



EDUCATION/LICENSING COMMITTEE MEETING

AGENDA

Embassy Suites San Francisco Airport – South San Francisco
250 Gateway Blvd.
South San Francisco, CA 94080
(650) 589-3400

May 12, 2016

Thursday, May 12, 2016 09:00 am

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

7.0.1 VOTE ON WHETHER TO APPROVE MINUTES:

- March 10, 2016
- January 14, 2016

7.1 VOTE ON WHETHER TO RECOMMEND RATIFICATION OF MINOR CURRICULUM REVISION

- 7.1.1 California State University, Fresno Entry Level Master's Degree Nursing Program
- 7.1.2 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- 7.1.3 American Career College Associate Degree Nursing Program
- 7.1.4 Antelope Valley College Associate Degree Nursing Program
- 7.1.5 Merced College Associate Degree Nursing Program
- 7.1.6 MiraCosta College Associate Degree Nursing Program
- 7.1.7 Monterey Peninsula College Associate Degree Nursing Program
- 7.1.8 Mt. San Jacinto College, MVC Associate Degree Nursing Program
- 7.1.9 San Joaquin Delta College Associate Degree Nursing Program
- 7.1.10 Solano Community College Associate Degree Nursing Program
- 7.1.11 California State University, Fresno Nurse Practitioner Program

Acknowledge Receipt of Program Progress Report:

- 7.1.12 Stanbridge College Associate Degree Nursing Program

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

- 7.2.1 Charles R. Drew University of Medicine and Science, Mervin M. Dymally School of Nursing Entry Level Master's Degree Nursing Program
- 7.2.2 Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program
- 7.2.3 MiraCosta College Associate Degree Nursing Program
- 7.2.4 Rio Hondo College Associate Degree Nursing Program

7.3 VOTE ON WHETHER TO RECOMMEND APPROVAL OF MAJOR CURRICULUM REVISION

- 7.3.1 Simpson University Baccalaureate Degree Nursing Program (increase enrollment)
- 7.3.2 San Joaquin Delta College Associate Degree Nursing Program (curriculum)

7.4 VOTE ON WHETHER TO RECOMMEND GRANTING INITIAL APPROVAL OF PRELICENSURE NURSING PROGRAM FOR GLENDALE CAREER COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

7.5 VOTE ON WHETHER TO RECOMMEND GRANTING EXTENSION FOR CALIFORNIA CAREER COLLEGE ASSOCIATE DEGREE NURSING PROGRAM INITIAL APPROVAL

7.6 DISCUSSION OF 2014-2015 POST LICENSURE PROGRAM ANNUAL REPORT – DRAFT

7.7 DISCUSS 16 CCR SECTION 1456 REGARDING ACCEPTABLE CONTINUING EDUCATION COURSES, RESOURCES NEEDED FOR BRN TO CONDUCT CEP AUDITS, AND WHETHER BRN SHOULD CONTINUE TO APPROVE CEPs

7.8 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

7.9 ADJOURNMENT

NOTICE:

All times are approximate and subject to change. Items may be taken out of order to maintain a quorum, accommodate a speaker, or for convenience. The meeting may be canceled without notice. For verification of the meeting, call (916) 574-7600 or access the Board's Web Site at <http://www.rn.ca.gov>. Action may be taken on any item listed on this agenda, including information only items.

Public comments will be taken on agenda items at the time the item is heard. Total time allocated for public comment may be limited.

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Board members who are not members of this committee may attend meetings as observers only, and may not participate or vote. Action may be taken on any item listed on this agenda, including information only items. Items may be taken out of order for convenience, to accommodate speakers, or maintain a quorum. The public will be provided an opportunity to comment on each agenda item at the time it is discussed; however, the committee may limit the time allowed to each speaker.

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

DRAFT

DATE: January 14, 2016
TIME: 0900
LOCATION: Hilton Sacramento Arden West
2200 Harvard Street
Sacramento, CA 95815
PRESENT: Michael Jackson, MSN, RN, Chairperson
Raymond Mallel
Pilar De La Cruz-Reyes, MSN, RN
ABSENT: Bhavna Shamasunder, MES, PhD

STAFF PRESENT: Stacy Berumen, AEO; Miyo Minato, SNEC; Janette Wackerly, SNEC; Carol Velas, NEC; Katie Daugherty, NEC; Shelley Ward, NEC; Susan Engle, NEC; Lori Chouinard, NEC; Carol Mackay, NEC; Leslie A. Moody, NEC.

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

Michael Jackson called the meeting to order at 0900 am and a quorum was established. It was announced that item 7.5.2 regarding major curriculum revision for Golden West College Associate Degree Nursing Program was removed from the agenda. Chairperson Jackson allowed that all agenda items regarding San Diego State University programs could be heard consecutively, out of agenda order.

7.1 VOTE ON WHETHER TO APPROVE MINUTES

- October 8, 2015

ACTION: The minutes of the October 8, 2015 meeting were approved as presented.

Motion: Raymond Mallel		Second: Pilar De La Cruz-Reyes
MJ: Aye	RM: Aye	PDLCR: Aye

Public Input: None.

7.2 VOTE ON WHETHER TO RECOMMEND RATIFICATION OF MINOR CURRICULUM REVISION

- 7.2.1 San Francisco State University Baccalaureate and Entry Level Master’s Degree Nursing Programs
 - 7.2.2 Evergreen Valley College Associate Degree Nursing Program
 - 7.2.3 Kaplan College Associate Degree Nursing Program
 - 7.2.4 Santa Barbara City College Associate Degree Nursing Program
 - 7.2.5 University of San Diego Hahn School of Nursing and Beyster Institute for Nursing Research Nurse Practitioner Program
 - 7.2.6 University of San Francisco Nurse Practitioner Program
- Acknowledge Receipt of Program Progress Report:
- 7.2.7 American University of Health Sciences Baccalaureate Degree Nursing Program
 - 7.2.8 California State University, San Marcos Baccalaureate Degree Nursing Program and ABSN Option

- 7.2.9 University of San Diego Hahn School of Nursing and Beyster Institute for Nursing Research Entry Level Master’s Degree Nursing Program, Nurse Practitioner Program, Clinical Nurse Specialist Program
- 7.2.10 United States University Entry Level Master’s Degree Nursing Program
- 7.2.11 Cabrillo College Associate Degree Nursing Program
- 7.2.12 Los Angeles Trade-Tech College Associate Degree Nursing Program
- 7.2.13 Mt. San Jacinto, MVC Associate Degree Nursing Program
- 7.2.14 Porterville College Associate Degree Nursing Program

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

Motion: Raymond Mallel		Second: Michael Jackson
MJ: Aye	RM: Aye	PDLCR: Aye

Public Input: None.

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

7.3.1 San Diego State University Baccalaureate Degree Nursing Program.

Dr. Phil Greiner, Professor/Director represented the program.

Leslie A. Moody, NEC presented this report. Dr. Greiner has served as program director since June 2012. The program enrolls 160 students annually each Fall and total enrollment is currently approximately 473. A continuing approval visit was conducted October 13-14, 2015 with a finding of one area of noncompliance, 1427(c) clinical facility agreements. Neither the agreement template nor the executed clinical facility agreements contained the required elements. The program has created an addendum to the clinical facilities agreement that includes all required elements and this has been sent to all program clinical facilities for signature. Major curriculum revisions implemented in the past five year period included changing enrollment from twice per year to once annually and reduction of total units for graduation to 120. Faculty are working to further develop skills and expand the use of simulation and are in process of reviewing and mapping content to improve leveling of skills and knowledge within and across courses with that work planned to be completed with revisions ready for implementation no later than Fall 2016 following receipt of BRN approval. Strengths of the program include a dedicated experienced faculty, supportive university leadership, effective program leadership and knowledgeable support services for program advisement and student success support. Students express strong satisfaction with their academic experience. Process for addition of two full-time tenure track faculty is in progress with qualified applicants under consideration and completion of hiring expected to occur soon. Filling these positions is important to ensure continuity of the program’s faculty and leadership resources including filling the position of assistant director vacated in December 2015 due to faculty retirement. Program graduates’ NCLEX outcomes have been consistently above the BRN minimum required threshold as well as above state and national average.

ACTION: Continue approval of San Diego State University Baccalaureate Degree Nursing Program.

Motion: Michael Jackson		Second: Pilar De La Cruz-Reyes
MJ: Aye	RM: Aye	PDLCR: Aye

Public Input: None.

7.3.2 Evergreen Valley College Associate Degree Nursing Program.

Dr. Antoinette Herrera, Dean of Nursing & Allied Health represented the program.

Susan Engle, NEC presented this report. Dr. Herrera was approved as director July 1, 2013; Felicia

Mesa RN, MS, CNS was appointed assistant director March 23, 2015; Maureen Adamski RN, MS was appointed assistant director September 4, 2012. A regularly scheduled continuing approval visit was conducted by this consultant and Dr. Carol Velas October 19-21, 2015. The program was found to be in compliance with BRN rules and regulations. Two recommendations were given: CCR 1424

Administration & Organization of the nursing program (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; and CCR 1425 (f) (A) content expert continuing education units are to be completed and documented. Details of the visit are found in the Consultant Approval Report and Report of Findings. The program submitted a progress report to address the recommendations. The program has dedicated and knowledgeable faculty. NCLEX pass rates for the past five academic years are above the BRN standard. Administration is supportive of the program. Clinical experiences are consistent with the program objectives.

ACTION: Continue approval of Evergreen Valley College Associate Degree Nursing Program.

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

Public Input: None.

7.3.3 Fresno City College Associate Degree Nursing Program.

Ms. Stephanie R. Robinson, Program Director and Ms. Pam Vogel, Department Chair represented the program.

Shelley Ward, NEC presented this report. At the February 5, 2015 meeting, the Board voted to defer action to continue approval of the program subsequent to a scheduled continuing approval visit conducted on September 24-26, 2014 with a finding of non-compliance with CCR Section 1431 NCLEX examination outcome. NCLEX pass rates: 2013-2014 – 65.82% (354 taken, 233 passed); 2014-2015 – 67.30% (367 taken, 247 passed). The program submitted actions plans to address and improve outcomes. An interim visit was conducted on 10/27/15 to determine progress toward resolution of examination outcomes. The program has identified and taken consistent actions related to determination of specific variables that have been determined as contributing to the outcomes, and has complied with Board policy related to the finding. NCLEX pass rates for the first quarter 2015-2016 (July-Sept.) is 80.43 % (92 taken, 74 passed). Improvement has been demonstrated in the first quarter of the year but a full year of outcomes is needed to establish compliance with the minimum NCLEX performance threshold.

Mr. Mallel and Ms. De La Cruz-Reyes asked about program improvements, and Ms. Ward and Ms. Robinson provided a review. Ms. Robinson reported that the LVN-RN students had a higher fail rate on NCLEX exam which prompted implementation of remediation programs and policy revision to allow only one repeat of a failed course. Mr. Mallel asked about the ratio of LVN:RN in the area of the school. Ms. De La Cruz-Reyes informed that there are more LVNs in the area.

ACTION: Continue defer action to continue approval of Fresno City College Associate Degree Nursing Program. Program to return to ELC in October 2016.

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

Public Input: None.

7.3.4 Los Angeles Harbor College Associate Degree Nursing Program.

Ms. Lynn Yamakawa, Chairperson, Health Sciences Director represented the program.

Lori Choinard, NEC presented this report. Ms. Yamakawa oversees Los Angeles Harbor College (LAHC) Associate Degree in Nursing and the EMT, CNA/HHA programs since 2009 and has 100% release time. She has worked for LAHC since 1995 in various positions. Susan Nowinski has served as

ADON since August 2014 and has taught for LAHC since 2003. On November 16-17, 2015 a scheduled routine continuing approval visit was conducted at LAHC by Loretta Chouinard Nursing Education Consultant and Dr. Carol Velas, Nursing Education Consultant. The program was found to be in full compliance. LAHC's Nursing program is a mature prelicensure program with experienced program leadership and faculty. In 2012, the nursing program was reorganized under the Economic and Workforce Development division and Dean. LAHC enrolls 40 nursing students per semester and graduates have consistently scored better than 95 percent on their first time NCLEX pass rate since 2008.

Mr. Jackson asked whether this is a public school and if graduates are obtaining job placement.

Ms. Yamakawa responded 'yes' to both.

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

Motion: Michael Jackson		Second: Pilar De La Cruz-Reyes
MJ: Aye	RM: Aye	PDLCR: Aye

Public Input: None.

7.3.5 Reedley College at Madera Community College Center LVN-RN Associate Degree Nursing Program

Ms. Kimi Kato-Gee, Program Director and Dr. Jim Chin, Dean represented the program.

Shelley Ward, NEC presented this report. At the September 3, 2015 meeting, the Board deferred action to continue approval for Reedley College At Madera Community College Center Associate Degree Nursing Program, with progress report due for January 2016 Education/Licensing Committee, and limited annual enrollments to fifteen students. The action was taken subsequent to a scheduled continuing approval visit conducted on April 30, 2015 finding three areas of non-compliance and five recommendations issued. The program responded with a progress report at the August 2015 Education and Licensing Committee. The remaining area of non-compliance related to an inadequate number and type of faculty to teach the March 2016 course in obstetrical nursing, and to ensure a content expert in this nursing area remained - CCR section 1424 (d), 1424 (h). The program subsequently secured BRN approval and hired two part-time faculty at the instructor level classification in obstetrics (OB), one of which is qualified and designated to serve as the (OB) content expert. Additionally, the program has scheduled two qualified part-time faculty to serve as clinical instructors in OB, and has additional clinical faculty available if needed. The program also hired a part-time clinical teaching assistant in pediatrics and is in the process of finalizing the hiring of a full-time medical/surgical nursing instructor. There are 8 enrolled students anticipated to continue in the Spring 2016 semester courses. The proposed faculty staffing plan indicates adequate type and number of resources to implement the OB course as planned. NCLEX examination outcomes for first time test takers is at 100% from July 2015- Sept., 2015, and has been at 80% or at 100% since academic year 2011-2012.

Mr. Mallel asked about low enrollment and Ms. Kato-Gee informed that the program is working to recruit more students from the school's VN program as well as from the community.

ACTION: Continue approval of Reedley College at Madera Community College Center LVN-RN Associate Degree Nursing Program.

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

Public Input: None.

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

7.4.1 San Diego State University Nurse Midwifery Program.

Dr. Phil Greiner, Professor/Director represented the program.

Leslie A. Moody, NEC presented this report. Dr. Philip Greiner is Director of the SDSU School of Nursing (SON). Dr. Lauren Hunter is Chair of the Women’s Health and Midwifery Program. The SDSU graduate Nurse-Midwifery (NM) Program offers three tracks: the Women’s Health and Midwifery track; the Women’s Health Nurse Practitioner (WHNP) track; and, the Nurse Midwife/Women’s Health Nurse Practitioner track. The NM program consists of 52 semester units (34 theory units, 15 clinical units-720 hours, and 3 units for thesis). The dual track NM/WHNP curriculum includes an additional 6 clinical units. The dual track program has 1008 clinical contact hours. The NM curriculum is offered as a single track or a dual track NM/WHNP program. The first class graduated in 2010. To date, there have been 56 graduates (WHNP-15, CNM/WHNP-41). All of these graduates have passed their national certification exams. NECs Carol Mackay and Wayne Boyer conducted this regularly scheduled continuing approval visit October 13-14, 2015. The program was found to be in compliance with the Board’s rules and regulations. One recommendation was made regarding resources. The chair position of the NM Program is a faculty position with no assigned time for administrative duties. The chair has requested administrative assigned time, but University administration considers these administrative responsibilities as part of faculty role. A two part recommendation was made: to provide sufficient time for the NM Program Chair to coordinate and administer the NM Program as part of her assigned time; and to provide sufficient staff and support services for the NM Program. The strengths of the NM Program include: dedicated/hard working chairs and faculty; motivated, highly qualified students; a strong relationship between faculty and students; a strongly integrated curriculum; and highly qualified preceptors. Program challenges include preceptor record keeping.

ACTION: Continue approval of the San Diego State University Nurse Midwifery Program.

Motion: Michael Jackson		Second: Pilar De La Cruz-Reyes
MJ: Aye	RM: Aye	PDLCR: Aye

Public Input: None.

7.4.2 San Diego State University Nurse Practitioner Program.

Dr. Phil Greiner, Professor/Director represented the program.

Leslie A. Moody, NEC presented this report. Dr. Philip Greiner is Director of the SDSU School of Nursing (SON). Dr. Lorraine Fitzsimmons is Chair of the AGNP Program. Dr. Lauren Hunter is Chair of the WHNP and Nurse Midwifery Program. The SDSU Nurse Practitioner (NP) Program offers two population tracks: the Adult-Gerontology NP (AGNP) track and the Women’s Health NP (WHNP) track. As of fall semester 2015, the AGNP curriculum consists of 31 semester units (18 theory and 13 clinical). The WHNP curriculum consists of 34 semester units (21 theory and 13 clinical). The Master’s Degree Program for both tracks totals 50 semester units. The AGNP curriculum is part of a dual track NP and Clinical Nurse Specialist preparation leading to a Master’s Degree in Nursing. The first class graduated in 1998. To date, there have been 164 graduates. All of these graduates have passed the national certification exam. The WHNP curriculum is offered as a single track or a dual track WHNP/Nurse Midwifery program. The first class graduated in 2010. To date, there have been 56 graduates (WHNP-15, CNM/WHNP-41). All of these graduates have passed their national certification exams. NECs Carol Mackay and Wayne Boyer conducted a regularly scheduled continuing approval visit October 13-14, 2015. The program was found to be in compliance with the Board’s rules and regulations. One recommendation was made regarding resources. The Chair position of the NP Program is a faculty position with no assigned time for administrative duties. The Chair has requested administrative assigned time but University administration considers these administrative responsibilities as part of faculty role. A two part recommendation was made: to provide sufficient time for the NP Program Chair to coordinate and administer the NP Program as part of her assigned time; and to provide sufficient staff and support services for the NP Program. Strengths of the NP Program include dedicated/hard working chair and

faculty; motivated, highly qualified students; strong relationship between faculty and students; a strongly integrated curriculum; and highly qualified preceptors. Program challenges include future retirements and program record keeping.

ACTION: Continue approval of the San Diego State University Nurse Practitioner Program.

Motion: Michael Jackson		Second: Pilar De La Cruz-Reyes
MJ: Aye	RM: Aye	PDLCR: Aye

Public Input: None.

7.5 VOTE ON WHETHER TO RECOMMEND APPROVAL OF MAJOR CURRICULUM REVISION

7.5.1 Simpson University (SU) Baccalaureate Degree Nursing Program (increase enrollment)

Ms. Kristie Stephens, Program Director/Dean and Dr. Dummer, President represented the program.

Katie Daugherty, NEC presented this report. SU is a private not-for-profit Christian university offering liberal arts and professional studies programs, with WASC and CCNE accreditation. SU’s generic BSN degree program (5 semesters in the nursing major) was approved in 2010. When initially approved, SU had full support from the other pre-licensure nursing programs (CSU Chico-BSN, College of the Siskiyous-LVN to RN, and Shasta College-AD) using the same clinical agencies in the Redding/Yreka region. At this time, the three other pre-licensure programs report no plans for increased enrollment in the future. CSUC (40) and Shasta (3) admit twice a year; SU (up to 32) and COS (30) once a year.

In April 2014 SU’s first BRN continuing approval visit occurred with one area of non-compliance related to 2012-2013 annual NCLEX pass rate of 70.59% . This was corrected by August 2014 when the program achieved an annual pass rate of 95.45% (21/22 for 2013-2014). Continuing program approval was granted in September 2014. Since then, no areas of non-compliance have been identified and the annual NCLEX pass rate for 2014-2015 was 100% (32/32).

SU currently admits 27-32 students annually each Spring. Program enrollment for Spring 2016 is expected to total ~90 students and typically decreases to ~60-64 students in Fall semesters because the program only admits once a year. Approximately 50-71% of the program’s graduates are hired within the local community after graduation. Attrition rates range from 3-10% for the last couple of graduating classes. SU’s proposed change would increase the total enrollment. The program is proposing a twice a year admission pattern with incremental increases in Fall semester enrollment. The plan proposes admission of 30 students in Spring 2016 and then admission of 18 students in Fall 2016, followed by admission of 27 students in Spring 2017, then 24 students in Fall 2017 and thereafter to move to a continuous enrollment pattern of up to 27 students every Fall and Spring semesters beginning in Spring 2018. SU’s Program Director reports she has used available open clinical slots identified on the clinical regional planning schedules to plan clinical placements to support SU’s proposed incrementally increased enrollment plans without displacing the other three programs. She reports she verified these slots were open when the schedules were reviewed at the regional planning meetings.

In 2013, program directors from Shasta College and Collee of the Siskiyous expressed concern about future SU enrollment increases. In November 2015, the Board received two separate letters of concern; one from the three other pre-licensure programs (CSU Chico, College of the Siskiyous, Shasta College) using clinical placements in the Redding/Yreka region and a letter of concern from the two College Presidents (College of the Siskiyous and Shasta College). This occurred after SU announced plans to pursue increased program enrollment at the October 2015 clinical regional planning meeting. According

to the three other pre-licensure programs, a concern about limited clinical placement availability and any program's expansion has been consistently expressed at local regional planning meetings in 2013, 2014, and 2015. According to the other three PDs, whenever SU has announced plans to pursue increase program enrollment the group has recommended SU expand its RN to BSN degree enrollment instead. SU reports it is working with the local AD programs and community clinical facilities to offer needed RN to BSN degree completion opportunities already. Since 2009 the Redding/Yreka area regional clinical planning for clinical placements for these four programs has been successfully handled by the local regional clinical planning group that meets at least twice a year (October and April and other times as needed). Over the last two to three years, a series of changes in the region including changes in nursing program directors, changes in the regularity of meeting attendance by all clinical facility representatives, meeting format/length, and changes within clinical agencies themselves may have had an impact on the issues/concerns arising at this time. In late October 27, 2015 the Redding/Yreka region clinical planning group held the customary clinical planning meeting to confirm Spring 2016 clinical placements and to consider Fall 2016 clinical placement schedules. At that meeting, SU announced its intent to pursue increased program enrollment and Mercy Medical Center (MMC) representatives announced inability to confirm Fall 2016 clinical placements for any schools as yet because it was launching its own RN employee Nurse Residency Program to train MMC employees. These announcements caused concern about clinical placements in the region.

In September 2015, SU submitted a detailed written proposal to increase its program enrollment. The proposal included requisite information and evidence regarding all resources including clinical placements to support increased program enrollment without displacing other students. Documentation includes documents from clinical agencies (completed in July-August 2015) in support of SU's proposed expansion. The forms signed by the clinical agency representatives state SU's proposed admission cycle starting in Fall 2016 will not displace existing clinical placements for the other nursing programs. SU's proposal states it will not move forward with program expansion and increased enrollment unless the necessary resources in every area are available.

On October 1, 2015 the NEC made a previously scheduled site visit to SU to verify the relocation of the SON to the new Science and Nursing building, successful implementation of the most recent major curriculum change (2013) to improve annual NCLEX pass rates and to discuss the program's readiness for possible increase enrollment. The visit showed the new physical space for the nursing program is sufficient to support on campus instructional activities including didactic, skills and simulation learning activities and plans for future expansion with the planned addition of 2 simulation pods to the existing 4 pods in Summer 2016. During the October NEC visit, students and faculty reported consistent and strong satisfaction with SU and program leadership, instruction, and resources available to support instruction and student learning needs in both groups. Faculty also reported stability and readiness for the proposed increased enrollment. The proposed program expansion was discussed with the program director and the senior administration (President and Provost) and included an NEC recommendation to continue collaborating with the other nursing programs concerning SU's request for increased program enrollment and a suggestion that SU consider an incremental "phased in" approach to plans for increasing program enrollment. Subsequently the program submitted a revised enrollment plan.

SU is aware that the Board received two letters of concern regarding SU's proposed increased enrollment, SU has reached out to the other three programs to meet (December 18, 2015 and January 8, 2016) for purposes of review and discussion of the increased enrollment plans and the evidence that shows SU will not be displacing clinical placements for any of the other programs. Because SU's meeting request

occurred on short notice in the last week of the Fall term when the holiday break occurred the group had not yet convened to review/discuss SU's proposed increased enrollment plan and evidence. SU's plan moving forward is convene the group as soon as possible and to clearly demonstrate that SU's plans for increased program enrollment will not affect clinical placements of the other pre-licensure programs. **Mr. Mallel asked for clarification of plan for increased enrollment. Ms. Daugherty explained the current enrollment is 30-32 admitted annually in Spring and the increase would involve twice annual admission beginning Fall 2016 with slight increase each admission through 2018 at which time 27 students would be admitted every Fall and Spring semester. Ms. De La Cruz asked whether clinical placements on evening and weekends were planned and Ms. Stephens responded that SU would plan to use clinical placements other programs do not use, including evening and weekend openings. Ms. De La Cruz asked whether there is demand for the additional enrollment and Ms. Stephens confirmed that there are applicants. Ms. Daugherty clarified that many SU applicants are transfer students who have completed prerequisite courses elsewhere. Ms. De La Cruz asked about the lack of collaborative meetings between SU and other area nursing programs and SU representatives advised that a meeting is planned for January 22, 2016. Mr. Mallel suggested that Ms. Daugherty, NEC should attend the meeting in order to obtain additional information regarding available clinical placements to help the ELC come to a determination regarding viability of the enrollment increase proposal in regards to clinical placements. Ms. Minato asked about the rationale for an incremental enrollment increase. SU representatives explained the intent was to slowly introduce the change to demonstrate lack of adverse impact on other programs' clinical placements and to also allow for gradual increase of faculty resources. The Committee determined additional information is needed prior to making a determination regarding this enrollment increase proposal.**

ACTION: No action was taken regarding the Simpson University Baccalaureate Degree Nursing Program major curriculum revision proposal for enrollment increase. NEC is directed to attend scheduled collaborative meetings between Simpson University and other area programs to obtain additional information regarding adequacy of clinical placement sites to accommodate increased enrollment without incurring displacement of existing students.

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

Public Input: Cora Brownell, Interim Director at College of the Siskiyous LVN-RN Associate Degree Nursing Program and Dr. Carol Mountain, Assistant Director at Shasta College expressed concern that area clinical placements are limited and unable to accommodate additional students with placements for existing students being reduced due to lower inpatient census, changing clinical facility needs relative to their staff training, and facility nurse fatigue due to excessive student volume. The need was cited for the ADN programs as an affordable option for area residents to enter the nursing workforce. Maternal/child clinical placements were noted as being particularly scarce, more so than general med/surg inpatient and outpatient opportunities. It was stated that College of the Siskiyous program could be in jeopardy of closure for lack of clinical placements in the future. Terri Snow commented that the community college nursing programs are vital to the community and there are many programs competing for clinical placements.

~~7.5.2 Golden West College Associate Degree Nursing Program (curriculum)~~ Removed from agenda.

7.5.3 Unitek College LVN-RN Associate Degree Nursing Program (change to generic, increase enrollment)
Dr. Christy Torkildson, Director Unitek LVN-RN Associate Degree Nursing Program, and Ms. Samantha Sanchez represented the program.

Susan Engle, NEC presented this report. Unitek College, founded in 1992, is a proprietary school based in Fremont, California. Initial approval for the LVN to RN program was granted February 16, 2007, and the first cohort was admitted in 2007 March. The next continuing approval visit is scheduled in Fall 2016. The program submitted a major curriculum revision proposal to continue the LVN-RN program and to add a generic Associate Degree Registered Nursing Program. The change is planned to take place May 2016. The generic ADN program will be four semesters with each semester being seventeen weeks. The program requests the addition of two cohorts of 40 students each for the generic program and the continuation of the advanced placement LVN to RN enrollments of 120 students per year, with three starts per year. The total number of enrolled students planned will be 200.

Benner’s theoretical framework simple to complex and the integration of theory with clinical concept-based competencies, BRN standards of competent performance, QSEN, nursing process and physical, behavioral, and social aspects of human development and Jean Watson’s Theory of Caring will be threaded through the program. The philosophy, goals, and objectives focus and intent will not change. The program received letters of support from the respective clinical facilities and has submitted facility approval forms for the additional clinical needs for the generic program. The generic program will utilize extended care and sub-acute clinical settings for first and second semester to meet the program objectives. The generic program third and fourth semesters will utilize facilities that are used currently for the LVN-RN program. The program plans to teach out the current LVN to RN cohorts using the current curriculum and start new cohorts with the new curriculum. Advanced Placement students pay \$42,000 inclusive of all fees, books, supplies, uniforms and licensing fees. The planned tuition for the generic associate degree nursing program is ~\$68,000, all inclusive. NCLEX outcomes for the past 5 years were presented.

Ms. Engle updated that NCLEX outcome for the 1st quarter of the 2015-16 year is 75.8% pass. Dr. Torkildson reviewed elements of the revision implemented to improve NCLEX outcomes. Ms. Engle advised there has been no input from other schools regarding the proposal for enrollment increase. Ms. De La Cruz-Reyes asked about inclusion of community based clinical experiences for students. Dr. Torkildson described various clinical learning activities and explained that all first-year students complete clinical experiences in ambulatory and rehabilitation facilities. Mr. Jackson explained Committee concerns regarding a new program with recent history of low NCLEX outcomes implementing many major changes concurrently including implementation of a generic program, revision of curriculum and a large increase in enrollment.

ACTION: Approve major curriculum revision including implementation of a generic prelicensure Associate Degree Nursing Program for Unitek College, effective May 2016. The program may continue to admit advanced placement LVN-RN cohorts with the new generic ADN cohort and admission to not exceed a total of 160 students each year, inclusive of both cohort groups.

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

Public Input: None.

7.6 VOTE ON WHETHER TO ACCEPT STAFF PLAN FOR IMPLEMENTATION OF SB466 REQUIREMENTS REGARDING EDUCATION REGULATIONS

Miyio Minato, Supervising NEC presented this report. SB466 approved by the Governor and filed with the Secretary of State on October 4th contains amendments to the Business and Professions Code requiring action for regulation and processes affecting prelicensure nursing education. Section 2786.1(a), (b) and (c) were reviewed. Draft proposed regulatory language and a proposed timeline of required activities that will ensure compliance with requirements of SB466 in regards to nursing education were presented.

Proposed Action: Authorize BRN staff to perform the following:

- regarding (a) and (b): Staff will initiate the rulemaking process for regulation to operationalize the new statutory requirements which will include circulation of draft language to stakeholders for review/input, convene public hearing, and other required activities. Staff may make nonsubstantive revisions to draft regulatory language in response to stakeholder input.
- regarding (c): Inform Nursing Education Consultants of requirement for review of policies/practices related to school granting credit for military education and experience as part of scheduled program approval activities.

Require BRN-approved nursing programs to post information related to the acceptance of military coursework and experience at their school on their webpage reached via the link provided on the BRN website approved programs list. Deadline for nursing programs to meet this requirement will be January 1, 2017.

ACTION: Recommend Board direct staff to take action as proposed and that staff distribute information regarding this proposal to stakeholders to obtain preliminary feedback for report at February 2016 Board meeting.

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

Public Input: None.

7.7 2014-2015 ANNUAL SCHOOL SURVEY REPORTS (DRAFT)

Julie Campbell-Warnock, Research Program Specialist presented this report. The BRN 2014-2015 Annual School Survey was conducted and completed in December 2015. The survey was sent to all California pre-licensure nursing programs and was conducted on behalf of the BRN by the Center for the Health Professions at the University of California, San Francisco (UCSF). The BRN would like to thank the schools for their participation and prompt responses to the survey. BRN and UCSF staff work each year with the Education Issues Workgroup which consists of nursing program directors representing various prelicensure programs from around the state who review and edit the survey questions if needed. This allows the survey to be a current document that can be used to capture data on new and emerging trends. The draft of the statewide Annual School Reports includes data on new and continuing student enrollments, graduations, faculty, etc. from California pre-licensure nursing programs. The draft reports were provided under separate cover. This information will be presented at the February 2016 BRN Board meeting.

Public Input: None.

7.8 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

Representatives of the California Hospital Association and the California Association of Nurse Leaders recognized that licensure renewals seemed to be processed timely but that delays for new graduate and licensure by endorsement applications continued to take a long time for processing. They offered assistance to the Board with evaluation and improvement of these processes. Ms. Berumen, BRN Acting Executive Officer will plan to meet with these representatives in the near future. The timing of the Breeze system upgrade was questioned. Ms. Berumen, BRN Acting Executive Officer informed that the BRN does not have control of decisions regarding timing of system upgrades. Ms. De La Cruz-Reyes reported she received orientation to the licensing process and opportunities for improvement have been identified. Ms. Berumen reported that many temporary staff have been lost to other positions, and that the licensing processing times posted on the BRN website have been updated this week. Mr. Mallel asked about the time and Ms. Berumen

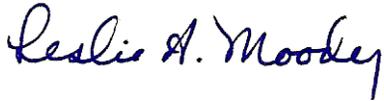
clarified it is up to 90 days and sometimes longer when additional information is needed. Licensing statistics are reported at Board meetings every other month.

L. Moody, ELC Liaison informed audience that agendas and agenda packet materials are posted in advance of the meeting for public review on the BRN website, and are accessed via the ‘About Us’ tab on the homepage.

