



Education/Licensing Committee

Supplemental Materials to Committee Meeting Agenda

BRN Education/Licensing Committee Meeting | October 15, 2020

EDUCATION/LICENSING COMMITTEE

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EDUCATION/LICENSING COMMITTEE

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Agenda Item 8.1

Approval of Minutes

BRN Education/Licensing Committee Meeting | October 15, 2020

**STATE OF CALIFORNIA
DEPARTMENT OF CONSUMER AFFAIRS
BOARD OF REGISTERED NURSING
COMMITTEE MEETING**

DRAFT

PUBLIC TELECONFERENCE MEETING

DATE: August 13, 2020

START TIME: 12:50 pm.

LOCATION: **NOTE:** Pursuant to the provisions of Governor Gavin Newsom’s Executive Order N-29-20, dated March 17, 2020, a physical meeting location was not provided.

The Education and Licensing Committee of the Board of Registered Nursing will hold a public meeting via a teleconference platform.

12:51 pm

8.0

Call to Order/Roll Call/Establishment of a Quorum

Michael Jackson called the meeting to order at 12:51 pm. Quorum established at 12:51 pm.

Michael Jackson, MSN, RN, CEN, MICN-Chair
Kenneth Malbrough, Public Member

12:51 pm

8.1

Approval of Minutes

8.1.1

Review and Vote on Whether to Approve Previous Meeting Minutes: May 28, 2020

Public Comment for Agenda Item 8.1.1:

No public comment.

Motion:
Second:
Vote:

Kenneth Malbrough
Michael Jackson

Vote	KM	MJ
	Y	Y

Key: Yes: Y | No: N | Abstain: A | Absent for Vote: AB

12:54 pm

8.2

Discussion and Possible Action Regarding Minor Curriculum Revisions and Program Progress Reports (16 CCR § 1426) (Consent)

Presented by: Dr. Mary Ann McCarthy, Nursing Education Consultant

List of Schools Submitting Minor Curriculum Revisions:

8.2.1 University of California Davis Betty Irene Moore School of Nursing Masters Entry Nursing Program **(Temporary)**

8.2.2 University of California, Irvine Master's Entry Program in Nursing **(Temporary)**

8.2.3 Brandman University Baccalaureate Degree Nursing Program

8.2.4 California State University, Channel Islands Baccalaureate Degree Nursing Program **(Temporary & Permanent)**

8.2.5 California State University, Chico Baccalaureate Degree Nursing Program

8.2.6 California State University, Fullerton Baccalaureate Degree Nursing Program

8.2.7 California State University Sacramento Baccalaureate Degree Nursing Program **(Temporary)**

8.2.8 Dominican University Baccalaureate Degree Nursing Program

8.2.9 Holy Names University Baccalaureate Nursing Degree Program **(Temporary & Permanent)**

8.2.10 Loma Linda University Baccalaureate Nursing Degree Program

8.2.11 National University Baccalaureate Nursing Degree Program

8.2.12 San Diego State University Baccalaureate Nursing Degree Program

8.2.13 Sonoma State University Baccalaureate Degree Nursing Program **(Temporary)**

8.2.14 University of California, Irvine Bachelor of Science in Nursing Science Program **(Temporary & Permanent)**

8.2.15 Western Governors University Baccalaureate Degree Nursing Program **(Temporary)**

8.2.16 Allan Hancock Associate Degree Nursing Program **(Temporary)**

8.2.17 Butte College Associate Degree Nursing Program
(Temporary)

8.2.18 Carrington College Associate Degree Nursing Program
(Temporary)

8.2.19 College of Marin Associate Degree Nursing Program
(Temporary)

8.2.20 College of the Siskiyous Associate Degree Nursing
Program **(Temporary)**

8.2.21 Los Medanos College Associate Degree Nursing Program
(Temporary)

8.2.22 Merced College Associate Degree Nursing Program
(Temporary & Permanent)

8.2.23 Mount San Jacinto Associate Degree Nursing Program

8.2.24 Pacific College Associate Degree Nursing Program
(Temporary)

8.2.25 Palomar College Associate Degree Nursing Program
(Temporary & Permanent)

8.2.26 Reedley College at Madera Community College Center
Associate Degree Nursing Program **(Temporary)**

8.2.27 Sacramento City College Associate Degree Nursing
Program **(Temporary)**

8.2.28 San Joaquin Delta College Associate Degree Nursing
Program **(Temporary)**

8.2.29 Santa Ana College Associate Degree Nursing Program

8.2.30 Shasta College Associate Degree Nursing Program
(Temporary)

8.2.31 Sierra College Associate Degree Nursing Program
(Temporary)

8.2.32 Weimar Institute Associate Degree Nursing Program
(Temporary)

**8.2.33 Yuba College Associate Degree Nursing Program
(Temporary)**

List of Schools Submitting Program Progress Reports:

8.2.34 San Francisco State University Entry Level Master's Degree Nursing Program

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

8.2.36 University of San Francisco Entry Level Master's Nursing Program

8.2.37 American University of Health Sciences Baccalaureate Degree Nursing Program

8.2.38 Brandman University Baccalaureate Degree Nursing Program

8.2.39 California State University Fresno Baccalaureate Degree Nursing Program

8.2.40 California State University Fullerton Baccalaureate Degree Nursing Program

8.2.41 California State University San Bernardino Baccalaureate Degree Nursing Program

8.2.42 Chamberlain University College of Nursing Baccalaureate Degree Nursing Program – Rancho Cordova

8.2.43 Concordia University Irvine Baccalaureate Degree Nursing Program

8.2.44 San Diego State University Baccalaureate Degree Nursing Program

8.2.45 San Francisco State University Baccalaureate Degree Nursing Program

8.2.46 Simpson University Baccalaureate Degree Nursing Program

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

8.2.48 Unitek College Baccalaureate Degree Nursing Program

8.2.49 University of California Los Angeles Baccalaureate Degree Nursing Program

8.2.50 University of Phoenix Baccalaureate Degree Nursing Program

8.2.51 University of San Francisco Baccalaureate Degree Nursing Program

8.2.52 Vanguard University Baccalaureate Degree Nursing Program

8.2.53 West Coast University Baccalaureate Degree Nursing Program

8.2.54 Antelope Valley College Associate Degree Nursing Program

8.2.55 American Career College Associate Degree Nursing Program

8.2.56 Cabrillo College Associate Degree Nursing Program

8.2.57 California Career College Associate Degree Nursing Program

8.2.58 Career Care Institute Associate Degree Nursing Program

8.2.59 Cerritos College Associate Degree Nursing Program

8.2.60 City College of San Francisco Associate Degree Nursing Program

8.2.61 Citrus College Associate Degree Nursing Program

8.2.62 College of the Desert Associate Degree Nursing Program

8.2.63 Copper Mountain College Associate Degree Nursing Program

8.2.64 Fresno City College Associate Degree Nursing Program

8.2.65 Glendale College Associate Degree Nursing Program

8.2.66 Grossmont College Associate Degree Nursing Program

8.2.67 Imperial Valley College Associate Degree Nursing Program

- 8.2.68 Glendale Career College Associate Degree Nursing Program (Glendale and San Diego Campuses)
- 8.2.69 Mendocino College Associate Degree Nursing Program
- 8.2.70 Merritt College Associate Degree Nursing Program
- 8.2.71 Mira Costa College Associate Degree Nursing Program
- 8.2.72 Mission College Associate Degree Nursing Program
- 8.2.73 Monterey Peninsula College Associate Degree Nursing Program
- 8.2.74 Pacific College Associate Degree Nursing Program
- 8.2.75 Pacific Union College Associate Degree Nursing Program
- 8.2.76 Reedley College at Madera Community College Center Associate Degree Nursing Program
- 8.2.77 Rio Hondo College Associate Degree Nursing Program
- 8.2.78 Riverside City College Associate Degree Nursing Program
- 8.2.79 Victor Valley College Associate Degree Nursing Program
- 8.2.80 West Hills College Lemoore Associate Degree Nursing Program

**Public Comment for
Agenda Item 8.2:**

Motion:

Second:

Vote:

No public comment.

Michael Jackson
Kenneth Malbrough

	KM	MJ
Vote	Y	Y (Recused himself from Mira Costa College)

Key: Yes: Y | No: N | Abstain: A | Absent for Vote: AB

12:58 pm

8.3

Discussion and Possible Action Regarding Prelicensure Program Unit Adjustment or Other Changes – Stanbridge University Associate Degree Nursing Program (16 CCR §§ 1426 & 1432) (Major Curriculum Revision) (No Enrollment Increase) (Consent)

Presented by: Dr. Mary Ann McCarthy, Nursing Education Consultant

Public Comment for Agenda Item 8.3:

No public comment.

Motion:
Second:
Vote:

Michael Jackson
Kenneth Malbrough

Vote	KM	MJ
	Y	Y

Key: Yes: Y | No: N | Abstain: A | Absent for Vote: AB

1:00 pm

8.4

Discussion and Possible Action Regarding Clinical Practice Experience Required for Nurse Practitioner Students Enrolled in Non-California Based Nurse Practitioner Education Programs (16 CCR § 1486) (Present)

Presented by: Janette Wackerly, Supervising Nursing Education Consultant

Moved to the September 16, 2020 Board meeting.

1:05 pm

8.5

Discussion and Possible Action Regarding National Nursing Organization Accreditation Status for California State University Fresno Nurse Practitioner Program (Present)

Presented by: Shelley Ward, Nursing Education Consultant

1:07 pm

8.6

Discussion and Possible Action Regarding Acceptance of Program Progress Report and Discussion and Possible Action to Address Any Performance Gaps Including Actions Described in California Code of Regulations, title 16, section 1423.2, subdivision (a) – East Los Angeles College Associate Degree Nursing Program (Present)

Presented by: Dr. Mary Ann McCarthy, Nursing Education Consultant

Public Comment for Agenda Item 8.6:

Dr. Brenda Chan, East Los Angeles College: Recognize new leadership. Students and educators have been dealing with students, not being able to pass and complete their clinical hours. Students have not been able to complete their terms. Acknowledges that the new leadership will help the students succeed, as well as, implement the new curriculum. Committed to program success.

Motion:

Michael Jackson

Second: Kenneth Malbrough

Vote:

Vote	KM	MJ
	Y	Y

Key: Yes: Y | No: N | Abstain: A | Absent for Vote: AB

1:17 pm

8.7

Discussion and Possible Action Regarding Acceptance of Changes to an Approved Program – Unitek College Baccalaureate Degree Nursing Program (Addition of a new campus or location) (16 CCR § 1432) (Present)

Presented by: Dr. Mary Ann McCarthy, Nursing Education Consultant

Public Comment for Agenda Item 8.7:

Dr. Abdel Yosef: Unitek College has continued to work through our crisis, and we have been successful in still being able to teach our students. We have continued to teach, abiding by regulations and health guidelines. This crisis will not be ending anytime soon.

Joe Avelino, CEO of medical center: We support how the college has been pushing through the crisis. Supports enrollment increase.

Albert McNames: Applications must be heard, and we would want our applications to be heard and decided on, urgently.

Fozia Ferozali: Chamberlain Nursing Program, Sacramento: Change the direction of how we provide students, the clinical experience. We have a wonderful group where hospitals and nursing schools come together, so that we can provide educational opportunities for future students.

Dr. Stephanie Robinson: Unitek has been very successful in being able to continue teaching our students, by abiding by the regulations and using Telehealth. We hope to not halt the graduation of these students. We have made sure that our students are up to date, on weekly testing for Covid-19. Unitek college pays for the testing, for these students, as well as, providing gas cards for the students and faculty.

Motion: Michael Jackson – Move agenda item to October Committee meeting.

Second: Kenneth Malbrough

Vote:

Vote	KM	MJ
	Y	Y

Key: Yes: Y | No: N | Abstain: A | Absent for Vote: AB

1:26 pm

8.8

Discussion and Possible Action Regarding Acceptance of Changes to an Approved Program (16 CCR §§ 1426 & 1432) (Major Curriculum Revision with Enrollment Increase) (Present)

8.8.1 Chamberlain College Baccalaureate Degree Nursing Program, Rancho Cordova

8.8.2 American Career College Associate Degree Nursing Program

Public Comment for Agenda Item 8.8:

No public comment.

Motion:

Michael Jackson – Move agenda item to October Committee meeting.

Second:

Kenneth Malbrough

Vote:

	KM	MJ
Vote	Y	Y

Key: Yes: Y | No: N | Abstain: A | Absent for Vote: AB

12:52 pm

8.9

Discussion and Possible Action Regarding Acceptance of Annual 2019-2020 Education/Licensing Committee Goals and Objectives Achievement Report

Moved to the September 16, 2020 Board meeting.

1:12 pm

8.10

Public Comment For Items Not On The Agenda Note: The Committee may not discuss or take action on any matter raised during the Public Comment section that is not included on this agenda, except to decide whether to place the matter on the agenda of a future meeting. (Gov. Code, §§ 11125 & 11125.7, subd. (a).)

Public Comment for Agenda Item 8.10:

Dr. Abdel Yosef: Our goal is to preserve the community. We want to have nurses in the workforce, for the future.

Timothy Lee: Dire need for nurses. Older nurses are beginning to leave at an alarming rate.

1:36 pm

8.11

Adjournment

Michael Jackson, President adjourned the meeting into closed session at 1:36 pm.

Submitted by:

Accepted by:

Mary Ann McCarthy, EdD, MSN, RN, PHN
Nursing Education Consultant/ELC Liaison

Michael D. Jackson, MSN, RN - Chairperson



Agenda Item 8.2

Discussion And Possible Action Regarding Whether To Recommend Ratification Of Minor Curriculum Revisions And Acknowledge Receipt Of Program Progress Reports. (16 CCR § 1426) (Consent)

BRN Education/Licensing Committee Meeting | October 15, 2020

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.2
DATE: October 15, 2020

ACTION REQUESTED: Discussion and Possible Action Regarding Whether to Recommend Ratification of Minor Curriculum Revisions and Acknowledge Receipt of Program Progress Reports. (16 CCR § 1426) (Consent)

REQUESTED BY: Mary Ann McCarthy, 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

A list of schools who have submitted minor curriculum revisions and progress reports that have been approved by the NECs is in your materials packet as table Minor Curriculum Revisions and table of Progress Reports. This is a consent agenda item.

NEXT STEP: Place on Board Agenda.

PERSON TO CONTACT: Mary Ann McCarthy, EdD, MSN, RN, PHN
Nursing Education Consultant

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
October 15, 2020

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
ELM			
California Baptist University Entry Level Master's Degree Nursing Program	A. Duke	04/23/2020	Temporary Request submitted satisfactorily meeting the requirements for temporary reduction of direct patient care hours to 50% for medical surgical and gerontology clinical rotations for the duration of the DCA April 3, 2020 Order Waiving Nursing Student Clinical Hours.
Charles R. Drew University Entry Level Master's Degree Nursing Program	D. Schutte	08/14/2020	Permanent A revision is approved that separates NUR 513 Maternal Child Nursing into two courses-NUR 513A Nursing Care of Mother and Infant and NUR 513B Nursing Care of Children and includes a reduction in the number of clinical hours to be consistent with national accreditation standards; a move of geriatric content out of fundamentals and medical-surgical nursing courses to a new course titled NUR 546 Caring for the Aging Population; and the development of the course NUR 547 Informatics and Evidence Based Practice with placement of these courses earlier in the program. With this revision, the program consists of 7 Master's Essential courses. The EDP-P-06 is revised: overall nursing units for content required for licensure decrease from 55 (Th 31/CI 24) to 52 (Th/33.5/CL18.5) with the inclusion of one clinical unit from NUR 629 Transition into Professional Practice. Total units for licensure decrease from 85 to 82 units with other degree requirements increasing from 26 to 29. Total units for graduation remain the same at 111. The EDP-P-05a is revised. PHN documents including EDP-P-17 updated and filed with PHN Desk.
Samuel Merritt University Entry Level Master's Degree Nursing Program	J Wackerly	09/15/2020	Permanent Previous temporary minor curriculum change 594L Advanced Clinical Placement (Preceptor) to be changed to permanent 594 L Advanced Clinical Placement faculty lead now requesting permanent change.
San Francisco State University Entry Level	S. Ward	09/03/2020	Temporary The program submitted a minor curriculum revision request by a letter

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
October 15, 2020

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Master's Degree Nursing Program			dated 8/29/2020 due to the impacts of the COVID-19 pandemic, per DCA Waiver DCA-20-03 for the following medical/surgical and geriatric courses in the ELM degree options. NURS 315 Health Promotion Practicum- 2 units, NURS 421 Nursing Care of Adults Practicum – 3 Units, and NURS 523 Advanced Medical Surgical and Critical Care Nursing Practicum - 2 Units. The request is to permit for 50% of clinical hours in the courses to be implemented in direct patient care. The program communicated that it will use virtual simulation along with other appropriate instructional methods to fulfill course requirements that will not be in direct patient care.
University of California Irvine Entry Level Master's Degree Nursing Program	D. Schutte	08/27/2020	Permanent An approved revision to add an equivalency course for NS 282: Compassionate Care with Underserved Populations (3 units). BATS (Biomedical and Translational Sciences) 253 Disparities in Health and Healthcare (4 units) is now approved as an equivalency. The program's EDP-P-05a and EDP-P-06 have been revised. Nursing theory units move from 36 to 36-37 with Total Units for Licensure moving from 66 to 66-67units. Total Units for Graduation move from 87 to 87-88.
University of San Diego Entry Level Master's Degree Nursing Program	MA. McCarthy	09/17/2020	Temporary Due to COVID clinical restrictions the following changes have been made. 2 nd year students - Women's Health (OB) will be moved from 3 rd to 4 th semester. Remote theory with student access. Waiver 50% direct patient care. Patho and Health Informatics were moved from fall 2020 to summer 2020 due to no clinical sites needed. 1 st year students – Patho moved from 4 th to 1 st semester due to no clinical needed. Remote learning with student access. Nursing Practice Adult/Gero moved to 2 nd semester spring 2021. Updated EDP-P-05 approved.
University of San Francisco Entry Level Master's Degree	S. Ward	07/31/2020	Permanent The program provided a letter dated 6/23/2020 to describe how the

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
October 15, 2020

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Nursing Program			previously approved N 644 Clinical Leadership in Mental Health and Community (3 units theory), and N 646 Community and Mental Health Clinical Lab (4 units clinical) courses are structured to apply to mental health/psychiatric nursing and community health content.
Western University of Health Sciences Entry Level Master's Degree Nursing Program	B. Caraway	08/21/2020	<p>Temporary</p> <p>Due to the COVID-19 pandemic, the College of Graduate Nursing experienced major challenges in delivering the pre-licensure nursing curriculum. Because of the challenges placing students in clinical during the pandemic, the curriculum was re-sequenced for the Summer Semester starting April 9th through July 30th, 2020. This impacted 70 students. All courses that did not require a patient-centered clinical were moved from other semesters into the Summer semester so students could continue in their nursing program.</p> <p>The followings are courses that were moved into summer semester due to COVID-19</p> <p>GN 6801 Leadership and Management in the Clinical Setting (2 units)</p> <p>GN 6802 Leadership and Management in the Clinical Setting Clinical (1 unit - completed online)</p> <p>GN 6810 Biostatistics (2 units)</p> <p>GN 6930 Informatics and Technology (2 units)</p> <p>GN 6950 Advanced Professional Role (2 units)</p> <p>GN 6950 Advanced Professional Role Clinical (1 unit - completed online)</p> <p>The program submitted EDP-P05 and EDP-P06 for review and approval.</p>
BSN			
Azusa Pacific University Baccalaureate Degree Nursing Program	B. Caraway	08/28/2020	<p>Permanent</p> <p>The program requests a minor curriculum revision to the BSN transfer and LVN to BSN programs. These tracks are part of our Upper Division BSN department that enrolls pre-licensure nursing students in High</p>

