checkbox"/>	8	5	2	4	3	18	32	144									
ETHC445 Principles of Ethics	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
	<input type="checkbox"/>																	
	<input type="checkbox"/>																	
Total								15	11	22	4	24	176	192				
Semester 3											Total Units		Lecture		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:											Lec
NR446 Collaborative Healthcare	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	4	2	4	2	12	32	96				
HUM307 Latin American Humanities or Humanities elective	<input type="checkbox"/>	8	3	3	6	0	0	48	0									
NR452 Capstone Course	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	3	2	4	1	6	32	48				

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**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

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

(916) 322-3350

Submit in **DUPLICATE**.

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

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

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

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

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

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

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

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

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

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

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

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

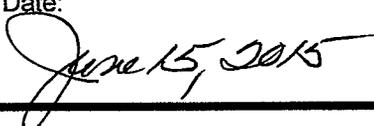
REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	NR226CA	Fundamentals – Patient Care	4
Medical-Surgical	NR324CA	Adult Health I	6
	NR325CA	Adult Health II	6
	NR341	Complex Adult Health** (multiple patients)	4
Obstetrical	NR327	Maternal – Child Nursing	4
Pediatric	NR328	Pediatric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

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

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

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

LVN 30 UNIT OPTION

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

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4.1
DATE: November 5, 2015

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

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

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

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

Description of Institution

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

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

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

Proposed Program and Curriculum

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

Applicant Pool

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

Resources

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

Budget

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

Clinical Facilities

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

Conclusion

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

Education/Licensing Committee Recommendation: Accept feasibility study for Gurnick Academy of Medical Arts Associate Degree Nursing Program.

NEXT STEPS: Notify school of Board action.

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

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

DATE OF REVIEW: August 12, 2015

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

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

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

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

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

Revised Description of Clinical Placements

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

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

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

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4.2
DATE: November 5, 2015

ACTION REQUESTED: Vote on Whether to Accept Feasibility Study for Pacific College Associate Degree Nursing Program

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

BACKGROUND: In July 2015, Judy Corless, MN, RN, consultant, submitted the most recent Feasibility Study (FS) for a new Associated Degree Nursing program at Pacific College (PC). Pacific College has been working toward establishing an ADN program for many years. PC was in the process of Feasibility Study review when the BRN placed a moratorium on accepting feasibility studies in June 2011. After the moratorium was lifted (May 2013), PC submitted a new FS (June 2013): however, there was a delay in reviewing this document until the school's NCLEX-PN pass rates improved.

Description of the Institution

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

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

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

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

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

Proposed Program and Curriculum

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

Applicant Pool

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

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

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

Resources

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

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

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

Budget

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

Clinical Facilities

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

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

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

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

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

Conclusion

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

Education/Licensing Committee Recommendation: Accept Feasibility Study for Pacific College Associate Degree Nursing Program.

NEXT STEPS: Notify school of Board action.

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

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

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5
DATE: November 5, 2015

ACTION REQUESTED: Licensing Program Report

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

PROGRAM UPDATE:

The Licensing Program evaluators are currently processing the initial review of exam and endorsement applications cashiered in early August. Fall graduation is approaching and the Board is expecting another successful season.

The vacant Public Health Nurse Evaluator position has been filled by Melissa Brokken. Melissa started in the position in August 2015 and continues to enhance her evaluation experience from her former position as a US evaluator. Brandon Tagawa was promoted to an International Evaluator in September 2015. Brandon was previously working as a limited term Program Technician II in the board's cashiering unit and also helped out with California and US application evaluations. I would like to take this opportunity to welcome Melissa and Brandon into their new role within the Licensing Unit. The Board is currently recruiting for six positions within the Licensing Unit (two Staff Services Analyst, one permanent Program Technician II, one limited term Program Technician II and two limited term Program Technician positions). I expect to have these positions filled by the end of November or early December.

We continue to improve processes within the Licensing Program and have implemented a new procedure on issuing Temporary Licenses. With this new procedure in place the Board is able to issue Temporary Licenses while the Endorsement applications are pending initial review. The average processing time ranges from 4 to 6 weeks which is considerably more proficient than the normal 10 to 12 weeks it took before.

On November 2, 2015 I will present at the annual Nursing Dean and Directors meeting. I am responsible for explaining the Licensing section of the Directors Handbook and the Boards internal processes and timeframes. I will provide updated information and changes to vital forms used by the directors on behalf of their students and will also provide guidance for the application process.

With the upcoming implementation of Release 2 into Breeze two of our licensing analysts have been assigned to User Acceptance Testing (UAT). This testing is necessary because of system changes for Release 2 boards. These changes could affect our already existing programming and must be identified prior to Release 2 boards go live in January 2016.

NEXT STEPS: None

PERSON TO CONTACT: Christina Sprigg, Chief
Licensing and Administrative Services
(916) 574-7614

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.6
DATE: November 5, 2015

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, 2014-September 30, 2015*

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California*	11,022	86.03
United States and Territories	157,842	84.18

CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES
By Quarters and Year October 1, 2014-September 30, 2015*

10/01/14-12/31/14		1/01/15-3/31/15		4/01/15-6/30/15		7/01/15-9/30/15		10/01/14-9/30/15	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
1,673	78.54	2,913	86.99	2,447	86.39	3,989	88.24	11,022	86.03

**Includes (1), (1), (3) and (0) “re-entry” candidates. The 2013 NCLEX-RN Test Plan and Passing Standard of 0.00 logit remain effective through March 31, 2016. A logit is a unit of measurement to report relative differences between candidate ability estimates and exam item difficulties.*

Please note: *The basic version of the 2016 NCLEX-RN Test Plan document is now available on the NCSBN website. The 2016 NCLEX-RN Test Plan is effective April 1, 2016 through March 31, 2019. The 2016 NCLEX-RN Passing Standard will be evaluated in December 2015 by the NCSBN Board of Directors and be effective April 1, 2016 along with the 2016 NCLEX-RN Test Plan. Copies of the basic version of the 2016 NCLEX-RN Test Plan can be obtained at www.ncsbn.org.*

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.

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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, 2015-June 30, 2016**

Academic Year July 1-June 30[^]	July-Sept #Tested % Pass	Oct-Dec #Tested % Pass	Jan-Mar #Tested % Pass	April-June #Tested %Pass	[^]2015-2016 Cumulative Totals
National US Educated- All degree types *	52,295 (83.2)				
CA Educated- All degree types*	3,989 (88.2)				
National-Associate Degree rates**	26,948 (81.5)				
CA-Associate Degree rates**	2,201 (88.2)				
National-BSN+ELM rates**/**	23,882 (85.0)				
CA-BSN+ELM rates**/**	1,788 (88.2)				

*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.

[^]Note: Cumulative totals in this report may vary from quarterly totals due to quarterly NCSBN corrections. Typically, the NCSBN corrections have not significantly changed from previously reported quarterly pass rate info. Effective April 1, 2013 the NCLEX RN Test Plan changed and the PassingStandard became 0.00 logit through 3/31/16.

Source: National Council of State Boards Pass Rate Reports