7.9 ADJOURNMENT

The meeting was adjourned at 1100 am.

Submitted by:



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

Accepted by:

Michael Jackson, MSN, RN
Chairperson

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

DRAFT

DATE: March 10, 2016

TIME: 0900

LOCATION: DoubleTree by Hilton Hotel Claremont
555 W. Foothill Blvd.
Claremont, CA 91711

PRESENT: Michael Jackson, MSN, RN, Chairperson
Pilar De La Cruz-Reyes, MSN, RN

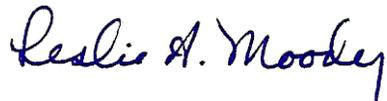
ABSENT: Raymond Mallel
Bhavna Shamasunder, MES, PhD

STAFF PRESENT: Stacy Berumen, AEO; Miyo Minato, SNEC; Janette Wackerly, SNEC; Carol Velas, NEC; Katie Daugherty, NEC; Badrieh Caraway, NEC; Linda Sperling, NEC; Laura Shainian, NEC; Shelley Ward, NEC; Susan Engle, NEC; Carol Mackay, NEC; Leslie A. Moody, NEC.

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

Michael Jackson called the meeting to order at 0900 am. The meeting was cancelled due to lack of quorum. Agenda items will be forwarded to be heard and decided upon at the full Board meeting on April 14, 2016.

Submitted by:



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

Accepted by:

Michael Jackson, MSN, RN
Chairperson

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.1
DATE: May 12, 2016

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

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND:

According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- 7.1.1 California State University, Fresno Entry Level Master's Degree Nursing Program
- 7.1.2 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- 7.1.3 American Career College Associate Degree Nursing Program
- 7.1.4 Antelope Valley College Associate Degree Nursing Program
- 7.1.5 Merced College Associate Degree Nursing Program
- 7.1.6 MiraCosta College Associate Degree Nursing Program
- 7.1.7 Monterey Peninsula College Associate Degree Nursing Program
- 7.1.8 Mt. San Jacinto College, MVC Associate Degree Nursing Program
- 7.1.9 San Joaquin Delta College Associate Degree Nursing Program
- 7.1.10 Solano Community College Associate Degree Nursing Program
- 7.1.11 California State University, Fresno Nurse Practitioner Program

Acknowledge Receipt of Program Progress Report:

- 7.1.12 Stanbridge College Associate Degree Nursing Program

NEXT STEP: Place on Board Agenda.

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

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: May 12, 2016

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
California State University, Fresno Entry Level Master's Degree Nursing Program	S. Ward	03/07/2016	The program notified the BRN that the Entry Level Master's Degree Program option was discontinued as of May 2015. The last student cohort admitted into this option was in May 2012. The reasons for discontinuing the option included; declining interest, faculty shortages, poor community/agency acceptance of the non-BSN registered nurse, and lack of adequate clinical placements.
The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program	J. Wackerly	01/27/2016	Integration of Nutrition into nursing courses; Update sequencing of General Education courses. To meet the CSU Chancellor's mandate of 120 degree programs, CSU SJ is required to eliminate 3 units. Eliminating foundational nutritional course and SJ is integrating nutrition content throughout the curriculum. The program submitted evidence of Nutrition integration in a grid that outlines the Nutrition by course objectives, theory and clinical. All nursing courses submitted with Nutrition content, theory and clinical. Updated EDP-05 General Education course sequencing changes and updated EDP-06.
American Career College Associate Degree Nursing Program	L.Shainian	04/04/2016	NURS114/114C Lab OB/Peds courses in fourth term to be swapped with NURS116/116C Behav/Gero in sixth term to allow students to complete MS courses in term five before OB/Peds. ENG114 to be changed to ENG100 and moved from Term 4 to Term 5. PSY100 is being moved from Term 5 to Term 4. There is course lettering change from "L" to "C" for the clinical courses to clarify and align with ABHES requirements. No changes in units. The revision implementation date is Sept 1 2016.
Antelope Valley College Associate Degree Nursing Program	C.Velas	03/25/2016	To align with revised RN curriculum, a name change is requested for Nursing Science 200, Nursing Transition to Nursing Science 200A, Nursing Transition. This is the role transition course for the LVN-RN and LVN 30unit Options. No change in units or objectives.
Merced College Associate Degree Nursing Program	K. Daugherty	04/01/2016	Update CRL and TCP forms to accept Soc 1, Soc 2, Soc 3 or Anthro 2 to fulfill CRL Sociology requirement and Psych 01A or Psych 09 (3units) to meet the Psychology requirements. Move REGN 02 to third semester without any unit or content changes. Total CRL units will be 78 instead of 75 units.
MiraCosta College Associate Degree Nursing Program	C. Velas	03/15/2016	Nursing 284 (Contemporary Nursing and Leadership) has been taught as an online course effective 2011. This is a change from on ground instruction to online instruction. There are no changes to the units for this course.

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: May 12, 2016

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Monterey Peninsula College Associate Degree Nursing Program	S. Ward	03/25/2016	Decreased clinical lab component of NURS 52A, NURS 52B, NURS 52C and NURS 52D, to create four new skills lab remediation/workshop courses that are 0.5 units each (NURS 204, NURS 205, NURS 206, NURS 207). The labs are other degree requirement courses offered in each semester of the program along with existing nursing theory and clinical courses. Intermediate Algebra (Math 263,264) is increased from 4 units to 5 units.
Mt. San Jacinto College, MVC Associate Degree Nursing Program	L. Moody	03/16/2016	Math 094 (Accelerated Algebra) and Math 096B (Intermediate Algebra Part B) will be accepted as equivalent to required Math 096 (Intermediate Algebra) to fulfill program course requirements.
San Joaquin Delta College Associate Degree Nursing Program	K. Daugherty	04/08/2016	Program reports N001/1L, 002/2L, 003/3L, 004/4L, 005/5L,006/6L,007/L, 008/8L and 009/9L are being combined into single courses with theory and clinical components; renumber as N001, N002, N004, N005, N006, N007, N008 and N009 as was previously approved. Course content and sequencing is unchanged. HS 43 Nursing Synthesis course required for LVN to RN advanced placement will be included in CRL/TCP forms along with Micro prerequisite Chem 003A as a part of the CRL/TCP form revision for the proposed major curriculum change to be effective Fall 2016. The board approved work study course HS 093 (1-4 units) course materials are being updated to remain consistent with institutional changes and requirements.
Solano Community College Associate Degree Nursing Program	L. Moody	03/21/2016	Effective immediately and ongoing, the program will change delivery of the terminal program course NURS 065 Role Transition In Practice from a preceptorship model to a faculty directed cohort-based delivery for clinical experiences. Course objectives, content and units are unchanged.
California State University, Fresno Nurse Practitioner Program	S. Ward	03/07/2016	The School of Nursing is resuming a grant funded offering for the post- master's Psychiatric Mental Health Nurse Practitioner (PMHNP) Advanced Certificate program. The program of study is (18) units implemented over 12 months. Admission criteria include CA BRN nurse practitioner certification and currently practicing as a primary care nurse practitioner. The program was last offered in Fall 2012-Summer 2013.

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: May 12, 2016

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
Stanbridge College Associate Degree Nursing Program	B. Caraway	04/07/2016	A site visit was conducted on 03-28-2016, marking the end of the 2nd academic year since initial program approval. The total of 71 students were enrolled in the program (Cohorts; one 16, two 27, and three 28). A well-attended meeting was held with 16/26 students from cohort one, who started in Fall 2014, and remained in the program. Students expressed positive feedback regarding the program's efforts to address their identified concerns regarding the course materials, clinical placement issues and expansion of simulation and skills lab open hours. The faculty have made changes in the content and sequence of M-S courses with positive result and. changed admission screening policies to address attrition rate higher than 25%. The school is working to add pediatric clinical sites to enhance more comprehensive learning experience in this area. Simulation was being integrated in Obstetrics, and Medical –Surgical but not fully integrated in other specialty areas. Total of 31(4FT and 27PT) faculty have been hired. There are assigned content experts for all five specialty areas.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2.1

DATE: May 12, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval for Charles Drew University School of Medicine and Science (CDU) Entry Level Master’s Degree (ELM) Nursing Program.

REQUESTED BY: Laura Shainian, Nursing Education Consultant

BACKGROUND: Sheldon D. Fields, PhD, RN, FNP-BC, AACRN, FNAP, FAANP is the Program Director.

This progress report is being provided to the committee for review of deferred action at the October 2015 ELC for CDU. Program findings for the June 2015 regularly scheduled continuing approval visit, with focus pursuant to CCR section 1431(b) annual NCLEX-RN pass rate below 75% for two consecutive years, found the program to be in non-compliance in two areas: CCR 1426.1 Preceptorship, and CCR 1431 NCLEX Pass Rate. And 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; and CCR 1426(f) Clinical Evaluation Tool (see attached Report of Findings).

The program submitted a progress report at that time addressing the areas of non-compliance (Preceptorship & NCLEX), and faculty and curricular issues (six recommendations). The non-compliance for Preceptorship was corrected, by the program discontinuing the original preceptorship for Residency I NUR 619 course, and changing to a med-surg clinical rotation of students being assigned to work with the RN scheduled for each day. However, the non-compliance for the substandard NCLEX Pass Rate remains, as depicted in the table below, and referenced in the schools attached progress report (see page 8, Chart 1).

NCLEX pass rates remain below 75% passing standard beyond the two-year period:

Year	Taken	Passed	Annual Percent
2011-2012	1	1	100%
2012-2013	20	19	95.0%
2013-14	63	30	47.62%
2014-15	87	48	55.17%
2015-16(Two quarters)	30	16	53.33%

Initial NCLEX outcomes for the first two cohorts were successful. Enrollment in the program increased. NCLEX pass rates with subsequent cohorts began to fall below 75%. During this time, a minor curriculum revision had been implemented to provide students more bedside nursing practice before progressing to the final semester (Clinical Nurse Leader curriculum). Continued low NCLEX pass rates prompted a minor curriculum revision to allow for students to

take the NCLEX upon completion of the prelicensure curriculum, instead of waiting until graduation from the CNL. The program also instituted a 1unit mandatory NCLEX Review course in the curriculum.

The program's second progress report provides data showing an upward trend in pass rates for the three most recent cohorts. This upward trend indicates an improvement in student performance as success strategies are implemented by in the program, and that more time is needed for full implementation of the strategies to impact NCLEX pass rates. Furthermore, program analysis reveals that although students are eligible to take the NCLEX exam one semester before graduation, they continue to delay, on average, 8 months following their eligibility date. (See attached program progress report, pg. 11-12.)

The program currently has 136 students enrolled in the program (cohorts 9-12). Cohort 9 was the last cohort to admit 40 students – 28 remain. Subsequent cohort enrollment was reduced by the program in an effort to concentrate on improving student performance.

In addition to NCLEX non-compliance, the program continues to struggle with leadership changes and faculty turnover. At the June 2015 continuing approval visit, the program had a total of 18 faculty members: 15 full-time and 3 part-time. Of the 18 faculty members, only one had been at the SON since the start of the program (2010), and 10 of the faculty members started in 2014 or later. Concerns regarding leadership changes, program stabilization, and faculty development were discussed at the time of the visit and that the program would address the issues. Since the visit, the program has experienced the loss and addition of faculty, and the program's organizational structure shows changes in personnel.

Continued leadership changes and faculty turnover were also evident at an NEC visit to the program on April 13, 2016, in response to a student complaint regarding the NUR 619 Residency I preceptorship course. The visit revealed:

- Insufficient clinical faculty to begin the course – only 1 clinical group started on time
- 2 groups without clinical faculty were directed to the Skills Lab for 57 hours
- As faculty were hired, Group 2 started at week 6, and Group 3 started at week 12
- The later clinical start for Group 3 resulted in students being scheduled to complete 225 clinical hours between 3/25 to 5/3
- Group 2 clinical schedule showed 201 of 225 total clinical hours
- Clinical evaluations and clinical paperwork inconsistent among clinical groups
- Course syllabus not updated and did not reflect preceptorship revision changes
- Didactic schedule showed 45 total hours instead of the 15 approved hours

In addition, two student complaints – one in December 2015 and another in January 2016 – identified faculty and course issues.

In conclusion, the findings and program progress report indicate that although NCLEX performance shows some improvement by cohort, the overall pass rate continues below 75%, and faculty turnover and curriculum issues continue to impact the program and student learning.

NEXT STEPS: Place on Board agenda.

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



BOARD OF REGISTERED NURSING

PO Box 944210, Sacramento, CA 94244-2100
P (916) 322-3350 F (916) 574-8637 | www.rn.ca.gov
Louise R. Bailey, MEd, RN, Executive Officer

NEC DOCUMENTATION OF CONTACT WITH PROGRAM

Program Name: Charles Drew University ELM for CDU

Approval Status: Board Action on November 4, 2015: Defer action to continue approval of CDU ELM for CNL, with progress report required and return to ELC in May 2016.

Date of Visit: April 13, 2016

Purpose of Visit: CDU Student Complaint

Program Contact Date: Phone contact 4/8/2016 and school visit 4/13/2016

Nursing Education Consultant: Laura Shainian NEC

Summary of Interim Visit or Contact

CDU student phoned NEC on 4/8/2016 to say:

- 1) NUR 619 Residency I course began on January 4, 2016. Students were told that preceptors were ready to begin clinical, but then there was a delay by Dr. Shields explaining the preceptorship was a "modified" preceptorship and not enough faculty – in process of hiring.
- 2) In the interim, students were directed to attend skills lab to make-up the hours (Total clinical hours for course is 225).
- 3) Skills lab consisted of students practicing IVs, foley, NG, etc. with an instructor. No scenarios. No formal log for tracking skills lab hours - only a lab sign in sheet. Each student scheduled their own hours.
- 4) Students notified yesterday (April 7th) that they would be attending clinical four days a week (Friday, Sat, Sunday, Tuesday) for 48 hours/week (12-hours shifts) to meet the required 225 clinical hours by the end of the term on May 3.
- 5) Student's clinical schedule only shows 12-12 hour shifts, in addition to 36 skills lab hours for total of 180 hours.
- 6) Student stated that after voicing concern, no alternative to this clinical schedule was provided, and that if unable to meet the hours, they would receive an "Incomplete".
- 7) Course instructor Dr. Ruby Gabbedon.
- 8) Student stated that this schedule was too difficult because the term is heavy with other courses (tests, written assignments).

NEC phone contact on 4/8/16 with Dr. Fields (Program Director):

- 1) NUR 619 Residency I course has 3 clinical groups of students.
- 2) One clinical group of eight students in NUR 619 was not able to start clinical on time due to resignation of a faculty in December.
- 3) There was a delay in the replacement faculty (BRN approved on 2/22/2016) starting due to processing thru HR, and completion of hospital orientation.
- 4) At the beginning of the term, 2-3 students did not have their clinical paperwork to start on time if there had been no delay.

5) NEC asked Dr. Fields to prepare summary of the event and plans, and to provide a day/time convenient for NEC to meet with affected students next week. NEC asked for copy of the current syllabus to be emailed.

Follow-up CDU school visit conducted on 4/13/2016:

Meeting with Students

- 1) In late Fall 2015, students were directed by Clinical Coordinator (Lakeisha Everage) to find preceptor for 619 Residency I course, and if unable to find the program will assign for student. Were provided paperwork for preceptor.
- 2) Skills Lab practice began 3rd week in January: case scenarios and skills practice for 6-7 hours on Wednesday/Friday.
- 3) Clinical schedule provided last week: 16 days = 192 hours/225 course hours (33 hour deficit).
- 4) Professor Gabbedon began clinical schedule for March 25 – May 3. Students currently on 4th week.
- 5) Midterm: was week of March 1st
- 6) Students believe they can complete remaining hours as planned because schedule is supposed to lighten up – do not want “incomplete” for course.
- 7) Clinical Objectives: (?) start with 2 patients and work up to 4 patients; head-to-toe, meds, total care. Complete concept maps on each patient and turning in to instructor the following week.
- 8) Assigned units: Telemetry, MS, Rehab
- 9) No written evaluation from instructor to date. Not familiar with Clinical Evaluation Tool in syllabus and no explanation has been provided regarding evaluation of clinical. Instructor provides verbal status.

Meeting with Instructors and Program Leadership:

Professor Bisong-Nkongho (Lead Instructor for NUR619 course/clinical group 1)

Professor Joshway (new instructor group 2)

Program Director (Dr. Fields)

Assistant Program Director (Dr. Harris-Smith)

Professor Gabbedon, clinical group 3 instructor (not present)

Professor DeGrano (to assist in 619 clinical with Professor Gabbedon (not present))

FINDINGS:

1)NUR 619 Didactic hours OVER approved hours (not implemented as approved)

Didactic approved as 1 unit = 1 hour of theory/week. Course schedule shows 3 hours of theory/week for total of 45 hours vs 15 approved hours.

2)Inconsistencies among clinical groups:

--course syllabus not updated

--each group starting clinical at different time as faculty hired: group 1 began first week of semester, group two began week 6, and group three began week 12 of 18-week semester.

-- Group 3 students scheduled to complete 225 clinical hours between 3/25 to 5/3 due to late start

--Group 2 clinical schedule showed students scheduled for 201 hours of the 225 approved hours

--clinical evaluations, use of clinical evaluation tool, and clinical paperwork (i.e. careplans, etc) inconsistent among groups

--some students in group 3 have missed one or more days thus far due to prior commitments

3)Leadership & Faculty

--Program continues to have faculty turnover since June 2015 CAV – FT & PT – and changes in organizational leadership.



Mervyn M. Dymally School of Nursing
Office of the Dean

April 7, 2016

Laura Shainian, MSN, RN
Nursing Education Consultant
CA Board of Registered Nursing

RE: MMDSON Updated Progress Report on Plan of Corrective Action

Dear Ms. Shainian:

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

The letter sent to the school in November 2015 notified us of the board's vote to "*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*".

We have made progress on addressing the two areas of non-compliance as well as the six recommendations and this progress report updates the BRN on that work. This report will also address the issue of the schools NCLEX pass rate in detail and what is being done to bring it into full compliance. This will be done using historical data trend analysis and evaluation of pass rates by cohorts. Lastly this report will address the school's enrollment plans for the ELM program.



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

Yours Truly,

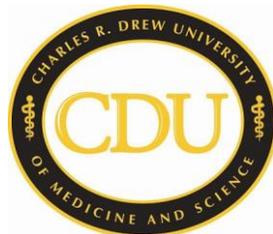
A handwritten signature in blue ink that reads "Sheldon D. Fields". The signature is written in a cursive, flowing style.

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



Table 1: MMDSON BRN Program Response

BRN Regulation Compliance / Recommendation	MMDSON Program Response	Implementation Date
<p>1. CCR 1431 NCLEX Pass Rate</p>	<p>1a. Institute a mandatory 1 unit NCLEX review course: NUR 542 – NCLEX Preparation Course was developed by faculty and submitted to the BRN for approval which was granted on September 8, 2015 as a non-license required course. This will directly impact all students’ preparation to take the NCLEX exam.</p> <p><u>1a. Update, April 2016:</u> This course is now an official part of the ELM curriculum and is currently being taught for the first time with ELM cohort #9. ELM cohort #10 will take the course during this the upcoming summer 2016 semester.</p> <p>1b. Hire a NCLEX Coordinator: Vivian Murphy, MSN, RN, ACNS-BC, has been appointed to serve as the NCLEX coordinator in the MMDSON. In this capacity she will serve as the primary organizer for the NUR 542 course. She will also work closely with all students as they prepare to take the NCLEX exam including developing individual study plans.</p> <p><u>1b. Update, April 2016:</u> Dr. Betty Butler, DNP, RN, Assistant Professor in the MMDSON has been assigned as the NCLEX coordinator as of December 2015. She revised the NUR 542 NCLEX preparation course and is the lead instructor for the course. She is working with faculty and students directly on all aspects of the activities focused on NCLEX preparation.</p> <p>1c. Revise ELM Program admission standards: Move from the GRE to the HESI pre-admission exam with a benchmark of 75%. Conditional admits will be capped at 10% for promising students who will all be admitted with remediation plans to support them.</p> <p><u>1c. Update, April 2016:</u> The move to the use of the A2 HESI pre-admission exam has been completed and it is the testing metric we are using as part of our admission standards. The faculty has set the acceptable benchmark score as 75%. The faculty voted to eliminate conditional admissions to the ELM program and they are no longer done as of Spring 2016. There is however still consideration of promising applicants capped at 10%. The faculty also implemented interviewing ELM applicants to better inform the admission process and determine program fit.</p> <p>1d. Establish a one on one system of coaching and mentoring: Each student at the beginning of the NCLEX review course will be assigned a faculty coach/mentor who will work with them one on one and motivate them to prepare for the NCLEX. Each student will have added motivational support as they go to take their NCLEX exam.</p>	<p>1a. Spring 2016</p> <p>1a. Complete</p> <p>1b. Fall 2015</p> <p>1b. Complete</p> <p>1c. Spring 2016</p> <p>1c. Complete</p> <p>1d. Summer 2015</p> <p>1d. Complete/Ongoing</p>



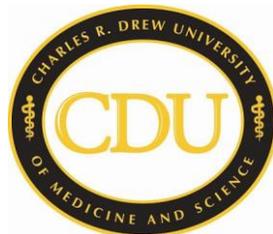
	<p>1d. Update, April 2016: All students enrolled in NUR-542 are assigned a faculty coach/mentor who are working one on one with them to support their progress towards preparing for the NCLEX examination. The assignment of faculty coach/mentors will continue as each ELM cohort begins the course.</p> <p>1e. Provide access to ongoing NCLEX test review materials: NUR 542 is based on the Kaplan review course materials and students will be able to continue to have access to computer based review materials (test bank questions) until they pass their NCLEX exam.</p> <p>1e. Update, April 2016: Our contract with Kaplan allows for all students to have continued online access to NCLEX review materials including test bank questions. This access will continue guaranteed for a year and students will be able to use the services as needed. We also have the ability under the contract to extend student access and will do so as requested.</p> <p>1f. Continue Implementation of HESI testing with revised progression policies: HESI testing was begun with the ELM cohort #7, will continue with all cohorts. Students will take subject specific HESI exams throughout the program with a benchmark for passing set at 850. Students who don't obtain the benchmark scores will have to be remediated before being allowed to progress in the program. Students will also now only be allowed to repeat one course in the ELM program before being permanently dismissed for lack of sufficient academic progress.</p> <p>1f. Update, April 2016: Benchmark HESI testing is now fully implemented and integrated into all of the clinical courses in the ELM program. Faculty has established policies for the admission and remediation of HESI exams and they are listed clearly in all course syllabi. The HESI is being used as the final examination in the clinical courses with an 850 benchmark for passage (25% of final grade). School policies on progression and repeating of courses have all been updated to reflect that students can now only repeat one course in the ELM program before being dismissed for lack of academic progress.</p>	<p>1e. Spring 2015 1e.Complete/Ongoing</p> <p>1f. Spring 2015, ongoing 1f. Complete/Ongoing</p>
<p>2. CCR 1426.1 Preceptorship</p>	<p>2a. Institute a Modified Preceptor Model: NUR 619 (Residency I) and NUR 629 (Residency II) will be implemented using a true modified preceptor model in which a MMDSON faculty member will be assigned to a senior group of students who will directly oversee their residency clinical experience onsite with the students. Students will still work with assigned nursing leaders but on a rotating basis.</p> <p>2a. Update, April 2016: The faculty decided that NUR 619 (Residency I) will be implemented using a modified preceptor model in which MMDSON faculty have been assigned to a group of students to</p>	<p>2a. Fall 2015 2a.Complete/Ongoing</p>



	<p>oversee the residency clinical experience onsite with students who are all assigned to the same clinical institution.</p> <p>NUR 629 (Residency II) however will be implemented using a true residency model in which students will be assigned a primary nurse mentor to work with one on one following all of the BRN requirements as noted in CCR 1426.1. This will be implemented for the first time with ELM cohort #9 during the upcoming summer 2016 semester during their capstone experience of 225 clinical hours.</p>	
<p>3. Curriculum CCR 1424(a) Philosophy and related section CCR 1426(b) Unifying theme</p>	<p>3a. Revise curriculum philosophy and program unifying theme: The curriculum philosophy and unifying theme are currently being revised as a part of a planned major curriculum revision of the ELM program. The Roy Adaptation Model is being considered. To be included in this revision will be the clarification of the programs definition of Nursing education, Man, Environment, Health, and Nursing. Revised terminal objectives and the philosophy and unifying theme will be reflected in all course syllabi.</p> <p>3a. Update, April 2016: The major curriculum revision of the ELM program is still in progress and as such so is the curriculum philosophy and unifying themes. As progress is made towards on the curriculum revision it will be reflected in the chosen philosophy and unifying themes. In the mean time the current philosophy and themes have undergone a minor revision for clarification purposes.</p> <p>3b. Strategic Planning: Related to this is the universities current strategic planning process that has necessitated a look at the schools mission, vision, and value statements to bring everything into alignment. The new vision of the MMDSON is <i>“Excellent Nursing Care for all Persons, People’s and Communities in a world without Health Disparities”</i></p> <p>3b. Update, April 2016: The final version of the new CDU strategic plan was approved by the Board of Directors earlier this spring which was later than originally planned. The MMDSON strategic plan could not have been done until the final university plan was completed. A strategic planning steering committee has been established to complete the schools plan which will be in alignment with the overall CDU plan. The schools vision has been updated and what will follow will be a revised mission statement and values.</p> <p>Revised MMDSON Vision: “Excellent Nursing Care for all in a World without Health Disparities”</p>	<p>3a. Fall 2016</p> <p>3a. In progress/Not complete</p> <p>3b. Spring 2016</p> <p>3b. In progress</p>
<p>4. CCR 1424(b)(1) Total Program Evaluation</p>	<p>4a. Update the total program evaluation plan: A revised total program plan is being constructed that will include a focus on system evaluation. The MMDSON faculty participated in an educational presentation on systematic evaluation on August 18, 2015 as a foundation.</p>	<p>4a. Fall 2015</p> <p>4a. Partially</p>



	<p>4a. Update, April 2016: Faculty completed an educational presentation on systematic evaluation on August 18, 2015 that was the beginning of revising the total program evaluation plan. This work is currently on going but the end program objectives have been updated. The final revised total program evaluation plan will be updated with the completion of the new ELM curriculum.</p> <p>4b. Increase responses and data collection measures: Explore new course evaluation software and institute mandatory student evaluations for each courses taken.</p> <p>4b. Update, April 2016: A new campus online course evaluation plan is being considered for implementation and being pilot tested during Spring 2016. If successful it will be permanently instituted as the primary vehicle to conduct course evaluations. A note indicating that a student evaluation for each course taken is now mandatory has been placed in each course syllabus.</p>	<p>Complete/ Ongoing</p> <p>4b. Fall 2015 / Spring 2016</p> <p>4b. Ongoing</p>
<p>5. CCR 1424(c) Organizational Chart and related section CCR 1424(f) Assistant Director duties</p>	<p>5a. Revised Organizational Chart: Implement a new MMDSON organizational chart that better differentiates the ELM program from the schools other programs. Clarify lines of authority and communication for director, assistant director and within the program.</p> <p>5a. Update, April 2016: As directed a new revised MMDSON organizational chart was developed that more clearly differentiated the ELM program its lines of authority, and communication for the director, assistant director in the program. This chart will continue to be updated as new faculty and staff are added as well as new programs always making sure to preserve the clarity of the ELM program.</p> <p>5b. Assistant Director Duties: Rebecca Harris-Smith, EdD, RN, MSN, BA was appointed the assistant director of the ELM program on August 1, 2015. She reports directly to Dr. Fields the school's Dean. The future director and assistant director will each be given sufficient administrative release time to perform their duties as required by the BRN.</p> <p>NOTE: We are conducting a search for a new permanent Director of the ELM program who when hired will also be the "Director" that will be listed with the BRN. Until that time Dr. Fields will continue to serve as the "Director" listed with the BRN.</p> <p>5b. Update, April 2016: The search for a permanent Director of the ELM program continues as we have not yet identified a suitable candidate. As such Dr. Rebecca Harris-Smith, EdD, RN, BA continues to function as the interim-ELM program director and Assistant Director listed with the BRN. Dr. Sheldon D. Fields, PhD, RN will also continue to serve as the "Director" list with the BRN until a new ELM program director is hired.</p>	<p>5a. Summer 2015</p> <p>5a. Ongoing</p> <p>5b. Ongoing with the ELM director search</p> <p>5b. Incomplete / Ongoing</p>



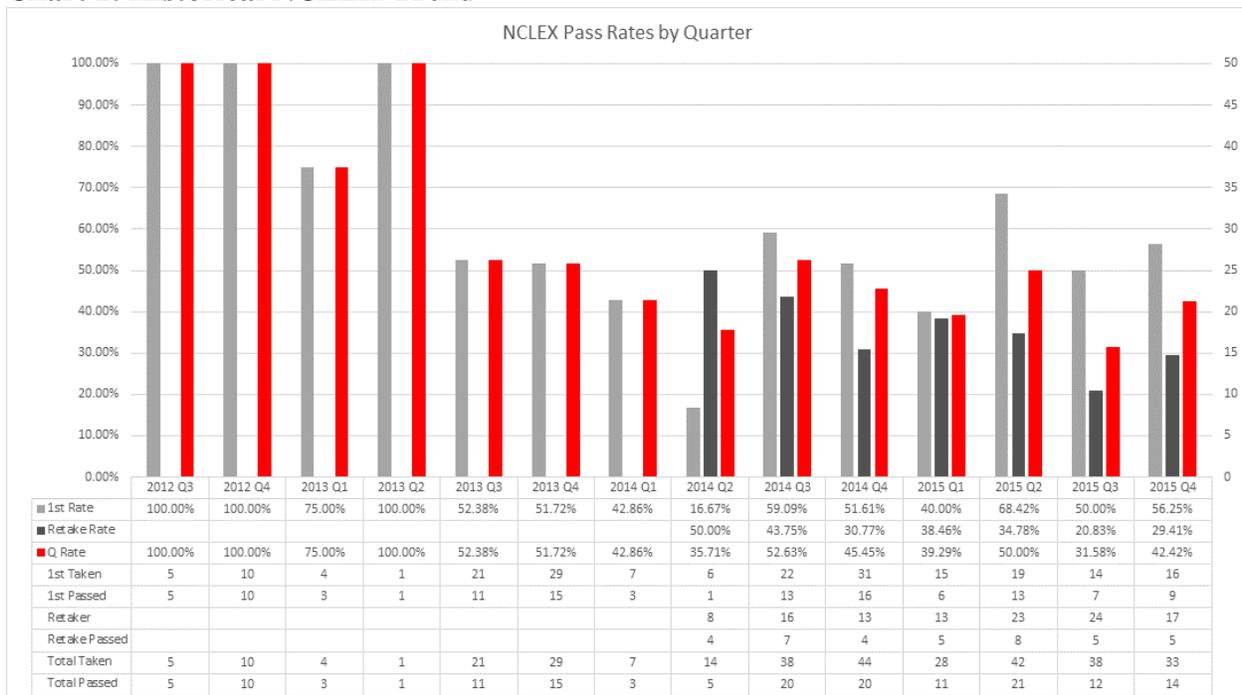
<p>6. CCR 1425(f) Content Expert</p>	<p>6a. Updated Content Area Experts: The current list of MMDSON content experts are.</p> <ul style="list-style-type: none"> * Pediatrics (C): Romar Lingad, MSN, RN * Med/Surg (M-S): Angela James, DNP, MSN, RN * Obstetrics (O): Nanette Leonardo, MSN, RN * Psychiatric (P/MH): Patricia Bridewell, MSN, RN, PHN * Geriatrics (G): Eunice Nkongho, DNP, MSN, RN <p>Each content expert will be given resources to attend an annual continuing education program in their area of expertise. They will each also present an annual update for their faculty colleagues in their area of expertise.</p> <p>16. Update, April 2016: Dr. Angela James the content expert for med/surg resigned and has been replaced by Dr. Eunice Nkongho. The full current list of content experts is listed below.</p> <ul style="list-style-type: none"> * Pediatrics (C): Romar Lingad, MSN, RN * Med/Surg (M-S): Eunice Nkongho, DNP, MSN, RN * Obstetrics (O): Nanette Leonardo, MSN, RN * Psychiatric (P/MH): Patricia Bridewell, MSN, RN, PHN * Geriatrics (G): Ebere Ume, PhD, RN <p>Each content expert has either attended or will attend an annual continuing education program in their specific area allowing them to update their faculty colleagues and inform the new curriculum.</p>	<p>6a. Fall 2015</p> <p>6a. Updated / Ongoing</p>
<p>7. CCR 1425.1(b) Faculty Orientation</p>	<p>7a. Faculty Orientation Manual: A new faculty orientation manual has been developed along with an orientation checklist that will document all of the onboarding activities of a new faculty member. Faculty orientation will be under the direction of the school's Assistant Dean.</p> <p>7a. Update, April 2016: Under the direction of the school's Assistant Dean Dr. Rebecca Harris-Smith, a updated faculty orientation manual has been developed along with the orientation checklist as well. A faculty development series has begun to take place to update faculty on various topics such as HESI testing, Grade book development, Black Board, and teaching strategies.</p>	<p>7a. Fall 2015</p> <p>7a. Partially complete / Ongoing</p>
<p>8. CCR 1426(f) Clinical Evaluation Tool</p>	<p>8a. Revise Clinical Evaluation Tool: With the approved final version of the school's new ELM curriculum will also come final revised clinical evaluation tools to mirror the new courses. Currently this new tool is in draft version but will have measurable criteria reflecting course outcomes and progression.</p> <p>8a. Update, April 2016: An updated clinical evaluation tool has been developed to reflect the current approved ELM curriculum in which the clinical objectives of each course have been clarified. A final version of a new tool will be completed along with the new planned ELM curriculum this coming Fall 2016.</p>	<p>8a. Fall 2016</p> <p>8a. Partially complete / Ongoing</p>



Detailed NCLEX Pass Rate Progress Report

In order to ascertain a full understanding of the schools NCLEX pass rate we conducted an historical trend analysis going back to the first cohort of graduates to take the exam in 2012. This quarter by quarter analysis clearly lays out the entire historical NCLEX trend of the school and is detailed below in chart 1.