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
October 15, 2020

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			Desert, Monrovia and Inland Empire campuses. The curriculum revision is approved by the School of Nursing faculty and the Azusa Pacific University Provost's office. These minor curricular revisions were made to standardize the curriculum between the two tracks, to allow for additional content in pharmacology and nursing professional concepts within the coursework and reduce the total number of clinical units from 22 units to 21 units. The total number of 55 nursing units (34 Theory and 21 Clinical), and 120 overall units needed to award the Bachelor of Science in Nursing remain unchanged. The revised EDP 05 and EDP 06 forms were submitted and approved.
Brandman University Baccalaureate Degree Nursing Program	D. Schutte	09/14/2020	Permanent A Minor Curriculum Revision is approved for the Brandman University Baccalaureate Nursing Program to update the Program's EDP-P-06 Content Required for Licensure and EDP-P-05a Total Curriculum Plan to insure alignment with CA BRN regulatory curricular requirements. Total Nursing Units move from 68 Units (47 Theory, 21 Clinical) to 40 Units (21 Theory, 19 Clinical) with Total Units for Licensure decreasing from 108 to 74. Total Units for Graduation remain the same at 120 units.
California State University, Channel Islands Baccalaureate Degree Nursing Program	D. Schutte	09/17/2020	Permanent A Minor Curriculum Revision for CSU Channel Islands BSN Program to move the following courses from Content Required for Licensure to Other Degree Requirements: NRS 350 Nursing Research (Th 3 units); NRS 460/461 Nursing Leadership Theory and Lab (Th 3 units /CI 2.5 units); NRS 306 Pathophysiology (Th 3 units); NRS 303 Pharmacology I (Th 1 unit /CI 0.5 units); and NRS 304 Pharmacology II (Th 2 units). Total Nursing Units decrease from 53 (Th 30.5/CI 22.5) units to 38 (Th-18/CI 20) units. Total Units for Licensure decrease from 81 to 66 units with Other Degree Requirements increasing from 39 units to 54 units. Total

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
October 15, 2020

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			Units for Graduation remain the same at 120 units. Both the EDP-P-06 Content Required for Licensure and EDP-P-05a Total Curriculum Plan have been updated.
California State University, Fullerton Baccalaureate Degree Nursing Program	D. Schutte	08/13/2020	Temporary An approved revision for the 2020-2021 academic school year due to the COVID-19 pandemic. One clinical unit from NURS 412 L (4 units) Capstone Lab moves from content required for licensure to other content required for graduation. EDP-P-06 revised. Nursing units change from 48 to 47 semester units with 29 theory units and 18 clinical units reducing total units for licensure from 76 to 75 units. Total units for graduation remain the same at 120 units.
California State University, Los Angeles Baccalaureate Degree Nursing Program	MA. McCarthy	09/17/2020	Temporary Due to the COVID-19 pandemic, PACSON made changes to the undergraduate fall 2020 and spring 2021 semesters due to lack of clinical placements. These pedagogical changes provide concurrency of theoretical concepts and SLOs. Fall 2020: Peds clinical, cohort split 7-weeks each. Some MS moved from Spring 2021 to Fall 2020. OB moved from Fall 2020 to Spring 2021. Updated EDP-P-05 approved.
California State University Northridge Baccalaureate Degree Nursing Program	H. Sands	09/17/2020	Permanent PD is requesting the following: 1) Removing two courses HSCI 488 & NURS 319, 2) Splitting Medical-Surgical Nursing Course NURS 321 into NURS 320 and 422 & deleting NURS 321., 3) NURS 498L added 4) one unit added to NURS 315 Pharm 5) emphasis on a concept-based curriculum and incorporation of QSEN standards. Overall unit load will decrease from 59 to 58 units.
California State University Sacramento Baccalaureate Degree Nursing Program	K. Daugherty	08/12/2020 08/18/2020	Temporary Requested use of the 50/50 Waiver for all five nursing specialty areas across the four semesters of the nursing curriculum for Fall 2020. This includes clinical courses N112 M/S/Gero, N123 M/S/Gero N137 OB, N138 Peds, and N145 Preceptorship. Select skills and simulation on

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			campus; theory delivery per previous approval.
California State University San Marcos Baccalaureate Degree Nursing Program	H. Sands	08/25/2020	Temporary Due to Covid-10 clinical displacement, Program Director requests a change in sequencing of MS II from Fall 2020 to Spring 2021. This impacts MS III which will now be moved from Spring 2021 to Summer 2021. This will include both theory and clinical.
Concordia University Irvine Baccalaureate Degree Nursing Program	MA. McCarthy	08/31/2020	Temporary - New 50% waiver for MS-G spreadsheet submitted and approved through December 2020. Continue online theory and previous waiver approvals.
Loma Linda University Baccalaureate Nursing Degree Program	B. Caraway	07/20/2020	Permanent Loma Linda University (LLU) BSN program has unit changes for the two following courses: NRSB 230 Principles of Professionalism, Clinical Reasoning & Self Care, Theory Units, decreased from 4 to 3 units and the NRSB 305 Nursing Pharmacology, Theory Units increased from 2 to 3 units. There will be no changes in the total curriculum units.
Mount Saint Mary's University Los Angeles Baccalaureate Degree Nursing Program, Accelerated pathway	L. Melby	9/15/2020	Permanent Minor curriculum revision for error correction NUR184A/AP 1.5 unit clinical/lab was not previously counted in the nursing clinical/lab units. This aligns the Accelerated BSN with the Traditional BSN program option and reflects that the students have met the minimum standard of 18 semester unit. The students have been taking this course work consistently since the curriculum transition. No change in sequencing or units.
National University Baccalaureate Degree Nursing Program	MA. McCarthy	08/25/2020	Permanent "1) Changing NSG 212 and NSG 212A unit count change from 3 Quarter Units and 2 Quarter Units to 4.5 Quarter units and 1.5 Quarter Units respectively new course number NSG 214 and NSG 214A

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
October 15, 2020

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			2) Removing NSG 328A and keeping NSG 328 No changes to mission, philosophy, or content.”
San Francisco State University Baccalaureate Degree Nursing Program	S. Ward	09/03/2020	Temporary The program submitted a minor curriculum revision request by a letter dated 8/29/2020 due to the impacts of the COVID-19 pandemic, per DCA Waiver DCA-20-03 for the following medical/surgical and geriatric courses in the BSN degree options. NURS 315 Health Promotion Practicum- 2 units, NURS 421 Nursing Care of Adults Practicum – 3 Units, and NURS 523 Advanced Medical Surgical and Critical Care Nursing Practicum - 2 Units. The request is to permit for 50% of clinical hours in the courses to be implemented in direct patient care. The program communicated that it will use virtual simulation along with other appropriate instructional methods to fulfill course requirements that will not be in direct patient care.
Unitek College Baccalaureate Degree Nursing Program	MA. McCarthy	09/18/2020	Temporary Fremont Campus - New approval of 50% MS-G with submission of the completed template. Continue 50% waiver for OB-P-PMH and virtual distance learning through December 2020
University of California, Irvine Baccalaureate Degree Nursing Program	D. Schutte	08/27/2020	Permanent An approved revision to add two equivalency courses for Psych 120D (renamed from CS120D): Developmental Psychology (3 units). These courses include P Sci 101D Developmental Psychology (3 units) and Nur Sci 116: Life Span Developmental Psychology (3 units). The program’s EDP-P-06 and EDP-P-05a have been updated to reflect this change. Total Nursing Units, Total Units for Licensure, and Total Units for Graduation do not change.
University of San Francisco Baccalaureate Degree Nursing Program	S. Ward	07/31/2020	Permanent The program requested that the BSN curriculum option be modified to include anthropology courses to meet the social sciences requirement. The program provided correspondence (6/23/2020) to describe how the

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			previously approved N 320 Community and Mental Health Nursing (4 units theory), and N 325 Clinical Lab III- Community and Mental Health Nursing (4 units clinical) courses are structured to apply to mental health/psychiatric nursing and community health content.
Vanguard University Baccalaureate Degree Nursing Program	D. Schutte	8/24/2020	Temporary A curriculum revision request has been approved which moves NRS420 Nursing Care of the Child and Adolescent to Spring Semester 2021 due to COVID-19 impact on pediatric direct patient care clinical experiences. NRS 465 Nursing Research and Evidence Based Practice course will move from Spring Semester 2021 to Fall Semester 2020. Synchronous remote instruction with additional asynchronous and other learning activities will continue through Fall Semester 2020 along with continuation of the DCA Waiver for 50% Non-Direct Patient Care Clinical Hours.
ADN			
Antelope Valley College Associate Degree Nursing Program	W. Boyer	08/11/2020	Temporary Antelope Valley College request a minor curriculum revision due to the COVID-19 pandemic to implement the 50% approval for Medical Surgical courses due to lack of clinical sites. The program met waiver requirements. This will be in place until the waiver ends or the end of the State of Emergency in California.
Cabrillo College Associate Degree Nursing Program	S. Ward	08/27/2020	Temporary The NEC approved a minor curriculum revision request per DCA Waiver DCA-20-03 to utilize simulation for the medical/surgical and geriatric components of the following courses: N22 Pediatric and Medical-Surgical Nursing II, and for N 32 Geriatric and Medical Surgical Nursing III. Additionally, the program reported via a letter dated 8/19/2020 that, "There will be a temporary reduction in students admitted to the first semester of the program in fall 2020; 16 students will be admitted into the cohort, a reduction of 19 students from the 35

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			students usually admitted in the fall semester.” The changes are described as being attributed to change in access to clinical and classroom sites due to the impacts of the COVID-19 pandemic.
Carrington College LVN to RN Advanced Placement Associate Degree Nursing Program	K. Daugherty	07/29/2020	Temporary Enrollment decrease change. Carrington College (CC) typically admits up to 24 students three times a year. Due to the COVID-19 pandemic and limited clinical placement availability the college notified the Board it has decided not to admit a new cohort of up to 24 for Fall 2020.
Chaffey College Associate Degree Nursing Program	A. Duke	08/04/2020	Temporary As a result of the COVID-19 pandemic and limited availability of clinical sites, for the Fall 2020 semester, the program will pause specific rotations in order to prioritize those available. This minor temporary change will not alter the curriculum, content, or student learning outcomes. NURADN 14 Nursing Process I and NURADN 14L Nursing Progress Lab was paused in the Spring 2020 and will be finished this Fall 2020. NURADN 26/26L Maternal Newborn Nursing and Maternal Newborn Nursing Lab were not completed in the Spring 2020; thus, these two courses along with NURADN 50 Professional Issues in Nursing.
Cuesta College Associate Degree Nursing Program	A. Duke	03/21/2020	Temporary Request submitted satisfactorily meeting the requirements for temporary reduction of direct patient care hours to 50% for medical surgical and gerontology clinical rotations for the duration of the DCA April 3, 2020 Order Waiving Nursing Student Clinical Hours.
Gavilan College Associate Degree Nursing Program	A. Duke	03/19/2020	Temporary As a result of the COVID-19 pandemic, didactic and theory will be taught via remote instructional methods for the spring and summer semesters using Canvas and Zoom platforms.
Grossmont College Associate Degree Nursing	L. Melby	05/06/2020	Permanent Grossmont College requested a NON COVID minor curriculum revision

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Program			to approve their new Nursing Program Mission Statement that is now congruent with the Grossmont College new Mission Statement. This did not change the Philosophy and Goals, Program Terminal Objectives, Conceptual Framework, Course Objectives and Descriptions or Course Structure to Integrate Content.
Grossmont College Associate Degree Nursing Program	A. Duke	08/25/2020	Temporary Request submitted satisfactorily meeting the requirements for temporary reduction of direct patient care hours to 50% for medical surgical and gerontology clinical rotations for the duration of the DCA April 3, 2020 Order Waiving Nursing Student Clinical Hours.
Gurnick Academy of Medial Arts Associate Degree Nursing Program	J Wackerly	09/08/2020	Temporary 50% waiver MS-G through Fall 2020.
Hartnell College Associate Degree Nursing Program	A. Duke	03/30/2020	Temporary As a result of the COVID-19 pandemic, didactic and theory will be taught via remote instructional methods for the spring and summer semesters using Canvas and Zoom platforms.
Imperial Valley College Associate Degree Nursing Program	W. Boyer	08/11/2020	Temporary IVC will continue with online remote instruction for the theory portion of their courses. A 50% waiver is requested for Medical Surgical and - Geriatrics due to the limited clinical sites. Program met waiver requirements.
Los Angeles City College Associate Degree Nursing Program	D. Schutte	08/04/2020	Permanent A minor curriculum revision approved for LACC ADN Program to offer REGNRSG 111 Leadership and Management course clinical hours each semester in preceptorships or in small clinical groups based upon the availability of preceptors.
Rio Hondo College Associate Degree Nursing Program	W. Boyer	08/11/2020	Temporary Rio Hondo is formally requesting the 50% waiver for Medical Surgical Nursing clinical. Program met all waiver requirements.

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San Joaquin Delta College Associate Degree Nursing Program	K. Daugherty	09/09/2020	<p>Permanent</p> <p>SJDC will admit a second cohort of (20) clinical partners Help Our People Elevate (HOPE) pathway students in Spring 2021 instead of admitting the planned/ BRN approved cohort of (20) Health Care Academy (HCA) students in Spring 2021. Due to the COVID crisis, the HCA cohort of (20) students is indefinitely postponed. This change does not increase approved total program enrollment numbers. The second cohort of HOPE students is slated for graduation in May 2022. In Fall 2022, SJDC will return to former total program enrollment of 160 students. If an HCA group is ready for program admission sometime in the future, SJDC will obtain the necessary major curriculum approval for a specific program enrollment increase to implement the HCA track.</p>
Santa Rosa Junior College Associate Degree Nursing Program	J Wackerly	09/09/2020	<p>Temporary</p> <p>Minor Curriculum Revision due to COVID-19 clinical sites suspended nursing student clinicals. School requesting waiver for NR75.1B, NR75.1C. NR75.2A, NR75.2B, NR75.2C students; 50% direct patient care and 50% simulation.</p>

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ELM			
Charles Drew University Entry Level Master's Degree Nursing Program	D. Schutte	09/02/2020	The Charles Drew MMDSON Entry Level Masters Program will continue to provide didactic online instruction through December 2020. As the faculty developed and implemented a process last semester that incorporates all guidelines for safe and quality instruction for the delivery of skills/sim non-direct patient care clinical hours onsite for the NUR 511 Fundamentals and NUR 520 Physical Assessment, the process will be extended for use with all other clinical courses. This will allow the program to provide non-direct patient care clinical hours either online or onsite within all guidelines. All required direct patient care clinical hours for medical-surgical and geriatrics courses will continue to be provided in approved clinical settings. For the specialty courses (Obstetrics, Pediatrics, and Psychiatric/Mental Health Nursing) the Program will continue to use the DCA Waiver for up to 50% of course clinical hours in non-direct patient care experiences.
Samuel Merritt University Entry Level Master's Degree Nursing Program	J. Wackerly	07/27/2020	Samuel Merritt University ELM requesting extension of previously approved waiver for Spring 2020 Minor Curriculum change for Medical Surgical/Geri, and OB, Pediatric, Psychiatric/Mental Health and now extending the waiver for Fall 2020. All courses will meet the course objectives with a combination of 50% direct and 50% indirect patient care hours. Requesting change for MS-G, ob, peds, psych-mental health to clinical rotations from acute care model only, to faculty-led clinical that includes a combination of acute and community-based direct patient care. All courses will meet the course objectives with a combination of 50% direct and 50% indirect patient care hours. Continue waiver through Fall 2020.
University of California, Irvine Entry Level Master's Degree Nursing Program	D. Schutte	08/25/2020	The University of California Irvine Entry Level Masters Program will be continuing the use of the DCA 50% Waiver for non-direct patient care clinical hours for students to meet overall course clinical hours through December 2020. It is anticipated that students will be able to meet

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			course and clinical objectives and thus progress in the program and/or graduate on time.
University of California Davis, Betty Irene Moore School of Nursing Entry Level Master's Degree Nursing Program	K. Daugherty	09/15/2020	For Fall 2020, will be using the 50/50 DCA waiver for completion of required N423 psych/mental health clinical courses hours. The DCA waiver for psych was not used previously. All other Fall 2020 clinical course hours are scheduled to be completed per CCR 1426 (g)(2) without need for waiver use. Theory instruction using remote technologies continues unchanged. Skills, and clinical simulation may be conducted in person. Fall quarter is from September 30-December 18, 2020.
University of California San Francisco Entry Level Master's Degree Nursing Program	S. Ward	09/09/2020	The program informed the NEC by a letter dated September 8, 2020, of plan and methods to continue the use of remote access instruction modalities in the ELM program to provide nursing theory courses for the fall 2020 quarter scheduled September 28 - December 18, 2020.
BSN			
American University of Health Sciences Baccalaureate Degree Nursing Program	H. Sands	09/01/2020 09/17/2020	AUHS plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic. Quarterly Progress Report addressing sufficiency of resources and program leadership stability. Dr. Manuel Atienza has been in the Dean (and PD) role for over one year. The University has hired several FT Faculty. The Simulation lab is near completion- anticipated opening late October 2020 with delays related to COVID-19. Faculty on the Simulation Committee have undergone Simulation training and now certified. Anticipated that the Simulation Lab will be awarded SSH (simulation) certification in 2022. Classroom space has been adequate. The improvements are needed in order to consider increasing enrollment
Biola University Baccalaureate Degree Nursing Program	W. Boyer	09/01/2020	Biola University seeks to extend the previous minor curriculum change previously approved due to the continuation of the COVID-19 pandemic. University administration has directed that all classes must

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			be delivered in an on-line format for the fall 2020 term. On-line courses will continue to be delivered via CANVAS with which students and faculty are knowledgeable of. Students will be able to complete their clinical hours on site at facilities where they are accepting students as well as using the simulation suite and lab.
California Baptist University Baccalaureate Degree Nursing Program	H. Sands	09/01/2020	Cal Baptist Univ plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
California State University Bakersfield Baccalaureate Degree Nursing Program	MA. McCarthy	08/24/2020	<p>“As a result of the COVID-19 pandemic, request for continuation of the following Minor Changes to our pre-licensure BSN curriculum:</p> <p>1) Theory courses will remain online. Canvas and Zoom will be used to deliver content for Fall 2020 (August 24-December 18), in accordance with the plans developed during Spring 2020. All students have access and ability for virtual learning.</p> <p>2) Direct patient care may be decreased to 50% in all areas under Waiver DCA-20-03 and DCA-20-40 for CCR 1426(g)(2) during Fall 2020 (August 24-December 18). Approval was previously obtained during Spring 2020 for the following courses:</p> <p>a. Nursing 2131 (Medical/Surgical Nursing)</p> <p>b. Nursing 3141 (Gerontological Nursing)”</p>
California State University Channel Islands Baccalaureate Degree Nursing Program	A. Duke	08/24/2020	CSUCI will extend the use of the previous temporary waiver for reduction of direct patient care hours to 50% for medical surgical and gerontology clinical rotations through the end of December 2020. As previously approved, didactic and theory will be taught via remote instructional methods.
California State University Chico Baccalaureate Degree Nursing Program	K. Daugherty	09/04/2020	For Fall 2020 CSUS will be using the 50/50% DCA Waiver for N414 Psych/MH course. Other Fall 2020 clinical courses in M/S, Gero, OB, and Peds (N284, N304, N314, N344, N404, N424) are scheduled to be completed per CCR 1426 (g) (2) without DCA Waiver use needed. Remote delivery of didactic/theory continues unchanged. Fall term runs from August 24 to December 18, 2020.

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California State University, East Bay Baccalaureate Degree Nursing Program	J. Wackerly	8/24/2020	Cal State East Bay Prelicensure Nursing Program requesting extension of previously approved Spring 2020 Minor Curriculum change for Medical Surgical/Geriatric and Psychiatric, and add Pediatric and Maternity clinical rotation Fall 2020 Semester. Requesting a waiver that 50% of clinical hours in such courses be in direct patient care for Medical Surgical, Pediatrics and Maternity clinical courses (NURS 323, NURS 411, NURS 413, and NURS 421. The waiver is to be applied to Fall Semester 2020.
California State University, Fullerton Baccalaureate Degree Nursing Program	D. Schutte	08/13/2020	Synchronous and asynchronous online instruction using the Learning Management Systems, Canvas and Moodle (called Titanium at CSUF) for program's courses as changing clinical lab schedules may conflict with theory class times. The program will be continuing with the DCA Waiver for 50% Non-Direct Patient Care through December 2020.
California State University Long Beach Baccalaureate Nursing Degree Program	H. Sands	09/01/2020	CSULB plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
California State University Northridge Baccalaureate Nursing Degree Program	H. Sands	09/01/2020	CSUN plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
California State University San Bernardino Baccalaureate Degree Nursing Program	W. Boyer	08/11/2020	CSUSB is seeking an extension of the previous temporary waiver for the clinical components of MS, Peds, PMH, and OB for fall term 2020 due to the COVID-19 pandemic. Extension is also given for continued on-line instruction.
California State University San Marcos Baccalaureate Degree Nursing Program	H. Sands	09/01/2020	CSUSM plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
Chamberlain College of Nursing Baccalaureate Nursing Program-Rancho Cordova Baccalaureate Degree Nursing Program	D. Schutte	08/25/2020	Chamberlain College of Nursing Baccalaureate Nursing Program-Rancho Cordova will be continuing the use of synchronous and asynchronous online instruction for their nursing program courses along with the DCA Waiver for 50% Non-Direct Patient Care Course Clinical Hours through December 2020.

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Dominican University Baccalaureate Degree Nursing Program	MA. McCarthy	08/10/2020	<p>“Dominican University of California Baccalaureate Nursing Program will continue remote course and exam delivery in response to the evolving coronavirus pandemic. This will continue through December 31, 2020. Moodle (the Dominican University of California online platform for all nursing faculty and students) is used. The Director of Accessibility & Disability Services continues to work closely with the nursing department to ensure that all course materials delivered remotely are accessible to all nursing students.</p> <p>The 50% waiver, which has been extended through December 2020, for medical-surgical and geriatric courses met waiver requirements will continue through 2020. Remaining clinical hours in non-direct patient care will be completed with meaningful learning opportunities”</p>
Holy Names University Baccalaureate Degree Nursing Program	K. Daugherty	08/13/2020	<p>HNU using the 50/50 DCA Waiver for N120L(OB), N130L(Peds) and N151L(M/S, L&M). Graduating cohort (12) to complete the program by September 30, 2020. First semester students (15) are expected to complete required clinical course hours per CCR 1426 (g) (2) on time.</p>
Point Loma Nazarene Baccalaureate Degree Nursing Program University	MA. McCarthy	08/28/2020	<p>The School of Nursing (SON) at Point Loma Nazarene University “(PLNU) will utilize the 50% direct care waiver in all required clinical courses for Fall 2020 and will continue theory online via the university Canvas platform. Sophomores in the nursing fundamentals course will be in simulation face to face with clinical faculty.”</p>
Mount St. Mary’s University Baccalaureate Degree Nursing Program	H. Sands	09/01/2020	<p>MSMU plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.</p>
National University Baccalaureate Degree Nursing Program	MA. McCarthy	09/13/2020	<p>Continue online theory courses, approved 50% waiver for medical-surgical and geriatric courses, and 50% MS-O-C-PMH as needed through December 2020.</p>
Samuel Merritt University Baccalaureate Degree Nursing Programs	J. Wackerly	07/27/2020	<p>MS-G, OB, peds, psych-mental health clinical rotations will change from an acute care model only to faculty-led clinical that includes a combination of acute and community-based direct patient care. All</p>

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			courses will meet the course objectives with a combination of 50% direct and 50% indirect patient care hours. Continue waiver through Fall 2020.
San Francisco State University Baccalaureate Degree Nursing Program	S. Ward	09/03/2020	The program provided notification that they did not enroll a new cohort of 40 students into the BSN-A (Accelerated) option in Summer 2020 due to a lack of clinical placements.
Simpson University Baccalaureate Degree Nursing Program	K. Daugherty	09/01/2020 09/10/2020	As of today, SU expects to complete all nursing major five semesters of clinical course hours in Fall 2020 without need for waiver use in any clinical courses. Delivery of theory unchanged. Total program enrollment at 117 including the new first semester cohort of 27 students. Financial sustainability progress report evidences stability and continuing progress in meeting university enrollment and financial targets. Report indicates the nursing program continues to maintain its budgetary and other resource levels for full program implementation without any needed changes.
Sonoma State University Baccalaureate Degree Nursing Program	K. Daugherty	09/03/2020	SSU will be using the 50/50 DCA waiver for all four Fall 2020 nursing courses, Nurs301 M/S, Nurs303 OB, Nurs407 M/S III, Nurs409 Peds effective through December 31, 2020. Remote delivery of theory unchanged.
University of California Irvine Baccalaureate Degree Nursing Program	D. Schutte	08/25/2020	The University of California Irvine Bachelor of Science Nursing Program will be continuing the use of the DCA 50% waiver for non-direct patient care clinical hours for students to meet overall course clinical hours through December 2020. It is anticipated that students will be able to meet course and clinical objectives and thus progress in the program and/or graduate on time.
University of Phoenix LVN-Baccalaureate Degree Nursing Program	J. Wackerly	09/18/2020	Continue 50% waivers for MS-G, ob, peds psych-mental health through December 2020. Progress report to ELC due to school pass rate was below 75%. 2019/2020 year passing score was 80.28%. Continue monitoring report of passing scores on NCLEX to ELC.
West Coast University	W. Boyer	09/08/2020	West Coast University College of Nursing has had a BRN approved

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Baccalaureate Degree Nursing Program			FNP program since February 14, 2019. The University is now adding the Adult Gerontology Nurse Practitioner (AGNP) track in addition to the approved FNP program. The AGNP is identical to the currently approved FNP with the exception students do not take the four (4) semester units in pediatrics. The graduate program has CCNE accreditation until December 31, 2024. WCU inquired and was informed by CCNE that since WCU already has an accredited master's degree & certificate program no additional approval from CCNE is required to offer the AGNP track. Units for the program are 49 units for MSN-AGNP Program and 28 units for Post Masters AGNP Program. The program seeks to begin marketing the program this Fall term and admit in Spring 2021.
Western Governors University Baccalaureate Degree Nursing Program	W. Boyer	09/03/2020	WGU is a multi-state on-line program. Students in the final two terms transferred and are currently completing the program in Utah and Texas. Currently approximately 82 students are left in the program. WGU has temporarily paused accepting new students so that they could accommodate those that remain with clinical and on campus lab, and to lessen the load on their clinical partners. The program will reevaluate this at the end of 2020 to see how things are with the pandemic, their partners and with their abilities to offer in person labs, as they feel those are optimal.
ADN			
American Career College Associate Degree Nursing Program	W. Boyer	08/11/2020	American career College will be continuing theory online through December. ACC will be continuing the previously approved 50% waiver for OB, Pediatrics and Med Surg until the end of the fall term.
Bakersfield College Associate Degree Nursing Program	H. Sands	09/01/2020	BC plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
Butte College Associate Degree Nursing Program	K. Daugherty	09/01/2020	For Fall 2020, BC is continuing remote delivery of theory instruction with same instructional modalities previously approved. Clinical course instruction in first semester courses per CCR 1426 (g)(2). Second

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			semester OB and Peds clinical course hours to be completed using the 50/50 waiver. Third semester gero and fourth semester psych/mental health clinical course hours will be completed using the 50/50 waiver in effect until December 31, 2020. Second, third and fourth semesters medical-surgical clinical course hours will be completed per CCR 1426 (g)(2). Enrollment pattern unchanged.
Career Care Institute Associate Degree Nursing Program	D. Schutte	09/10/2020	<p>Both Dr. Kim Gore-Amador and Terri Jackson continue in their roles as Program Director role and Assistant Program Director, respectively, at CCI. With the use of the DCA 50% Waiver for Non-Direct Patient Care Clinical Hours, all students enrolled in Spring and Summer Session Clinical Courses were able to meet direct patient care clinical hours at alternate clinical sites. CCI plans to continue use of the DCA 50% Waiver through December 2020 for their Fall Session that begins in October. Additional clinical placements continue being sought. Remote instruction does continue for instruction; however, students in Med Surg II are on campus for theory to maximize their learning environment prior to their planned October graduation. Students are on campus for small group skills and simulation clinical experiences with County Health guidelines followed. The Program's ATI Policy continues to be followed. Currently, there are 4 full-time and 13 part time BRN approved faculty. The Program continues to advertise for faculty.</p> <p>Total Program Evaluation is continuing as planned. Faculty continue to meet online via Zoom with student participation continuing. NCLEX Pass Rate for 2019-2020 was 92.86% with 13 out of 14 students passing. Those applicants who are LVNs and are planning to enter as Cohort 4 students have signed acknowledgement forms regarding the Program's Advanced Placement and LVN 30-Unit Option. All identified regulations remain in compliance.</p>
Carrington College LVN to RN Advanced Placement	K. Daugherty	09/15/2020	For Fall 2020 (RN155, RN 225 M/S 1, RN215 Psych/MH, RN245 M/S II & Gero/High Risk OB/Peds and RN305 Preceptorship) clinical courses

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Associate Degree Nursing Program		08/21/2020	<p>will continue to use of the DCA 50/50 Waiver available through December 31, 2020. Theory will continue to be delivered remotely in a synchronous format using Microsoft Teams.</p> <p>In the annual periods, 2017-2018 and 2018-2019, CC had annual pass rates of 77.42% (48/62) and 78.26 % (54/64). For July 1, 2019-June 30, 2020 the annual NCLEX pass rate is 71.70% (38/53) and below the 75% annual rate requirement per CCR 1431. CC received written notification of non-compliance with CCR 1431 and submitted a comprehensive assessment and detailed action plan to correct the area of non-compliance. CC voluntarily decided not to admit a new cohort (24) in Fall 2020 in order to focus administrative, faculty, instructional, and available clinical resources on providing more in-depth nursing content mastery testing and remediation for enrolled students. Anecdotally, the program reports most recent graduates taking NCLEX in the July-September 2020 quarter have informed CC of passing NCLEX on first attempt. Official J-S quarterly results are not available until October 2020.</p>
Cerritos College Associate Degree Nursing Program	D. Schutte	09/03/2020	<p>Cerritos College will continue the use of remote instruction during Fall Semester 2020 via CANVAS online platform and Confer Zoom with the addition of Proctorio exam assistance. Learning activities in the Health Occupations Skills Lab and Simulation lab located on the Cerritos College campus will be used with required infection control regulations in place. The DCA Waiver for 50% non-direct patient care clinical experiences will continue for nursing courses. These clinical experiences are mapped to course and clinical objectives along with student learning outcomes for the Simulation Lab, the Skills Lab, and use of the Kaplan iHuman virtual simulated patient platform. It is planned that those courses “paused” during Spring Semester will be completed Fall Semester. These courses include first, second, and</p>

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			third semester courses. Fourth semester students were able to graduate during Spring Semester 2020. A new cohort of students will not be enrolled into first semester Fall 2020.
Chaffey College Associate Degree Nursing Program	D. Schutte	09/03/2020	Chaffey College will continue to teach theory and didactic via remote instructional methods through December 31, 2020. Use of the DCA Waiver for 50% for non-direct clinical hours for scheduled clinical courses will also continue.
Citrus College Associate Degree Nursing Program	B. Caraway	07/15/2020	Citrus College will continue to teach their nursing courses online for the Fall 2020 term due to the Covid-19 pandemic.
City College of San Francisco Associate Degree Nursing Program	S. Ward	09/09/2020	The program submitted a letter and related documentation on 9/8/2020, indicating that the program will continue use of DCA Waiver DCA-20-03 as previously approved by the NEC, to facilitate student progression as applicable to medical/surgical and geriatric clinical coursework.
College of the Canyons Associate Degree Nursing Program	MA. McCarthy	08/24/2020	“College of the Canyons ADN program will continue teaching lecture in an online format through December 31,2020. Zoom and Canvas will be utilized. All instructors have been trained in 508 compliance. Laptop computers will be available to students to support accessibility. Pediatrics/Obstetrics, Psychiatric Mental Health, Medical Surgical and Geriatric clinical hours will continue at the 50% minimum direct patient care level as needed.”
College of the Desert Associate Degree Nursing Program	MA. McCarthy	08/20/2020	“The College of the Desert board of trustees and administration have decided that due to COVID 19 there will not be any face to face instruction this fall semester. Unfortunately, this includes face to face clinical instruction. We are therefore “pausing” our nursing program until the Spring term. Although our nursing students, nursing faculty and community partners are upset with this disruption in our program, the college administration is providing additional supports for our students. They are providing student funding, additional classes, review workshops and tutoring. Our intent is to pause our program for the Fall 2020 semester and resume for the Spring 2021.”
College of Marin	K. Daugherty	08/21/2020	All Fall 2020 clinical courses will be completed per CCR 1426 (g)(2)

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Associate Degree Nursing Program			except the N283AL OB clinical course hours. N283AL will be completed using the 50/50 DCA waiver effective through the end of December 2020. Remote theory delivery and testing unchanged.
Compton College Associate Degree Nursing Program	D. Schutte	08/31/2020	<p>The August 17, 2020 Compton Quarterly Progress Report demonstrates continued progress in the four previously identified areas for development: Mentoring for Program Director and Assistant Director: Dr. Shirley Thomas continues as the Interim Program Director through December 31, 2020 or until the position is filled. A hiring committee for the position is in meetings. Dr. Thomas continues to be mentored by College Leadership with monthly meetings held to facilitate leadership development and address program issues. The new Assistant Director's attention focused on curricular and clinical issues during Spring 2020 due to COVID-19. Anonymous complaints about the program were received by the BRN in June. Upon review of the allegations, no violations were noted although additional concerns were identified that addressed the administration and organization of the program. A mandatory faculty meeting was held via Zoom on July 17, 2020 and was attended also by Dr. Donna Schutte, assigned NEC and Badrieh Caraway, SNEC. In the follow-up program response (July 23, 2020) to the findings, there is faculty support to work within College and Department Policies and Procedures to continue to advance the program. Program Structure and Staffing: A Continuing Approval Visit is scheduled this November and all faculty (full time and part time) are aware of their needed participation in its success. The Director, Assistant Director, and faculty are currently completing the Self Study and activities that will reflect program structures in place with the program as separate from El Camino College. The College is in the interview process for the three remaining full-time faculty positions with a Fall 2020 start date. This will result in the addition of four new faculty positions within the past year. The Senior Administrative Assistant with the College Pathway Division retired in May 2020. This individual</p>

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			<p>provided much support to the nursing department. The College has hired an individual as replacement. Implementation of the Concept-Based Curriculum: The program concluded the teaching of the second semester of the new Concept-Based Curriculum in June. Due to Covid-19, the semester was completed via synchronous online instruction (Canvas course delivery platform and Zoom teleconferencing software) and the DCA Waiver for 50% Non-Direct Patient Care Clinical Hours. The program is approved for the extension of remote instruction and use of the DCA Waiver for 50% through December 2020. COVID-19 placed restrictions on clinical placements not allowing students and faculty to attend the facilities. In the end with the Director, Assistant Director, and faculty ongoing follow-up, students were able to return to clinical facilities to continue in their clinical placements by the beginning of the second eight-week session with some courses completing hours during the summer. Faculty members continue to meet with the Lippincott professional expert to insure a seamless course delivery for student progression. Best practices are shared. Faculty continued with their 20% reassigned time for professional development to work on the new curriculum for each level of the program. NCLEX Pass Rates: The program's 2019-2020 NCLEX pass rate is 94.37 % with 67 out of 71 first-time test takers passing the exam. The program's plan for course and NCLEX student/graduate success continues to be followed. The plan to hire a Nursing Student Success Coordinator and Facilitator were placed on hold for the spring semester due to college closure with COVID-19. Students were offered tutoring and other support remotely by assigned course faculty. The program purchased U-World to supplement and facilitate the preparation of student success as NCLEX.</p>
Copper Mountain College Associate Degree Nursing Program	W. Boyer	07/27/2020	The Copper Mountain College Registered Nursing Program is requesting approval for a temporary change to theory delivery to a pre-existing Canvas Learning Platform due to Covid-19. All faculty have

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			received their certification for online teaching through Copper Mountain College. This change is for the Fall semester 2020. All students are currently active participants in the Canvas Platform. There are no barriers identified at this time. The college has given library access, including computers and internet, for students in need.
Cuesta College Associate Degree Nursing Program	H. Sands	09/01/2020	Cuesta College plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
Cypress College Associate Degree Nursing Program	W. Boyer	07/22/2020	Cypress College classroom theory/didactic learning will be taught remotely in the Fall. They are attempting to conduct their skills labs on campus. In order to do so they had to develop an extensive COVID -19 plan on how they plan to safely return on campus following the CDC guidelines. The goal is to continue to use the 50/50 waivers/temporary allowances that were provided Spring 2020 for the Fall Semester 2020 if they are extended.
East Los Angeles College Associate Degree Nursing Program	MA. McCarthy	08/13/2020	"East Los Angeles College (ELAC) will continue with teaching online all theory courses from August 31, 2020 till December 2020. The distance learning instructional modalities include: Canvas, Zoom, and/or other available virtual resources. At present, ELAC clinical partners are accepting our nursing students. We understand that the DCA extension waiver is available through December 2020; however, we do not plan to utilize the waver unless the situation with COVID-19 and clinical partners suspend nursing student rotations."
El Camino College Associate Degree Nursing Program	D. Schutte	09/11/2020	El Camino College ADN Program will continue to offer theory/clinical courses remotely online for Fall Semester 2020. Campus lab-only courses will be offered face-to-face with a 1:10 faculty student ratio with social distancing and other requirements in place. The Program will also continue with the DCA Waiver for up to 50% Non-Direct Patient Care Experience for clinical courses. Several clinical partners have decreased faculty student ratios from 1:10 to 1:8 in medical-surgical areas and 1:5 in obstetrics. The program will be enrolling into first

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			semester, a full cohort of 40 students.
Glendale Career College Associate Degree Nursing Program San Diego Campus	W. Boyer	07/22/2020	<p>Brightwood College Teach-out started with 173 students in February 2019. Since then there have been 119 graduates. There were 36 students who exited the program. There are 18 students remaining in the program. Of those 18 students, 11 are expected to complete the program in August and final seven students are expected to complete in October. The total attrition rate is based off the 36 students who exited the program out of 173 who started. The total attrition rate is 20.1%. The attrition rate broken down further by reason is as follows:</p> <ul style="list-style-type: none"> Academic failure: 15.1% Medical: 1.2% Personal/Change of career: 3.4% Discharged loans no longer eligible to continue: 1.2% <p>There were 75 graduates who tested between July 1, 2019 and June 30, 2020. 69 of the 75 (92%) of the-first time testers passed. There were six failures; three have retested and passed. The other three have failed the retest.</p> <p>GCC-SD has a total of 7 faculty actively teaching. There are 4 full-time and 3 part-time faculty. Several faculty are on hiatus until they are needed for the new program.</p>
Glendale College Associate Degree Nursing Program	B. Caraway	07/14/2020	Glendale Community College (GCC) will be doing a hybrid with both theory and skills/SIM for fall term.
Golden West College Associate Degree Nursing Program	W. Boyer	08/24/2020	Golden West College will continue the Fall 2020 Semester to teach synchronously by remote instruction for theory, in-person clinical where is applicable, and attend labs on campus per the Coast District approval.
Long Beach City College Associate Degree Nursing Program	H. Sands	09/01/2020	LBCC plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
Los Angeles City College Associate Degree Nursing	D. Schutte	08/04/2020	Los Angeles City College will be continuing with remote instruction and the DCA Waiver for 50% Non-Direct Patient Care Clinical Hours

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Program			through December 2020.
Los Angeles County College of Nursing and Allied Health Associate Degree Nursing Program	H. Sands	09/01/2020	LA County College plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
Los Angeles Harbor College Associate Degree Nursing Program	MA. McCarthy	08/20/2020	<p>“Since some our clinical facilities are not allowing us to return or are placing restrictions on the number of students they will accept, and because the college campus will not allow face-to-face courses to resume, we are requesting an extension of the waiver as permitted by the DCA until December 31, 2020.</p> <p><input type="checkbox"/> For nursing students in obstetrics, pediatrics, and mental health-continue reduction to 50% of clinical hours that must be in direct patient care</p> <p><input type="checkbox"/> For nursing students in geriatrics and medical-surgical courses-continue reduction to 50% of clinical hours that must be in direct patient care.</p> <p><input type="checkbox"/> For all nursing students- continue didactic/theory instruction in a distance education format, utilizing the Canvas platform, Zoom, clinical skills provided by “Evolve” and Elsevier, and Nurse Think virtual simulation. It is assured that all nursing students will have access to the technology required.”</p>
Los Angeles Pierce College Associate Degree Nursing Program	B. Caraway	07/27/2020	In a letter received and dated 7/27 /2020 the program stated the following: “ Due continued COVID 19 crisis and pause in hospital based clinical activities , during Spring 2020 semester, a number of students did not have opportunity to participate in the direct patient care experiences” Program made one time minor curriculum changes to allow these students to advance to the next semester to complete their clinical requirements in Fall2020.
Los Angeles Southwest College Associate Degree Nursing Program	A. Duke	08/27/2020	LASW will extend the use of the previous temporary waiver for reduction of direct patient care hours to 50% for medical surgical and gerontology clinical rotations through the end of December 2020. As