Chart 1: Historical NCLEX Trend



The trend analysis reveals the point at which the school’s NCLEX pass rate began to decline the third quarter of 2013 and what has occurred each quarter after.

In-depth Analysis of NCLEX Testing quarter: July 2015 – December 2015

In order to understand the historical impact of exactly what is going on with our program I offer here an in-depth analysis of the July 2015 – September 2015 testing quarter and the October 2015 – December 2015 testing quarter which are the latest two that we have data for. I begin with the July – September 2015 quarter.

First time test takers = 14 this period (July – September 2015)

- Passed N = 7 (50%)
- Failed N = 7 (50%)



Table 1: First Time Test Takers: PASSED, N =7

Cohort	Year of Graduation	Number Taking
3	2013 (Spring)	1
7	2015 (Summer)	4
8	2015 (Fall)	2

Table 2: First Time Test Takers: FAILED, N =7

Cohort	Year of Graduation	Number Taking
5	2014 (Spring)	2 (1 = 15mths, 1 = 2mths remed)
7	2015 (Summer)	4 (1= 7mths, 1=8mths, 1=1mth, 1 =2mths)
8	2015 (Fall)	1(1 = 4mths)

Table 3: Repeat Test Takers: FAILED, N = 18*

Cohort	Year of Graduation	Number Taking
4	2013 (Summer)	4
5	2014 (Spring)	6
6	2014 (Summer)	8
7	2015 (Spring)	0

*: one student took it twice this quarter and failed both times

First time test takers = 16 this period (October – December 2015)

- Passed N = 9 (56.25%)
- Failed N = 7 (43.75%)

Table 4: First Time Test Takers: PASSED, N =9

Cohort	Year of Graduation	Number Taking
7	2015 (Summer)	1
8	2015 (Fall)	8

Table 5: First Time Test Takers: FAILED, N =7

Cohort	Year of Graduation	Number Taking
5	2014 (Spring)	2 (1=year, 1= 11mths)
6	2014 (Summer)	1 (1 = 5mths, remediated)
7	2015 (Summer)	2 (1 = 10mths, 1= 11mths)
8	2015 (Fall)	2 (2 = 6 mths)

Table 6: Repeat Test Takers: FAILED, N = 12*

Cohort	Year of Graduation	Number Taking
4	2013 (Summer)	1
5	2014 (Spring)	4
6	2014 (Summer)	4
7	2015 (Spring)	2
8	2015 (Fall)	1



Summary

It is important that we take a look at the cohorts in which the students graduated and the year so that we realize where some of the historical issues are coming from especially with the repeat test takers. The majority of the repeaters who failed the exam during the July – September 2015 quarter are in **cohorts 5 and 6**, which were large cohorts that experienced many challenges during their time in the program, however they were able to complete the program. In the October – December 2015 quarter the majority of the repeaters who failed the exam were in **cohorts 4, 5 and 6** as well.

When it comes to first time NCLEX-RN test takers we are also still having some graduates from much older cohorts still taking the test for the first time. During this period there was one student from cohort 3 (graduation Spring 2013) who took the exam for the first time ever and fortunately passed. Historically we know the longer students wait to test the less likely they are to be successful on their first attempt. We also tend to have small numbers of students taking the NCLEX each quarter and during the July – September 2015 quarter we only had 14 first time test takers this period. The majority (n = 8) were in cohort 7, which completed the program in August 2015. Of those in cohort 7 (n = 5) most did not pass. Two students were from cohort 5 who completed the program in Spring 2014. Cohort 7, did have some access to HESI testing, NCLEX review courses (Kaplan and HURST) and 1 on 1 coaching. Four students from our most recent eligible **cohort #8**, that completed the program in December 2015, took the exam and the majority of them (n=3) did pass during this quarter. In looking at the October – December 2015 testing quarter we see that the majority for first time failures did occur in cohorts 7 and 8 (two each) but this first time passage rate was impacted by an almost equal number of students from older cohorts who failed (two in cohort 5 and one in cohort 6).

In the latest quarter October – December 2015 the vast majority of first time NCLEX-RN testers who passed were from cohort 8 (N=8), who were eligible to take the exam starting in May 2015. On average they took 8 months to test following their eligibility date in May for a first time cohort passage rate of 75% during this quarter. This is a significant improvement over cohorts 4, 5, 6, or 7 (See chart 2).

The steps we are taking to address this issue of NCLEX-RN exam passage are presented in the table below. There are also a number of factors that I want to point out that are simply beyond our control.

1. When students actually go and take their exam. We encourage them to do so as soon as they are eligible but many continue to wait to upwards of a year or more post-graduation to test.
2. Older cohort members do not respond favorably to invitations of assistance such as HURST and KAPLAN reviews that we offer to them for FREE.
3. When the BRN processes the paper work which can delay some from taking the exam. Sometime this is impacted by when students send in the materials as well. Also whether or not students have personal restrictions.
4. Making adult students come to a voluntary NCLEX-RN review course after they graduate which is how the program was originally structured.



Table 7: The MMDSON initiated the following strategies to assist students with NCLEX passage

Strategy	Year Initiated	Cohorts Impacted
Coaching 1 on 1	2014	7, 8, 9, 10, 11, and so on
HESI Bench Mark Testing	2014	7, 8, 9, 10, 11, and so on
I Unit <i>mandatory</i> NCLEX Course (NUR 542) Approved by the BRN	2015	9, 10, 11 and so on
F/U NCLEX Reviews (HURST, Kaplan)	2014	7, 8, 9, 10, 11, and so on
HESI Admission Test	2015	11 and on
Revised Admission Standards No more than 10% Below (N = 4 in a class of 40)	2015	11 and on
Hire NCLEX coordinator New faculty member Dr. Butler taking on this role in November 2015	2015	8, 9, 10, 11 and on

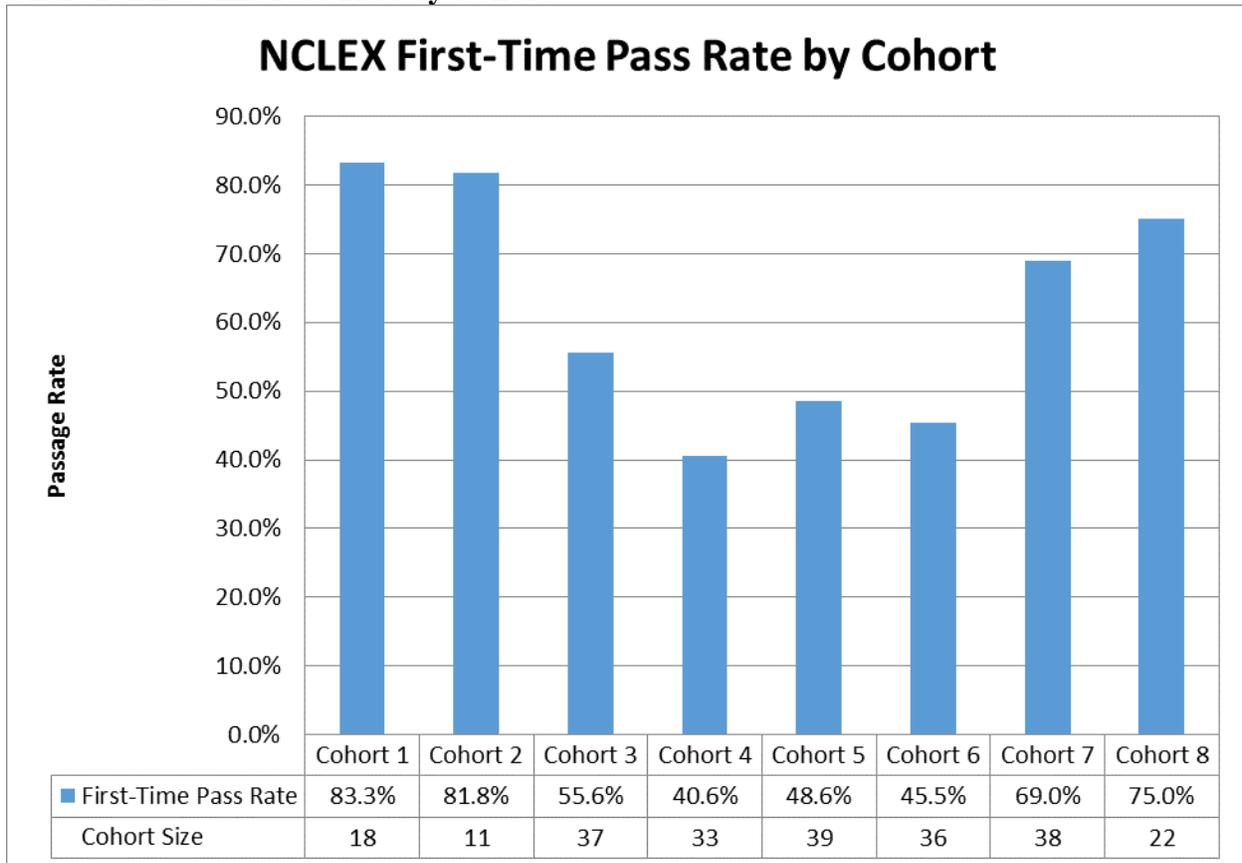
Many of the initiatives begun by the school are still being implemented and I suspect that the definitive impact on the NCLEX results *have not* yet been fully realized. For instance the new mandatory NCLEX Review course NUR 542 only became a mandatory part of our curriculum beginning with cohort #9, who are not eligible to take their exam until May of 2016 at the earliest. The first real test of what has been done will come with the testing of **cohorts 8 and 9** would have finished the program in December 2015 and Summer 2015 respectively, and who will be taking their exam hopefully over the next two - three quarters (Oct – Dec 2015 {covered in this report}, Jan – March 2016, and April –June 2016). Cohort 8 took the HURST review on November 6 -8, 2015 and both cohorts 9 and 10 are scheduled for their HURST review on April 28-30, 2016. Note the HURST review is provided to all students free of charge.

First time Pass Rate by Cohort

Chart two below shows the calculated first time NCLEX-RN pass rate by cohort. This was done using all of the reports sent to us over time. As you can see with the implementation of specific strategies to assist students with NCLEX passage, which began with cohort 7, there has been an upward trend in the first time passage rate by cohort **from a low of 40.6% in cohort 4 to 69% for cohort 7 and 75% (meeting the BRN benchmark) for cohort 8**. I want to re-emphasize that it is cohort 9 and above who will fully benefit from all of the strategies put into place to address the NCLEX-RN exam first time pass rate. We project that the first time pass rate by cohort will continue to meet the BRN standard.



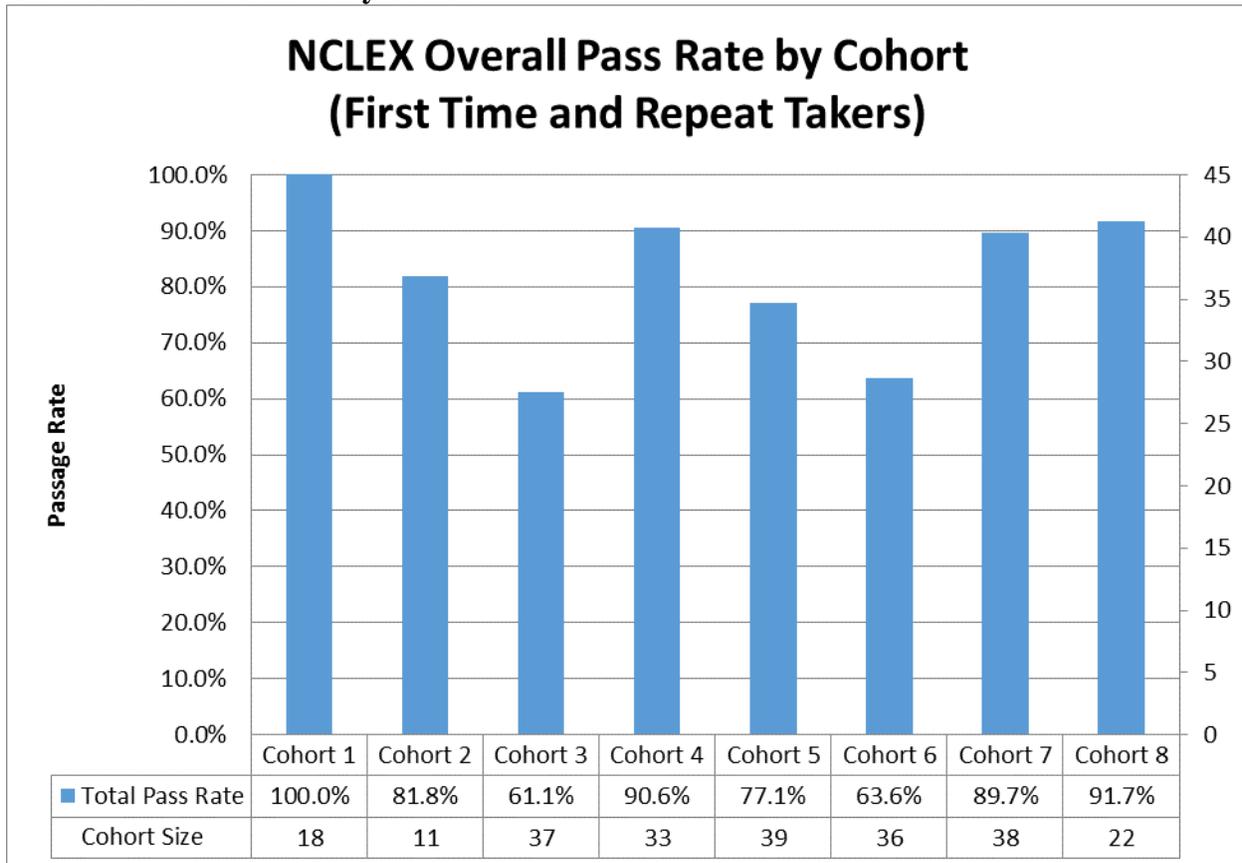
Chart 2: First time Pass Rate by Cohort



We also conducted an analysis of the first time and repeater over pass rates on the NCLEX-RN exam and as you can see in chart 3 three below the overall trend is that over time most of the students tend to eventually pass their exam. The average overall pass rate over the three most recent cohorts (6, 7, and 8) is 81.67%.



Chart 3: Over Pass Rate by Cohort

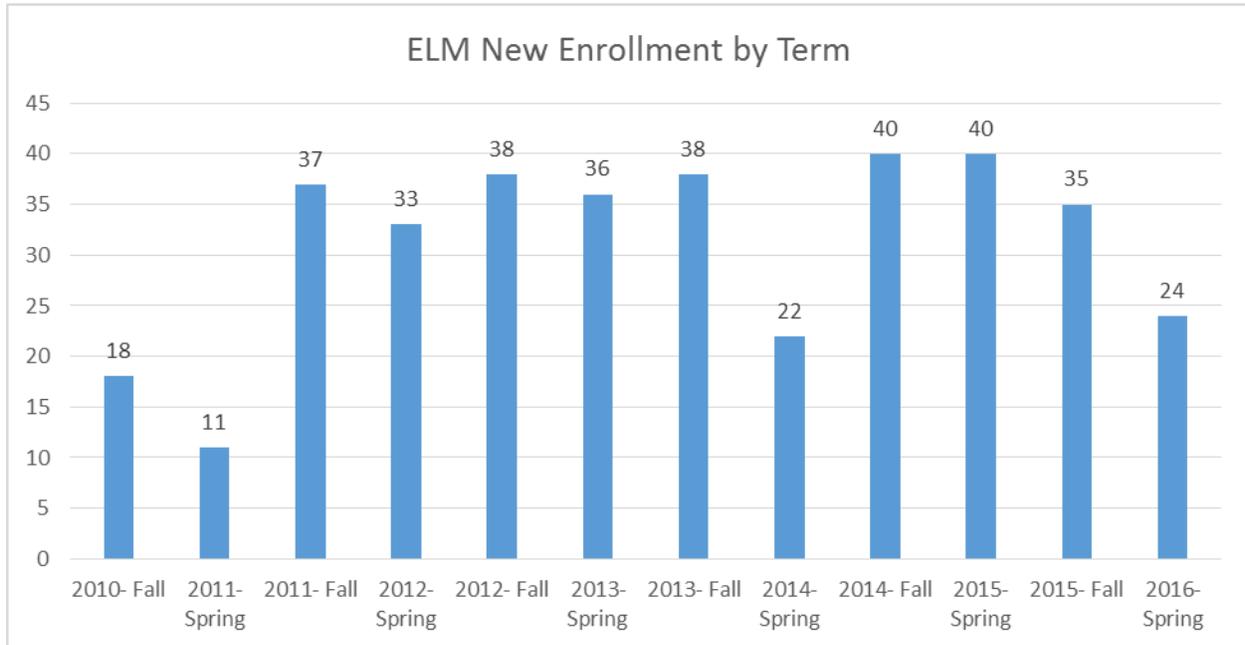


Program Enrollment Trends

In keeping with the notification as stipulated in the November 2015 BRN review letter our enrollment in the ELM program is not to exceed 40 students twice a year for a total of 80 in an academic year as we only admit to this program in either the Fall or Spring semester. We constructed for your review chart 4 below, that illustrates our actual enrollment in the ELM pre-licensure program cohort by cohort since the beginning of the program in Fall 2010. As you can see we started the program small with only 18 students and quickly grew starting in cohort 3 with admitting 37 students. The goals for cohorts three to eleven were to enroll 40 students. With the exception of cohort 8 admitted in Spring of 2014 this goal was either achieved or nearly achieved. Starting with cohort 12 admitted this Spring 2016 we have pro-actively and voluntarily lowered our admission goals to allow us time to focus on the programs plan of corrective action with the primary goal of improving the first time NCLEX-RN exam scores bringing them into full compliance. For Spring 2016 (current term) we only pro-actively enrolled 24 students. This is less than 2/3 (n=26) of the programs allowable 40 students. Again we have taken this decisive and pro-active move as part of our plan of corrective action to ensure that we have sufficient resources to devote to improving our first time NCLEX-RN pass rate.



Chart 4: ELM New Enrollment



We propose to continue to pro-actively not enroll a full complement of 40 students until we reach the BRN NCLEX passage goal of 75% for all first time test takers, which we project should occur for sure with the commencement of cohort 10 who will be eligible to take the exam beginning in September 2016. See table 8 below for our projected ELM enrollments.

Table 8: Projected ELM Cohort Enrollments

Cohort Number	Term	Enrollment Max Goal
Cohort 13	Fall 2016	30
Cohort 14	Spring 2017	30
Cohort 15	Fall 2017	35
Cohort 16	Spring 2018	40
Cohort 17	Fall 2018	40

Non-NCLEX Exam Test Takers (Legacy Issue)

The last issue for additional elaboration, which we know is impacting our first time NCLEX-RN exam pass rate, is the number of former graduates primarily from cohorts 1 – 7 who have not yet taken the exam for the first time. Of the graduates in cohort 8 the most recently eligible to take the NCLEX 14 out 17 graduates have already taken their exam with a first time cohort pass rate to date of 75% (See chart 2). The longer these legacy graduates wait to take the exam for the first time the less likely they are to pass it on the first attempt. We know



from our analysis that we have at least 10 (See table 9) outstanding legacy graduates who have never taken their exam for the first time. Since we do not have any control what so ever over when they may choose to test they have may to continue to impact our first time pass rate negatively.

Table 9: Legacy Non-exam Taker Graduates

Total Number Enrolled (All Cohorts 1 -12)	372
Total Number of Program Graduates (Cohorts 1 – 8)	210
Total Number who have Tested	200
Total Number Currently Enrolled – In Progress (Cohorts 9, 10, 11, and 12) – Spring 2016	136
Total Outstanding Non-Testers	10

Conclusion

This progress report highlights all of the work done here in the Mervyn M. Dymally School of Nursing to address the concerns of the BRN. We have devoted considerable attention to analyzing the issues with our program and have put into place a dynamic plan of corrective action. We have indeed made significant progress in our plan of corrective action and are improving overall. The trend of our NCLEX-RN first time pass rate is positively upward and we have taken very pro-active steps in decreasing our enrollment allowing us to focus our resources accordingly. We will continue to implement our plan of corrective action as outlined above.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2.2

DATE: May 12, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval of Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program

REQUESTED BY: Loretta Chouinard, Nursing Education Consultant

BACKGROUND: On February 22nd, 2016 a board approval visit was conducted at Mount Saint Mary's University Los Angeles Chalon and Doheny campuses for their Baccalaureate Degree in Nursing Program by Loretta Chouinard Nursing Education Consultant and Miyo Minato Supervising Nursing Education Consultant. This visit was conducted because this program has exhibited a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years. There were two findings of non-compliance 1431 Licensing Examination Pass Rate Standard and 1424 (h) Program Administration and Faculty Qualifications with a related section 1424(d) Sufficiency of Resources, and one recommendation 1424(b)(1) Total Program Evaluation. (Findings and Recommendations are detailed in the Report of Findings and the Consultant's Report)

MSMU's Baccalaureate Degree in Nursing Program was the first BSN program in the state of California, it is located in Los Angeles, CA, is CCNE accredited, and has been graduating nurses since 1952. MSMU's BSN program has 2 tracks, the Traditional (TBSN) and the Accelerated (ABSNT) tracks that a student can enroll in. The TBSN enrolls 100 students each fall and the ABSNT enrolls 40 students twice a year. Together they have 20 FT faculty and 80 PT faculty. Although current faculty are providing instruction, they do not have the availability to actively participate in the total program evaluation plan, its analysis or implementation for program improvement, they are also having difficulty fulfilling other faculty responsibilities such as clinical preparedness and faculty mentoring, and they do not have the resources to assist with student success initiatives.

NCLEX scores are : 2011 – 2012 86.21%
2012 – 2013 85.94%
2013 – 2014 65.33%
2014 – 2015 60.56%
1st qtr = 77.03% and 2nd qtr = 77.78%

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Loretta Chouinard, MSN, RNC
Nursing Education Consultant
(916) 330-0454

REPORT OF FINDINGS

MSMU Los Angeles BSN

CONTINUING APPROVAL VISIT: 02/22/2016

NONCOMPLIANCE:

SECTION 1424(h) – PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS – 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 areas to which they are assigned.

RELATED SECTION 1424(d) - SUFFICIENCY OF RESOURCES – The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program’s objectives.

Insufficient number of FT faculty to support current total program enrollment.

SECTION 1431 - LICENSING EXAMINATION PASS RATE STANDARD - The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates

NCELX pass rate <75% x 2 yrs.

RECOMMENDATIONS:

SECTION 1424(b)(1) – TOTAL PROGRAM EVALUATION – The 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.

Develop an inclusive Total Program Evaluation Plan to follow and ensure systematic analysis and implementation for program improvement

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

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

(916) 322-3350

PROGRAM NAME: Mount Saint Mary's University – Los Angeles BSN program

DATES OF VISIT: 2/22/2016

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR				
SECTION 1425(a) The director of the program shall meet the following minimum qualifications: (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration; (2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with 1420 (h); (3) Two (2) year's experience teaching in pre- or post-licensure nursing programs; and (4) One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or (5) Equivalent experience and/or education as determined by the board.	X		Dr. Mary Ann McCarthy EdD, CNS, PHN, Program Director, July 1, 2015 – present. EDP-P-03 approved and on file	
SECTION 1425(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above or such experience as the board determines to be equivalent.	X		Mary Sloper MN, NBA, RN ADON February 16, 2015 – Present. EDP-P-03 approved and on file.	
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		Dr. Mary Ann McCarthy EdD, CNS, PHN, Program Director has 80% release time 12 month FT position with Mary Sloper MSN, RN with 80% release time 12 month position to oversee both the Traditional and Accelerated tracks of the BSN 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.	X		Mary Sloper has served as ADON since Feb. 2015, she has been a part of Mount Saint Mary's University nursing department since 1976 and has served as ADON previously on two separate occasions from 1994-1997 and 2007-2010. She is knowledgeable and current regarding the Nursing program and its P&Ps. The current organizational chart depicts the chain of command and delegation of authority.	

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			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 2: TOTAL PROGRAM EVALUATION				
<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>	X		P&Ps are present in the Mount Saint Mary's University Catalogue, online on their website, and in the Nursing Student Handbook	
<p>(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.</p>	X		<p>Program evaluation is being performed but implementation of the evaluation is inconsistent. For example changes are made based on student/faculty/clinical suggestion, follow up data collection is not performed, and analysis of outcomes positive and negative have not been completed. Total faculty are not involved in this process due to multiple other demands on FT faculty.</p> <p>Recommendation: To develop a comprehensive Total Program Evaluation plan and develop a process to ensure systematic analysis and implementation are done consistently.</p>	
<p>SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances.</p>	X		<p>The Nursing program/college's grievance process is present in both the Nursing Student handbook and the College Catalogue. *2013 – 1, 2014 – 0, 2015 - 4 grievances have been filed since the last BRN visit.</p>	
<p>SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.</p>	X		<p>Mount Saint Mary's University BSN Nursing program Organizational chart clearly identifies relationships, lines of authority and channels of communication within the program, college administration and affiliated clinical agencies.</p>	

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	Compliance	Non-Compliance	COMMENTS
<p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>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.</p>		<p>X</p>	<p>The Nursing Department – The nursing department is located on two separate campuses. The Doheny campus is where the Accelerated BSN (ABSN) track is delivered and the Chalon campus is where the Traditional BSN (TBSN) track is delivered. Both campuses have comparable resources. The shared buildings/campuses that the nursing program uses has instructional spaces for theory, simulation, and lab. FT and PT faculty share offices and there is a space designated as a conference room. They have limited support staff available for the nursing student success and faculty administrative work.</p> <p>Campus Resources: <u>Library</u> - Program students, staff, and faculty have extensive nursing related library resources available in digital online formats. Digital resources can be accessed on and off campus 24/7/365. <u>Student services</u> - include financial aid, counseling, disabled student service, veteran services, tutoring, and more. Student Health Center and Psychological Services are available for students.</p> <p>Learning Resources: Contemporary technology (hardware, software, services, resources) is in place for all aspects of program delivery and support services. Kaplan Test Prep is currently available for all Nursing students throughout their program</p>

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	Compliance	Non-Compliance	COMMENTS
			<p>Skills/Simulation Lab: The lab is equipped with low and high fidelity mannequins, standard hospital equipment, and an automated medication dispensing unit</p> <p>Faculty: The program has a FT Director of Nursing with 80% release time, 20 FT faculty and 80 PT faculty. Faculty resources are inadequate to provide instruction and fulfill other faculty responsibilities to ensure effective delivery of the program as approved. The program has strong campus administration support when requesting new faculty but there are still open FT positions that they are having difficulty filling. The FT faculty are performing much of the administrative work related to clinical placement and covering other duties that take away from working on programic evaluation, record keeping, tracking of the implemented changes, and goal obtainment. Another area where it was identified that support staff was needed was in the area of student success. Currently all FT faculty are counseling, tutoring, and mentoring students who are struggling. Discussion around early identification, proactive intervention and support with a student success coordinator was discussed as a means to achieve greater student success.</p> <p>Noncompliance: Related Section: 1424(h) Refer to the section.</p> <p>Inadequate resources related to faculty, lab staff, program funding and supplies to meet program objectives.</p>
SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS			

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Compliance	Non-Compliance	COMMENTS
X		Signed and approved EDP-P-02 for all Faculty members and EDP-P-03 for the ADON and DON are on file. Changes have been reported to the board prior to employment; change in assignments, and after termination. The DON tracks and ensures that each faculty member's license is clear and active.
X		Full time and part time faculty members have primary responsibility in P&P development, planning, organizing, implementing and evaluating the program. This is demonstrated through P&P and job descriptions. Due to the ratio of FT to PT staff being 20:80 this has been an area that has not had the emphasis that is needed to properly evaluate student success, student and faculty attrition, programic needs including newly implemented curriculum and needed adjustments/changes, new faculty orientation, ongoing continuing education needs of faculty, difficulty maintaining currentcy, faculty burnout, robust lines of communication and follow up between FT and PT faculty.

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

APPROVAL CRITERIA

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	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area.</p> <p>Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p>		X	<p>BSN program FT = 20 PT = 80</p> <p>Traditional BSN option (100 students per year) FT = 15 – (4 open FT positions)</p> <p>I = 11 AI = 28 CTA = 0</p> <p>Accelerated BSN option (80 students per year) FT = 5 – (2 open FT positions)</p> <p>I = 10 AI = 20 CTA = 1</p> <p>100 Students are admitted each fall in to the TBSN track of the BSN program. 40 students in May and August (80 per academic year) are admitted in to the ABSN track of the BSN program.</p> <p>The faculty workload for fully implementing the program falls on the full time faculty (described in 1424(d)). The majority of the program work such as committee, evaluation, and planned changes are performed by the FT faculty, with this only being 25% of the faculty numbers, the addition of support staff for non-teaching related activities, such as documents for agencies, admission document reviews, and data collection activities for evaluation was identified by the faculty as being helpful for program improvement.</p> <p>Non-compliance: Insufficient number of FT faculty to support current total program enrollment.</p>
<p>SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.</p>	X		<p>Nursing organization chart, Job descriptions, and Nursing policies reflect the chain of command and a supervisory relationship.</p>

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			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
<p>SECTION 1425(c) An instructor shall meet the following minimum qualifications:</p> <ul style="list-style-type: none"> (1) The education requirements set forth in subsection (a) (1). (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: <ul style="list-style-type: none"> (A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing. 	X		Signed and approved EDP-P-02 for all Instructors are on file	
<p>SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:</p> <ul style="list-style-type: none"> (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: <ul style="list-style-type: none"> (A) One (1) year's continuous, full-time or its equivalent providing direct patient care as a registered nurse in the designation nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency. 	X		Signed and approved EDP-P-02 for all Assistant Instructors are on file	
<p>SECTION 1425(e) A clinical teaching assistant shall have at least one (1) continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years, as a registered nurse providing direct patient care.</p>	X		Signed and approved EDP-P-02 for all Clinical Teaching Assistants are on file	

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	Compliance	Non-Compliance	COMMENTS
<p>Section 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		<p>M/S: Charlene Gagliardi, Angela Taylor</p> <p>OB: Patty Melnick, Sarah Shealy</p> <p>Peds: Kathy Kelly, Gwen Kimball</p> <p>Psych/MH: Diane Vines, Leilani Ayala</p> <p>Geriatrics: Poonam Khare, Larry Lemos</p> <p>Content Experts meet qualifications that are specified by regulation in all areas.</p>
<p>Section 5: CURRICULUM</p> <p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	X		The program philosophy, conceptual framework, and objectives address all required curriculum elements.
<p>SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p>	X		See 1424(g)
<p>SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.</p>	X		The Nursing Program has an established orientation procedure that meets requirements. Discussion around follow up and continued mentorship with open lines of communication to ensure that new and part time staff are kept current with the program and student needs. Due to the overwhelming need of qualified faculty some orientation processes have been rushed.

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SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.	X		Clinical competence is maintained through current clinical practice and/or instruction. This is monitored and tracked by the DON and documented on the Report on Faculty in the self-study
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		The program is following the most current BRN approved curriculum. All curriculum revisions are consistently submitted for approval to the BRN prior to implementation.
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.	X		See 1424(a)
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas: (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.	X		The BRN approved curriculum meets all requirements 15 Week Semester Nursing: 51 Units (29.5 Theory, 21.5 Clinical) Total Units for Licensure: 83 Units Other Degree Requirements: 45 Units Total Units for Graduation: 128 Units
(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication.	X		Communication: 8 Units
(3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		Science: 24 Units

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SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics.. Instructional outcomes will focus on delivering safe, therapeutic, effective patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.	X		The approved BRN curriculum has all 5 required nursing areas with concurrent theory and clinical practice.	
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.			All required content elements are present in the program curriculum	
(1) nursing process;	X			
(2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;	X			
(3) physical, behavioral and social aspects of human development from birth through all age levels;	X			
(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;	X			
(5) communication skills including principles of oral, written and group communications;	X			
(6) natural sciences including human anatomy, physiology and microbiology; and	X			
(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X			

			COMMENTS
	Compliance	Non-Compliance	
<p>SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <ul style="list-style-type: none"> (a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following: <ul style="list-style-type: none"> (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements: <ul style="list-style-type: none"> (A) An active, clear license issued by the board; and (B) Clinically competent and meet the minimum qualifications specified in section 1425 (e); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor; (E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: <ul style="list-style-type: none"> (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; <ul style="list-style-type: none"> (1) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. (2) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. 	X		This program has established P&P and supporting documentation related to student preceptorships. BRN approved Mount Saint Mary's University BSN Faculty oversee and coordinate all preceptor experiences.- currently being taught out, this is the last Preceptor class – ends May 2016

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<p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</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 precetorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>	X		Faculty/student ratio for preceptorship is based on all required criteria per regulation.
<p>SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p> <p>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> <p>(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p>	X		The program is implemented in a Semester format and is compliant in this regulation's formula for units/instructional hours.
<p>SECTION 6: CLINICAL FACILITIES</p> <p>SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.</p>	X		Stated in P&P and clinical facility agreements.
<p>SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p>	X		See 1426.1

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SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board.	N/A		Not reviewed on this focused visit	
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.	N/A		Not reviewed on this focused visit	
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	N/A		Not reviewed on this focused visit	
SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X		Mount Saint Mary's University utilizes a Director of Clinical Placements and Nursing Clinical Placement Office for clinical sites. DON/ADON ensures accountability and oversight of this process. Other clinical sites are maintained due to longevity.	