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	W. Boyer	09/01/2020	<p>previously approved, didactic and theory will be taught via remote instructional methods via Confer Zoom, and Canvas.</p> <p>Due to the limited access to the hospitals for clinical experiences as well as the campus limiting in person skills/simulation practices to only two days per week. That leaves insufficient time to meet the 100% clinical/skills hours for Fundamentals as well as meet the clinical needs for the continuing students. Therefore, the nursing faculty with the approval of the administration have decided to suspend the incoming first semester students for fall 2020. These same students will be re-admitted in the spring 2021.</p>
Los Angeles Southwest College Associate Degree Nursing Program	W. Boyer	09/03/2020	<p>Los Angeles Southwest College NCLEX pass rates for the past 2 years have been above the regulatory standard of 75%, except for the current NCLEX pass rate for 2019-2020 that dropped to 74.25%. A total of 35 graduates took the exam and 26 passed. The program did a comprehensive program assessment to identify variables contributing to the substandard pass rate and developed a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.</p> <p>The review revealed that a total of 10 first time exam takers waited anywhere from 3 months to 5 years post-graduation to take the exam for the first time. Additionally, test takers in the first and second quarter were not subject to the new admission criteria that became effective September 2018. Test takers in the third and fourth quarter were and pass rates were 100%.</p> <p>Plans to prevent another substandard annual pass rate include:</p> <ol style="list-style-type: none"> 1. Continuation of the new admission criteria. 2. Continue to use part of the enrollment grant money to pay for the "NCLEX-RN Test Plan Development to assist with validity and reliability of the test items effectiveness and to make sure the test items used in the program are consistent with the NCLEX-RN Test

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			<p>Plan, as seen in NCSBN.org.</p> <p>3. Increase utilization of the Virtual ATI (VATI) Greenlight process. The process must begin by the 4th weeks prior to plan graduation date. Students must complete 50% of the Greenlight from the ATI coach prior to completion of nursing 503A or receive an incomplete in the course.</p> <p>4. The nursing faculty have put in place a standardized testing policy across the program for consistency in testing based on the new test plan by NCSBN. This will be effective by either fall 2020 or spring 2021 after the final approval by the faculty.</p>
Los Angeles Trade Tech College Associate Degree Nursing Program	H. Sands	09/01/2020	LATTC plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
Los Angeles Valley College Associate Degree Nursing Program	MA. McCarthy	08/13/2020	<p>“The purpose of this letter is to inform you the progress of our program's instructional mode and status of availability of clinical facility. The affiliated clinical facilities are continuing to deny the clinical placement due to the recent COVID 19 pandemic. I am requesting to continue the reduce the direct patient care hours for Medical-surgical Nursing, Gerontologic Nursing, Mental Health, & Psychiatric Nursing Pediatric and Obstetrics, to 50% for the fall 2020 semester. The program will use simulation, and face to face skills lab procedures utilizing iHuman simulation, and Health Scholars. The theory will be taught remotely.”</p>
Los Medanos Associate Degree Nursing Program	K. Daugherty	08/07/2020	<p>For Fall 2020, LMC does not anticipate need for DCA waiver use for the third semester of instruction in medical surgical/gero and pediatrics. LMC reports it has secured four acute care placements to complete RN NURS31 direct care clinical hours per CCR 1426 (g)(2). Delivery of theory will continue remote/online unchanged. Simulation/skills lab clinical hours will be completed using a combination of remote and face to face methods of instruction.</p>

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Merced College Associate Degree Nursing Program	K. Daugherty	09/03/2020	On campus in person instruction for skills intro and practice and skills proficiency demonstrations will occur for Fall 2020 courses REGN 02,15, 24,34, and 44. Remote theory instruction and testing unchanged.
Mira Costa College Associate Degree Nursing Program	W. Boyer	08/31/2020	Mira Cost College ADN Program has requested to continue on-line teaching at least until the end of the fall 2020 term. The program is also seeking to extend the 50% waiver for OB. MS, PMH, G, and P will continue with 75% direct patient care. The program has been successful in obtaining long-term care, sub-acute, clinics and rehabilitation centers to allow for student placements.
Modesto Junior College Associate Degree Nursing Program	H. Sands	09/01/2020	Modesto Jr. College plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
Moorpark College Associate Degree Nursing Program	MA. McCarthy	08/26/2020	Continue waiver extension through December 2020. 50% direct patient care in all areas including MS/G as approved in Spring 2020. Continue online theory courses through December 2020.
Mount Saint Mary's University Associate Degree Nursing Program	H. Sands	09/01/2020	MSMU plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
Mount San Antonio College Associate Degree Nursing Program	D. Schutte	08/25/2020	Mount San Antonio College ADN Program will be continuing with remote instruction and use of the DCA Waiver for 50% Non-Direct Patient Care Clinical Hours through Fall Semester 2020. It is planned that first, second, and third semester courses "paused" during Spring Semester 2020 will be completed during Fall Semester 2020. A new cohort of students will not be enrolled into first semester Fall Semester 2020.
Mount San Jacinto Associate Degree Nursing Program	A. Duke	08/26/2020	MSJC will extend the use of the previous temporary waiver for reduction of direct patient care hours to 50% for medical surgical and gerontology clinical rotations through the end of December 2020. As previously approved, didactic and theory will be taught via remote instructional methods. All students have been assured that they will

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			have virtual access to their courses.
Pasadena City College Associate Degree Nursing Program	B. Caraway	7/30/2020	The Program inform NEC that for the fall term, lectures at PCC the RN program will continue remote instruction for nursing theory courses. At this point, they are going to clinical as planned to follow the 50% direct patient contact hours for Peds, OB, and Psych per waiver extension.
Reedley College at Madera Community College Center Associate Degree Nursing Program	S. Ward	08/25/2020	The program provided a letter dated 08/24/2020 to inform the Board regarding changes to an approved program, subsequent to the progress report at the 04/16/2020 BRN Board meeting. The contents of the letter stated the following: " On July 20, 2020, the California Community Colleges Board of Governors officially recognized and approved Madera Community College as an independent college coming under the State Center Community College District (SCCCD) as the 116th community college in California. This approval follows a vote by the Accrediting Commission for Community and Junior Colleges (ACCJC), granting the Madera campus its initial accreditation at its meeting June 10 -12, 2020. The original BRN approval is for "Reedley College at the Madera Community College Center" LVN to RN ADN program. In review of California Code of Regulations (CCR) 1432, this will not change the fiscal condition or affect applicants or students enrolled in the nursing program. There has not been a substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program. The LVN to RN ADN program will continue at the Madera campus of Madera Community College under the State Center Community College District. We request to apply for a formal name change to Madera Community College LVN to RN ADN program." The program is scheduled for a routinely occurring continuing approval visit on September 29-30, 2020.
Rio Hondo College Associate Degree Nursing Program	W. Boyer	08/11/2020	Continuation of the previous minor revision to Theory delivery: online/remote for the fall term.

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Sacramento City College Associate Degree Nursing Program	K. Daugherty	09/18/2020	Fall 2020 semester(August 24-December 17, 2020) expected to finish on time. Decreased first semester enrollment to 21 this term. First semester per CCR 1426(g)(2) with direct care placements as available. Second, third and fourth semesters will be completed with 75% direct patient care except for N427 psych/mental health clinical hours. The DCA waiver and direct care telehealth clinical experiences will be used for completion of the psych/mental health N427 clinical course component. Using an increased number of 12 hour shifts for direct care clinical hours completion across the curriculum. Theory delivery unchanged.
San Bernardino Valley College Associate Degree Nursing Program	D. Schutte	08/17/2020	San Bernardino Valley College ADN Program will be continuing with remote instruction for theory and specific clinical hours through December 2020. In addition, they will be continuing the use of the DCA 50% waiver for non-direct patient care clinical hours for students to meet overall course hours. It is anticipated that students will be able to meet course and clinical objectives and thus progress in the program and/or graduate on time.
San Diego City College Associate Degree Nursing Program	H. Sands	09/01/2020	SDCC plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
San Joaquin Delta College Associate Degree Nursing Program	K. Daugherty	09/09/2020	For Fall 2020 N1 Fundamentals, N2 M/S/Gero, N5 OB, N6 Intermed. M/S/Gero, N8 Adv. M/S/Gero, and N9 Transition are scheduled to be completed per CCR 1426 (g)(2) with no waiver needed. N4 PEDS and N7 Psych/MH will be completed using the DCA waiver in effect through 12/31/20. Fall term ends 12/18/20. Theory delivery unchanged.
Santa Ana College Associate Degree Nursing Program	D. Schutte	08/19/2020	Santa Ana College ADN Program will be continuing with remote instruction for theory and specific clinical hours through December 2020. In addition, they will be continuing the use of the DCA 50% waiver for non-direct patient care clinical hours for students to meet overall course clinical hours. It is anticipated that students will be able to meet course and clinical objectives and thus progress in the program

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			and/or graduate on time.
Santa Barbara City College Associate Degree Nursing Program	D. Schutte	09/11/2020	Santa Barbara City College ADN Program will be continuing with synchronous online instruction for the theory portion of each nursing course during Fall Semester 2020 with the use the Canvas platform with student participation via ZOOM. The Program will also be using the DCA 50% Waiver for Non-Direct Patient Care Clinical Experience for pediatrics, obstetrics, and psychiatric/mental health nursing courses.
Santa Monica College Associate Degree Nursing Program	MA. McCarthy	09/18/2020	“Santa Monica College’s Nursing Program will continue to utilize the 50 % simulation waiver for Pediatrics, Obstetrics, and possibly Mental Health Nursing clinical rotations for the Fall 2020 semester. The Medical Surgical and Gerontology clinical rotations are able to continue with 75% direct patient care and 25% simulation. Theory classes will continue to be online using the College’s Canvas platform during the Fall 2020 semester. The College has not confirmed whether Winter 2021 and Spring 2021 theory classes will continue to be held on line.”
Shasta College Associate Degree Nursing Program	K. Daugherty	09/03/2020	Implemented the early Fall 2020 program start and end dates(August 3-December 3, 2020) instead of the regular college start and end dates-8/17-12/17/2020). The early start provided the program four weeks in the clinical agencies ahead of other nursing programs in the area. The early start potentially assists the program in avoiding flu season and a possible COVID re-surge. All program clinical courses progressing per CCR 1426 (g)(2) with no 50/50 DCA waiver needed as of this submission. Remote theory delivery and testing unchanged.
Sierra College Associate Degree Nursing Program	K. Daugherty	08/28/2020	Continue remote hybrid theory delivery for the two nursing courses Nurs21 (M/S/Gero) and Nurs23 (M/S/Psych/MH) for Fall 2020. As of this submission clinical course hours will be completed per 1426(g)(2)-no waivers needed. SC is replacing Nurs21 inpatient SNF Gero placements with acute care Gero placements. Previous Nurs23 inpatient psych direct patient care placements for Fall 2020 are being completed using community-based psych/mental health settings/sites.

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Southwestern College Associated Degree Nursing Program	W. Boyer	07/27/2020	All theory courses will be taught continuously by remote. Southwestern College Campus from August to December 2020 will only be available for face to face on campus for Skills and Simulation activities. The Administration has directed all theory courses to be taught at a remote site for the rest of this semester. At present, clinicals will continue as scheduled at the designated clinical healthcare facilities during this timeframe.
Stanbridge University Associated Degree Nursing Program	B. Caraway	07/31/2020	Stanbridge University ADN Program will be continuing with remote instruction for theory and specific clinical hours through December 2020. In addition, they will be continuing the use of the DCA 50% waiver for non-direct patient care clinical hours for students to meet overall course clinical hours. It is anticipated that students will be able to meet course and clinical objectives and thus progress in the program and/or graduate on time
Ventura College	H. Sands	09/01/2020	VC plans to continue through Fall 2020 semester online instruction and use of the temporary waiver for the clinical hours in Med Surg, Peds, PMH and OB due to the COVID-19 pandemic.
Weimar Institute Associate Degree Nursing Program	K. Daugherty	09/09/2020	Fall 2020 first semester/first year N220, N221 and third semester second year N300 clinical courses are being delivered per CCR 1426 (g)(2); no DCA waiver is being used. Nursing program started its Fall term two weeks earlier than the rest of the college to implement the temporarily re-sequenced (5 weeks) N301 Peds course in a Winter term. Winter term dates be will finalized mid-late October 2020. Delivery of didactic hybrid instruction unchanged.
Yuba College Associate Degree Nursing Program	K. Daugherty	08/15/2020 09/16/2020	Fall 2020 clinical instruction will use the DCA 50/50 waiver for PEDS N21, OB N22, and Psych/MH N33 courses. M/S and Gero N1, N2, N3, N4 direct patient care hours will be completed per CCR 1426 (g)(2) without need for waiver use/approval. Theory instruction for all four semesters will be delivered face to face and skills/sim labs also on campus.



Agenda Item 8.3

**Discussion and Possible Action Regarding Whether To Recommend
Ratification of Clinical Facility Approval or Other Action.
(16 CCR § 1427) (Consent)**

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BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.3
DATE: October 15, 2020

ACTION REQUESTED: Discussion and Possible Action Regarding Whether to Recommend Ratification of Clinical Facility Approval or Other Action. (16 CCR § 1427) (Consent)

REQUESTED BY: Mary Ann McCarthy, Nursing Education Consultant

BACKGROUND: According to Board policy, Nursing Education Consultants may approve clinical facilities that are in compliance with regulations. Approvals must be reported to the Education/Licensing Committee and the Board.

A list of schools who have submitted clinical site documentation and have been approved by the NECs is in your materials packet as table Clinical Agency or Facility Approval. This is a consent agenda item.

NEXT STEP: Place on Board Agenda.

PERSON TO CONTACT: Mary Ann McCarthy, EdD, MSN, RN, PHN
Nursing Education Consultant

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ELM			
BSN			
Biola University Baccalaureate Degree Nursing Program	W. Boyer	09/10/2020	Children’s Hospital Los Angeles. Acute Care Peds. Average Daily Census = 286. Nrsng 357 – Pediatric Nursing
California State University, Channel Islands Baccalaureate Degree Nursing Program	D. Schutte	09/08/2020	Northridge Hospital Medical Center. Acute. Average Daily Census 394. NRS 241 Psychiatric Mental Health Nursing Lab, and NRS 231 Mother, Infants, and Women. PMH, O.
California State University, Fullerton Baccalaureate Degree Nursing Program	D. Schutte	08/25/2020	Corona Regional Medical Center. Acute. Average Daily Census -238. 405L Management of Med Surg Adult and Gero, 411L Complex Management of Adult and Gero, 406L Reproductive Health, and 412L Nursing Capstone. MS, O
Concordia University Irvine Baccalaureate Degree Nursing Program	MA. McCarthy	08/02/2020	St. Michael Surgery Center, acute, Average Census – 80/month, Adv Med/Surg & Preceptorship, MS-G
Concordia University Irvine Baccalaureate Degree Nursing Program	MA. McCarthy	08/02/2020	Pacific Hills Surgery Center, acute, Average Census – 75/week, Adv Med/Surg & Preceptorship, MS-G
Concordia University Irvine Baccalaureate Degree Nursing Program	MA. McCarthy	08/02/2020	Foothill Gateway Surgery Center, acute, Average Census –9/week, Adv Med/Surg & Preceptorship, MS-G
Concordia University Irvine Baccalaureate Degree Nursing Program	MA. McCarthy	08/02/2020	Outpatient Center Del Mar, acute, Average Census – 35/week, Adv Med/Surg & Preceptorship, MS-G
Concordia University Irvine Baccalaureate Degree Nursing Program	MA. McCarthy	08/02/2020	Cerritos Surgery Center, acute, Average Census – 40 monthly, Adv Med/Surg & Preceptorship, MS-G

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San Diego state University Baccalaureate Degree Nursing Program	W. Boyer	08/05/2020	Alvarado Hospital Medical Center. Acute. Average Daily Census = 70 N300 – Nrsg Care of Acutely Ill Adult (MS,G)
San Diego state University Baccalaureate Degree Nursing Program	W. Boyer	08/25/2020	Aurora Behavioral Hlth Care. Acute. Average Daily Census = 90. N657/N655 – Advanced Care of the Adult and Elderly Client (PMH,G)
San Diego state University Baccalaureate Degree Nursing Program	W. Boyer	08/05/2020	Cable Street Clinic. Non-Acute, Outpatient Adult Clinic. Average Daily Census = 20. N657/N655 – Advanced Care of the Adult and Elderly Client (PMH,G)
San Diego state University Baccalaureate Degree Nursing Program	W. Boyer	08/05/2020	Neurological Medical Clinic. Non-Acute. Average Daily Census = 25. N657/N655 – Advanced Care of the Adult and Elderly Client (PMH,G)
San Diego state University Baccalaureate Degree Nursing Program	W. Boyer	08/05/2020	Kaiser Permanente. Acute Care. Average Daily Census = 250. N300 – Nrsg Care of the Acutely Ill and Gero Patient 1, N345 – Nrsg Care of the Childbearing Family, N657/N655 – Advanced Care of the Adult and Elderly Client (MS,O,G)
Unitek College Baccalaureate Degree Nursing Program	MA. McCarthy	08/24/2020	Sierra View Medical Center, Acute, Average Daily Census = 128, Adult Heath I, Adult Health II, Complex Adult Health, Maternal Newborn, Pediatric Nursing, MS-O-C-G
West Coast University Baccalaureate Degree Nursing Program	W. Boyer	03/10/2020	Inland Valley Care and Rehabilitation Facility. Non-AcuteAverage. Daily Census = 227. N101L Fundamentals of Nursing, N121L Intro to Med Surg Nrsg, N211 Med Surg/Gero, N481 Med Surg/Gero, N498L Preceptorship
West Coast University Baccalaureate Degree Nursing Program	W. Boyer	03/10/2020	New Vista Post-Acute. Non-Acute. Average Daily Census = 110. N101L Fundamentals of Nursing, N121L Intro to Med Surg Nrsg
West Coast University Baccalaureate Degree Nursing Program	W. Boyer	03/10/2020	El Mirador Surgical Center. Ambulatory Care. Average Daily Census = 30. N498L Integration of Nursing Practice.
West Coast University	W. Boyer	04/27/2020	Asistencia Villa Rehab and Care Center. Non-Acute. Average Daily

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Baccalaureate Degree Nursing Program			Census = 83. Inland Valley Care and Rehabilitation Facility. Average Daily Census = 227. N101L Fundamentals of Nursing, N121L Intro to Med Surg Nrsg, N211 Med Surg/Gero, N498 Med Surg/Gero, N498L Preceptorship
Western Governors University Baccalaureate Degree Nursing Program	W. Boyer	05/21/2020	California Hospital Medical Center. Acute. Average Daily Census = 318. CASAL 1&2, CACI, C487 P/MH Nrsg, C465 Care of the Developing Family, C477 Nrsg Care of Children, C478 Critical Care Nrsg, C491 Professional Nrsg Role Transition
Western Governors University Baccalaureate Degree Nursing Program	W. Boyer	08/11/2020	VA Nor Cal HC System. Acute and Non-Acute. Average Daily Census = 143. CASAL 1&2, CACI, C487 P/MH Nrsg, C465 Café of the Developing Family, C477 Nrsg Care of Children, C478 Critical Care Nrsg, C491 Professional Nrsg Role Transition
ADN			
American Career College Associate Degree Nursing Program	W. Boyer	06/26/2020	Community Hospital of Huntington Park. Acute. Average Daily Census = 110. N112C Fundamentals of Nrsg, N113C Beginning MS Nrsg, N115C Intermediate MS Nrsg, N117C Advanced MS Nrsg, N118C Adv MS Nrsg/Leadership
American Career College Associate Degree Nursing Program	W. Boyer	08/02/2020	Southern California Hospital Community. Acute. Average Daily Census = 262. N112C Fundamentals of Nrsg, N113C Beginning MS Nrsg, N115C Intermediate MS Nrsg, N116C P/MH Nrsg, N117C Advanced MS Nrsg, N118C Adv MS Nrsg/Leadership
Cabrillo College Associate Degree Nursing Program	S. Ward	09/03/2020	City of Watsonville Parks/Community: Older Adult Services, Non-Acute, Average Daily Census- 50, N 42: Psychiatric and Nursing Care Management IV; MH/P
Career Care Institute Associate Degree Nursing Program	D. Schutte	09/08/2020	Palmdale Regional Medical Center. Acute. Average Daily Census-101. NS 230 Med Surg 1, NS 260, Med Surg 2, and NS 252 Geriatrics. MS, G.
Career Care Institute Associate Degree Nursing Program	D. Schutte	08/18/2020	Victor Valley Global Medical Center. Acute. Average Daily Census 70-80. NS 230 Med Surg 1, NS 260 Med Surg 2, and NS 252 Geriatrics. MS, G.