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<p>SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:</p> <ol style="list-style-type: none"> 1) Acuity of patient needs; 2) Objectives of the learning experience; 3) Class level of the students; 4) Geographic placement of students; 5) Teaching methods; and 6) Requirements established by the clinical agency. 	X		Student to Teacher ratio is typically 1:10. Assignments are based on all required criteria and clinical facility request.	
<p>SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.</p>	X		This program has tools for evaluation of the student's academic progression for each course and is specific to the stated learning/performance objectives.	
<p>SECTION 7: STUDENT PARTICIPATION</p> <p>SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <ol style="list-style-type: none"> (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities. <p>SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS</p> <p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p>	X		<p>Students in each semester elect a class representative who works with faculty to present the general student feedback and input. The student representatives are invited to participate in the faculty meetings. Other opportunities for student involvement is with the CNSA, Alpha Tau Delta (ATD), Mount Saint Mary's University Sigma Theta Tau, and the VALOR program, . Each semester the student participates in multiple program evaluations including; clinical facilities, instructors, courses, and skills labs. These evaluations are reviewed, evaluated, and utilized in the decision making process.</p> <p>Evidence provided in the self-study and confirmed during the visit confirms multiple opportunities to share in their program review, P&P, and delivery.</p>	
<p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p>	X		<p>The 30 unit option is delineated in the program's BRN approved Required Curriculum EDP-P-06 and totals 26 semester units. Required content is consistent with that identified by regulation and includes instructional content to prepare graduates for competent performance in section 1443.5</p>	

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<p>SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.</p>	X		The DON provides objective counseling and evaluation for prospective students who inquire about this option.	
<p>SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may be fulfill the additional education requirement.</p>	X			
<p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.</p> <p>The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p>	X			
<p>SECTION 9: PREVIOUS EDUCATION CREDIT SECTION 1430 An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p>	X		P&P for previous credit evaluation is presented in the college catalogue. This is available in print and on-line.	

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<p>SECTION 10: LICENSING EXAMINATION PASS RATE STANDARD SECTION 1431 The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates.</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. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.</p> <p>(b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years.</p> <p>(c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.</p>		X	<p>NCLEX-RN pass rates are maintained above the minimum pass rate.</p> <p>2010 – 2011 76.54% 2011 – 2012 86.21% 2012 – 2013 85.94% 2013 – 2014 65.33% 2014 – 2015 60.56%</p> <p>1st qtr = 77.03% 2nd qtr = 77.78%</p> <p>Non-Compliance: NCELX pass rate <75% x 2 yrs</p>

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

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2.3

DATE: May 12, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval for MiraCosta College Associate Degree Nursing (ADN) Program

REQUESTED BY: Carol A. Velas, Nursing Education Consultant

BACKGROUND: A regularly scheduled continuing approval visit was conducted on March 15-16, 2016 by Carol A. Velas, Nursing Education Consultant. The program was found to be in full compliance with all rules and regulation of the Board of Registered Nursing. There are no recommendations given.

Sandy Comstock MSN, CNM, RN has been the Associate Dean of Nursing and Allied Health and the ADN Program Director since January 2007. She is supported by a stable faculty and Assistant Director, Sue Simpson MSN, RN and Department Chair, Rita Barden MSN, RN. Mrs. Comstock has oversight of three other allied health programs, each with their own Program Directors. Mrs. Comstock spends approximately 85% of her 100% administrative release time on the ADN Program.

MiraCosta College is one of 113 California Community College with two campuses, Oceanside and San Elijo. The ADN program resides on the Oceanside campus. The college services approximately 15,000 students in the surrounding communities of Northern San Diego County. The ADN Program was approved in 2006, initially as a LVN-RN Step-Up program and then began admitting generic students in 2010. Currently, 40 generic students are admitted annually (Fall and Spring semesters) with 20 LVN students admitted into a summer Role Transition course and then integrated into the third semester in the Fall. Total enrollment for this program is 100 students. Admission criteria for the generic RN program includes the Chancellor's approved multicriteria screening methodology which may reflect their low attrition (<10%) and high completion (>89%) rates. Employment of new graduates has followed the same pattern as other schools across the state during the recession; however, MiraCosta students engage in externships and are employed by local hospitals regularly.

Program resources are adequate and funded, in a large part, by grants. Dr. Sunny Cooke, College President, has committed to sustaining all current resources with a vision of expanding the enrollment and providing a new building for the Nursing Department in the near future. A \$3,000,000 endowment was recently accepted and bond funding is expected to aid in the building expense.

The program has been working on a major curriculum revision for the past year, recognizing that the current curriculum has not been updated since the initial program approval in 2006, except for a few minor changes. The program plans to submit the proposal in the near future.

MiraCosta College's ADN Program is well respected and valued by students, the faculty, and clinical affiliates. Student comments were positive, demonstrated commitment from the faculty and Program Director, and supported strengths in curriculum rigor and practical application in the clinical setting. Clinical partners stated they welcome student from MiraCosta College because they are well-prepared, hardworking, and respectful to patients and hospital staff. Faculty expressed their extreme appreciation for the leadership and commitment to programmatic philosophy, mission, and values by Mrs. Comstock. NCLEX 5-year pass rate average is 97.2%, well above the regulation of 75%.

NEXT STEPS:

Place on Board agenda.

PERSON(S) TO CONTACT:

Carol A. Velas, Ed.D, MSN, RN
Nursing Education Consultant

REPORT OF FINDINGS

**MIRACOSTA COLLEGE
ASSOCIATE DEGREE IN NURSING PROGRAM
CONTINUING APPROVAL VISIT
March 15-16, 2016**

NON-COMPLIANCE: NONE

MiraCosta College is in full compliance with all California Board of Registered Nursing rules and regulations.

RECOMMENDATIONS: NONE

**CONSULTANT APPROVAL REPORT
FOR CONTINUING APPROVAL REVIEW**

WORK COPY

PROGRAM NAME: MiraCosta College Associate Degree in Nursing Program

DATE OF VISIT: March 15-16, 2016

APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>SECTION 1: PROGRAM DIRECTOR/ASSISTANT DIRECTOR</p> <p>1425(a) The director of the program shall meet the following minimum qualifications:</p> <p>(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;</p> <p>(2) One (1) years' experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education, as determined by the board.</p>	X		<p>Sandy Comstock MSN, CNM, RN is the Associate Dean of Nursing and Allied Health at MiraCosta College and is the program director appointed by college administration on January 1, 2007.</p> <p>Mrs. Comstock holds a Master's Degree in Public Administration, a Master's degree in Family Health Nursing, and a National Certification in Nurse Midwifery.</p> <p>Prior to coming to MiraCosta, Mrs. Comstock was the Nursing Program Director at Southwestern College for seven years.</p> <p>Mrs. Comstock taught nursing for 14 years at both Imperial Valley and Southwestern Colleges and worked as a per diem CNM at Kaiser where she retired after 18 years.</p>
<p>1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p>	X		<p>Sue Simpson MSN, RN is the Assistant Director. Mrs. Simpson meets degree, teaching and direct patient care experience.</p>
<p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p>	X		<p>Mrs. Comstock's position is administrative with 100% release time. Besides administering the ADN and the LVN-RN Step-Up programs, Mrs. Comstock also has responsibility for three other allied health programs (CNA, LVN, and Surgical Technology), however, each program has their own director who report to Mrs. Comstock.</p> <p>Mrs. Comstock spends 85% of the 100% release time solely on the ADN and LVN-RN Step Up Programs.</p> <p>Rita Barden MSN, RN is the Department Chair and has 60% release</p>

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			time to assist in all nursing and allied health programs as well as maintain clinical placements through the San Diego Consortium. With the assistance of the Assistant Director and the Department Chair, Mrs. Comstock believes she has adequate time to administer the ADN and LVN-RN Step-Up programs.
1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.	X		Mrs. Simpson is the Assistant Director with 17% release time. She has 16 years of teaching and 30 years' experience as a registered nurse, caring for medial surgical and geriatric patients. The Assistant Director has direct reporting responsibilities to the Dean/Program Director for the administration of the nursing program and has the ability to assume the position of authority over the nursing program in the absence of the Program Director.
SECTION 2: TOTAL PROGRAM EVALUATION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X		Program policy and procedures are written and reflect the philosophy, institution, program, and course learning outcomes. Program policy and procedures appear in the published Student Handbook.
1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		There is a systematic total program evaluation plan that analyzes timely program completion, attrition, and NCLEX pass rates annually. Course and program online surveys are completed regularly by students, faculty, clinical affiliates, and employers. Analysis and action plans are written and reported regularly at faculty, curriculum, and advisory meetings. NCSBN Mountain Measures and ATI RN Predictor scores are reviewed and discussed at least annually. The California Community College Chancellors approved Multicriteria Screening admission process was implemented in Fall 2011 with 90% of cohort selection taken from screening process and 10% random selection taken from wait list.
1424(b)(2) The program shall have a procedure for resolving student	X		A formal grievance process is available to students and written in the College Catalog (pg. 345-347) and referenced in the Student Handbook (65). Six student grievances have occurred since the last

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grievances.			approval visit with resolution of all with the exception of one that is still under review. The college and program grievance process was used in all cases.												
1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.	X		College-wide and program specific organizational charts demonstrate clear levels of authority and lines of communication within the program, between the program and administration and between the program and clinical affiliates.												
1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.	X		A clear and comprehensive policy exists for obtaining credit for previous education in the College Catalog (pg. 24) and referenced in the Student Handbook (pg. 18).												
1431. Licensing Examination Pass Rate Standard The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive academic years. (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program	X		<p>MiraCosta College has historically experienced above standard NCLEX pass rates.</p> <table border="1" data-bbox="1266 1024 1997 1206"> <tbody> <tr> <td>2011-2012</td> <td>92.86%</td> </tr> <tr> <td>2012-2013</td> <td>100.00%</td> </tr> <tr> <td>2013-2014</td> <td>97.67%</td> </tr> <tr> <td>2014-2015</td> <td>100.00%</td> </tr> <tr> <td>2015-2016 (1st quarter)</td> <td>95.00%</td> </tr> <tr> <td>2015-2016 (2nd quarter)</td> <td>100.00%</td> </tr> </tbody> </table>	2011-2012	92.86%	2012-2013	100.00%	2013-2014	97.67%	2014-2015	100.00%	2015-2016 (1 st quarter)	95.00%	2015-2016 (2 nd quarter)	100.00%
2011-2012	92.86%														
2012-2013	100.00%														
2013-2014	97.67%														
2014-2015	100.00%														
2015-2016 (1 st quarter)	95.00%														
2015-2016 (2 nd quarter)	100.00%														

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
fails to maintain the minimum pass rate pursuant to section 2788 of the code.			
<p>1432. Changes to an Approved Program</p> <p>(a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:</p> <p>(1) Change in location.</p> <p>(2) Change in ownership.</p> <p>(3) Addition of a new campus or location.</p> <p>(4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p>	X		
<p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.</p>	X		<p>MiraCosta College's nursing program currently has 100 students enrolled in the ADN and LVN-RN Step Up Programs. Total yearly admissions into the program are 40 generic RN nursing students (20 in the Spring and 20 in the Fall semesters) with an additional 20 LVN Step Up students admitted in the summer and integrated into the second year of the program. The school has received over \$2,000,000.00 in grant funding over the past four years. Funding was</p>

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			<p>spent in part to augment nursing budget and capital expenditures. Discussion with College President resulted in her commitment to sustain all grant funded resources when funding is exhausted.</p> <p>Physical Space/equipment: The nursing department is located on the eastern portion of the campus in the Career and Technical Education School. The physical space for the nursing program has not changed since the last approval visit. The Program Director has a private office in the nursing department along with the full-time administrative assistance, one secretary, and one grant-funded hourly secretary clerk. There is a copy, fax, four computers, office supplies, refrigerator, staff lounge, and bathrooms in this office.</p> <p>Classrooms and Computer Lab: Classroom space continues to be adequate; however, the computer lab continues to be problematic as it is shared by all MiraCosta faculty creating inconsistent availability for nursing faculty who use the lab for ATI proctored testing. There are plans to request a computer lab through the program review process this year with a cost of approximately \$60,000.00.</p> <p>Nursing Laboratory: Since the last approval visit, the Nursing Skills Lab (4401) has been upgraded with 5 patient care work stations equipped with new beds, over-bed tables, privacy curtains; wall mounted mock suction/oxygen, and all necessary supplies and equipment to role model patient care.</p> <p>There is a fulltime (30hrs) faculty who coordinates the skills/sim lab with 1 full-time and 1 part-time instructional associate. Students shared that faculty assistance and equipment is sufficient, however, space is cramped. The lab is shared with other allied health programs.</p> <p>The simulation lab (4409) is a multifaceted learning environment for simulation. There are four high fidelity mannequins- one newborn, one pediatric, one OB, and one adult. There are three mid-fidelity mannequins operated by sim Pads, one virtual IV trainer and one Cardionics SAM II student auscultation mannequin. There are two patient care workstations that simulate acute care hospital patient units,</p>

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			<p>a control room and four computer stations. A Pyxis system with six computers/scanners allows medication simulation and patient electronic medical record charting using Simchart. A table and chair are available in the room for debriefing.</p> <p>Faculty offices: Faculty members share an office with one other faculty with one larger office that houses three faculty in cubicles. Office equipment for faculty includes telephones, desk, chair, file cabinet, book shelves, and computer/printer. Offices have adequate space and privacy for student conferencing. Conference rooms are available in the department and on campus if the need arises for complete privacy.</p> <p>Student resources: Ample student support includes counseling services, Disabled Student Programs and Services (DSPS), EOPS, Financial Aid, Food Pantry, Health Services, Career Center, Math Lab, Reading and Writing Center, Tutorial Center, Bookstore, Scholarship and Transfer Center and Intramural sports.</p> <p>Library: The physical library on campus includes a full spectrum of library services including writing center, math tutoring, student success workshops, small group study rooms and digital and print reference material and books. Nursing and stack resources and reference desk faculty material are current. The online library is available to all students with access to over 500 electronically delivered full text nursing periodicals.</p>
<p>SECTION 4:PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS:</p> <p>1425All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by</p>	X		<p>Director, Assistant Director and all faculty are approved.</p>

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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:			
1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	X		Full-time and available part-time faculty meets on a regular basis through faculty, curriculum, and advisory meetings to plan, organize, implement, and evaluate all aspects of the program.
1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	X		Faculty: 35 Faculty (excluding Program Director) Full-time=9, Part-time=26 Instructors=16, Assistant Instructors=16, CTAs=3 Non-faculty are used as Preceptors in capstone course
1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		Organizational chart demonstrates levels of authority and lines of communication between Program Director and Assistant Director. Lead instructors/course coordinators have supervision over assistant instructors and clinical teaching assistants who meet weekly using a variety of platforms (face to face, email, phone calls, and texts).
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	X		

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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.			
1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.	X		
1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.	X		
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	X		Qualified content experts are full-time and represented for Medical/Surgical, Obstetrics, Pediatrics, Psych/MH, and Geriatrics. Medical/Surgical: Rita Barden, Marti Essman, and Yvette Duncan Obstetrics: Julie Vignato

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<p>shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>			<p>Pediatrics: Julie Vignato</p> <p>Psych/Mental Health: Yvette Duncan and Sandra Hupperbauer</p> <p>Geriatrics: Sue Simpson and Rita Barden</p>
<p>SECTION 5: CURRICULUM</p> <p>1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	X		<p>The philosophy and conceptual framework was developed in 2006, prior to the ADN program's inception. The philosophy represents a consensus of nursing faculty beliefs in relation to nursing, its practice and instruction, people and the patient/clients that the graduates will serve, health, and students engaged in acquiring the skills and knowledge inherent in its practice. A person who continuously interacts on a reciprocal basis with society, family, community and the environment with individual integrity stemming from satisfaction of human needs is the conceptual framework and reflects the philosophy of the MiraCosta College's nursing program.</p> <p>In response to the Institute of Medicine's recommendations for quality of care and safety, the faculty developed a statement that states the Quality and Safety in Nursing Education competencies are integrated into the care the students of MiraCosta College's ADN program administer to their patients.</p> <p>Course objectives throughout the program consistently promote a smooth transition from simple to complex concepts and applicability to practice.</p> <p>Faculty members shared they have been working on a major</p>

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			curriculum revision for the past year and hope to submit it to the BRN for approval in the near future.
1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X		Faculty members participate in decisions as a whole with the guidance of content experts for curricular matters.
1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.	X		Full-time and Associate faculty (part-time/adjunct) have a formal orientation process which includes meeting with the Department Chair, Program Director or Assistant Director, and HR to review department information. Each receives student and faculty handbooks and college requirements. Faculty orientate to the facility they will be assigned to for clinical.
1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference.	X		Faculty report (EDP-P-10a) provided in Self Study support clinical competency of each faculty.
1426(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		Since the last approval visit, minor curriculum revisions have been submitted and approved by the Board.
1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.	X		The curriculum includes the Nursing Process, safety and communication skills, clinical reasoning, management and teaching skills as a provider and manager of care as well as caring/relationship skills and individual growth as a member of the discipline. Faculty member's goal is to submit a major curriculum revision in the near future; they have been working on this for the past year.
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	X		Content for Licensure: 61.5 semester units Other Degree requirements: 7 semester units

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p>			<p>Graduation: 68.5 semester units 16 week semester</p> <p><u>Total Nursing units-38.5 semester units</u> Total Theory: 20.5 units Total Clinical: 18.0 units</p> <p><u>Communication units-7.0 semester units</u> Comm101 Oral Communication 3.0 units Eng100-Composition and Reading 4.0 units</p> <p><u>Related Sciences-16.0 semester units</u> Bio210 Human Anatomy 4.0 units Bio220 Human Physiology 4.0 units Bio230 Fundamental of Microbiology 5.0 units Psyc101, Psyc121, Psyc103, or Soc101, Soc102, or Soc110 Choose one course-3.0units</p>
<p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.</p>	X		<p>Medical/surgical, geriatrics, and Psych-Mental Health theory and clinical courses are all taught concurrently.</p> <p>Obstetrics theory content is taught in the first 4 weeks of the semester with Pediatrics theory content taught in the second 4 weeks. Students are placed in both obstetrics and pediatric clinical sites at the beginning of the semester. Although this is not an optimal situation, pediatric clinical space in San Diego County is critically impacted leaving little to no schedule changes. Students participate in pediatric simulation in the first four weeks and also care for pediatric patients in their operating room rotation during this semester. The program evaluates student progress in ATI Pediatric exams and NCSBN Mountain Measures where students regularly score above the norm.</p> <p>Students participate in skill acquisition and simulation. The faculty, at</p>

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			large, is very innovative with simulation including the "dry run" experience for first semester students to prepare them for their first day in the hospital setting. Volunteers from the college and community take on the role of elderly patient diagnosed with cerebral vascular accident (stroke) with students completing total care, assessment, medication administration, transfer to wheel chair, and documentation. Other simulation scenarios are integrated throughout the curriculum, advancing from simple to complex including a Mock Code Blue.
<p>1426(e) The following shall be integrated throughout the entire nursing curriculum:</p> <ul style="list-style-type: none"> (1) The nursing process; (2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) Physical, behavioral, and social aspects of human development from birth through all age levels; (4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) Communication skills including principles of oral, written, and group communications; (6) Natural science, including human anatomy, physiology, and microbiology; and (7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness. 	X		All elements integrated into courses as reflected in syllabi.
<p>1426.1. Preceptorship A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p>	X		Written policies and procedures in Preceptorship Syllabus meet all regulatory requirements. Faculty members chose Preceptors following a prescribed criteria and qualifications including licensure. Faculty provide an orientation and meet regularly with Preceptee/Preceptor during the preceptorship. Preceptor files are kept in the department administrative office as evidenced by exhibits reviewed during visit.

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<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 include 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 the relief preceptor that include the following requirements:</p> <p>(A) An active, clear license issued by the board;</p> <p>(B) Clinically competent, and meet the minimum qualifications specified in section 1425(e);</p> <p>(C) Employed by the health care agency for a minimum of one (1) year; and</p> <p>(D) Completed a preceptor orientation program prior to serving as a preceptor.</p> <p>(E) A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off.</p> <p>(4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:</p> <p>(A) The frequency and method of faculty/preceptor/student contact;</p> <p>(B) Availability of faculty and preceptor to the student during his or her preceptorship experience;</p> <p>1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.</p> <p>2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.</p> <p>(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</p>			

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student with input from the preceptor; (6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and (7) Plan for an ongoing evaluation regarding the continued use of preceptors. (c) Faculty/student ratio for preceptorship shall be based on the following criteria: (1) Student/preceptor needs; (2) Faculty's ability to effectively supervise; (3) Students' assigned nursing area; and (4) Agency/facility requirements			
1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.	X		MiraCosta College's ADN and LVN-RN Step-Up Programs have a 16.5 week semester compressed into 16 weeks with 1 unit of theory equaling 1 hour of instruction and 1 unit of clinical equaling 3 hours of instruction. Seventy-five percent of clinical hours are spent in direct patient care.
SECTION 6 CLINICAL FACILITIES 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program	X		Clinically competent and BRN approved faculty have clinical supervision of MiraCosta College's nursing students.
1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.	X		Non-faculty is used in the Preceptorship clinical practicum. Policies and procedures are well defined and kept in the Preceptorship Handbook.
1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program	X		

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must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board.			All clinical agencies are approved by the BRN.
1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X		Written objectives are provided to all clinical sites. Objectives were found in binders on the Medical/Surgical and Psychiatric units at Palomar Hospital. Inter-agency meetings occur at least annually.
1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program	X		Written contracts are available for all clinical sites and meet regulatory requirements.
1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X		Contracts and EDP-P-14 forms are bound and kept in the program's administrative office as evidences by exhibits reviewed during visit.
1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs;	X		Faculty/student ratio is reported as 1:8 which is supported by the clinical agencies. The medical/surgical clinical rotation scheduled during approval visit had 8 students of which 4 were in their Preceptorship, 1 student was in the ICU and 3 students cared for

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(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.			patients on the unit.
1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.	X		Clinical evaluation tools are available for each clinical course that supports the conceptual framework including role of the nurse as provider and manager of care and nurse as a member of the discipline.
1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.	X		Students are encouraged and welcome to participate in aspects of the nursing program. Students chose a class representative that attends faculty and advisory meetings regularly. Information is brought back and reported to each class. Students participate in course, instructor, facility, resources, and program evaluation at the end of each semester. Students also participation in the National Student Nursing Association (NSA). Members of the NSA provide a peer mentoring program.
Section 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTIONS 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	X		MiraCosta College has two options for the LVN. The LVN-RN Step-Up program is an advanced placement where accepted students take a summer RN Transition course and then are integrated into the third semester. The second option is the LVN 30unit non-degree option.
1429(b) The school shall offer objective counseling of this option and	X		All LVN 30 unit option students meet with the Program Director who gives them objective counseling to determine what program meets

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<p>evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken</p>			<p>the needs of the individual LVN.</p>												
<p>1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p>	<p>X</p>		<p>Students complete Physiology and Microbiology with labs. Nursing courses consist of advanced medical/surgical, psych/mental health, geriatric nursing, and nursing management with content including intervention in acute, preventive, supportive, and rehabilitative nursing and teaching.</p> <p>Nursing Units</p> <table data-bbox="1260 812 1827 925"> <tr> <td>Advanced M/S (N280, N281, N283)</td> <td>14.5units</td> </tr> <tr> <td>Psych/Mental Health (N283)</td> <td>3.5units</td> </tr> <tr> <td>Geriatrics (N281)</td> <td>(6.5units)</td> </tr> <tr> <td>Man/leadership (N284)</td> <td>1.5units</td> </tr> </table> <p>Science Units</p> <table data-bbox="1260 958 1827 1015"> <tr> <td>Physiology (Bio220)</td> <td>4.0units</td> </tr> <tr> <td>Microbiology (Bio230)</td> <td>5.0units</td> </tr> </table> <p>Total units 28.5units</p>	Advanced M/S (N280, N281, N283)	14.5units	Psych/Mental Health (N283)	3.5units	Geriatrics (N281)	(6.5units)	Man/leadership (N284)	1.5units	Physiology (Bio220)	4.0units	Microbiology (Bio230)	5.0units
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BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2.4

DATE: May 12, 2016

ACTION REQUESTED: Vote On Whether To Recommend Continuation of Approval for Rio Hondo Associate Degree Nursing Program (ADN)

REQUESTED BY: Badrieh Caraway, Nursing Education Consultant

BACKGROUND: Deborah Chow, MSN, RN, Dean Health Science and Nursing was appointed as the Nursing Program Director on 7/06/2015. Gail Biesemeyer, MSN, RN, Professor, Assistant Director was appointed on 8/19/2002.

A regularly scheduled continuing approval visit was conducted on March 15 & 16, 2016 by Nursing Education Consultants Laura Shainian, and Badrieh Caraway. The program was found to be in non-compliance in two areas, CCR Section 1424 (b) (1) :Total Program Evaluation Plan, and CCR Section 1426.1(b) (6): Preceptorship, and four recommendations were given in CCR SECTION 1426(b) - Curriculum, CCR Section 1424 (d) Sufficiency of Resources, CCR Section 1424(e) Program Director /Assistant Director release time, and CCR Section 1424(g) Faculty responsibility .The areas of non- compliance and recommendations are detailed in the Report of Findings and the Consultant's Report.

The program's director and faculty immediately responded to the areas of non- compliance and to the recommendations, as summarized in the attached progress report. The program has submitted a progress report on April 11, 2016, addressing the two areas of non-compliance and the four recommendations, as summarized in the attached report. The total evaluation plan has been reviewed, and revised in July of 2015, and plan is in place for the full implementation of the Systematic Evaluation Plan (SEP); preceptorship records are tabulated and the preceptor training guide was revised and is currently being utilized. Since the time of this visit, the assistant director release time was increased from 10% to 30%.This increase will take effect in July 2016 and is paid for with district funds. The college wide planning process is in progress to insure that grant funded resources will be available with district funding, if the grant funds are no longer available. The faculty are currently working on revising the curriculum to fully integrate QSEN competencies throughout the curriculum. The program is now in compliance in these areas.

At the time of the visit, a total of 185 students were enrolled in the Rio Hondo college nursing program. Currently, students are admitted twice a year (40 in spring and 40 in the summer). These 80 students will join together in the fall which creates a large cohort. The majority of nursing classes are offered once a year. Limiting course offering creates an issue when students have to drop and repeat the course. Student must wait one year, provided space availability. Faculty recognize that offering of all courses once a semester will be more beneficial for the returning students and plan is in progress to address this issue.

Since the last visit on 7/06/2015, the new dean/ program directors have been appointed, and one minor curriculum revision was submitted.

A total of 22 faculty (excluding the director) are teaching in the Rio Hondo nursing programs (10 full -time and 12 part-time faculty members). In a well-attended meeting, the majority of full-time faculty expressed a great satisfaction with the new Dean /Nursing Program Director's support, encouragement and guidance with their involvement in all aspects of program improvement. The faculty work through divisional committees for program administration, curriculum, admission, retention and student activities. All faculty are members of the Health Science and Nursing Faculty Committee. Part-time faculty members participate via committees, team meetings and other forms of departmental communication policies, procedures impacting program improvement.

Simulation was increasingly integrated in all courses since 2010, without any additional resources. In fall 2015, the college approved one new full-time faculty to replace Pam Boyd, MSN, RN who will have 100% release time to be a new Simulation Coordinator; she also assists with students' remediation.

Additionally, faculty raised concerns with lack of sufficient administrative support staff. The college administration is well aware of the department's need to hire a full- time simulation coordinator for the simulation /skills labs , as well as the need for additional support staff to assist with the day-to-day operation of the nursing program to achieve program goals, including full implementation of the total program evaluation plan/ Systematic Evaluation Plan (SEP). Meetings were held with students of all levels; they all conveyed a high level of satisfaction with their many opportunities for involvement with program review and change recommendations. The students praised the program director and their faculty for their high level of dedication, commitment and support for their ongoing success.

Current NCLEX pass rate for the Rio Hondo College (RHC) Nursing Program ranged from 89.90 % (2011-2012) to 92.11% (2015-2016). The RHC Nursing Program prides itself on serving students from culturally and ethnically diverse backgrounds as reflected in the philosophy.

The program maintains close relationship with the community, and their graduates are in high demand by the hospitals in the area.

NEXT STEPS: Place on Board agenda.

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

Report of Finding

Rio Hondo College Associate Degree Nursing Program

Visit Dates: March 15 & 16, 2016

Non- Compliance(s):

CCR Section 1424 (b) (1) Total Program Evaluation Plan

- The program does not demonstrate evidence of full implementation of the program evaluation plan over the past five years involving all areas identified (including attrition and retention of students, and performance of graduate in meeting community needs).
- The program lack documentation of data review, analysis, action plan, and continuing monitoring process for program improvement.

CCR Section 1426.1(b) (6) 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:

Related Section: CCR Section 1426.1(b) (6); Preceptorship

Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and Plan for an ongoing evaluation regarding the continued use of preceptors.

- The program does not have over the past five years records available to demonstrate documentation and or maintenance of all current preceptors, registered nurse licenses, and dates of preceptorship orientation. There were no records of preceptor orientation available at the time of the visit. The program relies on the facilities to maintain current records on their preceptors and to provide a hospital- based preceptor training course.

Recommendation:

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

- Consider for future budgetary provision, sustaining funding by the college for grant funded programs, particularly, the full time faculty positions and supporting staff to ensure students success and retention.

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

- Evaluate the prelicensure nursing program director and assistant director roles with consideration of existing and future additional duties to determine whether allotted release time allows adequate time for management of grants, implementation of total program evaluation, and administration of the program.

CCR- Section 1426(b) Curriculum-The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.

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

CCR- 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.

- Develop and implement a system for maintaining separate summary reports of the ADN program's committee meetings minutes demonstrating faculty participation in the development of policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>SECTION 1: PROGRAM DIRECTOR/ASSISTANT DIRECTOR</p> <p>1425(a) The director of the program shall meet the following minimum qualifications:</p> <p>(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;</p> <p>(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education, as determined by the board.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>Deborah Chow, MSN, RN, Dean Health Science and Nursing was appointed to the position 7/ 06/2015.</p>
<p>1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p>	<p>X</p>		<p>Gail Biesemeyer, MSN, RN, Professor, Assistant Director was appointed in 8/ 19/2002.</p>
<p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p>	<p>X</p>		<p>The director has 100 % time to manage all programs. 70% for ADN program. She is responsible for the Vocational Nursing, Certified Nursing Assistant, Acute Certified Nursing and Home Health programs. Program director stated and reported (self-study report) that there is not enough release time to manage the ADN program and fully implement total evaluation plan.</p>

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			<p>The assistant director has 10% release time to manage the ADN program administration and 30% to manage other grant duties. The request was submitted to the district to increase assistant director's release time from 10% to 20% for administration of the ADN program, as grant funds may not always be available. There was no additional release time during this visit.</p> <p>Recommendation: Evaluate the nursing program Dean/Director and Assistant Director roles with consideration of existing and future additional duties to determine whether allotted release time allows adequate time for management of grant, implementation of the total program evaluation and administration of program.</p>
<p>1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.</p>	<p>X</p>		<p>Gail Biesemeyer, MSN, RN, Professor, Assistant Director.</p>
<p>SECTION 2: TOTAL PROGRAM EVALUATION</p> <p>1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p>		<p>X</p>	<p>Program policies and procedures are available to students in the college catalogue and in the Health Science Programs Student Handbook.</p>

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<p>1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.</p>		<p>X</p>	<p>Total Program Evaluation(Continued): Over the past five years attrition rate remains above 25% (2012=26.0% 2013=31.0% 2014= 19.0% and 2015=25.8%). Further analysis of data indicated 78% of those students exiting the program were due to academic failure while 22% were personal and financial issues. Several measure were taken to address both academic failures, as well as personal issues in hopes of improving student retention. In January 2016 using grant funds the program had offered several pre-semester workshops to students. Faculty will be analyzing the effects of these workshops on the attrition rate at the end of the spring 2016 semester. The program/graduate survey was traditionally collected at a specific event (graduation tea) held in honor of the graduates. The event was discontinued in 2012. No data was collected for the graduating classes of 2012, 2013, 2014, and 2015. The program has developed a new alumni survey in fall 2015 and plan to administer it to each graduating class 9 months after graduation. In March 2016 the survey will be sent to the May 2015 class. Self-Study report indicates that it was noted by the new Dean/ Director that for the past four years there were no program evaluation or Alumni survey. Employer surveys were conducted using various methods using various methods resulting in very low responses. Course Evaluations demonstrate ongoing satisfactory rate by students. Over the past five years, resource survey identified two areas of dissatisfaction with skills center hours and skills center equipment (need for more computers in the skills center). The skills center hours were expanded through grant funding. Utilization of these expanded hours was very low. After two years</p>

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		X	<p>the hours reverted back to original hours and today remain 8-4:30. District and grant funds were used to purchase updated equipment.</p> <p><u>Non-Compliance:</u> The program lacks evidence of adherence to Board policies and procedures in the areas of total program evaluation.</p> <ul style="list-style-type: none"> • The program does not demonstrate evidence of full implementation of the program evaluation plan over the past five years involving all areas identified (including attrition and retention of students, and performance of graduate in meeting community needs). • The program lacks documentation of data review, analysis, action plan, and continuing monitoring process for program improvement.
1424(b)(2) The program shall have a procedure for resolving student grievances.	X		There is a procedure to handle student grievances. Two formal grievances were filed in the last five years. In both incidents, the decision made through the formal grievance process was not over turned.

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APPROVAL CRITERIA	Compliance	Non Compliance	COMMENTS
<p>1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of</p>	X		<p>The organization chart was revised during this visit. There is an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and the clinical agencies.</p>
<p>1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p>	X		<p>Challenge options are available to qualified applicants with prior education and/or health care related experiences. The requirement for transfer policies are identified in the catalog. There is a process for review of transcripts to award credit for transfer students. Counselors provide information regarding transfer and challenge. College credit by examination policies and procedures allow students to receive up to a maximum of 12 units.</p>
<p>1431. Licensing Examination Pass Rate Standard The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board-approval visit will be conducted if a program exhibits a pass rate below seventy-five percent (75%) for first time candidates for two</p>	X		<p>Current NCLEX pass rate for RHC Program ranged from 89.90% (2011-2012) to 92.11% (2015-2016). Over the past five years the program demonstrates a consistent pattern of NCLEX success with first attempt pass rates of above 80 %.</p>

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<p>(2) consecutive academic years. (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to section 2788 of the code.</p>	X		
<p>1432. Changes to an Approved Program (a) Each nursing program holding a certificate of approval shall: (1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address. (2) Notify the board within ten (10) days of any: (A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program. (B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program. (b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include: (1) Change in location. (2) Change in ownership. (3) Addition of a new campus or location. (4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p>	X		

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<p>SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS: 1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p>	X		<p>Met with Mrs. Teresa Dreyfuss , Superintendent / President, Dr. Joanna Schilling, Interim Vice president Academic Affairs Mrs. Deborah Chow, Dean Health Science and Nursing / Program Director.</p> <p>Updated program faculty files reflect Board files.</p>
<p>1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p>	X		<p>The faculty work through divisional committees for program administration, curriculum, admission, retention and student activities. All faculty are members of the Health Science Nursing Faculty Committee. Part-time faculty members participate via committees, team meetings and other forms of departmental communication. There were no separate minutes or summary reports for the ADN program. There were divisional committee minutes and summary reports for the combined LVNs, and CNAs and other allied health groups. There is a need for developing separate summary reports of the ADN program.</p>

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			<p>Recommendation: Develop and implement a system for maintaining a separate summary reports of the ADN program meetings minutes demonstrating faculty participation in the development of policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p>
<p>1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p>	X		<p>Report On Faculty forms were revised during this visit to meet the BRN rules & regulations. The program has 22 faculty excluding the Dean. Ten (10) are full-time and 12 are part-time. Qualified content experts are represented for each of the five major content areas. Preceptors are used for the Leadership & Management in Nursing (ADN 254).</p>
<p>1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.</p>	X		<p>The updated organizational chart and reports of the director and faculty support that this structure is being followed.</p>
<p>1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); and (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that</p>	X		<p>There are 13 Instructors who meet requirements for this classification.</p>

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demonstrates clinical competency; and (3) Completion of at least one (1) years' experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.			
1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.	X		There are 9 Asst. Instructors who meet requirements for this classification.
1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.	X		There are no clinical teaching assistants.

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<p>1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		<p>Content experts are Full-Time faculty: P/MH : Gail Biesemeyer Pediatrics: Kathy Hannah Obstetrics: Gail Modyman Gerontology: Catherine Page Medical/Surgical: Suzanne Tang All content experts meet the BRN qualifications and requirements.</p>
<p>SECTION 5: CURRICULUM</p> <p>1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	X		<p>The philosophy/Unifying theme uses the concepts of: Individual-unique biopsychosocial being, member of society; holistic being; Health and Illness; Nursing; and Society. Nurse assists individual to maintain or regain optimum health. Core component of the role of the nurse: planner of care; provider of safe and skilled care; communicator; client teacher; and member of profession. Teaching /learning strategies embrace student centered competency-based instruction. Three levels of objectives are described and Student Learning Outcomes are developed.</p>

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1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X		Faculty participate via the committee structure. Each course consists of a lead Instructor and other full -time and part -time faculty. Subcommittee (Teaching Teams) meets and reports their findings to the Faculty Committee (including all faculty).
1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.	X		Faculty expressed a great satisfaction with new Dean /Nursing Program Director's support, encouragement and guidance with their involvement in all aspects of the program improvement. Some faculty members have reported an increase in their involvement in various committees and participation in the development of policies, procedures impacting program improvement.
1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference.	X		
1426(a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		The last minor curriculum revision was in February 2016. Last major curriculum revision was in April 2001.

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<p>communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p>			<p>Science Units required = 19</p>
<p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.</p>	<p>X</p> <p>X</p>		<p>Theory and clinical are concurrent.</p>
<p>1426(e) The following shall be integrated throughout the entire nursing curriculum:</p> <p>(1) The nursing process;</p> <p>(2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;</p> <p>(3) Physical, behavioral, and social aspects of human development from birth through all age levels;</p> <p>(4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines;</p> <p>(5) Communication skills including principles of oral, written, and group communications;</p> <p>(6) Natural science, including human anatomy, physiology, and</p>	<p>X</p>		

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<p>1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula: (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p>	X		<p>The nursing program is on a 16 week semester system.</p> <p>1 Theory unit = 1 hours; 16 week semester = 16 hours 1 Clinical unit = 3 hours; 16 week semester = 48 hours</p>
<p>SECTION 6 CLINICAL FACILITIES 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program</p>	X		<p>Clinical faculty supervises only students enrolled in the ADN program.</p>
<p>1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p> <p>1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board.</p>	X X		<p>Non-faculty members are used in preceptorship program and other special areas, such as clinical and community service agencies.</p> <p>Program utilizes Board approved clinical agencies.</p>

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1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X		
1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program	X		Program maintains contracts with approved clinical facilities.
1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X		Clinical agency contracts have implemented CCR Section 1427(c) requirements.

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<p>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.</p>	X		<p>Ratio used for faculty to student is 1:10; it varies when facility requires different ratio.</p>
<p>1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.</p>	X		<p>Clinical Evaluation form is standardized and reflects course objectives.</p>
<p>1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.</p>	X		<p>Student representatives are selected. Students attend faculty meetings. The nursing department maintains an open- door policy for informal communication. Students provide feedback through evaluations of courses, clinical and other surveys. Students are involved with several student organizations such as NSNA, and are encouraged to attend conferences, form a student council, and participate in legislative opportunities such as RN lobby day in Sacramento. The student representatives are invited to attend monthly faculty meetings. If the students cannot attend, they can provide their feedback or concern by email or phone. Students validated that they are provided opportunities to give feedback and are included in the program changes.</p>

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<p>Section 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTIONS</p> <p>1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p>	X		<p>The option and course requirements are contained in the college catalogue, student handbook and on curriculum guides.</p> <p>There are no students in the 30 unit option track at this time.</p>
<p>1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken</p>	X		<p>The Health Science Counselor is knowledgeable about the option requirements and reviews that this is a non-degree track with program applicants.</p>
<p>1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and</p>	X		<p>The option consists of 29.5 semester units.</p> <p>Courses are beyond the first year nursing courses and include required content areas.</p> <p>There is a process for review of transcripts to award credit for transfer students.</p> <p>Counselors provide information regarding transfer and challenge.</p>

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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.			



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MADELINE SHAPIRO

Response to Report of Findings from March 15-16, 2016

Non Compliance(s):

CCR 1424(1) Total Program Evaluation Plan

The program lacks evidence of adherence to Board policies and procedures in the areas of total program evaluation.

- The program does not demonstrate evidence of full implementation of program evaluation plan over the past five years involving all areas identified (including attrition and retention of students, and performance of graduate in meeting community needs).
- The program lacks documentation of data review, analysis, action plan, and continuing monitoring for program improvement

Response: The Program Evaluation Plan revised in 2010 consistently focused on attrition rate, NCLEX pass rate, resource survey, course evaluations, and clinical facility evaluations. The new Dean reviewed this plan in July of 2015 and found several areas of concern. Immediate measures were taken to correct these areas.

- The attrition rate was being calculated from the beginning of the students' second course in the program (ADN 150) and not from the beginning of the first course in the program (ADN 151). In July 2015 the data was recalculated to include the first course. This change in calculating the attrition rate resulted in a higher rate attrition than reported in previous years. The new data was provided to the NEC and to BRN in EDP-P-16. Every year the attrition rate is also reported to the faculty where by discussion and plans can be made.
- Another area of concern the Dean had was the lack of a program evaluation survey administered to graduating students. There was no evidence of a program evaluation survey being conducted since 2011. In collaboration with the faculty, a new program evaluation was designed and implemented. In efforts to capture data from the graduating students from May 2015, the on-line survey was sent out to all 83 graduates with a response rate of 26% reflecting 22 graduates. Results from the survey are attached. Beginning May 2016, this on-line Program Evaluation survey will be conducted on campus just prior to graduation. We are hopeful the response rate will be closer to 100%.
- Alumni (Graduate) surveys were also designed in fall 2015 and implemented in March 2016. This survey will be sent out to all graduates nine months after graduation. This survey seeks the Alumni's opinion on how well the program prepared them for their first job as a nurse. This survey is attached.
- Employer surveys were being conducted via several different methods with a poor response rate. Through faculty discussions and a collaborative effort, the survey was revised and the response rate has improved. The results reflected 76 new employees from five clinical agencies. The results of most recent survey conducted in March 2016 are attached.



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- The program kept thorough documentation of data, data analysis and action plans for all course evaluations, resource surveys, clinical facility surveys and NCLEX pass rates. This data was provided for the NEC at the time of the site visit. However, documentation of data review, analysis, action plan and continuing monitoring was missing for attrition rates, program evaluation surveys, alumni surveys, and employer surveys. All these important components of the total program evaluation were compiled and added to a newly created live rolling document called the Systematic Evaluation Plan (SEP) in July of 2015. The SEP is used to house data, data analysis, action plans, and continuing monitoring. Faculty responsible for surveys, attrition rates, report findings at faculty meetings where discussions take place and action plans are created. This information is entered into the SEP. The SEP was made available to the NEC's at the time of the visit and provided as part of the self-study report.

CCR Section 1426.1(b) (6) –Preceptorship

Maintenance of preceptor records that include names of all current preceptors, registered nurse license, and dates of preceptorship; plan for on-going evaluation regarding the continued use of preceptors.

- The program does not have over the past five years records available to demonstrate documentation and or maintenance of all current preceptors, register nurse license, and dates of preceptorship orientation. There were no records of preceptor orientation available at the time of the visit. The program relies on the facilities to maintain current records on their preceptors and to provide a hospital based preceptor training course.

Response: The program does maintain records of the preceptors. The Rio Hondo College Preceptor Grid was provided at the time of the site visit. (See attachment). The data is kept on an excel spreadsheet grid and maintained by the lead instructor for the preceptorship course. The information that was lacking was specific dates of orientation. The program will keep specific dates of orientation and has revised the excel spreadsheet for this spring semester. The Preceptor Training Guide was revised and is currently being utilized. An evaluation of the preceptor was added to the Preceptor Guide on page 13. Both the Preceptor Training Guide and the Preceptor Guide are attached for your review. The program does rely on hospital agencies to provide the instructors with a list of staff nurses meeting the requirements for preceptorship. The faculty verify that each preceptor meets the BRN requirements. Orientation of preceptors is conducted by the faculty and a Preceptor Guide is provided to each preceptor. Some facilities have their own preceptor course. If a preceptor has attended a preceptor course, then a modified orientation is conducted and a Preceptor Guide is provided.



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Response to Report of Findings from March 15-16, 2016

Recommendations:

Recommendations made by the NEC at the time of the site visit are being carefully considered. Since the time of the visit, Rio Hondo College has agreed to increase the ADN Assistant Director release time from 10% to 30%. This increase will take effect in July 2016 and is paid for with district funds. The ADN program will continue to utilize the college wide planning process to insure that if essential resources are no longer available with grant funds, essential resources can be made available with district funding.

The faculty is working on revising the curriculum and will continue to fully integrate QSEN competencies throughout the curriculum.

Lastly we are exploring ways to maintain separate ADN committees so that documentation is clear and concise.

Respectfully,

Deborah Chow MSN, RN
ADN Program Director
Dean of Health Science and Nursing
Rio Hondo College

BOARD OF REGISTERED NURSING

Education/Licensing Committee

Agenda Item Summary

AGENDA ITEM: 7.3.1

DATE: May 12, 2016

ACTION REQUESTED: Vote on Whether to Recommend Approval of Major Curriculum Revision for Simpson University (SU) Baccalaureate Degree Nursing Program (increased enrollment)

REQUESTED BY: Katie Daugherty, Nursing Education Consultant

BACKGROUND: Kristie Stephens is the Program Director and Dean of the SU School of Nursing (SON) consisting of the pre-licensure traditional undergraduate generic (TUG) BSN degree program and a post-licensure RN to BSN degree option. Ms. Stephens has been the program director since 2014. SU remains WASC and CCNE accredited. Annual program attrition rates remain in the range of 3-10%. Annual NCLEX pass rates for 2013/2014 are 95.45%; for 2014/2015 the rate is 100% and although two quarters of the 2015/2016 results are still pending the first two quarters of 2015/2016 the pass rate is at 80%.

The program's proposal for increased enrollment was initially presented at the January 14, 2016 ELC meeting. Based on the January 2016 meeting discussion including public comments from two of the three other nursing programs in the Redding/Yreka/Chico area the ELC committee requested the NEC conduct clinical site visits to SU's proposed clinical sites to re-verify the proposed SU expansion did not displace clinical placements used by other programs or adversely impact immediate or future placements because clinical agency staff would have "no break" from working with students.

During the January 2016 ELC meeting, the committee also requested the NEC attend a meeting (1/22/16) at Mercy Medical Center in Redding concerning cancellation of the OB clinical contract between a neighboring pre-licensure program, College of the Siskiyous(COS), and Mercy Medical Center Redding (MMCR). Both sets of activities have been accomplished and the SU proposal is being presented for approval consideration at this time.

In review, the proposed SU enrollment plan is to admit twice a year (Fall and Spring terms) instead of once a year (Spring-presently 30-32 students) beginning in Fall 2016. The proposed enrollment pattern is as follows:

- Fall 2016 admit 18 students; Spring 2017 admit 27 students;
- Fall 2017 admit 24 students; Spring 2018 admit 27 students;
- Fall 2018 admit 27 students; Spring 2019 admit 27 students;

From Fall 2018 forward, SU would admit up to 27 each Fall and Spring semesters. The total number admitted each term will include any re-entry/returning students or admissions to "back fill" vacant slots in a cohort. Please refer to the attached proposal documents for more detailed clinical placement information and schedules. Only pertinent proposal documents have been included in the packet due to the significant volume of proposal materials provided by SU. The

submitted materials indicate there is a sufficient applicant pool of pre-nursing and transfer students and resources to support the proposed enrollment plan.

Over the past several months since the January 2016 ELC meeting, the NEC conducted the requested face to face interviews with the 20 plus clinical sites that support SU implementation of the proposed increased enrollment pattern. BRN written clinical verification forms were also updated to ensure the most current information was in evidence.

The NEC clinical site visits and collected data evidence confirm each clinical facility's full support for SU's proposed increased enrollment and the planned clinical placement schedules. There is no evidence that SU is or will displace clinical placements for the other nursing programs. There is also no evidence the proposed SU expansion will negatively impact clinical agency staff based on NEC discussions with the clinical agency representatives during the site visits. Clinical agency representatives told the NEC agency leadership consistently and carefully considers the impact of any student clinical placements on staff at all levels of the organization before agreeing to any clinical placements/schedules. Agency representatives reported use of a variety of methods to assess immediate and long term impact and feasibility for any clinical placements, and most particularly the impact on unit level staff that will be working directly with the students each term. A few agencies mentioned changing agency priorities requires or may require all nursing programs be open, flexible and responsive possible shift schedule changes as needed in order to meet agency needs. Without exception, the clinical agencies visited reported high levels of satisfaction with the SU students, faculty supervision of students, planning/preparation for clinical assignments, the level of professionalism in relating to patients and agency staff and SU's effective, timely communication with the agencies. During two of the visits, at the request of the agencies, schedule adjustments were made by SU to accommodate unexpected and very recent agency leadership or facility changes.

Additionally, the NEC attended the 1/22/16 meeting at MMCR concerning the reconsideration of a clinical contract for OB placements between COS and MMCR. A week after the 1/22/16 meeting, MMCR notified COS in writing once again, that the clinical agency was unable to renew the COS contract for OB clinical placements for Spring 2017 because MMCR needed the day clinical slots that had been used by COS for its own Nurse Residency Program to replace retiring MMCR staff in OB. Subsequently, COS successfully secured a three years contract with a different acute care healthcare facility for suitable inpatient OB clinical placements to support full implementation of the COS nursing education program.

In summary, the written evidence and NEC interview data of the 20 plus clinical sites provide sufficient evidence that SU has identified/secured and accurately reported acquisition of sufficient resources to support approval of the requested increased enrollment pattern as described in the attached materials.

NEXT STEPS: Place on Board agenda.

PERSON TO CONTACT: Katie Daugherty, MN, RN,
Nursing Education Consultant
(916) 574-7685

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.2
DATE: May 12, 2016

ACTION REQUESTED: Vote on Whether to Recommend Approval of Major Curriculum Revision for San Joaquin Delta College (SJDC) Associate Degree Nursing Program (curriculum)

REQUESTED BY: Katie Daugherty, Nursing Education Consultant

BACKGROUND: Lisa Lucchesi, MSN, RN has served as the program director since January 2014. Ms. Lucchesi began teaching in the SJDC RN program in 2002.

San Joaquin Delta College is located in the Stockton area. SJDC graduated the first AD cohort in 1965 and has been continuously accredited by ACEN, a national nursing accreditation organization, since June 1969.

Total program enrollment at the present time is 193 students and program retention is 93%. The program admits 40 students twice a year. NCLEX annual pass rates for the last three years have been 92.16% for 2012/13; 85.87% for 2013/14; 79.38% for 2014/15 and for the first two quarters of 2015/16 are at 96.00%. An unofficial analysis of NCLEX pass rates for the December 2015 graduates shows a pass rate at 85%.

Ms. Lucchesi reports the lower NCLEX pass rate in 2014/2015 was affected by the program's admission of a cohort with lower TEAS admission scores and potential lack of follow through by students on necessary remediation activities as recommended by the faculty. The program faculty initiated immediate action by conducting a systematic review of program admission selection criteria, review/analyses of course and ATI testing across the curriculum, adherence to program grading and remediation policies. Much more comprehensive monitoring of student performance, testing results, and student remediation activities in every course each term is done by the faculty.

Over the last couple of years the program faculty has been working on an in-depth curriculum review to identify and eliminate unnecessary content redundancies without adversely impacting program outcomes and while achieving compliance with ACEN's curriculum units requirements as well as AB 1295 and SB 1440 expectations for streamlining associate degree nursing units and degree requirements. Toward that end, the following changes are being proposed for implementation effective Fall 2016 as outlined here and described in the attached agenda item documents:

- Change the eight nursing core courses NURS AD 001/1L, N002/2L, N 004/4L, N005/5L, N006/6L, N007/7L, N008/8L, and N009/9L back to courses with theory and clinical course components in a single course; renumber these courses as NOO1, N002, N004,

N005, N006, N007, N008, N009 without any significant content changes. This change also ensures the nursing program curriculum is consistent with the SJDC institutional course repeatability policies.

- Decrease the total nursing theory units from 20 to 18 units and the total clinical units from 20.5 to 18 units; total nursing units will be 36.5 instead of 40.5 units.
- Eliminate (N003ABC Pharmacology course series-totaling 3units); as careful curriculum analyses indicates requisite Pharm content is already well integrated throughout the existing eight nursing core courses.
- Increase the nursing theory units in NOO 1 Fundamentals and N002 by .5 units each; an increase from 2 units to 2.5 units in each course and the total course units will total 5 units instead of 4.5 units.
- Decrease the total clinical course units in N004, N005 N007 and N009 by 0.5 units each:
- Require FCS019 Human Development (3 units) instead of the stand-alone FCS006 Nutrition course (3 units) since the curriculum review shows requisite nutrition content is already well integrated in the eight core nursing courses.
- Change the required Math course to accept either the 4 unit Math092G or Math12; this change reduces the total science CRL units from 26-28 to 26-27 units.
- Change the Written English requirement to accept English OO1A, or IB or ID.
- Require Sociology IA instead of Sociology IA or IB.
- Change the other degree units to 6 units instead of 6-9 units and update the list of acceptable courses to meet the current institutional graduation requirements.
- Change total CRL units from 72.5-74.5 to 68.5-69.5 and the total units for graduation from 78.5-83.5 to 74.5-75.5 units.
- Update CRL and TCP forms to reflect the above changes and include the LVN to RN advanced placement required 3 units course, HS043, and the requirement for Chem03A or its equivalent for the prerequisite science courses.

NEXT STEPS:

Place on Board agenda.

PERSON TO CONTACT:

Katie Daugherty, MN, RN
Nursing Education Consultant
(916) 574-7685



San Joaquin Delta College

April 12, 2016

Katie Daugherty
Board of Registered Nursing
1747 North Market Boulevard, Suite 150
Sacramento, CA 95834

Dear Consultant Daugherty,

The purpose of this letter is to request your review of the proposal for a major curriculum change. The following is an account of the activities of the San Joaquin Delta College nursing faculty regarding curriculum review and proposed changes.

In October, 2014, faculty participated in a two day workshop to re-evaluate the entire curriculum. A thorough curriculum analysis was completed which included evaluation of course content, sequencing of learning activities and overlap/redundancy for every course within the curriculum. The faculty worked to level content in each course, removed undesired redundancies, addressed areas of inconsistencies and aligned the courses within the curriculum. A vote for approval of the proposed curriculum was taken with 12 members present – all voted “yes” in favor of the changes.

There are multiple reasons for this major change. Among them are the following:

The following is the rationale for the curriculum changes:

1. ACEN visit (February, 2014) Report of an area of noncompliance with the Curriculum Standard, specifically the number of credit hours and length of time required to complete the program are not congruent with national standards and best practices.
2. In order to meet anticipated regulations of AB 1295 and SB 1440 the faculty worked with consultants to respond to the need to reduce units.
3. Faculty identified the need to combine the theory and clinical courses to meet college policy on course repeatability. Student must pass both theory and clinical to progress in the program.

There were multiple changes that were made, the following is a summary of the changes:

1. There was no change to the sequence of the nursing courses
2. The nursing units were reduced from 40.5 to 36.5 units.
3. The math course units were reduced from 4 to 5 units.
4. Theory and clinical were combined into one course to ensure program completion.
5. Through the analysis of the curriculum it was determined that the pharmacology content was embedded within the courses and units were redistributed.
6. Nutrition content was already embedded in course content therefore Human development has been made a prerequisite to meet requirements of licensure.
7. Nursing Synthesis, HS 043 course is required for all upgrades.

We are looking forward to the review of these proposed changes by the BRN. If these changes are approved, it is anticipated that the new curriculum would be implemented in the Fall of 2016. Thank you for your guidance.

Sincerely,

Lisa Lucchesi
Director Health of Sciences

5151 Pacific Avenue Stockton, California 95207

San Joaquin Delta College

Associate Degree Nursing Program

OVERVIEW OF COURSES – COMPARISON CURRENT AND PROPOSED CURRICULUM

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5. Through the analysis of the curriculum it was determined that the pharmacology content was embedded within the courses and units were redistributed.
6. Nutrition content was already embedded in course content therefore Human development has been made a prerequisite to meet requirements of licensure.
7. Nursing Synthesis, HS 043 course is required for all upgrades.

San Joaquin Delta College
Associate Degree Nursing Program

SEMESTER 1		
CURRENT COURSE	PROPOSED COURSE	CHANGES
<p>NURSADN 001 – Fundamentals of Nursing Practice (2.0 units) NURSADN 001L- Fundamentals of Nursing Practice Lab (2.5 units)</p>	<p>NURSADN 001 – Fundamentals of Nursing Theory – 2.5 units Clinical - 2.5 units (5.0 units)</p>	<p><u>Semester Changes</u> Semester changes - NURSADN 001/001L as well as 002/002L become one combined course and units increase 0.5 each. Combine theory and lab to make one course, which are both required to move forward in the program. NURSADN 001 - Addition of 0.5 units to include introduction to pharmacology. - Introduction to Nursing Pharmacology</p> <ol style="list-style-type: none"> 1. Basic Principles of Medication Administration 2. Safe Medication Administration and Error Prevention 3. Dosage Calculation – Dimensional Analysis 4. Pharmacokinetics and Routes of Administration 5. Adverse Effects, Interactions and Contraindications 6. Introduction to Parenteral Therapies <p>NURSADN 002 - Addition of 0.5 units to include parenteral/IV management.</p>
<p>NURSADN 002 – Introduction to Med/Surg Nursing (2.0 units) NURSADN 002L – Introduction to Med/Surg Nursing Lab (2.5 units)</p>	<p>NURSADN 002 – Introduction to Medical-Surgical Nursing Theory - 2.5 units Clinical - 2.5 units (5.0 units)</p>	<p>NURSADN 002 - Addition of 0.5 units to include parenteral/IV management.</p>
<p>NURSADN 003A – Introduction to Medication Administration for Nursing practice (1.0 units)</p>	<p>* Remove NURSADN 003A – Introduction to Medication Administration for Nursing practice (1.0 units)</p>	<p>* Elimination of the pharmacology course was due to the fact that the review of content revealed the pharmacology content was well integrated throughout the curriculum</p>

San Joaquin Delta College

Associate Degree Nursing Program

<p>Total = 10 units</p>	<p>Semester Total = 10 units</p>	
<p style="text-align: center;">SEMESTER 2</p>		
<p>CURRENT COURSE</p>	<p>PROPOSED COURSE</p>	<p>CHANGES</p>
<p>NURSADN 004 – Maternal, Newborn and Reproductive Health Nursing (2.0 units) NURSADN 004L - Maternal, Newborn and Reproductive Health Nursing (2.5 units)</p>	<p>NURSADN 004 – Reproductive, Maternal and Newborn Health Nursing Theory – 2.0 units Clinical - 2.0 units (4.0 units)</p>	<p><u>Semester Changes:</u> NURSADN 004/004L as well as and 005/005L combined to one course and both reduced 0.5 units. Combine theory and lab to make one course, which are both required to move forward in the program. NURSADN 004 - 0.5 units were removed due to decreased patient census and limitations of the numbers students per unit.</p>
<p>NURSADN 005 – Infancy Through Young Adult Nursing (2.0 units) NURSADN 005L – Infancy Through Young Adult Nursing (2.5 units)</p>	<p>NURSADN 005 – Infancy Through Young Adult Nursing Theory - 2.0 units Clinical - 2.0 units (4.0 units)</p>	<p>NURSADN 005 - 0.5 units were removed due to decreased patient census and limitations of the numbers students per unit.</p>
<p>NURSADN 003B- Intermediate Medication Administration for Nursing practice (1.0 units)</p>	<p>* Remove NURSADN 003B – Intermediate Medication Administration for Nursing practice (1.0 units)</p>	

San Joaquin Delta College

Associate Degree Nursing Program

<p>Total = 10 units</p>	<p>Semester Total = 8 units</p>	
SEMESTER 3		
CURRENT COURSE	PROPOSED COURSE	CHANGES
<p>NURSADN 006 – Intermediate Medical-Surgical Nursing (2.0 units)</p> <p>NURSADN 006L – Intermediate Medical-Surgical Nursing (2.5 units)</p>	<p>NURSADN 006 – Intermediate Medical-Surgical Nursing</p> <p>Theory - 2.0 units Clinical - 2.5 units (4.5 units)</p>	<p><u>Semester Changes:</u></p> <p>NURSADN 006/006L as well as 007/007L combined to one course.</p> <p>Combine theory and lab to make one course, which is required to move forward in the program.</p>
<p>NURSADN 007 – Neuro-Psychiatric Nursing (2.0 units)</p> <p>NURSADN 007L - Neuro-Psychiatric Nursing (2.5 units)</p>	<p>NURSADN 007 – Neuro-Psychiatric Nursing</p> <p>Theory - 2.0 units Clinical - 2.0 units (4.0 units)</p>	<p>NURSADN 007 -0.5 units were removed due to decreased patient census and limitations of the numbers students per unit</p>
<p>NURSADN 003C– Advanced Medication Administration for Nursing Practice (1.0 units)</p> <p>Total = 10 units</p>	<p>Remove NURSADN 003C– Advanced Medication Administration for Nursing practice (1.0 units)</p> <p>Semester Total = 8.5 units</p>	
SEMESTER 4		
CURRENT COURSE	PROPOSED COURSE	CHANGES
<p>NURSADN 008 – Advanced Medical-Surgical Nursing (2.5 units)</p> <p>NURSADN 008L – Advanced Medical-Surgical Nursing (2.5 units)</p>	<p>NURSADN 008 – Advanced Medical-Surgical Nursing</p> <p>Theory - 2.5 units Clinical - 2.5 units (5.0 units)</p>	<p><u>Semester Changes:</u></p> <p>NURSADN 008/008L as well as 009/009L combined to one course and 009 reduced 0.5 units.</p>

San Joaquin Delta College

Associate Degree Nursing Program

<p>NURS009 – Transition to Nursing Practice (3.0 units)</p> <p>NURS009L – Transition to Nursing Practice (2.5 units)</p> <p>Total = 10 units</p> <p>Total Program Units = 40</p>	<p>NURSADN 009 - Transition to Nursing Practice</p> <p>Theory - 2.5 units Clinical - 2.5 units (5.0 units)</p> <p>Semester Total = 10 units</p> <p>Total Program Units = 36.5</p>	<p>NURSADN 009 content did not support the units, redistributed 0.5 units to NURSADN 001.</p>
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Threads to Outcomes

<p><u>CURRICULAR THREADS</u></p>	<p><u>2010 ADN PROGRAM OUTCOMES</u></p>	<p><u>2014 ADN PROGRAM OUTCOMES</u></p>
<p>Curricular Threads in the current curriculum are subsumed under the seven Program Outcomes and the leveled Course Outcomes.</p> <p>It was ensured that current curricular threads were all included, plus the NCSBN Client Needs categories were covered. This results in a broader, more inclusive set of concepts upon which the curriculum is based.</p> <p>The following are conceptual threads throughout the program</p> <p>Advocacy - #5</p> <p>Caring - #1, 5, 6</p> <p>Communication - #4, 7</p> <p>Community Health Promotion # 3, 5, 6</p> <p>Critical Thinking # 1, 2, 3</p> <p>Cultural Diversity #6</p> <p>Ethical/Legal Aspects #5, 6</p> <p>Health/Illness Continuum #3, 5, 6</p>	<p>Concept 1: Safe and Effective Care Environment</p> <p>Program Outcome 1: The graduate will meet client needs through providing a safe environment for clients, family/significant others and health care personnel that is free from health and environmental hazards.</p> <p>Program Outcome 2: The graduate will meet client needs through facilitating optimal client outcomes by providing nursing care to clients through practice methods that include professionalism, leadership, quality improvement and interdisciplinary collaboration and communication.</p> <p>Concept 2: Health Promotion and Maintenance</p> <p>Program Outcome 3: The graduate will meet client needs by constructing care that promotes and maintains client health through advocacy and client education throughout the lifespan in a variety of settings.</p> <p>Program Outcome 4: The graduate will meet client needs by organizing care that incorporates human growth and development principles.</p> <p>Concept 3: Psychosocial Integrity</p> <p>Program Outcome 5: The graduate will meet client needs by implementing care that addresses the emotional, mental and social and cultural needs of the client and family.</p>	<p>Concept 1: Safe and Effective Care Environment</p> <p>Program Outcome 1: Through application of the nursing process, utilizing best practices across the lifespan in a variety of settings, the graduate will facilitate optimum client outcomes through quality, effective nursing care that provides a safe environment for clients, family/significant others and other health care personnel.</p> <p>Program Outcome 2: Through application of the nursing process, utilizing best practices across the lifespan in a variety of settings, the graduate will facilitate optimum client outcomes through assistance with activities of daily living, provision of comfort measures as well as safe and accurate administration of medications and parenteral therapies to clients.</p> <p>Concept 2: Health Promotion and Maintenance</p> <p>Program Outcome 3: Through application of the nursing process, utilizing best practices across the lifespan in a variety of settings, the graduate will facilitate optimum client outcomes which are based upon decisions and care that prevent and/or manage complications or health problems related to existing conditions, treatments, or procedures by providing evidence-based care to multiple clients with acute, chronic and/or life threatening physical conditions.</p> <p>Program Outcome 5: Through application of the nursing process, utilizing best practices across the lifespan in a variety of settings, the graduate will facilitate optimum client outcomes by managing care that promotes health maintenance through client advocacy and education.</p> <p>Concept 3: Psychosocial Integrity</p>

San Joaquin Delta College

Associate Degree Nursing Program

<p>Homeostasis #3, 5, 6</p> <p>Leadership/Management #7</p> <p>Life Cycles #1-7</p> <p>Nursing Process # 1-7</p> <p>Nurses Role # 1-7</p> <p>Nursing Trends #7</p> <p>Nutrition # 3, 5, 7</p> <p>Patient Teaching # 3, 4, 5, 7</p> <p>Pharmacology #1, 2</p> <p>Professionalism #7</p> <p>Spirituality #6, 7</p>	<p>Program Outcome 6: The graduate will meet client needs by providing therapeutic communication to clients and support persons as well as to other members of the health care team.</p> <p>Concept 4: Physiological Integrity</p> <p>Program Outcome 7: The graduate will meet client needs through promoting comfort and assistance in the performance of activities of daily living (comfort, nutrition & hydration, hygiene, mobility, elimination, sleep).</p> <p>Program Outcome 8: The graduate will meet client needs by formulating care related to the safe and accurate administration of medications and parenteral therapies.</p> <p>Program Outcome 9: The graduate will meet client needs through reducing the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures.</p> <p>Program Outcome 10: The graduate will meet client needs through managing and providing evidence-based care for multiple clients with acute, chronic or life threatening physical health conditions.</p>	<p>Program Outcome 4: Through application of the nursing process, utilizing best practices across the lifespan in a variety of settings, the graduate will facilitate optimum client outcomes by providing therapeutic communication to clients, family, and significant others.</p> <p>Program Outcome 6: Through application of the nursing process, utilizing best practices across the lifespan in a variety of settings, the graduate will facilitate optimum client outcomes by managing care that addresses the emotional, mental, social, and cultural needs of clients, their families, and significant other.</p> <p>Concept 4: Physiological Integrity</p> <p>Program Outcome 7: Through applications of the nursing process, utilizing best practices across the lifespan in a variety of settings, the graduate will facilitate optimum client outcomes through nursing care that incorporates professionalism, leadership, interprofessional collaboration, teamwork, and quality improvement.</p>
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**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in DUPLICATE.