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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	CLINICAL AGENCY OR FACILITY
Fresno City College Associate Degree Nursing Program	S. Ward	09/15/2020	Sierra Meadows Behavioral Health, Non-Acute, Average Daily Census-31, RN 66 Nursing Care of the Client with Behavioral and Emotional Disorders Clinical, MH/P
Golden West College Associate Degree Nursing Program	W. Boyer	08/30/2020	24/7 Care at Home. Non-Acute/Home Health. Average Daily Census = varies. G240 Health and Illness 3 (MS,G)
Golden West College Associate Degree Nursing Program	W. Boyer	08/30/2020	Comfort Home Health Care. Non-Acute/Home Health. Average Daily Census = varies. G240 Health and Illness 3 (MS,G).
Golden West College Associate Degree Nursing Program	W. Boyer	08/30/2020	Maxcare Hospice. Non-Acute/Hospice. Average Daily Census = varies. G240 Health and Illness 3 (MS,G)
Golden West College Associate Degree Nursing Program	W. Boyer	08/30/2020	The Women's Health Center. Non-Acute/Clinic. Average Daily Census = 65. G140 Health and Illness 2 (OB)
Golden West College Associate Degree Nursing Program	W. Boyer	08/30/2020	Orange County Health and Psychology Assessment. Non-Acute/Clinic. Average Daily Census = 12-60. G270 Health and Illness 4 (PMH)
Grossmont College Associate Degree Nursing Program	MA. McCarthy	09/15/2020	Kearny Mesa Convalescent and Nursing Home, Non-Acute, Average Daily Census = 70, N235 preceptorship, N120 Fundamentals, N130 Peri-op, N220 Nut/Metabolic, N230 Cardio-Pulm, MS-G
Imperial Valley College Associate Degree Nursing Program	W. Boyer	05/08/2020	Dr. Hamid Zadeh Office. Non-Acute/Ambulatory. Average Daily Census = 30. N128 Nrsrg Care of the Childbearing Family
Imperial Valley College Associate Degree Nursing Program	W. Boyer	09/08/2020	Valley Convalescent Center, El Centro, CA. Non-Acute. Average Daily Census = 80. Nrsrg 223, MS and Gero Nursing.
Los Angeles City College Associate Degree Nursing Program	D. Schutte	07/31/2020	Los Angeles County Hospital-Rancho Los Amigos. Non-Acute. Average Daily Census 110. REGNRSR 110 Advanced Med Surg and 111 Nursing Leadership and Management. MS, G

CLINICAL AGENCY OR FACILITY APPROVAL
Education/Licensing Committee
October 15, 2020

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	CLINICAL AGENCY OR FACILITY
Los Angeles Harbor College Associate Degree Nursing Program	MA. McCarthy	09/14/2020	The Beacon House Association of San Pedro (long term drug and alcohol addiction facility for men), Non-Acute, Average Daily Census – Capacity 115, Nursing 343: Nursing Process & Practice in Psychosocial Adaptation of Client - PMH
Los Angeles Harbor College Associate Degree Nursing Program	MA. McCarthy	09/14/2020	Los Angeles Harbor College Child Development Center, Non-Acute, Average Daily Census varies, Nursing 335: Nursing Process and Practice in the Care of Children – C
Mendocino College Associate Degree Nursing Program	S. Ward	09/02/2020	Hospice Services of Lake County, Non-Acute, Average Daily Census-30, N 102 Nursing Concepts and Skills, N 112 Nursing Concepts and Skills II, N 122 Complex Medical Surgical Nursing I, N 132 Complex Medical Surgical Nursing II, MS and G
Mira Costa College Associate Degree Nursing Program	W. Boyer	09/10/2020	Escondido Post-Acute Rehab. Non-Acute. Average Daily Census = 152. Nrsg 281 Med Surg III. Nrsg 283 Med Surg IV
Mira Costa College Associate Degree Nursing Program	W. Boyer	09/10/2020	La Paloma Healthcare Center. Non/Sub Acute. Average Daily Census = 80. Nrsg 183 Med Surg II. Nrsg 281 Med Surg III. Nrsg 283 Med Surg IV
Mira Costa College Associate Degree Nursing Program	W. Boyer	09/10/2020	Seacrest Village (retirement community/senior living). Non-Acute. Average Daily Census = 46. Nrsg 181 Med Surg I. Nrsg 281 Med Surg III
Mira Costa College Associate Degree Nursing Program	W. Boyer	09/17/2020	Mental Health Systems, Inpatient/Outpatient Mental Hlth and Substance Abuse. Average Daily Census = 45. Nrsg 282 – Mental Health Nursing
Pacific College Associate Degree Nursing Program	D. Schutte	08/25/2020	Glendale Memorial Medical Center. Acute. Average Daily Census 120. NUR 101C Fundamentals, NUR 102 C Med Surg, NUR 104 Obstetrics, NUR 105C Mental Health, and NUR1006C Advanced Med Surg. MS,G, O, PMH.
Rio Hondo College Associate Degree Nursing Program	W. Boyer	08/11/2020	Vitas Healthcare Corporation (hospice and palliative). Non-Acute Hospice and Palliative Care. Average Daily Census =150L, N251L, N252L, MS,PMH, G
Sierra College Associate	K. Daugherty	09/01/2020	Sutter Roseville Medical Center. Acute Care Average Daily

CLINICAL AGENCY OR FACILITY APPROVAL
Education/Licensing Committee
October 15, 2020

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	CLINICAL AGENCY OR FACILITY
Degree Nursing Program			Census=265-290 N21, 22, 23, 24 M/S, Gero, P/MH; updated statistics & addition of Gero/M/H content areas. Updated previously in 2011 and 2007 to reflect course number changes, services/content area use.
West Hills College Lemoore Associate Degree Nursing Program	S. Ward	08/31/2020	Heritage Crossing (hospice and palliative), Non-Acute, Average Daily Census – 18, NURS 07L Intermediate Medical Surgical, MS



Agenda Item 8.4

Discussion and Possible Action Regarding Acceptance of Program Progress Report With Discussion and Possible Action to Address Any Performance Gaps Including Actions Described In California Code of Regulations, Title 16, section 1423.2, subdivision (a)

East Los Angeles College Associate Degree Nursing Program (Present)

BRN Education/Licensing Committee Meeting | October 15, 2020

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.4
DATE: October 15, 2020

ACTION REQUESTED: Discussion and Possible Action Regarding Acceptance of Program Progress Report and Discussion and Possible Action to Address Any Performance Gaps Including Actions Described in 16 CCR § 1423.2(a). East Los Angeles College Associate Degree Nursing Program (Present)

REQUESTED BY: Mary Ann McCarthy, Nursing Education Consultant

BACKGROUND: At the November 2019 Board Meeting the BRN changed Continue Approval Status of East Los Angeles College Associate Degree Nursing Program to Warning Status with Intent to Close the Program and required Monthly Progress Reports to be submitted to the Nursing Education Consultant, and the school to be present at all ELC meetings during the period of warning status beginning October 2020. College 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.

Reports for this meeting were submitted from the College Administration and Nursing program. These reports are included in the packet.

The program has hired a Student Success Assistant who will be working collaboratively with faculty to address student needs. There is a continued need to write new policies to support the new curriculum and program changes. Loss of adjunct faculty in the MS specialty due to COVID needs to be addressed.

Remaining Non-Compliances

The program was found to be in non-compliance in six (6) areas at the time of this visit:

1. 16 CCR Section 1424(b)(1) – Administration and Organization – Program Evaluation.
This noncompliance is continuing with steady progress.
5. 16 CCR Section 1426(b) Required Curriculum This noncompliance is continuing with slow progress. Curriculum is currently being implemented for all students fall 2020.
6. 16 CCR Section 1431–Licensing and Examination Pass rate Standard
 - Continuing – Faculty Committee working to implement NCLEX prep plan with senior students and alumni who have not taken the NCLEX or taken and failed in the last 10 years. Workforce Development is assisting in this process.

Remaining Recommendations:

1. 16 CCR Section 1425.1(a) Faculty Responsibility – Planning and implementing curriculum content

This recommendation is continuing with progress.

As of the start of the Fall 2020 semester, the implementation of all new curriculum changes and new total program evaluation processes has begun under the new leadership of Dr. Chandler, Program Director and Dr. Madrid, Dean. Policies and procedures continue to be identified, written or updated as needed.

School	2014/2015		2015/2016		2016/2017		2017/2018		2018/2019	
	# Take	% Pass								
East Los Angeles College	120	61.67%	102	64.71%	98	73.47%	93	75.27%	75	74.67%

For the year of 2019-2020 – First Time NCLEX Pass Rates = 72.22% which remains below the 75% BRN regulation.

- Q1 = 84.62
- Q2 = 55.56
- Q3 = 83.33
- Q4 = 28.57

NEXT STEP:

Place on Board Agenda

PERSON TO CONTACT:

Mary Ann McCarthy, EdD, MSN, RN, PHN
Nursing Education Consultant

East Los Angeles College -Administration Monthly Progress Report

Education/Licensing Committee Meeting -October 2020

Submitted on September 19, 2020

Below please find the updates for the month of September 2020:

1. The Fall semester began August 31, 2020. All new faculty have been on-boarded and are prepared to teach in their respective areas this Fall. The new curriculum is currently being offered throughout the program. The Program Director meets with faculty every other week to review curriculum, identify best practices and address implementation concerns and challenges. All of our courses are being offered online, with the exception of those which are hard to convert. The Nursing department is currently offering the skills portion of the curriculum face to face in our on-campus skills lab. All other clinical hours are taking place at one of our partner hospitals.
2. As of August 25, 2020, Dr. Christine Chandler assumed the role of Program Director of the nursing program. Dean Madrid continues to support her in this new position. At minimum, they meet weekly to address ongoing issues, concerns and department goals.
3. In addition to Dr. Chandler assuming the role of Director, we have had several adjunct faculties, (specifically MS faculty) go on leave or refuse assignments this semester due to COVID. This has created a need to overload some full-time faculty; as a short-term solution. We are in the process of onboarding two new adjunct faculty and will have additional adjuncts cleared for hiring by the NEC to fill the gaps. The onboarding process has been somewhat delayed due to the move to remote work. The Dean will continue to work with HR to expedite the hiring of these faculty.
5. In regard to the total program evaluation, Prof. Martha Garcia, one of our assistant directors, took the lead on completing the program evaluations. The faculty and staff continue to work collaboratively to assist Ms. Garcia.
6. Ms. Bianca Martinez continues to follow-up with our alumni students. All 27 recent graduates, along the 13 students from the Winter 2019 cohort, were contacted during the last month. Of those contact 17 are planning to take the NCLEX at the end of September or in October 2020. Ms. Martinez will work with faculty and the new Student Success Assistant to identify testing resources and other supports for to prepare these students for their upcoming exam. Ms. Martinez is working under the leadership of Dean Madrid.
7. As of 9/14/2020, Jacqueline Velasquez began as our new Student Success Assistant. She will work collaboratively with faculty to address student success. Although she will work with all students, her primary focus will be 1st semester nursing students. She is currently building out workshops and making herself available to provide tutoring to students on a referral basis. She will report directly to Dean Madrid.

East Los Angeles College Department of Nursing
Monthly Report to the Board of Registered Nursing
September 17, 2020

CCR Section 1424(b) (1) – Administration and Organization – Program Evaluation
The Chair, ADs, and faculty continue to collaborate on data collection for the continued program evaluation. All required documents (EDP-10, EDP-02, & Resumes) were submitted to NEC for review. The Chair and Assistant Directors continue to explore options to increase clinical placements. At each weekly faculty meeting, a review of forms is conducted to aid in capturing student progress: Skills checklist, Evaluation tools, Assessment forms and others that faculty bring to the discussion. Faculty is also exploring electronic data bases to collect student immunization/titer information to efficiently organize clinical data to support a smoother transition to on-boarding. Assistant Director seeking additional clinical sites.

CCR Section 1424(h) Faculty type and number continuing for MS faculty and PMH faculty

The new Director began the semester, August 31st, and three adjunct faculty have been hired. The on-boarding of said adjuncts to clinical sites will occur prior to the second quarter. Planning future hires for full-time faculty and adjunct will continue to address overage.

CCR Section 1426(b) Required Curriculum

The new curriculum was implemented in the fall semester and syllabi reflect changes. All faculty have transferred information fully online, via Canvas. The student handbook has been edited to reflect changes in curriculum. The nursing department continues to collect data to evaluate effectiveness of curriculum and online learning.

CCR Section 1431–Licensing and Examination Pass Rate Standard

The nursing department will continue with the previous NCLEX-prep plan as reported in the July 20, 2020 report.

As previously noted by the Board, the multi-criteria for admission will be strictly followed for admission. Faculty are united in supporting student success and are working collectively to identify variables that affect student success. Upon initial assessment of student's risk, faculty will meet one-to-one with student. They will work to identify what problems the student may have and will create the initial remediation that may be episodic, and the faculty member can address. For other issues, that may require greater attention, they will be referred to the SSA. After further evaluation the student will meet one-to-one or in a workshop. For instance, if the SSA finds that several students are having problems with "reading the textbook", she may create a workshop for students to participate.

A Student Success Advisor (SSA) was hired and began working 9/14 with faculty to identify students who are at risk early into the semester. The faculty has agreed, after their initial assessment of said student, to refer any student in any semester, who scores 78% or less on exams/quizzes to the SSA for assessment and tutoring. To pre-emptively promote student success, the SSA will provide workshops in the first week for 1st semester: study habits, reading the textbook, taking notes, and developing concept maps. As well as addressing how to deal with the stress that comes along with being a new student. Workshops will also be created for 2nd, 3rd, and 4th semesters, identifying test-taking techniques and more. Data will be collected identifying variables that place students at risk, e.g. TEAS entrance scores, quizzes, as well as psycho-social issues that have the potential to impede their success. The SSA will provide a report to the faculty notifying the faculty student has met with the SSA, a plan was developed, and student has adhered to the plan. This is another method to make sure that students follow-up to support their success.

CCR Section 1425.1(a) Faculty Responsibility – Planning and implementing curriculum content

All faculty have uploaded their courses on Canvas. The new curriculum is concept based and promotes problem solving that requires a change in approach. No longer is the emphasis on the medical model of approach to nursing. Instead faculty will emphasize: participation in problem solving, effective thinking, and promoting clinical judgment. Faculty are committed to exploring changes in teaching styles to promote student success. For instance, utilizing unfolding case studies and assigning students to review the anatomy and physiology of a given course prior to lecture. This way they are better prepared to join the class, prepared to focus on assessment and care. The Director will be scheduling online tutorials that promote concept-based teaching techniques with an emphasis on clinical judgment. This will also support student success with NCLEX exams as they will change in the next two-three years.

CCR Section 1425.1(d) Faculty Responsibilities – Clinical Competency.

Workforce Development Report- Student Support Representative Report

The SSA began work on 9/14/20 and will begin providing support with study skills. Discussions are under way with Kaplan to identify NCLEX refresher course for the students who have previously failed NCLEX. No data is available from the Assistant in Student Success due to the previous lack of SSA.



Agenda Item 8.5

**Discussion and Possible Action Regarding Acceptance
of Program Progress Report in Response to Deferred
Action Following Continuing Approval Visit
Los Angeles City College Associate Degree Nursing Program
(16 CCR § 1423) (Present)**

BRN Education/Licensing Committee Meeting | October 15, 2020

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.5
DATE: October 15, 2020

ACTION REQUESTED: Discussion and Possible Action Regarding Acceptance of Program Progress Report in Response to Deferred Action Following Continuing Approval Visit, Los Angeles City College Associate Degree Nursing Program (16 CCR § 1423) (Present)

REQUESTED BY: Donna Schutte, Nursing Education Consultant

BACKGROUND: Dr. Christiana Baskaran has served as Program Director at Los Angeles City College (LACC) ADN Program since July 15, 2015. Laura Berry, MSN, RN has served as Assistant Director since January 2016 and faculty since 2009.

During the regularly scheduled continuing approval visit on October 22-24, 2019 by NECs, Loretta Melby and Dr. Heather Sands, the program was found to be in non-compliance in four areas with six recommendations.

At the February 20, 2020 Board Meeting, the BRN voted to defer action to continue approval of the Program with progress reports to be presented at the May and October 2020 ELC Meetings. Current enrollment: 136 students (40 students 2X/Yr). Fall 2020, due to COVID-19, 20 new students enrolled. Program attrition: 2018 - 20.2% and 2019 -17.2%. NCLEX Pass Rates: 2018-2019 - 96.72%; 2019-2020 - 92.21%.

A Progress Report (Attachment 1) was submitted by the Program. Of the 4 areas of non-compliance, 2 are in-compliance and 2 are in-progress with all recommendations completed:

1. 16 CCR Section 1424(d) - Resources. In progress: Instructional Assistant (Skills Lab) hiring Fall 2020. Simulation Coordinator (PT faculty 0.2 FTE) and Technician hiring Spring 2021. Student Success Coordinator with another PT faculty (0.2 FTE each) in place. Course faculty provide remediation during 10 hours/week office hours. Counseling (PT) total 0.5 FTE. Permanent Counselor (0.5 FTE) hiring Spring 2022.
2. (Related to Section 1424(d) 16 CCR Section 1427(d) - In selecting a new clinical agency or facility for student placements: Now in compliance with regulation.
3. 16 CCR Section 1424(e) -The director and assistant director shall dedicate sufficient time for administration of the program: Now in compliance with regulation.
4. 16 CCR Section 1424(h) - Faculty type and number: In progress: FT faculty remains at four. For the third time, an individual for Psych/Mental Health Faculty position declined the Fall 2020 position. Two FT faculty (Psych/Mental Health and Med/Surg) hiring Spring 2021.

NEXT STEP: Place on Board agenda.
PERSON TO CONTACT: Donna Schutte, DNSC, RN
Nursing Education Consultant



Department of Nursing
855 North Vermont Avenue
Los Angeles, CA 90029
Tel: (323) 953-4000 ext. 2065
Fax: (323) 953-4013

September 15, 2020

To: Donna Schutte, DNSC, RN
Nursing Education Consultant
Board of Registered Nursing

Subject: Post-Approval Visit Progress Report

Here is the progress report which addresses areas of non-compliance identified in the "Consultant Approval Report" for Los Angeles City College.