Program Name: San Joaquin Delta College	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 type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: Fall 2016	
Academic System: <input checked="" type="checkbox"/> Semester 18 weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	40.5	36.5* (+3.0 LVN to RN)
Theory	(18)	(27)	20	18 (+2.0 LVN to RN)
Clinical	(18)	(27)	20.5	18.5 (+1.0 LVN to RN)
Communication Units	6	9	6	6
Science Units	16	24	26-28	26 - 27*
TOTAL UNITS FOR LICENSURE	58	87	72.5 - 74.5	68.5 -69.5 (+ 3.0 LVN to RN)
Other Degree Requirements			6-9	6 (Area 3 & Area 4, See attached list)
TOTAL UNITS FOR GRADUATION			78.5 - 83.5	74.5 - 75.5

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

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	NURSADN 007	Neuro-Psychiatric Nursing
Personal Hygiene	NURSADN 001, Integrated	Fundamentals of Nursing Practice, Integrated
Human Sexuality	NURSADN 004, 005, 007	Maternal, Newborn and Reproductive Health Nursing, Maternal, Newborn and Reproductive Health Nursing, Neuro-Psychiatric Nursing
Client Abuse	NURSADN 001, 004, 005, 006, 007	Fundamentals of Nursing Practice, Maternal, Newborn and Reproductive Health Nursing, Infancy through Young Adult Nursing, Intermediate Medical-Surgical, Nursing Neuro-Psychiatric Nursing
Cultural Diversity	Integrated	Integrated
Nutrition	Integrated	Integrated
Pharmacology	Integrated	Integrated
Legal Aspects	NURSADN 001, Integrated	Fundamentals of Nursing Practice, Integrated
Social/Ethical Aspects	NURSADN 001, Integrated	Fundamentals of Nursing Practice, Integrated
Management/Leadership	NURSADN 002, 006, 008, 009	Fundamentals of Nursing Practice, Intermediate Medical-Surgical, Advanced Medical-Surgical Nursing, Transition to Nursing Practice

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

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	NURSADN 001, 002, 004, 005, 006, 008, 009	Fundamentals of Nursing Practice (4.5 units) Introduction to Med/Surg Nursing (4.5 units) Maternal, Newborn and Reproductive Health Nursing (0.5 units), Infancy through Young Adult Nursing (0.5 units) , Intermediate Medical-Surgical (4 units), Advanced Medical-Surgical Nursing (4.5 units), Transition to Nursing Practice (4.5 units)	23
Obstetrical	NURSADN 004	Maternal, Newborn and Reproductive Health Nursing	3.5
Pediatric	NURSADN 005	Infancy Through Young Adult Nursing	3.5
Psych/Mental Health	NURSADN 007	Neuro-Psychiatric Nursing	3.5
Geriatrics	NURSADN 001,002, 006, 007, 008, 009	Fundamentals of Nursing Practice (0.5 units), Introduction to Med/Surg Nursing (0.5 units), Intermediate Medical-Surgical (0.5 units), Neuro-Psychiatric Nursing (0.5 units) , Advanced Medical-Surgical Nursing (0.5 units), Transition to Nursing Practice (0.5 units)	3.0
		TOTAL UNITS	36.5 *(+3 units LVN to RN)
	HS 043	Nursing Synthesis (LVN to RN only)	*3.0
		TOTAL UNITS	39.5
BASIC SCIENCES			
Anatomy	BIOL 031*	Human Anatomy	4
Physiology	BIOL 032*	Human Physiology	5
Microbiology	BIOL 022* or BIOL 023*	Introduction to Medical Microbiology or General Microbiology	4 or 5
Societal/Cultural Pattern	SOCIO 01A	Introduction to Sociology	3
Psychology	PSYCH 001	Introduction to Psychology	3
Mathematics	MATH 92G or MATH 12	Intermediate Algebra or Introduction to Probability and Statistics	4
Human Development	HS 019/FCS019	Human Development	3
		Total	26 - 27
COMMUNICATION			
Group	Integrated	Integrated	
Verbal	COM ST 001A	Fundamentals of Speech	3
Written	ENG 001A, 1B or 1D	Reading and Composition	3
*Note Chem 03A or an equivalent course may be a prerequisite. *			TOTAL UNITS
** LVN receives credit for previous LVN course work equivalent to NURSADN 001, 002, 004, 005.			68.5 – 69.5 (+3.0 units LVN to RN)

* 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	NURSADN 006, 008, 009	Intermediate Medical-Surgical (3.5 units), Advanced Medical-Surgical Nursing (3.5 units), Transition to Nursing Practice (3.5 units)	10.5
Psych/Mental Health	NURSADN 007	Neuro-Psychiatric Nursing	3.5
Geriatrics	NURSADN 006, 007, 008, 009	Intermediate Medical-Surgical (0.5 units), Neuro-Psychiatric Nursing (0.5 units), Advanced Medical-Surgical Nursing (0.5 units), Transition to Nursing Practice (0.5 units)	2.0
Management/Leadership	NURSADN 006, 008, 009	Intermediate Medical-Surgical (0.5 units), Advanced Medical-Surgical Nursing (0.5 units), Transition to Nursing Practice (1.0 units)	2
BASIC SCIENCES			
Anatomy	BIOL 031	Human Anatomy	4
Physiology	BIOL 032	Human Physiology	4
Microbiology	BIOL 022	Introduction to Medical Microbiology	4
TOTAL UNITS			30
Signature Program Director/Designee:		Date:	
		4/13/2016	

San Joaquin Delta College
Association Degree Nursing Program

General Education Requirements

Area 3 Humanities

Complete a minimum of 3 units.

ANTHR 004/HUM 004
ARAB 001
ART 001A, 001B, 001C, 002, 002A, 003, 004, 006, 007A,
012, 020A, 033A, 040A, 064A
CHIN 001, 002, 003, 004
CIVIL 003/HUM 003
COM ST 002
CUL ART 016
DRAMA 010, 016A, 016B
ENG 030, 035, 037, 038, 040A, 040B, 042A, 042B, 043C,
043D, 44D, 045, 046A, 046B, 047, 049A, 049C, 052, 053,
055A, 055B, 055C, 057
FASHION 008, 009, 010
FREN 001, 002, 003, 004, 005
GERM 001, 002, 003, 004
HIST 007
HORT 004
HUM 003/CIVIL 003, 004/ANTHRO 004
ID 008
ITAL 001, 002, 003, 004
JAPAN 001, 002, 003, 004
MUSIC 001, 002A, 002B, 004, 007, 008
PHILO 006, 045, 050
PHOTO 001A
RELGN 014A, 014B
SL 001, 002, 003, 004
SPAN 001, 002, 003, 003A, 004, 004A, 005, 006
VIET 051 and 052

Area 4 - American Institutions

Complete a minimum of 3 units.

HIST 017A, 017B, 027, 030A, 030B, 031, 034
POLSC 001, 004

Submitted 4/16

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: San Joaquin Delta College - Generic											Date Submitted: 4/13/2016							
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: Fall 2016													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: _____ Date: _____							
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk: 18					
											Theory		Lab		Total Hours			
Quarter/Semester											Total				Theory		Lab	
Prerequisites											Units	Hr/Wk	Units	Hr/Wk	Theory	Lab		
	M	S	O	C	P	G	**Wk:											
Math 92G or Math 12	<input type="checkbox"/>	<input type="checkbox"/>	18	4	4	4	0	0	72	0								
BIOL 031 (Anatomy)	<input type="checkbox"/>	<input type="checkbox"/>	18	4	3	3	1	3	54	54								
BIOL 032 (Physiology)	<input type="checkbox"/>	<input type="checkbox"/>	18	5	3	3	2	6	54	108								
BIOL 22 or 23 (Micro)	<input type="checkbox"/>	<input type="checkbox"/>	18	4 or 5	3	3	1 or 2	3 or 6	54	54 or 108								
Eng 001A 1B or 1D (English)	<input type="checkbox"/>	<input type="checkbox"/>	18	3	3	3	0	0	54	0								
FCS 019 (Human Devel)	<input type="checkbox"/>	<input type="checkbox"/>	18	3	3	3	0	0	54	0								
	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	0			0	0								
Total								23-24	19-20	19-20	4 or 5	12 or 15	342	216-270				

Quarter/Semester 1															Total Hours	
	M	S	O	C	P	G	**Wk:									
NURSADN 001(Fund)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	5	2.5	5	2.5	17	45	135		
NURSADN 002 (Intro MS)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	5	2.5	5	2.5	17	45	135		
Psychology 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18	3	3	3	0	0	54	0		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1									
Total								13	8	13	5	34	144	270		

Quarter/Semester 2															Total Hours	
	M	S	O	C	P	G	**Wk:									
NURSADN 004 (Repro, Mat)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	4	2	4	2	15	36	108		
NURSADN 005 (Infant -YA)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	4	2	4	2	15	36	108		
Com St 1A (Speech)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18	3	3	3	0	0	54	0		
Sociology 1A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18	3	3	3	0	0	54	0		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0		
Total								14	10	14	4	30	180	216		

* Number of weeks per semester / quarter

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

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: San Joaquin Delta College											Date Submitted: 4/4/2016															
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____															
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: Fall 2016																					
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																										
Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:		18											
Quarter/Semester											Total Units		Theory		Lab		Total Hours									
													Units		Hr/Wk		Theory		Lab							
3																										
M S O C P G																										
NURSADN 006 (Inter M/S)											9		4.5		2		4		2.5		12		36		135	
NURSADN 007 (MH- Psych)											9		4		2		4		2		15		36		108	
Area 4: American Institutions (See attached list)											18		3		3		0		0		0		54		0	
											1		0		0		0		0		0		0			
											1						0		0		0		0			
											1						0		0		0		0			
											1						0		0		0		0			
Total													11.5		7		8		4.5		27		126		243	
Quarter/Semester																										
4																										
M S O C P G																										
NURSADN 008 (Adv M/S)											9		5		2.5		5		2.5		15		45		135	
NURSADN 009 (Trans Prac)											9		5		2.5		5		2.5		15		45		135	
Area 3: Humanities (See attached list)											18		3		3		3		0		0		54		0	
											1						0		0		0		0			
											1						0		0		0		0			
											1						0		0		0		0			
											1						0		0		0		0			
Total													13		8		13		5		30		144		270	
Quarter/Semester																										
M S O C P G																										
											1						0		0		0		0			
											1						0		0		0		0			
											1						0		0		0		0			
											1						0		0		0		0			
											1						0		0		0		0			
Total													0		0		0		0		0		0		0	

* Number of weeks per semester / quarter

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

San Joaquin Delta College

Associate Degree Nursing

Proposed Curriculum Course Descriptions

Course Name	Course Description
<p>NURSADN 001 Fundamentals of Nursing Practice Theory 2.5 units Clinical 2.5 units</p>	<p>This course presents foundational concepts for nursing practice through the framework of the Client Needs model. Nursing theory and basic skills are presented that enhance a safe and effective care environment. Behaviors that promote and maintain health are taught. Psychosocial and physiological integrity are addressed through health assessment skills. This course will incorporate a focus on the geriatric client, as appropriate, and nutritional needs of all clients. A community project addressing health screening is presented. The student will apply the Nursing Process to develop safe and effective practices that meet client needs. This course includes supervised clinical experiences in skills labs and health care facilities.(CSU)</p>
<p>NURSADN 002 Introduction Medical-Surgical Nursing Theory 2.5 units Clinical 2.5 units</p>	<p>This course introduces beginning concepts of Medical-Surgical nursing through the Client Needs model. Course content includes perioperative nursing and basic principles meeting the needs of clients who are experiencing alterations in body systems. Health promotion and maintenance as well as psychosocial balance are presented. A community project in the area of health education and healthcare access is addressed. This course will incorporate a focus on the geriatric client, as appropriate, and nutritional needs of all clients. The student will apply the Nursing Process to develop safe and effective practices that meet client needs. This course includes supervised clinical experiences in skills labs and health care facilities. (CSU)</p>
<p>NURSADN 004 Maternal, Newborn, and Reproductive Health Nursing Theory 2 units Clinical 2 units</p>	<p>This course introduces concepts of reproductive, maternity and newborn nursing through the Client Needs Model. Course content includes both normal and complicated reproductive health including antepartum, intrapartum and postpartum nursing care as well as complications that may occur. A lifespan focus on the childbearing woman and family is addressed. Nursing care for clients with disorders of the reproductive system is also studied. This course will incorporate a focus on the geriatric client, as appropriate, and nutritional needs of all clients. A community project in the area of reproductive health promotion will be completed. The student will apply the Nursing Process to develop safe and effective practices that meet client needs. This course includes supervised clinical experiences in skills labs and health care facilities.(CSU)</p>
<p>NURSADN 005 Infancy Through Young Adult Nursing Theory 2units Clinical 2 units</p>	<p>This course introduces concepts of caring for infant, child, adolescent and young adult populations through the Client Needs model, who experience a variety of health issues. Course content includes both normal developmental needs and also reviews disorders to all specific body systems, including the pediatric clients nutritional needs. Psychosocial needs of the pediatric population and families are presented. A community project in the area of infant, child adolescent and young adult health promotion will be completed. The student will apply the Nursing Process to develop practices that meet client needs. This course includes supervised clinical experiences in skills labs and health care facilities.(CSU)</p>
<p>NURSADN 006</p>	<p>This course introduces intermediate concepts of Medical-Surgical</p>

<p>Intermediate Medical-Surgical Nursing Theory 2 units Clinical 2.5 units</p>	<p>nursing through the Client Needs model. Course content includes alterations of body systems with concentration in the maintenance of physiological integrity, such as, inflammatory processes, autoimmune disorders and other disorders. Health promotion and maintenance as well as psychosocial balance are also advanced. A lifespan focus on the adult client with multiple medical disorders is offered. A community project in the area of client education and support for those with alterations of body systems will be completed. The student will apply the Nursing Process to develop safe and effective practices that meet client needs. (CSU)</p>
<p>NURSADN 007 Mental Health and Psychiatric Nursing Theory 2 units Clinical 2 units</p>	<p>This course presents principles of physiological and psychosocial integrity and how the nurse provides care through the Client Needs model. Course content includes mental health concepts and the nursing care of clients with psychiatric disorders. Therapeutic communication techniques, health education to promote a healthy lifestyle are emphasized. A community project in the area of substance abuse prevention and treatment will be completed. This course will incorporate the psychosocial needs and the neuropsychiatric disorders affecting geriatric clients. A community project in the area of substance abuse prevention and treatment will be completed. The student will apply the Nursing Process to develop safe and effective practices that meet client needs. This course includes supervised clinical experiences in skills labs and health care facilities. (CSU)</p>
<p>NURSADN 008 Advanced Medical-Surgical Nursing Theory 2.5 units Clinical 2.5 units</p>	<p>This course introduces advanced concepts of Medical-Surgical nursing through the Client Needs model. Course content includes the care of clients with significant alterations in body systems that are life-threatening and/or pose potential for disability or death and that threaten physiological integrity. Health promotion and maintenance concepts are addressed. A lifespan focus on adults with multiple medical, surgical or complex disorders is offered. This course will incorporate a focus on the geriatric client, as appropriate, and nutritional needs of all clients. A community project in the area of client education and support for those with complex health issues will be completed. The student will apply the Nursing Process to develop safe and effective practices that meet client needs. This course includes supervised clinical experiences in skills labs and health care facilities. (CSU)</p>
<p>NURSADN 009 Transition to Nursing Practice Theory 2.5 units Clinical 2.5 units</p>	<p>This course provides experience and content that assists the graduating student in preparation for practice. Emphasis is placed on advanced clients with multi-system and chronic disorders. Other topics addressed include leadership, management, and supervision, job-seeking and resume skills. In addition, a community project will be completed that assesses emergency preparedness of local populations. This course will incorporate a focus on the geriatric client, as appropriate, and nutritional needs of all clients. The student will apply the Nursing Process to develop safe and effective practices that meet client needs. This course includes supervised clinical experiences in skills labs and health care facilities. (CSU)</p>

H S 043 Nursing Synthesis
3 Total Units: 2 Units Theory, 1 Unit Lab

<p>Course Description</p>	<p>This course is designed to prepare the licensed vocational nurse, psychiatric technician, and graduate of vocational nursing and psychiatric technician programs for entry into an associate degree nursing (ADN) program. The course includes topics not included in vocational nursing (VN) and psychiatric technician (PT) programs: nursing process, role change, research skills, teaching-learning principles and development of the teaching role. The course also includes reviews of medical-surgical nursing, maternal child nursing, pharmacology, and medication calculation to prepare the student for success in an ADN program. Competency testing will be utilized to validate knowledge and skills of pediatric and obstetrical clients. (CSU)</p>
<p>Course Outline</p>	<ol style="list-style-type: none"> 1. The San Joaquin Delta College Associate Degree in Nursing Program 2. Philosophy <ol style="list-style-type: none"> 1. The mission, conceptual model/organizing framework, philosophy and program objectives of San Joaquin Delta College Nursing Program. 2. Application of theory to delivery of Nursing Care 3. The Roles of the Registered Nurse <ol style="list-style-type: none"> 1. Transition from Licensed Vocational Nurse to Registered Nurse 2. Roles of the Registered Nurse <ol style="list-style-type: none"> 1. Manager of Care 2. Provider of Care 3. Counselor 4. Educator 5. Patient Advocate 6. Member of the Profession 4. Strategies for Student Success <ol style="list-style-type: none"> 1. The process of change <ol style="list-style-type: none"> 1. Factors involved with re-entry into educational programs 2. Time Management 3. Learning style inventory with appropriate learning strategies 4. Study skill strategies 5. Test taking strategies 5. The Nursing Process <ol style="list-style-type: none"> 1. Components of the Nursing Process 2. Integration of the Nursing Process with physiological experiences of the client 3. Integration of biological, sociological and behavioral sciences as well as cultural practices 4. Formulation of Nursing Care Plans 5. Case Presentations 6. Calculation of Medication Dosages <ol style="list-style-type: none"> 1. Review of Ratio-proportion, Dimensional analysis, and mathematical formulas 2. Completion of calculation worksheets 7. Review of Pharmacology <ol style="list-style-type: none"> 1. Review of selected medications 2. Integration of physiological concepts in medication administration 3. Nursing role in medication administration 4. Intravenous medication techniques 5. Clinical Scenarios 8. The Registered Nurse as Teacher <ol style="list-style-type: none"> 1. The teaching-learning process 2. Theories of Adult Education 3. The realms of learning 4. Teaching strategies 5. Case presentations

	<ol style="list-style-type: none"> 9. Cultural Components of Nursing Care <ol style="list-style-type: none"> 1. Integration of cultural diversity and the delivery of nursing care 2. The influence of the aging process on the delivery of nursing care. 10. Review of Medical Surgical Problems <ol style="list-style-type: none"> 1. Review of fluid and electrolyte imbalances 2. Review of acid-base imbalances 3. The pathophysiology and Medical, surgical, and nursing interventions for each of the following body systems: <ol style="list-style-type: none"> 1. Neuroendocrine 2. Cardiovascular 3. Pulmonary 4. Gastrointestinal 5. Renal 11. Nursing care of the pediatric and obstetrical client <ol style="list-style-type: none"> 1. Role of the RN 2. Managing clients with high risk and emergency needs. 3. RN level procedures 4. Emergency procedures 12. RN Role: Manager of Care <ol style="list-style-type: none"> 1. Principles of management 2. Principles of leadership <ol style="list-style-type: none"> 1. Integration of behavioral sciences in the role of the Registered Nurse as Manager of Care.
Course Outcomes	<ol style="list-style-type: none"> 1. Describe the roles of the professional nurse as a Manager of Care, Provider of Care, Counselor, Educator, Patient Advocate, and Member of the Profession. 2. Review mission statement, conceptual model/organizing framework, philosophy and program objectives of San Joaquin Delta College nursing program. 3. Integrate the components of the Nursing Process with physiological experiences of the patient, and the role of the Registered Nurse. 4. Demonstrate accuracy in the calculation of medication dosages. 5. Integrate subjective and objective physiological data in providing rationale for administration of pharmacological agents. 6. Demonstrate the use of the teaching-learning process in the role of the Registered Nurse as an Educator. 7. Integrate biological, sociological, and behavioral sciences in the review of nursing care with clients experiencing selected Medical-Surgical problems. 8. Compile Nursing Care Plans which integrate principles of biological, sociological, and behavioral sciences, as well as cultural diversity. 9. Demonstrate study and communication skills appropriate to an ADN student through completion of written assignments and oral presentations. 10. Identify factors such as time management, study skills, learning modalities, and test taking strategies which will facilitate successful completion of the Associate Degree Nursing Program. 11. Describe the role of the registered nurse in caring for pediatric and obstetrical clients. 12. Demonstrate basic nursing skills and physical assessment of the medical-surgical patient.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4

DATE: May 12, 2016

ACTION REQUESTED: Vote on Whether to Recommend Granting Initial Approval of Prelicensure Nursing Program for Glendale Career College Associate Degree Nursing Program

REQUESTED BY: Laura Shainian, Nursing Education Consultant

BACKGROUND: Gloria M. Blatti, RN, EdD, FNP, Program Director, and James R. Kennett, PhD, RN, NP, Assistant Program Director.

An initial program approval visit for Glendale Career College Associate Degree Nursing Program, Glendale, CA, was conducted on February 16, 2016 by Laura Shainian, NEC and Miyo Minato, SNEC. The program was found to be in compliance with all BRN rules and regulations. The feasibility study for the program had been accepted by the Board in June 2014.

Glendale Career College (GCC) was originally established in 1946, and has had both ownership and name changes, and expanded program offerings in California and Nevada. In 1993, GCC established a branch campus, Nevada Career Institute, in Las Vegas Nevada. In 2008, Glendale Career Schools, Inc. was acquired by North-West College, West Covina, CA. Currently, Glendale Career College, North-West College, and Nevada Career College form a system of three Career Colleges held under the parent organization titled Southwest College of Medical and Dental Assistants and Practical Nurses, a privately held business corporation.

GCC is a private post-secondary institution and is approved by way of accreditation (institutional) to operate and offer Associate Degree programs by the State of California Bureau of Health Education Schools (ABHES) since 2010. Accreditation is granted through February 2018. The college offers other diploma and associate degree programs in 9 specialized allied health disciplines, including vocational nursing (NCLEX-PN pass rate 70-82%). Programmatic accreditation, when applicable, is maintained and in good standing. The college has provided notification to both ABHES and BPPE regarding the establishment of the ADN program.

The Glendale Career College nursing program is located on the second floor of a two-story commercial building. The second floor consists of 10, 209 square feet of space which has been completely renovated for the nursing program. The space on this level includes three classrooms (45+ seats) with smart technology, Anatomy/Physiology/Microbiology Lab (18 seats), Nursing Skills Lab (4 beds with static, mid-fidelity manikins), and hospital equipment to simulate settings for adult, obstetric & newborn patient care. The college has plans for a Mobile Simulation Lab (2 patient care areas which can be used as alternate debriefing areas) with high fidelity manikins (Sim-Man, Sim-Mom, Sim-Newborn). A certified simulation coordinator will be hired. Student support services at the college include career services, admissions, registrar, financial aid, student advisors, and counseling. The campus is Wi-Fi capable and students have access to library databases and resources specific to the ADN program both on and off campus via the

internet. Program tuition includes textbooks, uniforms, science and nursing laboratory supplies, Wonderlik admission exam to the college, and Kaplan services (admission exam, final course exams, and review courses).

The program director (03/01/15), assistant program director (04/15), and administrative assistant (2015 are hired. The program intends to hire 5 full-time faculty (theory & clinical instructors/content experts) and 14 part-time faculty beginning in June 2016, adding faculty as students advance in the first two years of the program. The program director is also responsible for the recruitment/hiring of additional faculty support positions: Nursing Education Resources Specialist, Nursing Laboratory Coordinator, Program Coordinator, and Certified Simulation Coordinator. The recruitment/hiring of science course faculty (Anatomy, Physiology, Microbiology) will be jointly shared by the ADN program director and Science Chair. A faculty hiring and staffing plan based on the enrollment of 30 students three times a year, March/July/November, for the first two years (6 cohorts) of the program has been generated. Clinical information provided and sites visited verified there are enough clinical placements to accommodate each admission cycle.

The generic ADN program curriculum is intended to be completed in 24 continuous months/2 years, and includes the content required for licensure and college degree requirements. It is designed to offer an Associate of Arts Degree in Nursing upon program completion. The curriculum is conducted in a 16-week semester system. The program is completed in six semesters. Each semester has 12-14 units of instruction. Total Units for Licensure = 74 semester units. Total Units for Graduation = 76 semester units. Clinical nursing courses begin in the third semester semester and continue in each semester until program completion.

The curriculum plan has three levels of critical competencies: Level I – Beginning, Level II – Intermediate, and Level III – Advanced. The curriculum’s unifying theme is based upon The Nursing Process, Jean Watson’s Science of Human Caring, and Quality and Safety Education for Nurses (QSEN), with correlating competencies imbedded in the curriculum. The use of clinical simulation is included in the curriculum design.

The college has 21 clinical sites that have signed Facility Verification Forms (EDP-I-01) and clinical affiliation agreements for the proposed ADN program. Based on this information, the program will have access to the following nursing areas for clinical practice when the program is initiated: Med/Surg (acute) – 8 facilities; Obstetrics – 3 facilities; Pediatrics – 3 facilities; Mental Health/Psychiatric – 3 facilities; Geriatrics (sub-acute/ long-term care – 6 facilities. During site visits, clinical facility representatives expressed satisfaction with other GCC education programs as being a factor in deciding to accept the ADN program students.

The NEC is to visit the program and review the Mobile Simulation Laboratory prior to use by the program. The NEC will make a site visit one year after the program starts (July 2017), and prior to the first cohort of students completing the program in July 2018.

NEXT STEPS: Place on Board agenda.

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

BOARD OF REGISTERED NURSING

REPORT OF FINDINGS

GLENDALE CAREER COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

Visit Date: February 16, 2016

NON-COMPLIANCE(S): None

RECOMMENDATIONS: None

**CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW**

FINAL COPY

PROGRAM NAME: Glendale Career College

DATE OF VISIT: February 16, 2016

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1: ADMINISTRATION AND ORGANIZATION OF THE PROGRAM</p> <p>1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	<p>Self-Study Report (SSR) pg. 3, 13 Student Handbook (SH) pg. 15, 26 Faculty Handbook (FH) pg. 15, 24 Addendum</p>	<p>X</p>		<p>The program has a defined Mission, Philosophy and Program Terminal Outcome statements that serve as the basis of the curriculum structure. The philosophical statement describes the concepts of human being, the art and science of nursing, health, Nursing, and the models of Watson's Science of Human Caring, Quality and Safety Education for Nurses, and the Nursing Process. The program learning outcomes reflect the philosophy and CCR Sections 1443.5 – Standard of Competent Performance, and 1426 – Required Curriculum.</p>
<p>1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p>	<p>SSR pgs. GCC College Catalogue (CC) Student Handbook (SH) Faculty Handbook (FH)</p>	<p>X</p>		<p>Policies governing college academic standards are in the 2016 GCC College Catalogue. ADN program specific policies for admission options, academic, classroom, and clinical policies and procedures are in the 2016 draft copy of the ADN program student handbook. The program has developed admission guidelines to assist with counseling for prospective applicants.</p>
<p>1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.</p>	<p>SSR pg. 31-32, 33-34; Appendix M</p>	<p>X</p>		<p>The Total Program Evaluation Plan has been established to guide systematic program evaluation.</p>
<p>1424(b)(2) The program shall have a procedure for resolving</p>	<p>SH pg 84</p>	<p>X</p>		<p>The student complaint/grievance policy and procedure</p>

**CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW**

FINAL COPY

PROGRAM NAME: Glendale Career College

DATE OF VISIT: February 16, 2016

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	Compliance	Non-Compliance	COMMENTS
student grievances.	GCC College Catalogue (CC) pg. 24			are described in the college catalogue and ADN student handbook.
1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.	SSR pg. 35, Appendix F; Appendix Y,Z,EE Addendum	X		The ADN program director reports to the Glendale College President. Job descriptions describe the Director, Assistant Director, Nursing Education Resource Specialist, Nursing Laboratory Coordinator, Program Coordinator, Department Administrative Assistant, Content Expert, Instructor, Assistant Instructor, and Clinical Teaching Assistant responsibilities.
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.	SSR pgs. 37-38, Appendix BB Site Visit Addendum	X		The program plans to enroll (30) students three times/yr (July, November, March). -Physical Space: The program will utilize the space on the 2 nd floor which was renovated specifically for the ADN program. There are (3) classrooms (45-50 seats) designed with smart technology specifically for the ADN program. -Anatomy/Physiology/Microbiology Lab (18 seats). -Nursing Skills Lab: Four beds, one gurney, documentation system, medication administration system, code cart, task trainers, chester chests, upper and lower torsos and medium-fidelity mannequins. Hospital equipment to simulate settings for patient care. Lab supplies and storage space. -Simulation Lab: The college has plans for a Mobile Simulation Laboratory (2 suites/debriefing area) with high

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				<p>fidelity mannequins (SimMan, SimMom, SimNewborn). A certified simulation coordinator will be hired.</p> <p>-Other: Student lounge. Staff lounge. Conference Room.</p> <p><u>Library</u> : The department houses a small library with PT librarian. There are current nursing reference texts. Students will have access to an online Learning Resource system with EBSCO host, eBooks, & LIRN.</p> <p><u>Offices</u> (6): Program Director, Assistant Director, Program Administrative Assistant, 5-station common office space (FT, PT, Nursing Education Resource Specialist, Nursing Laboratory Coordinator, Program Coordinator), Librarian, and Science Chair.</p> <p><u>IT Support/Computing</u>: The campus is Wi-Fi capable. A computer lab with (32) pc's is located across the street in the main campus building. The computer lab is available to students enrolled in the college (Mon-Fri 0700-1030pm) and will also be used for Kaplan entrance testing. Laptops will be issued to full-time faculty. Laptops will be made available for students to check-out and use while on campus during class, and to access online resources or the college's learning management system (Moodle).</p> <p><u>Faculty</u>: Program Director (03/01/2015), program Assistant Director (04/2015) and Administrative Assistant are hired (2015).</p> <p>The program intends to recruit (5) full-time faculty (theory/clinical) for instruction/content experts and (14) part-time nursing faculty beginning in June 2016 for the</p>

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				<p>first two years (2 cohorts) of the ADN program. Full-time nursing faculty position #1- Med/Surg, #2- Med/Surg, #3- PMH/Med/Surg, #4-OB/ Peds, #5-Med/Surg. The part-time nursing faculty are planned for clinical instruction. The ADN Program Director and Science Chair are jointly responsible for the recruitment/hiring of science course faculty (Anatomy, Physiology, & Microbiology). <u>Other:</u> positions for hiring – Nursing Education Resource Specialist (1.0 FTE), Nursing Laboratory Coordinator (1.0 FTE), Program Coordinator (1.0 FTE) and Certified Simulation Coordinator (1.0 FTE). <u>Support Services:</u> Career Services, Admissions, Registrar, Financial Aid, Student Advisors, and assistance with life related issues (Counseling) is available to students. Program tuition includes the following: text books, uniforms and nursing and science laboratory supplies, Wonderlik admission exam to the college, and Kaplan services (admission exam, final course exams, and review course).</p>
<p>1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p>	<p>SSR pg. 38-40; Job descriptions Appendix: Y Addendum</p>	<p>X</p>		<p>The program director and assistant program director will have 100% release time for program administration for the first year of the program. After the first year of the program, the program director will have administrative duties and teaching (teaching 3 units of nursing once a</p>

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				year, and "as needed") responsibilities. The assistant program director will also have teaching responsibilities (teach on an "as needed" basis) in addition to administrative duties after the first year.
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.	SSR pg. 39 Assistant Director Job description Appendix: Z	X		Job position description includes the authority to assume program director's responsibilities in her absence.
1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	SSR pg. 58 FH pg. 65-86 Appendix L, EE	X		Full-time faculty have classroom and clinical responsibility, and part-time faculty have clinical responsibility. Part-time faculty work in conjunction with full-time faculty in development and implementation of the curriculum. The Content Expert/Lead Faculty and part-time instructors will communicate regularly to assure consistent and appropriate learning experiences. Full-time and part-time faculty will attend monthly faculty meetings to discuss program and curriculum issues.
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	SSR pg. 41-42 Appendix FF Addendum	X		The program intends to hire (5) full-time faculty with expertise in the areas of Medical/Surgical, OB, Pediatrics, Mental Health/Psychiatric and Geriatric nursing to serve as content experts. The program plans to hire (8) part-time faculty within the first two years to

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teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.				support clinical instruction.
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.	SSR pg. 44	X		The program is not planning to use at this time.
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.	SSR pg. 44 Job descriptions	X		
1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: (1) Acuity of patient needs; (2) Objectives of the learning experience; (3) Class level of the students; (4) Geographic placement of students; (5) Teaching methods; and (6) Requirements established by the clinical agency.	SSR pg. 44	X		Faculty: Student ratio in the clinical setting is planned for no more than 1:10 and may be less depending on the course and clinical setting.
SECTION 2: FACULTY QUALIFICATIONS AND CHANGES:				

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<p>(2) One (1) years' experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or</p> <p>(5) Equivalent experience and/or education, as determined by the board</p>	Not Applicable	X		<p>Mount St. Mary's College – Program Director ADN Program, and RN-BSN Program – September 2007 to November 2014</p> <p>Mount St. Mary's College – Associate Professor – June 2007 to May 2015</p> <p>St. Mary's Hospital, Milwaukee, Wisconsin – Jan. 1971- Dec. 1974.</p>
<p>1425(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p>	Appendix DD	X		<p>James R. Kennett's qualifications meet BRN requirements for Assistant Program Director. Hired by the program April 2015.</p>
<p>1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); and (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by:</p>	SSR pg. 53-54 Appendix EE Addendum	X		<p>The program has a scheduled plan to hire faculty who will meet BRN requirements for instructor.</p>

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(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) years' experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.				
1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.	Not hired at this time,			The program has a scheduled plan to hire faculty who will meet BRN requirements for assistant instructor.
1425(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the	Not hired at this time			The program has a scheduled plan to hire faculty who will meet BRN requirements for clinical teaching assistant.

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designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.				
<p>1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	<p>SSR pg. 56-57</p> <p>Faculty Instructor/Content Expert Job Descriptions Appendix EE</p>			<p>Full-time faculty positions (5) when hired will also serve as content experts.</p>
<p>SECTION 3: FACULTY RESPONSIBILITIES</p> <p>1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p>	<p>SSR pg. 58: Appendix EE Faculty Job Descriptions</p>	X		<p>Faculty job descriptions depict faculty responsibilities.</p>

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	Addendum			
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.	SSR pg. 60 Faculty Handbook pg. 82-85 Appendix GG	X		The program has a defined plan for faculty orientation to include the College's Faculty Development courses in Instructional Methodology and Principles of Adult Learning available on the college's website (LMS platform Moodle), and Mentorship of new faculty by qualified experienced faculty.
1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program	SSR pg. 60	X		Faculty will be responsible for ADN program students as noted in the program clinical affiliation agreement.
1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 02/09), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference.	SSR pg. 41-42	X		The faculty hiring plan specifies the clinical competency requirements for the (5) nursing areas.

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<p>SECTION 4: REQUIRED CURRICULUM</p> <p>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>	<p>SSR pg.114, 136</p>	<p>X</p>		<p>The generic ADN program curriculum is intended to be completed in 24 continuous months (2 years/six semesters), and includes the content required for licensure and college degree requirements. It is designed to offer an Associate of Arts Degree in Nursing upon program completion.</p>
<p>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>	<p>SSR pg. 74 SH pg. 19 Syllabi</p>	<p>X</p>		<p>The unifying theme/theoretical framework of the curriculum is based the concepts of Jean Watson's Science of Human Caring (10 Carative Factors), Quality and Safety Education for Nurses, and the Nursing Process, with competencies imbedded in the curriculum. The use of clinical simulation is included in the curriculum design.</p>
<p>1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or</p>	<p>BRN Curriculum Plan Forms EDP-P-06 Addendum</p>	<p>X</p>		<p>The curriculum is conducted in a traditional 16-week (some courses with compressed format of 8 weeks) semester system. The program is completed in (6) semesters each lasting 16-weeks. Each semester has 12-14 semester units.</p> <p>Total Units For Licensure = (74) semester units._Total Units For Graduation = (76) quarter units.</p>

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<p>twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written, and group communication.</p> <p>(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p>		X		<p>Total Nursing Units = 46 semester units Total Theory = 27 quarter units Total Clinical = 19 quarter units Other Degree Requirements: 2 units</p> <p>Total Communication Units = 6 semester units</p> <p>Total Science Units = 22 semester units</p>
<p>1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.</p>	<p>SSR pg. 76-79, 81-82 Appendix Syllabi EDP-P-06 Form Addendum</p>	X		<p>Nursing courses combine theory with clinical content to be taught concurrently in each semester. Syllabi describe co-requisite course requirements. Nursing theory builds concepts from simple to complex to critical. Clinical nursing courses begin in semester 3 and continue in each semester until program completion. The curriculum plan has (3) levels: Level 1- Beginning, Level II – Intermediate and Level III – Advanced. Course objectives and content reflect terminal program outcomes and required content.</p>
<p>1426(e) The following shall be integrated throughout the entire nursing curriculum:</p>	<p>SSR pg. 7-12,100-113; Appendix E;</p>	X		<p>Process threads integrated into the curriculum/syllabi include:</p>

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<p>(1) The nursing process; (2) Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) Physical, behavioral, and social aspects of human development from birth through all age levels; (4) Knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) Communication skills including principles of oral, written, and group communications; (6) Natural science, including human anatomy, physiology, and microbiology; and (7) Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.</p>	Syllabi	<p>X X X X X X X</p>		<p>Watson's 10 Carative Factors – Humanism/Altruism, Faith-Hope, Sensitivity to Self & Others, Helping & Trusting Relationships, Positive & Negative Feelings, Scientific Problem Solving, Interpersonal Teaching/Learning, Supporting/Protecting/Correcting Mental, Physical, Socio-Cultural, and Spiritual Environments, Gratification of Human Needs, Existential Phenomenological Forces; QSEN – Patient Centered Care, Safety, Informatics, Team Work & Collaboration, Quality Improvement Evidenced-Based Practice; The Nursing Process: Assessment, Diagnosis, Outcomes/Planning, Implementation/Interventions, Evaluation</p>
<p>1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.</p>	SSR pg. 113-114 Appendix P Addendum	X		<p>Clinical evaluation tools reflect leveled competencies and terminal program outcomes: Application of Watson's 10 Carative Factors ("Caritas Process"), QSEN, the Nursing Process, and Professionalism. Grading rubrics support use of the tool.</p>
<p>1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p>	EDP-P-05 Form Addendum	X		<p>The curriculum plan is consistent with required hours. 1 unit of theory = 16 hours</p>

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<p>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p>		X		1 unit of clinical practice = 48 hours
<p>SECTION 5: PRECEPTORSHIP (Program may choose to include preceptorship in the curriculum)</p> <p>1426.1. Preceptorship A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <p>(a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that include all of the following: (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student, and faculty</p>	Not Applicable at the time of initial program approval			The proposed curriculum does not include a preceptorship course or component of a course.

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<p>responsibilities;</p> <p>(3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements:</p> <p>(A) An active, clear license issued by the board;</p> <p>(B) Clinically competent, and meet the minimum qualifications specified in section 1425(e);</p> <p>(C) Employed by the health care agency for a minimum of one (1) year; and</p> <p>(D) Completed a preceptor orientation program prior to serving as a preceptor.</p> <p>(E) A relief preceptor, who is similarly qualified to be the preceptor is present and available on the primary preceptor's days off.</p> <p>(4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:</p> <p>(A) The frequency and method of faculty/preceptor/student contact;</p> <p>(B) Availability of faculty and preceptor to the student during his or her preceptorship experience;</p> <p>1. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.</p> <p>2. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.</p> <p>(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</p>				

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<p>evaluation of the student with input from the preceptor; (6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships; and (7) Plan for an ongoing evaluation regarding the continued use of preceptors. (c) Faculty/student ratio for preceptorship shall be based on the following criteria: (1) Student/preceptor needs; (2) Faculty's ability to effectively supervise; (3) Students' assigned nursing area; and (4) Agency/facility requirements</p>				
<p>SECTION 6: CLINICAL FACILITIES 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b), (c), and (d) of this section and the policies outlined by the board.</p>	<p>SSR 117-119 and Tab 6; Appendix W; Nursing Curriculum and Clinical Facilities (EDP-P-11) Form Addendum</p>	<p>X</p>		<p>The college has (21) clinical sites that have signed Facility Verification Forms (EDP-I-01) and clinical affiliation agreements for the proposed ADN Program. Based on the information in the Facility Verification Forms, the ADN program will have access to the following nursing areas for clinical practice when the program is initiated: Med/Surg: Acute(6)facilities Obstetrics: (3) facilities Pediatrics (3) facilities Mental Health/Psychiatric: (3) facilities Geriatrics: (6) facilities NEC conducted site visits on Feb 16, 2016, to (7) clinical facilities, and on February 17, 2016, to (1) clinical facility the program intends to use.</p>

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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.	SSR pg. 29, 45, 120-123	X		Program director and the Assistant Program Director to provide ADN program objectives to clinical facilities. Lead faculty will also be in contact with representatives of the clinical agency to keep them up to date on the status of the program.
1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program	SSR pg. 121-122 GCC Clinical Affiliation Agreement Appendix HH Addendum	X X X X X		Clinical affiliation agreement contains all regulation requirements.
1427(d) In selecting a new clinical agency or facility for student	Signed Facility	X		The program will be participating in the Centralized

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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.	Verification Forms Site Visit			Clinical Placement System (CCPS) – which is the statewide clinical forum in both Los Angeles and Orange County – and is partnering with San Bernardino and Riverside county affiliates for clinical placement. During site visits clinical facility representatives expressed satisfaction with other GCC education programs as being a factor in deciding to accept the ADN program students, and that adding the students would not displace other R.N. program students.
<p>SECTION 7: STUDENT PARTICIPATION</p> <p>1428 Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <p>(a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities.</p>	SSR pgs.126-127, Appendix S, T, U, Q Total Program Evaluation Plan	X X X X		Students will complete surveys each semester for course, faculty, and clinical facility experience, and for the program as a whole in the final semester. Alumni and employer surveys will be conducted at years 1, 2, and 5. Additional program evaluation input will be received from students via surveys to evaluate different aspects of courses, program, and learning methods/activities.
<p>SECTION 8: LVN 30 UNIT AND 45 QUARTER UNIT OPTION</p>	SSR pg. 130, 54	X		The 30-Unit option for advanced placement admission for CA VN is described the ADN student handbook

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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.	SH pg. 36			
1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken	SSR pg.130, 132	X		The program director or faculty-designee will provide objective counseling for the 30-unit option.
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	SSR pg. 132 BRN Form (EDP-P-06) Addendum	X		The Content Required For Licensure Form includes the required courses for completion of the option.

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APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	Compliance	Non- Compliance	COMMENTS
<p>education requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p>	<p>SSR pg. 132</p>	<p>X</p>		
<p>SECTION 9: OTHER BOARD POLICIES</p> <p>1430. Previous Education Credit An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p>	<p>SSR pg. 134-137 College Catalogue</p> <p>SH – pg. 64-67 Addendum</p>	<p>X</p>		<p>The program has defined options for advance placement for VN applicants to receive credit. Transfer/Challenge of non-nursing and nursing courses are described in the ADN student handbook. The program intends to make the information available in the college catalog and on the ADN program website.</p>
<p>1431. Licensing Examination Pass Rate Standard The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy-five percent</p>	<p>SSR pg. 12</p> <p>Not applicable at</p>	<p>X</p>		<p>The program plans to retain a full time non-faculty Nursing Education Resource Specialist position who will be a dedicated resource for student success and remediation.</p>

**CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW**

FINAL COPY

PROGRAM NAME: Glendale Career College

DATE OF VISIT: February 16, 2016

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	Compliance	Non-Compliance	COMMENTS
<p>(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>	<p>time of initial program approval</p>			
<p>1432. Changes to an Approved Program</p> <p>(a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing</p>	<p>SSR pg. 139</p>	<p>X</p>		

**CONSULTANT APPROVAL REPORT
FOR INITIAL PROGRAM APPROVAL REVIEW**

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PROGRAM NAME: Glendale Career College

DATE OF VISIT: February 16, 2016

APPROVAL CRITERIA	EVIDENCE Use Code(s) listed below for location of evidence.	Compliance	Non-Compliance	COMMENTS
<p>program is located or with which it is affiliated that will affect the nursing program. (b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include: (1) Change in location. (2) Change in ownership. (3) Addition of a new campus or location. (4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p>				

Glendale Career College Faculty Hiring Plan
3 Starts of 30 Students - Starting July 2016

July 16 - 1st cohort - 30 Students

1st Semester
ANT201/L
PHY202/L
ENG101
COM101

November 16 - 2nd cohort - 60 Students

1st Semester
ANT201/L
PHY202/L
ENG101
COM101

March 17 - 3rd cohort - 90 Students

2nd Semester
MIC203L
PSY101
PSY201
SOC101

1st Semester
ANT201/L
PHY202/L
ENG101
COM101

July 17 - 4th cohort - 120 Students

2nd Semester
MIC203L
PSY101
PSY201
SOC101

1st Semester
ANT201/L
PHY202/L
ENG101
COM101

November 17 - 5th cohort - 150 Students

3rd Semester - 8¹
ADN101¹ - Faculty #1
ADN109 - Faculty #2
3rd Semester - 8²
ADN101² - Faculty #1
ADN102 - Faculty #2
+2 Adjuncts

2nd Semester
MIC203L
PSY101
PSY201
SOC101

1st Semester
ANT201/L
PHY202/L
ENG101
COM101

March 18 - 6th cohort - 180 Students

Totals
2 Fulltime Faculty
2 Adjunct Faculty

3rd Semester - 8¹
ADN101¹ - Faculty #1
ADN109 - Faculty #2
3rd Semester - 8²
ADN101² - Faculty #1
ADN102 - Faculty #2
2 Adjuncts

2nd Semester
MIC203L
PSY101
PSY201
SOC101

1st Semester
ANT201/L
PHY202/L
ENG101
COM101

4th Semester - 8¹
ADN105 - Faculty #3
4th Semester - 8²
ADN108 - Faculty #3
+5 Adjuncts

3rd Semester - 8¹
ADN101¹ - Faculty #1
ADN109 - Faculty #2
3rd Semester - 8²
ADN101² - Faculty #1
ADN102 - Faculty #2
2 Adjuncts

2nd Semester
MIC203L
PSY101
PSY201
SOC101

Totals
3 Fulltime Faculty
7 Adjunct Faculty

4th Semester - 8¹
ADN105 - Faculty #3
4th Semester - 8²
ADN108 - Faculty #3
5 Adjuncts

3rd Semester - 8¹
ADN101¹ - Faculty #1
ADN109 - Faculty #2
3rd Semester - 8²
ADN101² - Faculty #1
ADN102 - Faculty #2
2 Adjuncts

5th Semester - 8¹
ADN104 - Faculty #4
5th Semester - 8²
ADN103 - Faculty #4
+ 5 Adjuncts

4th Semester - 8¹
ADN105 - Faculty #3
4th Semester - 8²
ADN108 - Faculty #3
5 Adjuncts

Totals
4 Fulltime Faculty
12 Adjunct Faculty

5th Semester - 8¹
ADN104 - Faculty #4
5th Semester - 8²
ADN103 - Faculty #4
5 Adjuncts

6th Semester 8¹
ADN106¹ - Faculty #5
ADN107 - Faculty #5
6th Semester 8²
ADN106² - Faculty #5
ADN110 - Faculty #5
+2 Adjuncts

Totals
5 Fulltime Faculty
14 Adjunct Faculty



ADN PROGRAM

INDEX OF CLINICAL SITES – 21 SITES TOTAL*

AGENCY UNITS	ALL	USING
MEDICAL SURGICAL (MS)	6	5
OBSTETRICAL (OB)	3	2
MENTAL HEALTH (MH)	3	2
PEDIATRICS (PEDS)	3	2
GERONTOLOGY (GERO)	6	3
TOTAL AGENCIES	21	14

*AFFILIATION AGREEMENT ON FILE AT GCC/EDP-P-01 SIGNED

Agency Name Contact	Agency Address	Miles from GCC	Licensing, Beds & Rotations
Atherton Cathy Griffin 626 863 1739	214 S. Atlantic Blvd. Alhambra 91801	12 Miles	SNF: 99 Beds GERO
Aurora Behavioral Charter Oak Shelia Cordova 626 859 5236	1161 E. Covina Covina 91724	27.5 Miles	Acute Psych: 134 Beds MH
Beverly Hospital Cathryn Ross, CNO 323 726-1222	309 W. Beverly Montebello 90640	19.8 Miles	Acute: 224 Beds MS, OB, PEDS
Broadway by the Sea Kerry Vill or Spencer 562 434 4495	2724 E. Broadway Long Beach 90803	34 Miles	SNF: 98 Beds GERO
Foothill Presbyterian Lourdes Caseo, PhD 626 962 4011	250 S. Grand Glendora 91741	25 Miles	Acute: 105 Beds MS
Gardenview Eden Mantalbo, DON 626 962 7095	14475 Gardenview Baldwin Park 91706	25.6 Miles	SNF: 97 Beds GERO
Intercommunity Lourdes Caseo, PhD 626 962 4011	210 S. San Bernardino Covina 91723	25.2 Miles	Acute: 193 Beds MS



Agency Name Contact	Agency Address	Miles from GCC	Licensing, Beds & Rotations
<i>Keck USC</i> Annette Sy, CNO 323 442 9706	1500 San Pablo Los Angeles 90033	11 Miles	Acute: 401 Beds MS
<i>Pacifica Hospital of the Valley</i> Patricia Golden 818 252 2238	9449 San Fernando Sun Valley 91352	11.8 Miles	Acute: 231 Beds MH
<i>Queen of the Valley</i> Lourdes Caseo, PhD 626 962 4011	1115 S. Sunset West Covina 91790	27.3 Miles	Acute: 325 Beds MS, OB, PEDS
<i>Ramona Nursing Rehab Center</i> Mariyn Schumacher 626 442 5721	11900 Ramona El Monte 91732	22.5 Miles	SNF: 148 Beds GERO
<i>Silverado Senior Living</i> Jean De Guzman 626 812 9777	125 W. Sierra Madre Azusa 91702	22.2 Miles	RCF: 87 Beds GERO
<i>Silverado Senior Living</i> April Ulloa, ADHS 626-537-4146	1118 N. Stoneman Alhambra 91801	10.9 Miles	RCF: 84 Beds GERO
<i>Totally Kids</i> Amanda Rey Mangabat 818 252 5863 x223	10716 La Tuna Canyon Sun Valley 91352	10.3 Miles	SNF: 45 Beds PEDS
<i>USC Verdugo Hills</i> Debbie Walsh 818 952 2208	1812 Verdugo Glendale 91208	7 Miles	Acute: 158 Beds MS, OB, MH

**Beginning of Clinical Rotations - First Start - Cohort 1
1st Semester & 2nd Semester GEs - Cohorts 2 & 3**

Course
GEs

Clinical Sites

Cohort 3 - Semester 1 - GE
Cohort 2 - Semester 2 - GE

3rd Semester/1st Semester of Nursing Program - Cohort 1

102
Into Med/Surg

2nd 8Weeks- 120 hours (2.5 units) 15hrs/wk ∞ Theory: 6hrs/wk
1 Foothill Sa & Su 7a-3p
2 Keck USC Sa & Su 7a-3pp
3 Intercommunity Sa & Su 7a-3pp

**Second Start of clinical rotations - Cohort 2
1st Semester & 2nd Semester GEs - Cohorts 3 & 4**

Course
GEs

Clinical Sites

Cohort 4 - Semester 1 - GE
Cohort 3 - Semester 2 - GE

3rd Semester/1st Semester of Nursing Program - Cohort 2

102
Into Med/Surg

2nd 8Weeks- 120 hours (2.5 units) 15hrs/wk ∞ Theory: 6hrs/wk
1 Foothill Sa & Su 7a-3p
2 Keck USC Sa & Su 7a-3p
3 Intercommunity Sa & Su 7a-3p

4th Semester/2nd Semester of Nursing Program - Cohort 1

105
Mental Health

1st 8Weeks 120 hours (2.5units) 15hrs/wk ∞ Theory: 6hrs/wk
1 Aurora Charter Oak Sa&Su 7a-3p
2 Aurora Charter Oak Th&Fr 7a-3p
3 Pacifica Sa&Su 7a-3p
Backup if needed: Verdugo Hills

4th Semester/2nd Semester of Nursing Program - Cohort 1

108
Inter Med/Surg

2nd 8Weeks 120 hours (2.5units) 15hrs/day ∞ Theory: 8hrs/wk
1 Romona Sa&Su 7a-3p
3 Atherton Th & Fr 7a-3p
4 Garden View Sa&Su 7a-3p

**Third Start of clinical rotations - Cohort 3
1st Semester & 2nd Semester GEs - Cohorts 4 & 5**

Course
GEs

Clinical Sites

Cohort 5 - semester 1 - GE
Cohort 4 - semester 2 - GE

3rd Semester/1st Semester of Nursing Program - Cohort 3

102
Into Med/Surg

2nd 8Weeks- 120 hours (2.5 units) 15hrs/wk ∞ Theory: 6hrs/wk
1 Foothill Sa & Su 7a-3p
2 Keck USC Sa & Su 7a-3p
3 Intercommunity Sa & Su 7a-3p

4th Semester/2nd Semester of Nursing Program - Cohort 2

105
Mental Health

1st 8Weeks 120 hours (2.5units) 15hrs/wk ∞ Theory: 6hrs/wk
1 Aurora Charter Oak Sa&Su 7a-3p
2 Aurora Charter Oak Th&Fr 7a-3p
3 Pacifica Sa&Su 7a-3p
Backup if needed: Verdugo Hills

4th Semester/2nd Semester of Nursing Program - Cohort 2

108
Inter Med/Surg

2nd 8Weeks 120 hours (2.5units) 15hrs/day ∞ Theory: 8hrs/wk
1 Romona Sa&Su 7a-3p
3 Atherton Th & Fr 7a-3p
4 Garden View Sa&Su 7a-3p

5th Semester/3rd Semester of Nursing Program - Cohort 1

104
OB

1st 8Weeks 120 hours (2.5units) 15hrs/wk ∞ Theory: 6hrs/wk
1 QVC Sa&Su 7a-3p
3 Beverly Hospital Sa&Su 7a-3p
4 Beverly Hospital Th&Fr 7a-3p
Back up if needed: Verdugo Hills
Mother/Baby(Postpartum) 60hours
L&D 45hours
newborn/NICU 15hours

5th Semester/3rd Semester of Nursing Program - Cohort 1

103
PEDS

2nd 8Weeks 120 hours (2.5units) 15hrs/wk for 8wk ∞ Theory: 8hrs/wk
1 QVC Sa&Su 7a-3p
2 QVC Th&Fr 7a-3p
3 Beverly Sa&Su 7a-3p
Back up if needed: Totally Kids
General PEDS 75hours
PICU 45hours or other PEDS services

**Fourth Start of clinical rotations - Cohort 4
1st Semester & 2nd Semester GEs - Cohorts 5 & 6**

Course
GEs

Clinical Sites

Cohort 6 - Semester 1 - GE
Cohort 5 - Semester 2 - GE

3rd Semester/1st Semester of Nursing Program - Cohort 4

102
Into Med/Surg

2nd 8Weeks- 120 hours (2.5 units) 15hrs/wk ∞ Theory: 6hrs/wk
1 Foothill Sa & Su 7a-3p
2 Keck USC Sa & Su 7a-3pp
3 Intercommunity Sa & Su 7a-3p

4th Semester/2nd Semester of Nursing Program - Cohort 3

105
Mental Health

1st 8Weeks 120 hours (2.5units) 15hrs/wk ∞ Theory: 6hrs/wk
1 Aurora Charter Oak Sa&Su 7a-3p
2 Aurora Charter Oak Th&Fr 7a-3p
3 Pacifica Sa&Su 7a-3p
Backup if needed: Verdugo Hills

4th Semester/2nd Semester of Nursing Program - Cohort 3

108
Inter Med/Surg

2nd 8Weeks 120 hours (2.5units) 15hrs/day ∞ Theory: 8hrs/wk
1 Romona Sa&Su 7a-3p
3 Atherton Th & Fr 7a-3p
4 Garden View Sa&Su 7a-3p

5th Semester/3rd Semester of Nursing Program - Cohort 2

104
OB

1st 8Weeks 120 hours (2.5units) 15hrs/wk ∞ Theory: 6hrs/wk
1 QVC Sa&Su 7a-3p
3 Beverly Hospital Sa&Su 7a-3p
4 Beverly Hospital Th&Fr 7a-3p
Back up if needed: Verdugo Hills
Mother/Baby(Postpartum) 60hours

L&D 45hours
newborn/NICU 15hours

103
PEDS

5th Semester/3rd Semester of Nursing Program - Cohort 2

2nd 8Weeks 120 hours (2.5units) 15hrs/wk for 8wk ∞ Theory: 8hrs/wk
1 QVC Sa&Su 7a-3p
2 QVC Th&Fr 7a-3p
3 Beverly Sa&Su 7a-3p
Back up if needed: Totally Kids

General PEDS 75hours
PICU 45hours or other PEDS services

106
Adv Med/Surg

6th Semester 4th Semester of Nursing Program - Cohort 1

192 hours (4units) 12hrs/wk for 16wks ∞ Theory: 4hrs/wk
1 Intercommunity Sa 7a-7p
2 QVC Sa 7a-7p
3 Foothill Sa 7a-7p

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: Glendale Career College											Date Submitted:							
Associate Degree in Nursing Program											January 2016							
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date:		Pending											
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 checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:		16			
													Theory		Lab		Total Hours	
First Semester											Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
	M	S	O	C	P	G	**Wk:											
ANT201 Human Anatomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3		0	48	0				
ANT201L Human Anatomy Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	1		0	1	3	0	48				
PHY202 Human Physiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3		0	48	0				
PHY202L Human Physiology Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	1		0	1	3	0	48				
COM101 Oral Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3		0	48	0				
ENG101 English Composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3		0	48	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total									14	12	12	2	6	192	96			
Second Semester															Total Hours			
	M	S	O	C	P	G	**Wk:											
MIC203 Microbiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3		0	48	0				
MIC203L Microbiology Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	2		0	2	6	0	96				
PSY201 Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3		0	48	0				
PSY201 Growth & Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3		0	48	0				
SOC101 Sociology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3		0	48	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0		0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total									14	12	12	2	6	192	96.5			
Third Semester															Total Hours			
8 ¹ 1st 8wks; 8 ² 2nd 8wks		M	S	O	C	P	G	**Wk:										
ADN101 Fundamentals of Nrsng (16weeks)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	4.5	2	2	2.5	7.5	32	120				
ADN109 Pharmacological Nrsng (8 ¹)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	2	2	4		0	32	0				
ADN102 Intro to Med/Surg (8 ²)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	5.5	3	6	2.5	15	48	120				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total									12	7	12	5	22.5	112	240			

* 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

EDP-P-05a (Rev. 08/10)
 State of California

Department of Consumer Affairs
 Board of Registered Nursing

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: Glendale Career College											Date Submitted:																											
Associate Degree in Nursing Program											January 2016																											
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved																											
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date:		Pending																															
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											Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:		16																							
											Total Units		Theory		Lab		Total Hours																					
Fourth Semester																																						
8 ¹ 1st 8wks; 8 ² 2nd 8wks																																						
											M		S		O		C		P		G		**Wk:															
ADN105 Mental Health Nrsng (8 ¹)											<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		8		5.5		3		6		2.5		15		48		120	
ADN108 Inter Med/Surg Nrsng (8 ²)											<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		8		6.5		4		8		2.5		15		64		120	
ADN098 Bridging Nrsng Care* (8 ¹)											<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		8		1		0.5		1		0.5		3		8		24	
*For APVN and APVN-30											<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		1				0		0		0		0					
											<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		1				0		0		0		0					
											<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		1				0		0		0		0					
Total																							13		7.5		15		5.5		33		120		264			
Fifth Semester																																						
8 ¹ 1st 8wks; 8 ² 2nd 8wks																																						
											M		S		O		C		P		G		**Wk:															
ADN104 Obstetrial Nrsng (8 ¹)											<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		8		5.5		3		6		2.5		15		48		120	
ADN103 Pediatric Nrsng (8 ²)											<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		8		6.5		4		8		2.5		15		64		120	
											<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		1				0		0		0		0					
											<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		1				0		0		0		0					
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Total																							12		7		14		5		30		112		240			
Sixth Semester																																						
8 ¹ 1st 8wks; 8 ² 2nd 8wks																																						
											M		S		O		C		P		G		**Wk:															
ADN106 Adv Med/Surg Nrsng (16wks)											<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		16		8		4		4		4		12		64		192	
ADN107 Transition to RN (8 ¹)											<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		8		2		2		4				0		32		0	
ADN110 NCLEX Review (8 ²)											<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		8		2		2		4				0		32		0	
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	<input type="checkbox"/>	1			0		0	0	0					
	<input type="checkbox"/>	1			0		0	0	0					
Total								12	8	12	4	12	128	192

* 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

EDP-P-05a (Rev. 08/10)

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

Submit in **DUPLICATE**.