RESPONSE TO NONCOMPLIANCE ISSUES. SECTION 3: 1424(d), (e), and (h) – SUFFICIENCY OF RESOURCES

- 1) Clinical Placement Specialist: 1427(d)
 - a) Violation: 1424(d) The program shall have sufficient resources. They have limited support staff available for the nursing student success, faculty administrative work, and they do not have a clinical placement specialist. That role is covered by the ADON and DON with support from the faculty.
 - b) Action: We increased the release time of our ADON from 0.2 to 0.4 FTE. The increased release time is to oversee clinical placement and orientation to clinical facilities. We continue to use adjunct faculty for 23 hours per week to take care of clinical clearances and onboarding processes in the summer and winter intersessions and 5-8 hours per week during our regular semesters. Our instructional assistant and our secretary continue to assist in this process. We added Pro Advantage Tracker to our Castlebranch account to simplify clinical clearance and onboarding for our students and faculty.
- 2) Support Services:
Skills/Simulation Lab Personnel:
 - a) Violation: Students stated that they would like more open lab hours to cover more days of the week, longer times open during the day and longer open lab hours on the weekends. They also requested more robust simulation. Currently there is no Simulation Technician or Simulation Coordinator on staff.
 - b) Action: We will be hiring an Instructional Assistant for Nursing within a month. We plan to assign a faculty simulation coordinator at 0.2 FTE and hire a full-time simulation technician by Spring 2021. Once hired, we will train our SimTech to assist in the clinical clearances as well.
- 3) The director and the assistant director release time:
 - a) Violation: 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program. The program director is assigned to teach theory courses in on overload assignment. MOST faculty and the DON continue to teach on an overload assignment.

b) Action:

The DON has 100% release time to direct the program and has no overload assignment during the scheduled DON hours. The ADON has a 0.4 FTE release time (14 hours per week) up from 0.2 FTE.

4) (A) Faculty:

- a) Violation: 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board. Four (4) FT faculty and they continue to work on overload assignments with various program improvement needs not being met. Discussion with Dean, VP, and DON regarding the need for replacing and filling all open or recently vacated positions prior to January 2020 and adding additional FT faculty positions.
- b) Action: Our Mental Health Nursing became a failed search in Spring 2020. We have reopened the position with the plan to complete the hiring for a start in Spring 2021. We will hire a full-time Med-Surg faculty position by Spring 2021.

5) (B) Success Coordinator:

- a) Violation: Discussion around early identification, proactive intervention and support with a student success coordinator was discussed as a means to achieve greater student success. This is an area that has not had the emphasis that is needed so that the faculty can properly evaluate student success and student attrition.
- c) Action: Our adjunct instructor functions as a success coordinator/remediation instructor to meet the needs of our students. Our general counseling is meeting our students' counseling needs. The college plans to hire a permanent Counselor assigned 0.5 to the Nursing department by Spring 2022.

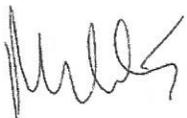
Update on Recommendations

All areas of recommendations are rectified.

1. ATI has been integrated across the curriculum and all faculty implement the ATI policy.
2. Record keeping process to track continuing education of content experts and all faculty has been established (two areas of recommendations).
3. All new and current faculty are oriented to the program, course, and clinical area. The detailed plan for faculty orientation is available in the Faculty Handbook.
4. Bi-weekly team meetings have been established between theory and clinical faculty to keep updated on the theory, clinical, and meeting the needs of the students.
5. Student assignments with daily clinical objectives are posted on assigned units for staff.

If you have questions or desire additional information, please contact me via email or call me at 310-902-6627.

Thank you,



Christiana Baskaran, PhD, MSN, RN
Director of Nursing
Los Angeles City College

BRN LACC Responses – Staffing Plan for the Nursing Program

The staffing plan below is intended to address areas of non-compliance. This plan illustrates the what positions will be recruited and when those positions will be recruited. The plan shows what personnel will be assigned to meet the recommendations of the BRN. We ask that the BRN approve our plan outlined below to meet the standards so that we can maintain the ADN program at its current program size: two cohorts, 40 students per cohort.

Approval Criteria	Non-Compliance Comment	Non-Compliance Response	Timeline	Lead Implementation Person
<p>1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.</p> <p>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.</p>	<p>The Nursing Department: They have limited support staff available for the nursing student success, faculty administrative work, and they do not have a clinical placement specialist. That role is covered by the ADON and DON with support from the faculty.</p> <p>The DON and ADON oversee all clinical placement. New clinical sites are procured through DON/ADON and faculty interaction. Other clinical sites are maintained due to longevity. The Department would benefit from a permanent position for a clinical placement coordinator as this process is complex and changing daily.</p>	<p>Clinical Placement Coordinator:</p> <p>September 2020 Update</p> <p>We increased the release time of our ADON from 0.2 FTE to 0.4 FTE to oversee clinical placement and to oversee orientation of students and faculty to our clinical facilities.</p> <p>An adjunct faculty has been assigned to do 23 hours/week to take care of clinical clearances and onboarding processes during the summer and winter intersessions and 5-8 hours/week during Spring and Fall semester.</p>	<p>Completed</p> <p>Completed</p>	<p>DON, Dean</p> <p>Instructor Special Assignment – L. Valadez</p>

		<p>Our instructional assistant will dedicate 15 hours/week during the semesters and 40 per week during the intersessions for clinical clearances and orientation.</p> <p>Our secretary continues to assist in this process.</p> <p>We added Castlebranch's Pro Advantage Tracker to our existing compliance tracker to simplify clinical clearance and onboarding for our students and faculty.</p>	<p>Fall 2020</p> <p>Completed</p> <p>Contract Completed, implementation is in progress</p>	<p>DON, Dean</p> <p>DON</p> <p>DON</p>
	<p>Skills/Simulation Lab: The Students stated that they would like more open lab hours to cover more days of the week, longer times open during the day and longer open lab hours on the weekends. They also requested more robust simulation. The lab hours for Fall 2019 is Tuesday 9a-1p, Thursday 9a-5p, and Friday 9a-12p.</p> <p>Currently there is no Simulation Technician or Simulation Coordinator on staff.</p>	<p>September 2020 Update</p> <p>We will be hiring an Instructional Assistant for Nursing within a month.</p> <p>We plan to assign a faculty simulation coordinator at 0.2 FTE and hire a full-time simulation technician by Spring 2021. Once hired, we will train our Sim Tech to assist in the clinical clearances.</p>	<p>September-November 2020</p> <p>Spring 2021</p>	<p>DON, Dean</p> <p>DON, Dean</p>

<p>Summary: The program does not have sufficient faculty, staff and support services, to achieve the program's objectives.</p>	<p>Faculty: see 1424(h) There are (4) full-time and (22) part-time faculty excluding the director position, which is designated as a 100% administrative position. The program director is assigned to teach theory courses in on overload assignment. MOST faculty and the DON continue to teach on an overload assignment.</p>	<p>September 2020 Update</p> <p>The DON has 100% release time to direct the program and has no overload assignment during the scheduled DON hours.</p>	<p>Completed</p>	<p>Dean, Vice President</p>
	<p>They have a Counselor/ Assessment and Recruitment Specialist/Outreach Specialist that plays a key role in reviewing and evaluating all prospective nursing student applications, works with current students in the role of a general success coordinator, and makes sure that all students are eligible and prepared for the RN-BSN and ADN Collaborative Programs. Students requested that he be more available to them during the week.</p>	<p>September 2020 Update</p> <p>One adjunct faculty currently serves as a remediation instructor/ success coordinator for 8-10 hours per week and another adjunct instructor does remediation/ clinical clearance for 5-8 hours per week. They are funded by CCCCCO Nursing grant.</p>	<p>Completed</p>	<p>DON</p>
	<p>Currently all FT faculty are counseling, tutoring, and mentoring students who are struggling. This is an area that has not had the emphasis that is needed so that the faculty can</p>	<p>The DON is discussing with the counseling department for a Success Coordinator. Due to COVID 19, college general counseling is meeting our students' counseling needs.</p>	<p>Spring 2020 – Spring 2022</p>	<p>DON, Counseling Department Chair</p>
		<p>Hire a permanent Counselor assigned 0.5 to the Nursing department.</p>	<p>Spring 2022</p>	<p>DON, Counseling Department</p>

	properly evaluate student success and student attrition.			
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>4 FT faculty and they continue to work on overload assignments with various program improvement needs not being met. Discussion with Dean, VP and DON regarding the need for replacing and filling all open or recently vacated positions prior to January 2020 and adding additional FT faculty positions. Stressed importance of not waiting for the normal college hiring process and stated that these positions need to be filled prior to January 2020 if possible.</p> <p>Summary: The program lacks a sufficient number of qualified full-time faculty to achieve program objectives.</p>	<p>September 2020 Update</p> <p>Our Mental Health Nursing became a failed search in Spring 2020. The position is now reopened with a plan to complete the hiring for Spring 2021 start.</p> <p>Hire a full-time Med-Surg faculty position by Spring 2021 to start in Fall 2021.</p>	<p>Fall 2020</p> <p>Fall 2021</p>	<p>DON, Dean, Vice President, President</p> <p>DON, Dean, Vice President, President</p>
1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	<p>The director continues to teach theory courses in the ADN program on overload assignment.</p> <p>Assistant Director has a 0.2% release time. Consultants advised that the program increase ADON release time to facilitate the coordination and onboarding.</p>	<p>September 2020 Update</p> <p>Director: The DON has 100% release time as a Director and has no overload assignment during the scheduled DON hours.</p> <p>Assistant Director: The ADON has 0.4 release time, increased from 0.2.</p>	<p>Completed</p> <p>Completed</p>	<p>Dean, Vice President</p> <p>Dean, Vice President</p>



Agenda Item 8.6

**Discussion and Possible Action Regarding Schools
With Licensure Examination Pass Rate Below
Standard of 75% for First Time test Takers**
Mount Saint Mary's University Associate Degree Nursing Program
(16 CCR § 1431) (Present)

BRN Education/Licensing Committee Meeting | October 15, 2020

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.6
DATE: October 15, 2020

ACTION REQUESTED: Discussion and Possible Action Regarding Schools With Licensure Examination Pass Rate Below Standard of 75% for First Time Test Takers, Mount Saint Mary's University Associate Degree Nursing Program (16 CCR § 1431) (Present)

REQUESTED BY: Heather Sands, Nursing Education Consultant

BACKGROUND: Mount Saint Mary's University Associate Degree Nursing Program, School of Nursing Dean, Dr. Leah Fitzgerald, assumed interim Program Director position of the ADN program July 2020 following a year of multiple leadership changes (Dr. De Lilly stepped down Fall 2019; Dr. Brownell as interim Fall 2019→ July 2020-retired). Permanent PD replacement in final stages of hiring.

- Last continuing approval visit date: 06/14/2016 with continuing approval granted 09/15/2016
- Enrollment pattern: 60 students admitted in fall and spring. Total annual enrollment 120 students.
- Cost of program:\$12,360 per semester
- NCLEX Pass Rates
 - 2019-2020: 64.07%
 - 2018-2019: 57.26%
 - 2017-2018: 63.54%
- Current year quarterly pass rate
 - Q 1 = 68.42%
- Current attrition rate: 18.9%

Program report is included in materials.

A comprehensive assessment of the program to identify variables contributing to low NCLEX scores was requested 9/4/2019 by NEC Loretta Melby with a report due by 12/4/19. The report was completed February 20, 2020, and an interim visit scheduled April 2020 but did not occur given the height of the COVID-19 pandemic. An interim visit was scheduled (and completed) on September 16, 2020, by Dr. Heather Sands NEC and Badrieh Caraway SNEC.

The School is now at the end of academic year 2019-2020 and the NCLEX scores remain below 75%. The bulk of the interventions submitted after the first year with NCLEX scores below 75% were fully implemented by late Fall 2019. One key intervention was the change in class times for the ADN students from evenings/weekends to daytime classes so they would not only have improved access to support services such as counseling, but their classes would be taught by FT Faculty rather than a mix of FT and part-time Adjuncts who typically teach the clinical courses. These students who almost all have full time employment and family responsibilities pushed back on a change impacting their personal schedules arguing

that the non-traditional class times were in the Catalog upon admission. Accordingly, the remaining ADN students, who are expected to graduate Spring 2021, Fall 2021, and Spring 2022 will keep the same evening/weekends schedule.

I have asked for quarterly progress reports. Given the flux in departmental leadership and many of the interventions recently implemented in the last year, the expectation is to see improvement in NCLEX pass rates over the next two years specifically with the new cohort of ADN students who started Fall 2020. These are the students who will experience the full impact of the interventions including theory classes taught by FT seasoned Faculty, identification of at-risk students upon admission with appropriate referrals as well as the other important interventions identified and now implemented.

NEXT STEP: Place on Board agenda.

PERSON TO CONTACT: Heather Sands, PhD, MN, FNP-C, PHN, RN
Nursing Education Consultant

Briefly, the action plan to correct the low NCLEX scores for MSMU's AD.N program included the following:

- Stabilization of program leadership
- Student Advocacy measures including Student Success Coordinator and Tutors
- Faculty development
- Revised curriculum mapping followed by content mapping and leveling
- Integration of Kaplan testing
- Reorganization of Committee meetings and expectations
- NCLEX task force, NCLEX review workshops
- Enhanced use of Simulation
- Student risk-stratification assessment including social determinants upon admission

1) Stabilization of program leadership

Department Leadership has been in flux over the past year. Mirroring issues throughout California, where attrition rates for nursing education leaders top 40%, we have had significant transition for the last 5 years. Dean, Dr. Leah FitzGerald, assumed interim Program Director (PD) position of the ADN program July 2020 following a year of multiple leadership changes. Dr. De Lilly stepped down fall 2019; Dr. Brownell served as interim fall 2019 and retired in July 2020. Whatever the reason for changes, a succession plan for replacement of lost leadership will ensure the continuity and strength of the organization.

- As part of our departmental strategic plan, we will utilize Wilson's framework (2015) of best practice succession planning for leadership and faculty. This includes "(1) engaging and ensuring executive participation and commitment; (2) expanding view of talent available; (3) promoting transparency; (4) leveraging human capital; (5) creating a culture of talent sharing; (6) creating opportunities for education and application; and (7) creating and maintaining measurement metrics" (Wilson, 2015 p. 164).
- One example of succession planning includes BSN faculty teaching core courses across programs
- Current ABSN director will assume role of AD.N director. The transition will occur in October with continued support from Dr. FitzGerald though Fall semester. Professor LaChance will continue as interim AD.N Assistant Director. Vacancies include 2.5 FT faculty lines, including the AD position. Vacancy timeline: FT vacant Fall 2019 (once established faculty was teaching FT at another University), 0.5 FT resigned May 2020, and AD resigned July 2020. Positions are posted on Hirezon and the Recruitment Committee is actively searching for qualified candidates. The 0.5 FT vacancy will be covered by a seasoned expert BSN OB FT faculty. All expert faculty are full-time employees.
- Fall 2019, the use of internal mentoring in which our new program directors are paired with a more experienced program director to support retention and faculty morale.
- The program and the institution as a means toward leadership retention have recognized an investment in leadership development. Program directors have been encouraged to participate in conferences and various other offerings toward leadership development from recognized nursing organizations. Examples include AACN, COADN and CACN.

2) Student Advocacy measures including Student Success Coordinator (SSC) and Tutors

- Director's support and run cohort orientations, student round-table meetings, strategic meetings with at-risk students and have an open-door/zoom policy for student issues.
- Directors continue to hold regular (2-3/semester) zoom town halls with students during COVID/off campus period.
- August 2019, FT SSC (MSW and Mount alum) assigned to the AD.N program. As a MSMU alum and prior departmental staff member, she is familiar with University resources and policies, and the nursing programs.
- SSC functions are related to retention and attrition, NCLEX success and support including office (zoom) hours; working with AD.N students and faculty mentors to facilitate engagement of students with success alerts; provide resources such as NCLEX-RN review courses, computerized learning platforms, and total testing packages
- SSC meets with students receiving a success alert along with faculty input. An assessment is completed to support the development of individualized plans, providing resources and support for monitoring student progress to assure the student seriously commits to their plan.
- AD.N faculty raised Student Success Alerts (formerly Notification of Academic Difficulty NAD) notifications from an exam or quiz score <75% to < 80% in an attempt to identify and support potential student issues *early*. SSC meets at least weekly with students on alert until their grade is above 75%, which can span the entire semester.
- SSC is available to all students regardless of academic standing.
- Fall 2019, the department hired a 0.5 FTE equivalent tutors who provides both individual and group tutoring sessions to all nursing courses and math. His schedule is flexible to meet the needs of the AD.N students. They are available via email and skype/zoom as needed.

Nursing Warm-Up

- August 2019, began offering as a one-day voluntary *Nursing Warm-Up* opportunity to incoming cohort. Approximately 95% attended.
- Designed to assist with transition to nursing school, explore student and program expectations, highlight the importance of critical thinking, assess learning styles using VARK learning style assessment (Stirling B.V and Alquraini W.A, 2016), promote effective study skills provide students with knowledge of the available resources, introduce students to technology used within the nursing program, provide a foundational relationship for communication and outreach during the nursing program.
- As of Spring 2020, the program is required and has expanded over three days. 100% of students attended at least one of the days. Most students attended two of the three days. Some had pre-existing commitments. We ask that all students contact us if they have a need to miss the activities. Most will and they are "coached" as to the importance of their presence, their need to adjust schedules, re-prioritize nursing school/their studies, and reconsider their absence.

3) Faculty development

- September 2018, the Nursing department provided \$40K of support toward the Association of College and University Educators (ACUE) program for nursing faculty, a nationally accredited organization that prepares supports and credentials faculty in the use of evidence-based teaching practices and focuses to empower faculty to be impactful instructors and ensure student success.
- Fall 2018 - present, departmental monthly lunch and learns based on faculty topic request. Topics included simulation, test development, case-based learning.
- Fall 2019 – present, AD established clinical site visits to assess clinical faculty. Feedback provided to clinical faculty and renewal is determined based on evaluation.

- Spring 2019, Dean FitzGerald organized a series of departmental meetings conducted by a FT MSMU business faculty, with the hope and focus of moving away from silos and functioning more of as department. Recommendations based on the insights gained from the discussions included short-term priorities, academic excellence, structure, faculty/staff engagement, and enrollment management/ outreach.
- Organizational structural issues were an identified concern. Since then, a great effort has been made to share faculty across programs to help reduce silos and build connections within the programs with BSN faculty teaching across AD.N and MSN programs.
- Findings noted staff should be also be cross-trained to support multiple programs and reduce silos. With two campuses and multiple programs, it was acknowledged that over time Nursing could cross train staff to support programs, assist with vacations, and provide improved administrative support to a program when a vacancy occurs.
- Fall 2019, with leadership and staff input, a blueprint was created to initiate restructuring and cross training of support staff and by Spring 2020 we began staff cross training.

4) Revised curriculum mapping, content mapping and leveling

- Summer 2018, revised curriculum mapping followed by content mapping and leveling beginning with Fundamentals and Med/Surg (M/S) I, II and III. Scrutiny and the levelling of the overall course and program content occurred and re-adjusted to reduce perceived gaps. Completed in Fall 2018.
- Fall 2018, added Course Point Plus/PrepU adaptive testing in M/S I, II and III.
- Fall 2019, a greater awareness of M/S concepts and pharmacology which are thread through most sub-specialties
- October 2019, mapping of M/S syllabi against the BSN programs for content analysis. M/S I was implemented F2020, M/S II will be completed for implementation Spring 2021, and M/S III will be implemented Fall 2021, and all MS II courses will be aligned with the TBSN, and ABSN programs in the use of Lewis's Medical Surgical Nursing. Brunner & Suddarths will be taught out by Fall 2021.
- Effective Fall 2020, evening courses no longer offered. Two sessions are now offered including a morning and afternoon with the same FT faculty teaching both course sections. Per Odom-Maryon et al 2018 (Spector, N et.al,2020), having consistent teaching from FT Faculty will improve student outcomes.
- Spring 2020, interim AD reviewed all course syllabi for format, consistency and content. Using a standardized syllabus template and the BSN rubric/syllabus checklist, syllabi were systematically scored and evaluated for consistency of structure
- Fall 2019, the Curriculum Committee cleaved off to be a standing committee to better focus on developing tools to evaluate the syllabi, and curriculum mapping. The committee had been a committee within the ADN Program department meetings.
- Fall 2019, Elsevier Sherpath introduced into various subspecialty courses allowing students to focus on specific course content and have interactive quizzing, simulation and case study, which reinforces new knowledge attainment.
- Fall 2019, unfolding case studies employed as a method of teaching across multiple courses including PEDS/GERO/OB.
- Spring 2020, improved communication between FT lead faculty and adjunct faculty and is an ongoing process.

Med/Surg Textbook change

- Students across academic standing expressed concern with their ability to interpret and comprehend the *Brunner & Suddarth's Textbook of Medical-Surgical Nursing*. Results obtained from student surveys suggested the book is complicated and does not provide illustrations to explain and clarify relevant information.