(916) 322-3350

Program Name: Glendale Career College	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 type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: July 2016	
Academic System: <input checked="" type="checkbox"/> Semester <u>16</u> weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision <small>*Place asterisk next to proposed change</small>
Nursing	36	54		*46
Theory	(18)	(27)		*(27)
Clinical	(18)	(27)		*(19)
Communication Units	6	9		*(6)
Science Units	16	24		*(22)
TOTAL UNITS FOR LICENSURE	58	87		*(74)
Other Degree Requirements: <i>ADN110 NCLEX Review</i>				*(2)
TOTAL UNITS FOR GRADUATION				*76

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

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	ADN105	Mental Health Nursing Care
Personal Hygiene	ADN101	Fundamentals of Nursing Care
Human Sexuality	ADN105 ADN104	Mental Health Nursing Care Obstetrical Nursing Care
Client Abuse	ADN101 ADN103 ADN106	Fundamentals of Nursing Care Pediatric Nursing Care Advanced Medical Surgical Nursing: Care of the Critically Ill Hospitalized Adult
Cultural Diversity	SOC101 ADN101	Sociology Fundamentals of Nursing Care
Nutrition	ADN101 ADN102 ADN108 ADN103 ADN104 ADN106	Fundamentals of Nursing Care Introduction to Medical Surgical Nursing: Basic Care of the Hospitalized Adult Intermediate Medical Surgical Nursing: Care of Gerontological Patients Pediatric Nursing Care Obstetrical Nursing Care Advanced Medical Surgical Nursing: Care of the Critically Ill Hospitalized Adult

REQUIRED CONTENT	Course Number	Course Titles
Pharmacology	ADN109	Pharmacological Nursing Care
Legal Aspects	ADN101 ADN107	Fundamentals of Nursing Care Advanced Medical Surgical Nursing: Care of the Critically Ill Hospitalized Adult
Social/Ethical Aspects	SOC101 ADN101 ADN107	Sociology Fundamentals of Nursing Care Transition to RN
Management/Leadership	ADN101 ADN102 ADN108 ADN106 ADN107	Fundamentals of Nursing Care Introduction to Medical Surgical Nursing: Basic Care of the Hospitalized Adult Intermediate Medical Surgical Nursing: Care of Gerontological Patients Advanced Medical Surgical Nursing: Care of the Critically Ill Hospitalized Adult Transition to RN

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	ADN101	Fundamentals of Nursing Care	4.5
	ADN102	Introduction to Medical Surgical Nursing: Basic Care of the Hospitalized Adult	5.5
	ADN108	Intermediate Medical Surgical Nursing: Care of Gerontological Patients	6.5
	ADN106	Advanced Medical Surgical Nursing: Care of the Critically Ill Hospitalized Adult	8
	ADN109	Pharmacological Nursing Care	2
Obstetrical	ADN104	Obstetrical Nursing Care	5.5
Pediatric	ADN103	Pediatric Nursing Care	6.5
Psych/Mental Health	ADN105	Mental Health Nursing Care	5.5
Geriatrics	ADN108	Intermediate Medical Surgical Nursing: Care of Gerontological Patients	(6.5)
	ADN106	Advance Medical Surgical Nursing Care	(8)
BASIC SCIENCES			
Anatomy	ANT201	Human Anatomy	3,1
	ANT201L	Human Anatomy Lab	
Physiology	PHY202	Human Physiology	3,1
	PHY202L	Human Physiology Lab	
Microbiology	MIC203	Microbiology	3,2
	MIC203L	Microbiology Lab	
Societal/Cultural Pattern	SOC101	Sociology	3
Psychology	PSY101	Psychology	3
Psychology	PSY201	Growth & Development	3
COMMUNICATION			
Group	COM101	Oral Communication	3
Verbal	COM101	Oral Communication	(3)
Written	ENG101	English Composition	3
* TOTAL UNITS			76

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

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Bridge Course	ADN098	Bridging Nursing Care	1
Advanced Medical-Surgical	ADN106	Advanced Medical Surgical Nursing: Care of the Critically Ill Hospitalized Adult	8
Psych/Mental Health	ADN105	Mental Health Nursing Care	5.5
Geriatrics	ADN108	Intermediate Medical Surgical Nursing: Care of Gerontological Patients	6.5
Management/Leadership	ADN108	Intermediate Medical Surgical Nursing: Care of Gerontological Patients	(6.5)
	ADN106	Advanced Medical Surgical Nursing: Care of the Critically Ill Hospitalized Adult	(8)
BASIC SCIENCES			
Physiology	PHY202	Human Physiology	3
	PHY202L	Human Physiology Lab	1
Microbiology	MIC203	Microbiology	3
	MIC203L	Microbiology Lab	2
TOTAL UNITS			30
Signature Program Director/Designee:		Date:	
<i>Dr. Lolai B. Smith</i>		<i>4-06-2016</i>	

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5

DATE: May 12, 2016

ACTION REQUESTED: Vote on Whether to Recommend Extension of Initial Program Approval for California Career College (CCC) Associate Degree Nursing Program

REQUESTED BY: Linda Sperling, Nursing Education Consultant

BACKGROUND: Susan Naimi, MSN, RN founded California Career College in 2001 and has served as President for the school's LVN program since its inception in 2002.

The Board approved the CCC's Feasibility Study on April 3, 2014. CCC hired Elizabeth Estrada, MSN, RN, who was approved on June 22, 2015 as Director of the ADN program to complete the initial program approval of the proposed nursing program.

The Board's policy on initial program approval permits a new program a two-year period to complete the new program application process from the time of the feasibility approval to starting the program and initial enrollment of students. When this timeline is missed, the program is required to restart the initial process from the beginning, submitting a letter of intent. CCC's two-year period deadline for approval process completion was April 3, 2016.

The program submitted their first self-study on October 14, 2015. Miyo Minato, SNEC and Dr. Linda Sperling, NEC have been working closely with the program to assist with the Self-Study phase and revisions of the report to meet board requirements and deadlines. Board staff met with CCC representatives on December 2, 2015. A final revision of the self-study was submitted on March 31, 2016. The preliminary review of the self-study report and related documents shows they are complete in addressing Board rules and regulations. However, additional time is needed for the NEC to complete the initial approval process, including site visit to the school and verification of resources such as clinical placements. An extension of the initial approval process deadline is requested to allow completion of NEC evaluation with report to be presented to Education/Licensing Committee at the August 2016 meeting.

NEXT STEPS: Place on Board agenda.

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

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.6

DATE: May 12, 2016

ACTION REQUESTED: Discussion of 2014-2015 Post Licensure Program Annual Report – Draft

REQUESTED BY: Julie Campbell-Warnock, Research Program Specialist

BACKGROUND: In 2004-2005, as part of the pre-licensure nursing program survey, the BRN also began inviting programs to provide data on their post-licensure programs. The 2014-2015 Post-Licensure Nursing Program Report presents analysis of the current year data in comparison with data from previous years of the survey.

Since post-licensure nursing programs offer a wide range of degrees, this report is presented in program sections, including RN to BSN Programs, Master’s Degree Programs and Doctoral Programs. Data items addressed in each program section include the number of nursing programs, enrollments, graduations, and student census data. Faculty census data is included in a separate section as it is collected by school, not by degree program.

NEXT STEPS: Place on Board agenda.

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

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NEWS : LAW AND POLICY

California Lawmaker: Root Out Anti-Choice Misinformation in Nurse Courses



by Nicole Knight Shine, Mountain West Region Reporting Fellow, RH Reality Check
February 26, 2016 - 12:43 pm

A California bill introduced this month requires continuing education courses for nurses to be based in fact, after *RH Reality Check* revealed that national organizations were teaching classes containing anti-choice ideology.

SB 1039, introduced by state Sen. Jerry Hill (D-San Mateo), mandates that classes taken to maintain state licensure be based on "generally accepted scientific principles."

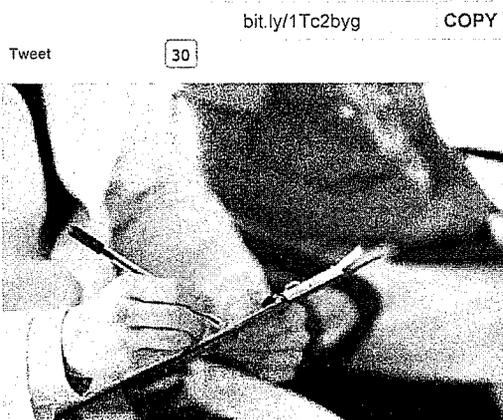
"At the end of the day, this will ensure that any continuing education courses offered to the nursing profession are professional and based on sound scientific research and evidence," Hill told *RH Reality Check*.

The omnibus reform bill imposes new safeguards in nursing education, directing the Board of Registered Nursing (BRN) to audit continuing education providers at least once every five years and to withhold or rescind approval from those found in violation of state laws and regulations.

An *RH Reality Check* investigation published in January described how some of the nation's more prominent abortion opponents gained the approval of the BRN to teach continuing education courses on subjects such as "abortion pill reversal"—a treatment rejected by the medical establishment—and other scientifically unsupported topics.

The providers were capitalizing on a loophole in state law and lax oversight. Current law requires continuing education course materials to "be related to the scientific knowledge and/or technical skills required for the practice of nursing, or be related to direct and/or indirect patient/client care." The board, however, doesn't actually approve the materials that providers teach.

And, even though the law provides for it, the BRN failed to audit a single continuing education provider between 2001 and 2014, according to a 2015 joint oversight report prepared for the state Senate Committee on Business, Professions and Economic Development and the Assembly Business and Professions Committee.



An *RH Reality Check* investigation found that anti-choice groups were taking advantage of loopholes and lax oversight to teach nurses dubious medicine. (Shutterstock)

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MT @rhrealitycheck Students tell #SCOTUS what the birth control benefit means to them: rhrc.us/1TDI8JV pic.twitter.com/nqXnRaBGy

Retweeted by RH Reality Check

One of the amici explains, "Without contraception access, it is unlikely that I could feel secure in committing to law school." Another notes:

In the future, I would like to have a family. But right now, I am working towards a degree and I am not in a financial position to raise a child. I owe money for my undergraduate, graduate, and law-school degrees. Every cent I save counts. Contraception enables me to focus on my degree and puts me in control of my own reproductive health.

Because of the demands of graduate and profes- Expand

RH Reality Check @rhrealitycheck 22m

Facebook

The website declined to

Popular Today This Week

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- How HB 2 Left Candice 'Choice/Less' [Audio] by Jenn Stanley
- Advocates Ask Roberts Court to Block Louisiana Clinic Shutdown Law by Jessica Mason Pieklo
- Yes, Progressives, There Is a 'BernieBro' Problem by Katherine Cross
- Ted Cruz: I Would Pardon David Daleiden by Jodi Jacobson
- Alabama GOP Makes Another Push to Regulate Abortion Clinics Like Sex Offenders by Teddy Wilson
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Continuing education credits are required of nurses and doctors to maintain licensure in California. The BRN regulates more than 400,000 California licensees, such as nurses and nurse practitioners, and continuing education providers. State law requires the BRN to vet the providers, which range from private companies to universities.

RH Reality Check reviewed the state-approved applications of three organizations—Heartbeat International, Care Net, and National Institute of Family and Life Advocates—and found the providers failed to disclose to the board the medically questionable subjects they taught to nurses.

Stephanie Roberson, lead lobbyist with the 85,000-member California Nurses Association, said the union was reviewing the reform bill ahead of a committee hearing expected in March.

“We believe, of course, that there should be proper oversight of continuing education courses and providers,” Roberson told *RH Reality Check*.

Calls for reform of the BRN aren't new.

The 2015 oversight report laid out more than a dozen reforms, telling the board to tighten the standards applied to continuing education (CE) classes and continuing ed providers (CEP):

ISSUE #14: (OVERSIGHT OF CONTINUING EDUCATION FOR LICENSEES) The BRN has not provided appropriate oversight of its continuing education program despite admonition to do so in the previous review.

The BRN should review its criteria for CEPs and require content to be science-based and directly related to professionally appropriate practice. The BRN should continue to pursue additional staffing for CE auditors, but should simultaneously rebalance its existing workload and prioritize ongoing CE and CEP audits.

The BRN responded that it's running out of money and, without a fee hike, may need to cut staff. In the past few years, the BRN has loaned the state General Fund \$13.3 million, and has been paid back \$3 million.

Roberson said the BRN has asked for more staff to perform audits.

“We hope that happens,” she said. “We want to make sure that the board has adequate staff to do its job.”

The Ohio-based anti-choice group Heartbeat International last year offered the class “Abortion Pill Reversal and Your Clinic” for continuing education credit to nurses at a St. Louis conference.

Building Skills for Life and Love <i>Joneen Mackenzie, RN, BSN, CPS, SRAS</i>	Removing the Masks of Relationships <i>Catherine Wood, LAS, SRA</i>	Filled Up to Pour Out <i>Anne Pierson</i>	Unclaimed Baggage: Getting Off the Carousel of the Unresolved Past <i>Fern Bizinski & Stefanie Libertore</i>	Abortion Pill Reversal and Your Clinic <i>Debbie Bradel, RN, BSN, PHN</i>	Routine, Advanced, and Abnormal Scans <i>Jim Scheffler, RDMS</i>	Creating Culture and Building Traditions <i>Mary Peterson</i>
--	--	--	---	--	---	--

An “Abortion Pill Reversal and Your Clinic” course was among those available for health-care workers at the Heartbeat International conference in St. Louis.

Heartbeat International is the umbrella group for 1,800 crisis pregnancy centers around the world whose expressed mission is “saving babies.”

The organization, and other abortion rights opponents, have treated the notion of “abortion pill reversal,” or undoing a pill-induced abortion, as medically feasible.



Kasich, Ohio GOP to End Funding for Program to Curb Infant Mortality by Jenn Stanley



Polling Has Bad News for Republicans Obstructing Supreme Court Nominee by Ally Boguhn



Telemedicine Abortion Care Is Coming to Maine by Kanya D'Almeida



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RH Wire

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Should parents be allowed to choose the sex of their baby? - CNN

Getting to the bottom of Zika's link to microcephaly - Los Angeles Times

Three Jews Try to Care About Bernie Sanders' Jewish Heritage - Jezebel

'We are unwilling to accept the breaking of our constitution' - The Guardian

Donald Trump Really Doesn't Understand How Federal Funding for Planned Parenthood Works - Mother Jones

A Heartbeat International representative told *RH Reality Check* in a statement: "There are 150 children alive today—and 80 more on the way—because of the RU-486 reversal process. It might be helpful to add that those 'accepted scientific principles' one generation has thought unmovable have been thoroughly disproven and discredited by the next. 'Scientific principles' always allow for innovation and progress."

But the science behind abortion pill reversal is thin.

A single 2012 paper in *Annals of Pharmacotherapy* claimed to have reversed the medication abortions of four of six women included in the study. Medical experts, such as those at the American Congress of Obstetricians and Gynecologists (ACOG), say the six cases cited in the *Annals of Pharmacotherapy* paper are not enough to draw conclusions.

"There is really no clear evidence that this works," Dr. Daniel Grossman, ACOG fellow and director of Advancing New Standards in Reproductive Health, a research group at the University of California, San Francisco, said in an interview with MedPage Today.

As previously reported by *RH Reality Check*, Care Net, another national anti-choice organization approved to teach CE classes to nurses, offered the class, "Fetal Pain: What's the Evidence?" in San Diego last year.

ACOG has said that fetal pain is unlikely before the third trimester and "no studies since 2005 demonstrate fetal recognition of pain."

Dr. Sandra Christiansen taught "Fetal Pain: What's the Evidence?" in San Diego; her name also appeared on Care Net's nine-year-old state application to teach classes. But the application did not list the fetal pain class, making it difficult to evaluate the content of Christiansen's classes for nurses.

What is clear is that Christiansen gave testimony two years ago in support of Maryland's Pain-Capable Unborn Child Protection Act, an attempt to ban abortion care after 20 weeks.

Hill, chair of the state Senate Committee on Business, Professions, and Economic Development, said that following *RH Reality Check's* investigation, BRN officials said the board would issue cease-and-desist letters to Care Net and the two other providers.

"And we have not seen evidence of that," Hill said Tuesday.

Heartbeat International, Care Net, and the National Institute of Family and Life Advocates remain on the BRN's website in good standing.

RH Reality Check filed a Public Records Act request for recent documents and communications between the board and these three providers. The BRN denied that request last week, citing "section 6254 of the Government Code, relating to records of complaints made to and investigations conducted by a state licensing agency."

Hill maintains the providers "slipped through the cracks because of a lack of auditing and oversight on behalf of the board." He said more work is needed to hold the board accountable.

"My job is now what's the best way to get to that goal," he said.

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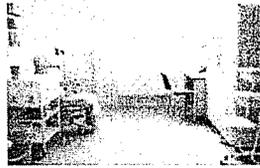
For more information or to schedule an interview with Nicole Knight Shine contact press@rhrealitycheck.org.

Follow Nicole Knight Shine on twitter: @nicolekshine

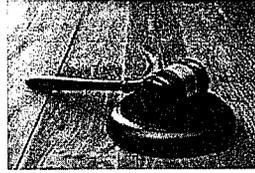
Tagged: Abortion, Abortion Rights, American Congress of Obstetricians and Gynecologists, California, California SB 1039, Care Net, Fetal Pain, Law and Policy, News, Sen. Jerry Hill, State legislatures



Florida Appeals Court OKs Forced Waiting Period Law



Is One-Sixth a 'Large Fraction' When It Comes to Our Constitutional Rights?



Advocates Ask Roberts Court to Block Louisiana Clinic Shutdown Law

5 Comments

RH Reality Check

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HandsomeMrToad · 2 days ago
Medical abortion reversal is a scam.
5 · Reply · Share



larrymotuz · 2 days ago
No one should have a right to teach ignorance.
5 · Reply · Share



This comment is awaiting moderation. Show comment.



larrymotuz → Lynn Collins · a day ago
Flagged spam!
4 · Reply · Share



Ramanusia · 15 hours ago
When they start pushing deliberate propaganda to medical practitioners, they have gone way too far. Blocking residency training programs and spreading disinformation to nurses should be criminal.
3 · Reply · Share



Tanya Nguyễn → Ramanusia · 7 minutes ago
These are people who think it is fully ok to tell women there is a KNOWN LINK to abortion and breast cancer, to scare women out of having an abortion.
Worshiping the holy fetus means they are not under normal morals that you and I have about things like truth.
· Reply · Share

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5 comments · 3 days ago

A fiona64 — Whatever it takes. Of *course* it's fraud ... and needs to be shut down. I hadn't considered it from a consumer ...

Fifth Circuit Rules Louisiana Clinic Closure Law Can Take Effect, Raising ...

4 comments · 4 days ago

A fiona64 — How is this even remotely Constitutional, given the undue burden that this places on women living in Louisiana?

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A fiona64 — The best way to tell whether a GOTeabircher is lying is to see whether their lips are moving and sound is coming from ...

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A Blue Orion — You realize this has been debunked numerous times, right? And reacting to stimuli, does not mean ...

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Article 5. Continuing Education

1450. Definitions

(a) For purposes of this Article:

(1) "Continuing Education" means the variety of forms of learning experiences, including, but not limited to, lectures, conferences, academic studies, in service education, institutes, seminars, workshops, extension studies, and independent/home study programs undertaken by registered nurses for relicensure. These learning experiences are meant to enhance the knowledge of the registered nurse in the practice of nursing in direct and indirect patient care.

(2) "Course" means a systematic learning experience, at least one hour in length, which deals with and is designed for the acquisition of knowledge, skills, and information in direct and indirect patient care.

(3) "Content Relevant to the Practice of Nursing" means content related to the development and maintenance of current competency in the delivery of nursing care as specified in Section 1456.

(4) "Independent/Home Study Courses" means continuing education courses offered for individual study by an approved provider.

(5) "Hour" means at least fifty (50) minutes of participation in an organized learning experience;

(6) "Approved Providers" means those individuals, partnerships, corporations, associations, organizations, organized health care systems, educational institutions, or governmental agencies offering continuing education as approved by the Board.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2811.1, Business and Professions Code.

HISTORY: 1. New Article 5 (Sections 1450-1456) filed 10-10-75; effective thirtieth day thereafter (Register 75, No. 41).

2. Amendment filed 12-18-81; effective thirtieth day thereafter (Register 81, No. 51).

1451. License Renewal Requirements

(a) Pursuant to Section 2811 of the Code, each licensee shall pay the renewal fee and submit proof, satisfactory to the Board that during the preceding renewal period or preceding two years, the licensee has started and successfully completed thirty (30) hours of continuing education approved by the Board.

(b) Licensees shall submit proof to the Board of successful completion of the required number of approved continuing education hours by signing a statement under penalty of perjury, indicating compliance and agreeing to supply supporting documents on request.

(c) Licensees shall not be allowed to claim partial credit for a continuing education course, however, instructors who participate in a part of an offering may receive full credit if the total offering is attended.

(d) Licensees shall keep the certificates or gradeslips from academic institutions pursuant to Section 1458(b)(7) for four years from the date they complete approved continuing education courses and must submit such certificates or gradeslips to the Board when requested.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2811.5, Business and Professions Code.

HISTORY: 1. Amendment filed 12-18-81; effective thirtieth day thereafter (Register 81, No. 51).

2. Change without regulatory effect repealing subsection (b), relettering subsections, and amending newly designated subsection (d) filed 12-29-98 pursuant to section 100, title 1, California Code of Regulations (Register 99, No. 1).

1451.1. Expiration of Licenses

(a) Licenses issued by the Board will expire unless renewed. To renew a license, the applicant shall submit proof, satisfactory to the Board of completion of thirty (30) hours of continuing education and shall pay the renewal fee.

(b) A licensee who participates in and successfully completes a continuing education course which overlaps a renewal period may apply the credit earned for the renewal period in which the course ends.

(c) An expired license may, within eight years of the date of expiration, be reinstated by the Board if the applicant meets the requirements of Section 2811 of the Code and is otherwise eligible to obtain a reinstatement, and if the applicant meets the requirements set forth in Section 1419.3.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2811 and 2811.5, Business and Professions Code.

HISTORY: 1. New section filed 12-18-81; effective thirtieth day thereafter (Register 81, No. 51).

2. Amendment of subsection (c) and repealer of subsections (d) and (e) filed 4-7-87; operative 5-7-87 (Register 87, No. 16).

1451.2. Continuing Education Courses

(a) Continuing Education course credit may be given for the following continuing education courses:

(1) Courses offered by an approved Provider as specified in Section 1454. In addition to classroom courses, courses may be designed by an approved Provider for participation in activities which include nursing practice, publishing and/or research, provided that such courses meet the requirements of Section 1456.

(2) Out of state courses which have been approved for voluntary or mandatory continuing education by Registered Nurse licensing agencies of other states and/or state nurses' associations, as well as offerings by nationally recognized health associations and/or their regional subdivisions provided that such courses meet the requirements of Section 1456.

(3) Out of state academic courses in an accredited *post-secondary institution which are related to the specific knowledge and/or technical skills required for the practice of nursing.

(4) Other courses as may be approved by the Board at its sole discretion. *Minimum requirement is regional accreditation.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2811.5, Business and Professions Code.

HISTORY: 1. New section filed 12-18-81; effective thirtieth day thereafter (Register 81, No. 51).

1452. Exemption from Continuing Education Requirements

(a) During the first two years immediately following initial licensure in California or other jurisdictions, licensees shall be exempt from completion of the continuing education requirements specified in Section 1451.

(b) At the time of making application for renewal, an applicant may request exemption from continuing education requirements if:

(1) The licensee is requesting inactive status for the license; or

(2) The licensee can show evidence, satisfactory to the Board that

(A) he or she has been employed overseas for a period of one (1) year or more, or a resident overseas for a period of one (1) year or more and currently employed; or

(B) he or she is employed by a Federal Institution or Agency or one of the Military Services (USA), where that person is practicing nursing outside of the State of California on a California license, or

(C) he or she has had hardship of one or more years' duration, if

1. there is a total physical disability for one (1) year or more and verification of readiness or ability to return to work; or

2. there is a total disability of a member of the immediate family for whom licensee has total responsibility for one (1) year or more.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2811.5, Business and Professions Code.

HISTORY: 1. Amendment filed 3-2-78; effective thirtieth day thereafter (Register 78, No. 9).

2. Repealer and new section filed 12-18-81; effective thirtieth day thereafter (Register 81, No. 51).

1453. Falsifying Renewal Application

A licensee who falsifies or makes a material misrepresentation of fact on a renewal application will be subject to disciplinary action as provided for in Section 2750 of the Business and Professions Code.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2761 and 2811.5, Business and Professions Code.

HISTORY: 1. Amendment field 3-2-78; effective thirtieth day thereafter (Register 78, No. 9).

2. Repealer and new section filed 12-18-81; effective thirtieth day thereafter (Register 81, No. 51).

1454. Approved Providers

(a) For the purpose of this Article, the title "approved provider" can only be used when an individual, partnership, corporation, association, organization, organized health care system, educational institution or governmental agency, having committed no act which would lead to disciplinary action pursuant to Section 1459.1, has submitted a provider application on forms supplied by the Board, remitted the appropriate fee and has been issued a provider number.

(b) An individual, partnership, corporation, association, organized health care system, governmental agency, educational institution and other organizations may be issued only one provider number; provided, however, that any autonomous entity within such organization may be issued one provider number.

(c) An approved provider shall have a written and published policy, available on request, which provides information on:

(1) refunds in cases of non-attendance

(2) time period for return of fees

(3) notification if course is cancelled.

(d) The approved provider is required to accept full responsibility for each and every course, including, but not limited to recordkeeping, advertising course content as related to Board standards, issuance of certificates and instructor qualifications. When two or more providers co-sponsor a course, only one provider number shall be used for that course and that provider must assume full responsibility for recordkeeping, advertising course content as related to Board standards, issuance of certificates and instructor (s') qualifications.

(e) Providers may not grant partial credit for continuing education.

(f) Approved providers shall keep the following records for a period of four years in one location within the State of California, or in a place approved by the Board:

(1) course outlines of each course given

(2) record of time and places each course given

(3) course instructor vitae or resumes

(4) name and license number of registered nurses taking any approved course and a record of any certificate issued to them.

(g) Approved providers must notify the Board, within thirty (30) days, of any changes in organizational structure of a provider and/or the person(s) responsible for the provider's continuing education course(s), including name and address changes.

(h) Provider approval is non-transferable.

(i) The Board shall audit records, courses, instructors and related activities of a provider.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2811.5, Business and Professions Code.

HISTORY: 1. Repealer and new section filed 12-18-81; effective thirtieth day thereafter (Register 81, No. 51).

2. Amendment of subsection (a) filed 2-1-96; operative 3-2-96 (Register 96, No. 5).

1455. Continuing Education Hours

The Board will accept hours of approved continuing education on the following bases:

(a) Each hour of theory shall be accepted as one hour of continuing education.

(b) Each three hours in course related clinical practice will be accepted as one hour of continuing education.

(c) Courses less than one (1) hour in duration will not be approved.

(d) One (1) CEU (continuing education unit) is equal to ten (10) continuing education contact hours.

(e) One (1) academic quarter unit is equal to ten (10) continuing education hours.

(f) One (1) academic semester unit is equal to fifteen (15) continuing education hours.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2811.5, Business and Professions Code.

HISTORY: 1. Renumbering of former Section 1455 to Section 1456 and new section filed 3-2-78; effective thirtieth day thereafter (Register 78, No. 9).

2. Amendment filed 9-15-78; effective thirtieth day thereafter (Register 78, No. 37).

3. Repealer and new section filed 12-18-81 effective thirtieth day thereafter (Register 81, No. 51).

1456. Continuing Education Courses

The content of all courses of continuing education must be relevant to the practice of nursing and must:

(a) be related to the scientific knowledge and/or technical skills required for the practice of nursing, or

(b) be related to direct and/or indirect patient/client care.

(c) Learning experiences are expected to enhance the knowledge of the Registered Nurse at a level above that required for licensure. Courses related to the scientific knowledge for the practice of nursing include basic and advanced courses in the physical, social, and behavioral sciences, as well as advanced nursing in general or specialty areas. Content which includes the application of scientific knowledge to patient care in addition to advanced nursing courses may include courses in related areas, i.e., human sexuality; death, dying, and grief; foreign languages (conversational); therapeutic interpersonal relationship skills; pharmacology; and those related to specialty areas of nursing practice. Courses in nursing administration, management, education, research, or other functional areas of nursing relating

to indirect patient/client care would be acceptable. Courses which deal with self improvement, changes in attitude, financial gain, and those courses designed for lay people are not acceptable for meeting requirements for license renewal.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2811.5, Business and Professions Code.

HISTORY: 1. Renumbering of Section 1455 to Section 1456 filed 3-2-78; effective thirtieth day thereafter (Register 78, No. 9).

2. Repealer and new section filed 12-18-81; effective thirtieth day thereafter (Register 81, No. 51).

1457. Instructor Qualifications

(a) It is the responsibility of each approved provider to use qualified instructors.

(b) Instructors teaching approved continuing education courses shall have the following minimum qualifications:

(1) The registered nurse instructor, shall

(A) hold a current valid license to practice as a registered nurse and be free from any disciplinary action by this Board, and

(B) be knowledgeable, current and skillful in the subject matter of the course as evidenced through:

1. holding a baccalaureate or higher degree from an accredited college or university and validated experience in subject matter; or

2. experience in teaching similar subject matter content within the two years preceding the course; or

3. have at least one year's experience within the last two years in the specialized area in which he/she is teaching.

(2) The non-nurse instructor, shall

(A) be currently licensed or certified in his/her area of expertise if appropriate, and

(B) show evidence of specialized training, which may include, but not be limited to a certificate of training or an advanced degree in given subject area, and

(C) have at least one year's experience within the last two years in the practice of teaching of the specialized area in which he/she teaches.

(3) Nothing in this Section exempts an individual from the legal requirements of the California Nursing Practice Act.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2811.5, Business and Professions Code.

HISTORY: 1. Renumbering of Section 1456 to Section 1457 filed 3-2-78; effective thirtieth day thereafter

(Register 78, No. 9).

2. Repealer and new section filed 12-18-81; effective thirtieth day thereafter (Register 81, No. 51).

1458. Course Verification

(a) Approved providers shall issue a document of proof, i.e., gradeslip, or transcript to each licensee to show that the individual has met the established criteria for successful completion of a course.

(b) A certificate or diploma documenting successful completion shall contain the following information:

(1) Name of student and registered nurse license number or other identification number.

(2) Course title.

(3) Provider name (as approved by the Board), address, and provider number.

(4) Date of course.

(5) Number of continuing education contact hours.

(6) Signature of instructor and/or provider, or provider designee.

(7) This document must be retained by the licensee for a period of four years after the course concludes.

(c) Course verification must be issued within a reasonable length of time after the completion of the course, not to exceed ninety days.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2811.5, Business and Professions Code.

HISTORY: 1. New section filed 5-13-77; effective thirtieth day thereafter (Register 77, No. 20).

2. Renumbering of Section 1457 to Section 1458 filed 3-2-78; effective thirtieth day thereafter (Register 78, No. 9).

3. Repealer and new section filed 12-18-81; effective thirtieth day thereafter (Register 81, No. 51).

1459. Advertisement

Information disseminated by approved providers publicizing continuing education shall be true and not misleading and shall include the following:

1. The statement "Provider approved by the California Board of Registered Nursing, Provider Number ____ for ____ contact hours."

2. Provider's policy on refunds in cases of non-attendance by the registrant.

3. A clear, concise description of the course content and/or objectives.

4. Provider name as officially on file with the Board.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2811.5, Business and Professions Code.

HISTORY: 1. New section filed 12-18-81; effective thirtieth day thereafter (Registered 81, No. 51).

1459.1. Withdrawal of Approval

(a) The Board may withdraw its approval of a provider or deny a provider application for causes which include, but are not limited to, the following:

(1) Conviction of a felony or any offense substantially related to the activities of a provider.

(2) Failure to comply with any provision of Chapter 6, Division 2, of the Business and Professions Code and/or Chapter 14 of Title 16 of the California Code of Regulations.

(b) Any material misrepresentation of fact by a continuing education provider or applicant in any information required to be submitted to the Board is grounds for withdrawal of approval or denial of an application.

(c) The board may withdraw its approval of a provider after giving the provider written notice setting forth its reason for withdrawal and after affording a reasonable opportunity to be heard by the board or its designee after thirty (30) days written notice of the specific charges to be heard.

(d) Should the BRN deny the provider approval, applicant has the opportunity to formally appeal the action to the Board within a thirty (30) day period.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2811.5, Business and Professions Code.

HISTORY: 1. New section filed 12-18-81; effective thirtieth day thereafter (Register 81, No. 51).

2. Amendment of subsection (c) filed 3-23-84; effective upon filing pursuant to Government Code Section 11346.2(d) (Register 84, No. 12).

3. Amendment of subsection (a)(2) filed 2-1-96; operative 3-2-96 (Register 96, No. 5).

Article 6. Revenue – California Business and Professions Code Section 2811.5

2811.5. (a) Each person renewing his or her license under Section 2811 shall submit proof satisfactory to the board that, during the preceding two-year period, he or she has been informed of the developments in the registered nurse field or in any special area of practice engaged in by the licensee, occurring since the last renewal thereof, either by pursuing a course or courses of continuing education in the registered nurse field or relevant to the practice of the licensee, and approved by the board, or by other means deemed equivalent by the board.

(b) For purposes of this section, the board shall, by regulation, establish standards for continuing education. The standards shall be established in a manner to assure that a variety of alternative forms of continuing education are available to licensees, including, but not limited to, academic studies, in-service education, institutes, seminars, lectures, conferences, workshops, extension studies, and home study programs. The standards shall take cognizance of specialized areas of practice. The continuing education standards established by the board shall not exceed 30 hours of direct participation in a course or courses approved by the board, or its equivalent in the units of measure adopted by the board.

(c) The board shall encourage continuing education in spousal or partner abuse detection and treatment. In the event the board establishes a requirement for continuing education coursework in spousal or partner abuse detection or treatment, that requirement shall be met by each licensee within no more than four years from the date the requirement is imposed.

(d) In establishing standards for continuing education, the board shall consider including a course in the special care needs of individuals and their families facing end-of-life issues, including, but not limited to, all of the following:

- (1) Pain and symptom management.
- (2) The psycho-social dynamics of death.
- (3) Dying and bereavement.
- (4) Hospice care.

(e) In establishing standards for continuing education, the board may include a course on pain management.

(f) This section shall not apply to licensees during the first two years immediately following their initial licensure in California or any other governmental jurisdiction.

(g) The board may, in accordance with the intent of this section, make exceptions from continuing education requirements for licensees residing in another state or country, or for reasons of health, military service, or other good cause.

Article 6. Revenue – California Business and Professions Code Section 2811.6

2811.6. Providers of continuing education programs approved by the board pursuant to Section 2811.5 shall make available for board inspection records of continuing education courses given to registered nurses.