- January 2020, cohort assigned *Lewis and Harding Med/Surg* text and resources, which has demonstrated success for the MSMU BSN students/program.

Increased Emphasis on Math Competency

- January 2018, minor curriculum revision, *MATH10*. Meets University general studies requirement in an effort to improve critical thinking skills, inductive reasoning and problem solving. Learning resource center, tutors and faculty offer remediation to students.

Faculty access to Mountain Measures (MM)/ Utilization of Data MM Reports

- Spring 2019, faculty added content aligned with the lecture, simulation, care planning, case studies, quizzes and exams that focus on these areas, which have helped students to transfer their theoretical knowledge directly into the clinical setting.
- Summer 2019, the department supported MM training of two additional AD.N faculty. Another is scheduled to attend the week of Sept. 21st 2020
- Up until Fall 2019, prior program administration was responsible for analysis, recommendations, and reporting of Mountain Measures.
- Currently, Prof. LaChance analyzes data and reviews findings quarterly with the Dr. FitzGerald for review and discussion with the faculty during departmental meetings and curriculum committee meetings moving forward. This is an evolving process.
- Program specific reports are now under review and examination.

5) Integration of Kaplan testing

- Students did not view Kaplan testing seriously as there was little to no impact to their overall course scores. Spring 2020, faculty were resistant to the process and now there is full buy in with Kaplan integration.
- Kaplan testing scores make up a percentage of a student's overall course grade. The course grade percentage was reduced from 10% to 5% by the previous administration at an undetermined point in her tenure. Students are now held to the "national normed score" of achieving 60%, and 5% of their course grade is determined by Kaplan testing. This practice is under currently discussion with faculty to consider resuming 10% toward overall grade.
- Utilized throughout all courses with a minimum of two tests administered with the exception of sub-specialties, where only one test is available.
- Entering Spring 2021 cohort, successful scoring on the Kaplan Predictor Exams will be required in the final semester of the AD.N Program in order to be eligible for program completion

6) Reorganization of Admission, Curriculum and Evaluation (ACE) Committee meetings

- Over the past four years, there has been ongoing discussion and agreement among faculty and leadership to work toward a unified department. Part of this cross-fertilization and unification includes working to merge ACE committees allowing full program alignment across prelicensure programs. It is occurring informally.
- With representation from each program, the effort will be toward standardization of committee work, expectations, sharing of knowledge and best practices.
- The programs will vote to change bylaws by the end of the Fall 2020 semester with phased in implementation by end of the 2020/2021 academic year.

7) NCLEX task force, NCLEX review workshops

- January 2019, AD.N nursing faculty established an NCLEX-RN Success Task Force to facilitate program evaluation and improvement by mapping the current NCLEX®Blueprint to the Program's curriculum to identifying gaps in content.
- NCLEX task force was disbanded in October 2019 due to failed leadership. Reimplementation of this task force is necessary with a goal date of Fall 2020 when full and permanent leadership is solidly in place.

NCLEX review workshops

- October 2019, AD.N established a 16-wk free 2-hour faculty-led NCLEX Review Workshops. Available to all AD.N students and graduates. Review sessions offered at 3:00pm and repeated at 5:30pm to accommodate the needs of non-traditional student.
- Maximum number of students attending was approximately 20, ending with five or less students participating towards the end of the workshops. Some courses had no student attendance and all sessions were recorded and posted to CANVAS.
- Summer 2020, 12-wk NCLEX Review Workshop realigned with the Kaplan testing plan to accommodate potential delays in authorization to test testing dates. Average enrollment ranged from 10-20 students, down from the initial 43. We attribute attrition to students taking their NCLEX, as many attendees took their exam during the first several weeks of the review offering. NCLEX Review Workshops continue to be offered
- May 2020 cohort were also assigned a faculty mentor based upon a high, medium and low risk of passing the NCLEX determined by academic performance and past Kaplan testing scores. Faculty touched bases with students frequently over the summer, but communication with students decreased and diminished in spite of the multiple attempts made by faculty. A significant number of high-risk students failed to participate.
- Other students in attendance were those who had already failed their NCLEX and were attempting to remediate prior to retesting. A few attended that have not yet graduated and participated to engage in content over the summer.

8) Enhanced use of Simulation

- The program has taken a multi-prong approach to support student development and success in passing NCLEX, including the integration of low and high-fidelity simulation into theory and clinical classes
- Sim/Skills lab offers extended evening/weekend hours to meet student needs.
- Activities replicate clinical practice scenarios, standardized patients, role playing, skills stations and computer-based critical thinking simulation.
- Academic Year 18/19 there was a concerted effort to integrate simulation across the curriculum and offered in fundamentals, medical/surgical, pediatric, gerontology and obstetric courses. Skills is offered in all courses.
- Jan 2020, Sim team began a self-evaluation from Society of Sim in Healthcare with the goal of accreditation, with discussion with sim committee the goal is to have a completed document ready for Sim committee review and input end of May 2021
- Fall/Summer 2020 -16 FT faculty completed either/and the Coursera or the UW 100 series simulation training with nursing department stipend remuneration.
<https://www.healthysimulation.com/5805/free-simulation-faculty-training-tools-scenarios-from-uw/>

9) Student risk stratification assessment including social determinant.

- Spring 2020, the department implemented a 31 question Student Risk Stratification Assessment Survey on admissions based on common challenge areas we have identified as impacting prior nursing students including social determinants
- We identify at risk students in an effort to provide support in the program and ultimately on the NCLEX
- Scoring on a Likert scale (0-100) is calculated on 10 responses to student confidence measures of academic success; 0-50 = high risk; 50- 75% moderate risk; >75 low risk
- Additional items weighted more heavily include five measures of social determinants and the number of hours employed
- High and moderate risk students are identified, or those whom request support regardless of risk, are contacted by the SSC

- We are currently collecting and evaluating the process to determine if current processes are supporting student success.
- To date, of those that completed the voluntary survey, 39.5% (19 of 48 students) of ADN students scored mod-high risk.
- There is discussion to require this assessment post admissions starting with our Spring 2021 cohort.

Of our 51 May 2020 cohort, 20 students self-reported taking their NCLEX. Sixteen report passing. Three students stated they scheduled to test prior to the end of this month, which is the end of this reporting period, leaving just over half of the cohort to test along with three students from our December 2019 cohort, and at least one from the May 2019 cohort. Due to COVID-19, we will not have another cohort testing until after summer 2021.

We believe significant improvement in scores to go up over the next (2) years and that we are observing the positive inferences from these modifications with improved first time NCLEX pass rates in our May 2020 graduates. The cohort that will likely reflect an accumulative positive impact will be those who started Fall 2020.

References

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Agenda Item 8.7

**Discussion and Possible Action Regarding Feasibility
Study for a New Prelicensure Program**

Arizona College Baccalaureate Degree Nursing Program
(16 CCR § 1421) (Present)

BRN Education/Licensing Committee Meeting | October 15, 2020

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.7
DATE: October 15, 2020

ACTION REQUESTED: Discussion and Possible Action Regarding Feasibility Study for a New Prelicensure Program, Arizona College Baccalaureate Degree Nursing Program (16 CCR § 1421) (Present)

REQUESTED BY: Badrieh Caraway, Supervising Nursing Education Consultant

BACKGROUND: Patrick Robinson PhD, RN, ACRN, CNE, FAAN, Interim Director Registered Nursing Program on behalf of Arizona College (AZC) submitted a Feasibility Study seeking approval to offer a new Baccalaureate Degree Nursing program.

Description of the Institution:

The proposed Arizona College (AZC) will be located at 3401 Center Lake Drive, Suite 300, Ontario, CA 91761. Arizona College is a private educational institution owned by Eduvision. The College was originally established in 1990 A partnership of pharmacists founded the Arizona School of Pharmacy Technology in Phoenix, Arizona. In 2012, the name was changed to Arizona College and currently operates under the direction of a Board of Directors led by the President and CEO, Mr. Nick Mansour.

The Arizona Board of Nursing awarded approval to the AZCN pre-licensure BSN program (the Program) on February 4, 2013.

The campus Dean of Nursing/Program Director (DoN) is responsible for daily operations and management of the Program at each AZC campus.

Accreditation Status

Arizona College is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES) and the BSN degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). Arizona College received its initial accreditation in 1994 and was awarded continuing accreditation through 2022. Arizona College has been approved by the Arizona Board of Nursing, Nevada Board of Nursing, Texas Board of Nursing, and Florida Board of Nursing. The letters of approval are included in Appendix B.

Geographic Description

The Inland Empire of Southern California is a region, east of Los Angeles, made up of scores of cities and towns. However, it is generally agreed that the western boundary is the San Bernardino County/Los Angeles County line and the eastern limits are the most urbanized areas of San Bernardino County and Riverside County (Mapcarta, 2019).

The Inland Empire is the nation's 13th most populous metropolitan area. Arizona College's proposed program feasibility study includes a detailed description about the city of Ontario, and characteristics of the population in the Inland Empire of Southern California.

Application Pool/ Enrollment:

Regional Nursing Summits Summary Report, Bridging the Gaps In Pre-Licensure RN Clinical Education Capacity, the LA region: “Inflows survey exceed outflows of RNs by greater than 2000 in a few years.”

http://healthimpact.org/wp-content/uploads/2019/01/Final-Report-Regional-Summits-01022019_v8.pdf

Arizona College of Nursing surveyed 30 prospective students in the Ontario area. Sixty-seven percent indicated a preference for a BSN degree compared to an ADN/ASN degree and perceived that employers prefer BSN prepared nurses. Seventy-seven percent of the respondents experienced difficulty achieving admittance to a nursing program and 57% had been denied or waitlisted. Forty three percent of the respondents were aware of AZCN, 80% indicated interest in private education and 60% indicated interest in enrolling in a new BSN program in the Ontario area (Cicero, 2020).

Arizona College is proposing to have three starts a year (Fall, Spring, and Summer), and enrolling 40 students for a total of 120 new students each year in the nursing program. The program estimates an attrition rate of 10% over the first five years of the program. It is anticipated that the campus will eventually have a consistent census of approximately 190 nursing students.

Budget and Tuition

The initial capital expenditure estimates to develop and outfit a new campus is approximately \$1,400,000 which would include furniture, fixtures, IT systems/equipment and instruction/clinical equipment. To date, Arizona College has spent \$111,000 towards the development of the Ontario campus. The projected tuition is \$125,000 or \$994 per credit hour plus fees. For students that enter the program with all prerequisites completed, the tuition cost for the 70-credit program is \$64,444.44 (\$13,888.89 per semester). The projected Ontario BSN budget is included in the materials packet. Arizona College of Nursing participates in the Federal Student Aid Title IV program, including Pell Grant, Supplemental Educational Opportunity Grant (FSEOG), Work-Study (FWS), and the Direct Loan (Subsidized, Unsubsidized, and Parent PLUS) programs. Students are assisted in accessing grants, scholarships, and employer-based tuition reimbursement to offset tuition costs

Resources

Arizona College will secure the needed initial faculty, and staff approximately eight weeks prior to beginning operation and hire additional faculty and staff as appropriate. The proposed BSN program will initially employ 2.5 FTE faculty who meet the requirements found in California Code of Regulations, title 16, section 1425.

Nursing Core Curriculum:

The proposed curriculum of the BSN program (Appendix E6. of the Report) consists of 120 semester credits offered in a format of 20 months of continuous, full time attendance for the BSN degree. The curriculum includes 44 semester units in the art and science of nursing, of which 22 units consist of theory courses and 22 semester units of clinical practice. All clinical practice courses are coupled with and taken simultaneously with the theory courses that inform that clinical practice. The curriculum was designed specifically to meet all BRN curricular requirements (16 CCR §1426), and to incorporate all the BSN Essentials (AACN), the ANA Scope and Standards of Nursing Practice, the ANA Code of Ethics for nurses, other

ANA documents, and the QSEN competencies. AZC submitted completed Required Curriculum EDP-P06 and Total Curriculum Plan EDP-P05 forms.

Clinical site

Arizona College of Nursing plans to join the Inland Empire Nursing and Allied Health Service-Education Consortium for placements and will attend quarterly meetings to collaborate on clinical rotation scheduling. Arizona College of Nursing routinely utilizes evening and weekend clinical experiences to mitigate displacement risk. This will make it significantly easier for AZCN to utilize clinical times other institutions are not using or chose not to use. The AZCN submitted the required clinical authorization (EDP-P18) forms, clinical agency support list, verification of accreditations, and organization chart. All submitted documents have been reviewed and meet the BRN regulatory requirements and they are available at the program reference file.

NEXT STEP: Place on Board Agenda

PERSON TO CONTACT: Badrieh Caraway, RN, MS, MEd, CHES
Supervising Nursing Education Consultant

Executive Summary

Description of the Institution

Arizona College is a private educational institution owned by Eduvision, Inc. The College was originally established in 1990 and operates under the direction of a Board of Directors led by the President and CEO, Mr. Nick Mansour. The College consists of 9 campuses and 7 BSN nursing programs (Tempe, Arizona; Tucson, Arizona; Phoenix, Arizona; Las Vegas, Nevada; Dallas, Texas, and Fort Lauderdale, Florida; and Tampa, Florida. In 1995, Eduvision, Inc., an educational services corporation with over 20 years' experience in allied health education, purchased Arizona College. The BSN degree program was added in 2013 launching the Arizona College of Nursing (AZCN). The Arizona Board of Nursing awarded approval to the AZCN pre-licensure BSN program (the Program) on February 4, 2013 and all BSN programs have maintained NCLEX pass rates above 95%. The campus Dean of Nursing/Program Director (DoN) is responsible for daily operations and management of the Program at each AZC campus. The DoN serves in a supervisory role to all nursing faculty and simulation/lab staff. The DoN has full administrative authority over all aspects of the nursing program. As of August 2020, a total of 1,736 students are enrolled in the pre-licensure BSN degree program at 7 campuses in 4 states. A total of 620 students are enrolled in six allied health programs at two locations in Arizona. Overall 2,356 students currently attend the AZC education programs. Since launching the Program, 244 students have graduated.

Accreditation and Approval Status

Arizona College is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES) and the BSN degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). Arizona College is ABHES accredited through 2022. The BSN degree program is CCNE accredited through June 30, 2022. Arizona College has experienced no denials, revocations, or warnings from any accrediting bodies at any of the campus locations. Arizona College has been continually approved by the Arizona Board of Nursing, Nevada Board of Nursing, Texas Board of Nursing, and Florida Board of Nursing.

Campus Facility Description

Arizona College plans to construct a new campus at 3401 Central Drive, Suite 300 in Ontario, CA exclusively for the pre-licensure BSN nursing program. The approximately space includes 20,415 square feet, with over 1,000 parking spaces. The campus will be constructed on the third and fourth floor of the Centrelake Plaza building, which is a state of the art, six-story, class A, steel-frame office building located in the heart of the Inland Empire. The campus provides close proximity to major freeways including immediate access to I-10, at Haven Avenue and close proximity to the I-15 and 60 freeways.

Faculty and Staff Offices and Administrative Space

The campus will include 4 multi-faculty offices on the fourth floor. A separate administrative suite is planned on the fourth floor and will include 21 total office spaces for faculty and staff. There is capacity to expand office space and learning space as needed. Each faculty member will have a desk, computer, phone, and shared printer. The office and/or one of three huddle spaces will allow the faculty to confer with students privately and maintain confidentiality. The campus workroom area will have additional computer, printer, workspace, and copier, as well as a refrigerator, microwave oven, and sink. The DoN will have a private office space, with a computer, phone, and locked filing cabinet. The Executive Assistant will have a workstation near the DoN's office.

Learning Space

The campus will include 4 classrooms, accommodating between 24 to 46 students. One of the 46 student classrooms is considered a science/wet laboratory classroom and will include an eye wash area and storage capacity. Each classroom will have internet access, a whiteboard, projector, and computerized podium. Additional audiovisual hardware will be purchased for the simulation lab. The simulation/skills laboratory will provide two skills areas that include a replicated nursing unit with

patient beds, bedside tables, over-the-bed tables, and headwall units with simulated oxygen and suction. The simulation area will provide four separate, fully equipped high-fidelity simulation rooms, which will include adult, obstetric, and pediatric mannequins. Instructor control rooms will be constructed for each simulation room with a viewing window into the simulated patient room and two debriefing rooms. The simulation/skills laboratories have storage closets and sinks with hot and cold running water.

Learning Resource Center/Library/Computer Lab

Online learning resources, technology and library holdings to support the Program are planned. The program uses only electronic course materials including interactive learning objects, customized self-assessment tools, and virtual simulations. The Learning Resource Center/Computer Laboratory/Library (LRC) will include a physical student study space at the campus and house a computer lab which will have a minimum of two desktop computer stations. It will include access to a virtual library with general education and academic references, as well as tutoring resources. AZCN provides students and faculty with a Librarian Service and database subscription through the Library and Information Resources Network (LIRN) with 5 research databases, online texts, and journals, magazines, and news publications. Students and faculty can access the online library seven days a week, 24 hours a day with research assistance available Monday through Friday from 7AM to 9PM and Saturday through Sunday 12PM to 7PM.

ADA Compliance and Restrooms

The campus will be ADA compliance and each of the 4 restrooms will have ADA compliant door width, sink level, and accessibility for a wheelchair, grab bars in the ADA stall, and paper towel dispenser at an accessible height to all students. Wheelchair ramps are located at the Centrelake Plaza entrances to the campus.

Geographic Area and Need for the Program in the Inland Empire Region

The Inland Empire of Southern California is a region, east of Los Angeles with the western boundary of the San Bernardino County/Los Angeles County line and the eastern limits of San Bernardino County and Riverside County (Mapcarta, 2019). The Inland Empire is the nation's 13th most populous metropolitan area and stretches across 27,000 square miles with a population of 4,476,222 million, including the U.S. Census Bureau-defined Riverside–San Bernardino–Ontario metropolitan statistical area (MSA) (US Census Bureau, 2018). The population density is approximately 164 people per square mile. The median age in Riverside-San Bernardino-Ontario MSA is 33.2, while the U.S. median age is 34.8. The number of people per household in the Riverside-San Bernardino-Ontario Metro Area is 3.3, while the U.S. average of people per household is 2.6 (United States Census, 2019). The median average household income in Riverside-San Bernardino-Ontario Metro Area is \$65,671. Registered nurses in this region make a mean wage of \$105,570 (U.S. Bureau of Labor Statistics, 2019).

Economic Growth

In Southern California, the Inland Empire has consistently registered the largest percentage of gains in jobs for the last couple years. Much of the growth in the entire region has come from Health Care, Professional Scientific and Technical Services, Construction, and Logistics (Keil, 2019). Between July 2018 and July 2019, the Inland Empire (Riverside-San Bernardino-Ontario MSA) unemployment rate fell from 4.1% to 3.7%, while the statewide rate fell from 4.2% to 3.9%. The Inland Empire is experiencing faster non-farm employment growth than the other Southern California regions. Household employment in the Inland Empire grew by 2.2% between July 2018 and July 2019, adding roughly 30,900 individuals to reach a total of 1.5 million (Thornberg, 2019). In addition to changing population demographics, regional growth and development are projected to increase.

Health Care Needs of the Community

According to the 2019 Regional Community Health Needs Assessment, the Inland Empire, like many places, faces chronic disease and safety challenges with high degrees of medically under-served,

low-income, and minority population groups (Hospital Association of Southern California, 2019). The top health priorities to address for the Inland Empire communities according to the 2019 Regional Community Health Needs Assessment include health outcomes issues related to mental health and alcohol/drug substance abuse, chronic diseases, asthma, cancer, diabetes, heart disease, obesity, while clinical care issues are relate to provider shortages and insurance limitations or barriers. Unfortunately for over a decade, the Inland Empire has struggled with a health workforce shortage and a lack of primary care capacity. The area is experiencing the most severe physician shortage in California. In addition, Riverside and San Bernardino counties are experiencing a dramatic RN shortage according to the Office of Statewide Planning and Development. The 2017 Health Workforce Report further described a gap between workforce supply and demand for entry level BSN-RN positions with an undersupply of 1,159 RNs. This is a result of 1,283 regional nursing degree completions for 2,442 annual job openings (Inland Empire Regional Collaborative, 2017). Developing population health interventions with more nurses and physician is an imperative to elevating the health status of this community (Hospital Association of Southern California, 2019).

Inland Empire Nursing Workforce Need

Zhang, Tai, Pforsich, and Lin (2017) provide data to suggests that a shortage of RNs is emerging in California. Zhang et al. (2017) published a re-evaluation of RN supply and demand from 2016 to 2030 using a previously published work forecast model and grading methodology with more recent workforce data. In this report, the largest shortages (i.e., the largest number of RN jobs) will be in California (141,348 jobs) by 2030. Another publication by Spetz (2018), *The Forecasts of the Registered Nurse Workforce in the Inland Empire Region of California*, explained that multiple factors suggest the RN supply and demand may currently be at a deficit of 8,000 full time RN equivalents (FTEs) and this shortage is projected to continue through 2035. She further postulates that this shortage may be lessened through expansion in RN education programs.

The 2018-2019 Survey of Nurse Employers in California found that most hospital leaders are experiencing a greater demand than supply of RNs. Many hospitals are employing focused efforts in hiring and training new graduate nurses to decrease heavy reliance on traveler RNs and temporary labor. Hospital leaders, about 90%, also indicated they plan to continue hiring new graduate RNs for at least 30% of the facility's workforce (Chu & Spetz, 2020). Additionally, hospitals cited plans to hire new graduates to offset the expected increasing RNs retirements soon (Chu & Spetz, 2020). The participating 2018-2019 hospitals also prefer hiring BSN-prepared nurses with double the hospitals requiring a bachelor's degree from the previous year at 54.3%. Furthermore, 51% of hospitals in 2018-2019 compare to 43% the previous year reported they anticipate increasing employment needs in the future (Chu & Spetz, 2020). In this same report, the Inland Empire represented the highest RN Labor market demand by geographic region at 62.5%.

According to the State of California Employment Development Department (EDD), the current long-term occupational projection for RNs indicates that there will be a need for 373,200 RN jobs in California by 2028, which is a 16.7 % increase from 2018. For the Riverside-San Bernardino-Ontario MSA, the EDD projected that an additional 4,400 (15.5 % increase) RNs will be needed by 2026 due to population growth and retiring nurses in the Riverside-San Bernardino-Ontario MSA area (State of California EDD, 2016).

Lack of Capacity in Nursing Programs

Currently 38 colleges and universities offer pre-licensure nursing programs within a 50-mile radius of the proposed Ontario campus location. Fourteen programs grant BSN degrees, 22 grant Associate Degrees in Nursing (ADN) and two grant both a BSN and an Entry Level Master's in Nursing (ELM) degree. The California Board of Registered Nursing 2018-2019 Annual School Report provided evidence that nursing program receive more applications than can be accommodated. Only 31.9% (n=15,191) of the 47,634 qualified applications for all educational levels of pre-licensure nursing education programs received in 2018-2019 were accepted (Blash & Spetz, 2020). Blash and Spetz

(2019) provided data in the 2017-2018 California Board of Registered Nursing Annual School Report that the Inland Empire region is not enrolling adequate numbers of nursing students to meet the current and projected need. Additionally, in the Spetz 2018 “Forecasts of the Registered Nurse Workforce in the Inland Empire Region of California”, the following conclusion is described: “...the employment of agency personnel suggest that RN supply in the Inland Empire region might be 5,700 fewer than the model calculation, and demand might be approximately 800 greater in 2018. The baseline supply and demand forecasts estimate that the region has a shortage of more than 1,500 FTE RNs, and ...suggests that the total shortage may be more than 8,000 FTE RNs (23.4%) in 2018” (p. 13).

The Health Impact report (2018) and Regional Summits held by the CA BRN in the Summer and early Fall of 2018 provided further support for the need of a BSN program in Ontario, CA. The Inland Empire was one of the areas that was identified as needing increased RN graduates to meet the current and future demand for nurses with a predicted shortage of 4,400 RNs by 2026 (HealthImpact, 2018). In addition, The American Association of Colleges of Nursing (AACN), provided AZCN a detailed admission report by member BSN programs in California for 2019. Data reported by 15 BSN programs within 50 miles of the proposed Ontario campus was provided. According to this data, over 7,500 qualified students potentially did not gain admission to a BSN program because of a lack of space in the Inland Empire region in 2019.

Applicant Pool

The Inland Empire population consists of approximately 680,431 people between the ages of 20-29 noted in the U.S. Census Bureau-defined Riverside–San Bernardino–Ontario MSA which coincides with the age range of the student population at AZC (US Census Bureau, 2019). Currently 565 high schools award diplomas within a 50-miles radius of the proposed BSN program. In an annual survey conducted in 2017 by The National Research Center for College & University Admissions (NRCCUA), nursing was a highly popular career choice in California at 14.50% (NRCCUA, 2017). Due to COVID 19 pandemic, the California Department of Education has suspended more recent reporting of school data, making 2016-2017 the most recent data available. The number of high school graduates in San Bernardino & Riverside counties in 2016-2017 was 58,457 (California Department of Finance, 2017). Using the reported 14.50% of California students interested in nursing profession, this yields approximately 8,400 interested high school students. Additionally, according to the California BRN, there is only a 31.9% acceptance rate to BSN nursing programs in the region (Blash & Spetz, 2019), leaving an unmet nursing program interest of approximately 4,200 high school students each year in San Bernardino & Riverside Counties.

A significant opportunity also exists for adults 25 and older who have some college or a degree in another field but wish to pursue a nursing degree. One of the major attractions for the AZCN program is the condensed format of the core nursing coursework. For second degree students with all the prerequisite coursework, the program can be as short as 20 months. Additionally, AZCN surveyed 30 prospective students to gather statistical information and further explore the need for an additional pre-licensure BSN program in the Ontario area. Sixty-seven percent indicated a preference for a BSN degree compared to an ADN/ASN degree and perceived that employers prefer BSN prepared nurses. Seventy-seven percent of the respondents had trouble achieving admittance to a nursing program and 57% had been denied or waitlisted. Forty three percent of the respondents were aware of AZCN and 80% indicated interest in private education and 60% indicated interest in enrolling in a new BSN program in the Ontario area (Cicero, 2020).

Enrollment

Arizona College is proposing to have 3 starts a year (fall, spring, and summer) enrolling 40 students for a total of 120 new students each year in the nursing program. Using a 10% estimated attrition, the campus will eventually have a census of approximately 190 nursing students at the end of year five.

Enrollment Projection Method

To determine projected 5-year enrollment, AZCN used 8 years of internal historical data aggregated from other campuses that offer the BSN degree program. In addition, available clinical practicum capacity in San Bernardino County, Riverside County, and surrounding communities, and CA BRN Regional Summit data from 2018 were reviewed in determining enrollment (Morris, 2018). On average other AZCN programs received approximately 778 applicants each year. Based on the high volume of applicants (4,200) not granted admission at other programs of nursing in the aforementioned counties according to Blash and Spetz, (2019) it was concluded that the AZCN Ontario campus will likewise receive at least 778 applicants each year. The start rate for the AZCN BSN programs from the applicant pool averages 51%. At that rate, approximately 390 students would be anticipated to start annually; 130 admitted three times per year. However, there is not clinical practicum capacity to accommodate that enrollment volume. Based on our year-long work in the region, meeting with nursing leaders at a wide variety of clinical agencies, the final enrollment projection is one-third of what the estimated demand will be. AZCN can enroll 40 students three times a year and provide quality clinical education without displacing clinical placements of other schools.

Budget

Arizona College uses both private capital and bank debt financing to fund new program growth; this approach will help meet the growing demand of the California nursing workforce without additional burdens to state budgets. Funding for a new campus is incorporated into the College's operational budget for the initial campus development and startup costs. All costs for construction have been budgeted, and allocations have been made for instructional equipment expenditures once the program is operational, and student population growth according to the five-year plan. Arizona College has maintained positive operating income since 2018. At the end of the last fiscal year 2019, total unrestricted cash balances of approximately 10.3 million were available to fund existing operations, future expansion plans, and continuous improvements to educational services.

The initial capital expenditure estimates to develop and outfit a new campus is approximately \$1,400,000 which would include furniture, fixtures, IT systems/equipment and instruction/clinical equipment. Also, Arizona College estimates to spend \$850,000 in marketing expenses, employee wages, and rent expense prior to the propose enrollment of students. To date, Arizona College has spent \$111,000 towards the development of the Ontario campus.

Arizona College estimates achieving monthly positive operating income by the 18-month of admitting the first student to the program. Thereafter, the campus is expected be profitable and self-sustaining.

Tuition

Due to higher salary, lease and building expenses in California, the tuition costs at the Ontario campus will be higher, than at other AZCN campuses. The projected tuition and fee cost for a student pursuing their entire 120-credit BSN program at Arizona College of Nursing is \$125,000 or \$994 per credit hour plus a one time registration fee \$49 and a resource fee of \$640 per semester. For students that enter the program with all prerequisites completed, the tuition cost for the 70-credit program is \$64,444.44 (\$13,888.89 per semester).

Student Tuition Support

Students are assisted in accessing grants, scholarships, and employer-based tuition reimbursement to offset tuition costs. Arizona College of Nursing participates in the Federal Student Aid Title IV program. Some private lenders work directly with our students to cover any unmet cost the Federal-aid may not. We also encourage students to apply for scholarships and utilize benefits, such as employee tuition reimbursement plans, to assist with the cost of their education. As a new school to the state, when eligible, we will be applying for approval to train Veterans and their families, giving students access to utilize their VA Education benefits, including Chapter 33. Arizona College of Nursing will also apply to be an eligible school for programs offered through the California Student Aid Commission, including the Cal Grant program.

Arizona College of Nursing also provides the following scholarship opportunities to students: Futures Scholarship, GED Scholar Scholarship, Continuing Education Scholarship, Working Parent Scholarship, and Achievement Scholarship. Additionally, AZCN has developed partnerships with both the National Black Nurses Association (NBNA) and the National Association of Hispanic Nurses (NAHN) and that will include scholarships for the BSN degree program offered through the associations beginning in 2021.

Resources

Arizona College will secure the needed initial faculty, and staff approximately eight weeks prior to beginning operation and hire additional faculty and staff as appropriate. The proposed BSN program will initially employ 2.5 FTE faculty and 4 adjunct faculty in year one, then add 2 FTE faculty and 10 adjunct faculty in year two, then add 3 FTE faculty and 8 adjunct faculty in year 3 who meet the requirements found in the California Code of Regulations Section 1425(a-f). Year one will also include the hiring of a Dean and Assistant Dean, an IT Specialist, one Enrollment Director, 3 admission advisors, 3 financial aid advisors and a Director of Campus Operations.

Curriculum

The proposed curriculum of the BSN program (EDP-P-05 and EDP-P-06) consists of 120 semester credits offered in an accelerated format of nine 16-week semesters for a total of approximately 20 months of continuous full-time enrollment. The curriculum includes 48 semester units in the art and science of nursing of which 26 units consist of theory courses and 22 units of clinical practice. All clinical practice courses are coupled with and taken simultaneously with the theory courses that inform that clinical practice. The curriculum was designed specifically to meet all BRN curricular requirements (16 CCR §1426), and incorporate the AACN BSN Essentials, the ANA Scope and Standards of Nursing Practice, the ANA Code of Ethics, and the QSEN competencies.

Clinical

The Program builds the theory/didactic schedule around clinical availability, which allows a greater opportunity to secure clinical rotations that are not constricted by a set schedule for theory/didactic instruction. This fluidity will make it significantly easier for AZCN to utilize clinical times other institutions are not using or chose not to use. Arizona College of Nursing also routinely utilizes evening and weekend clinical experiences to mitigate displacement risk. Seventeen (17) agencies signed Program Clinical Facility Authorization Forms (EDP-P-18) with written attestation that existing students will not be displaced for fifteen (15) clinical partners and verbal attestation that existing students will not be displaced for two (2) of the clinical partners. AZC currently has (3) signed clinical contracts and (14) are in process with (4) at final stage awaiting agency signature. This capacity securement provides between 125% and 275% clinical placement capacity for all specialties.

Conclusion

As evidenced by the detail of this feasibility study, the California Board of Nursing (BRN) regulations to establish a new pre-licensure BSN program in Ontario, California, by Arizona College have been met. Arizona College respectfully requests that the BRN approve and forward this feasibility study to the Education/Licensing Committee (ELC) for discussion and favorable ELC Board action. The College appreciates the BRN's time and consideration in this matter.

References

Blash, L. & Spetz, J. (2019). 2017-2018 Annual School Report: Data Summary for Pre-Licensure Nursing Programs. Sacramento, CA: California Board of Registered Nursing.
Blash, L. & Spetz, J. (2020) 2018-2019 Annual School Report: Data Summary and Historical Trends Analysis. Sacramento, CA: California Board of Registered Nursing. The full list is available in the ACZN reference file.

Appendix E: AZCN Annual Budget Projections - Ontario

Arizona College Annual Budget Projections					
	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
Tuition & Fees	\$0	\$3,426,636	\$12,647,782	\$14,833,181	\$15,729,312
Other	0	3,420	12,631	14,817	15,713
Scholarships	0	0	0	0	0
Net revenue	\$0	\$3,430,056	\$12,660,413	\$14,847,998	\$15,745,026
Expenses					
Educational costs & services					
Employee & related costs	\$0	\$747,217	\$2,166,959	\$2,762,272	\$3,106,046
Books, supplies & other	0	258,013	779,868	908,587	971,276
Subtotal	\$0	\$1,005,230	\$2,946,827	\$3,670,859	\$4,077,323
Advertising & Promotion					
Marketing	\$0	\$811,600	\$1,032,400	\$1,185,000	\$1,242,000
Employee & related	0	205,819	304,980	310,960	317,808
Other admissions expenses	0	13,333	19,550	19,890	20,230
Subtotal	\$0	\$1,030,752	\$1,356,930	\$1,515,850	\$1,580,038
Student Support Services					
Employee & related	\$123,507	\$843,267	\$1,400,632	\$1,487,720	\$1,520,588
Professional fees	0	5,145	18,991	22,272	23,618
Other support expenses	0	56,808	88,838	90,300	98,844
Subtotal	\$123,507	\$905,220	\$1,508,460	\$1,600,292	\$1,643,049
Occupancy	\$294,216	\$540,367	\$633,373	\$654,662	\$676,115
Bad Debt	0	308,705	1,012,833	1,039,360	1,001,582
Total Expenses	\$417,723	\$3,790,274	\$7,458,424	\$8,481,022	\$8,978,107

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: Arizona College										Date Submitted: 9.1.20							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree										For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date:												
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										By: Date:							
Check appropriate year of education (1,2,3,4) <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4										Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:		16			
										Total		Theory		Lab		Total Hours	
Quarter/Semester 1																	
	M	S	O	C	P	G	**Wk:	Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
BIO 189 Fundamentals of Biology	<input type="checkbox"/>	8	3	3	6		0	48	0								
PSY 101 Introduction to Psychology	<input type="checkbox"/>	8	3	3	6		0	48	0								
MAT 151 College Mathematics	<input type="checkbox"/>	8	3	3	6		0	48	0								
ENG 101 First Year Composition I	<input type="checkbox"/>	8	3	3	6		0	48	0								
	<input type="checkbox"/>																
	<input type="checkbox"/>																
	<input type="checkbox"/>																
Total								12	12	24	0	0	192	0			
Quarter/Semester 2																	
	M	S	O	C	P	G	**Wk:					Total Hours					
BIO 201 Human Anatomy/Physiology I	<input type="checkbox"/>	8	4	3	6	1	6	48	48								
ENG 102 First Year Composition II	<input type="checkbox"/>	8	3	3	6		0	48	0								
BIO 202 Human Anatomy/Physiology II	<input type="checkbox"/>	8	4	3	6	1	6	48	48								
	<input type="checkbox"/>																
	<input type="checkbox"/>																
	<input type="checkbox"/>																
Total								11	9	18	2	12	144	96			
Quarter/Semester 3																	
	M	S	O	C	P	G	**Wk:					Total Hours					
PSY 230 Statistics	<input type="checkbox"/>	8	3	3	6		0	48	0								

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Name of School: Arizona College											Date Submitted: 9.1.20			
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Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date:								
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: Date:			
Check appropriate year of education (1,2,3,4) <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4							Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:		16			
Quarter/Semester 4							Total Units		Theory		Lab		Total Hours	
									Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
	M	S	O	C	P	G	**Wk:							
HCR 240 Human Pathophysiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	4	4	8			64	0
NTR 241 Human Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	3	3	6			48	0
BIO 205 Microbiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	4	3	6	1	6	48	48
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Total								11	10	20	1	6	160	48
Quarter/Semester 5							Total Units		Theory		Lab		Total Hours	
	M	S	O	C	P	G							**Wk:	
NUR 211 Critical Thinking in Clinical Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	2	2	2			32	0
NUR 213 Ethical & Legal Standards in Nursing Practice I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	1	1	1			16	0
NUR 215/215L Theoretical Foundation in Nursing Practice + Practicum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	16	5	3	3	2	6	48	96				
NUR 216 Health Assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	16	3	2	2	1	3	32	48				
NUR 218 Interprofessional Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	1	1	1			16	0
NUR 338 Leadership for Quality & Patient Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	1	1	1			16	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16						0	0
Total								13	10	10	3	9	160	144

Quarter/Semester 6

	M	S	O	C	P	G	**Wk:						Total Hours	
NUR 333 Ethical & Legal Standards in Nursing Practice II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	1	1	1			16	0
NUR 334 Pharmacology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	2	2	2			32	0
NUR 355/NUR355L Acute & Chronic Health Disruption in Adult I + Practicum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	16	6	3	3	3	9	48	144
NUR 356/NUR 356L Mental Health Theory & Application + Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	16	5	3	3	2	6	48	96
NUR 337 Evidence-Based Practice I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	1	1	1		0	16	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Total								15	10	10	5	15	160	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

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: Arizona College											Date Submitted: 9.15.20				
Type of Program: <input type="checkbox"/> Entry <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved Badrieh C Date:				
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date:										
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.															
Check appropriate year of education (1,2,3,4) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4							Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		Wk:		16				
Quarter/Semester 7							Total Units		Theory		Lab		Total Hours		
									Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
	M	S	O	C	P	G	**Wk:								
NUR 354 Pharmacology II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	2	2	2			32	0	
NUR 357 Evidence-Based Practice II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	1	1	1			16	0	
NUR 358 Leadership for Quality & Patient Safety II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	1	1	1			16	0	
NUR 425/NUR 425L Acute & Chronic Health Disruption in Adult II+ Practicum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	16	5	2	2	3	9	32	144	
NUR 426/NUR 426L Community Health Nursing + Practicum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	16	6	3	3	3	9	48	144	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Total								15	9	9	6	18	144	288	

Quarter/Semester 8												Total Hours		
	M	S	O	C	P	G	**Wk:							
NUR 335/NUR 335L Maternal Health Theory and Application + Practicum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	5	3	3	2	6	48	96
NUR 336/NUR336L Pediatric Health Theory and Application + Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	5	3	3	2	6	48	96
NUR 423 Ethics & Legal Standards in Nursing Practice III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	1	1	1			16	0
NUR 427 Evidence-Based Practice III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	1	1	1			16	0
NUR 428 Leadership for Quality & Patient Safety III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	1	1	1			16	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
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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	NUR 215	Theoretical Foundation in Nursing Practice	2
	NUR 215L	Theoretical Foundation in Nursing Practice Practicum	3
	NUR 355	Acute & Chronic Health in Adults I	3
	NUR 355L	Acute & Chronic Health in Adults Practicum I	3
	NUR 425 NUR 425L	Acute & Chronic Health in Adults II Acute & Chronic Health in Adults Practicum II	2 3
NUR 445 NUR 445L	Acute & Chronic Health in Adults III Acute & Chronic Health in Adults Practicum III	3 4	
Obstetrical	NUR 335	Maternal Health Theory & Application	3
	NUR 335L	Maternal Health Theory & Application Practicum	2
Pediatric	NUR 336	Pediatric Health Theory & Application	3
	NUR 336L	Pediatric Health Theory & Application Practicum	2
Psych/Mental Health	NUR 356	Mental Health Theory & Application	3
	NUR 356L	Mental Health Theory & Application Practicum	2
Geriatrics**Integrated throughout the following courses		4 units integrated in med/surg courses 2 units integrated in psych/mental	6
			44
BASIC SCIENCES			
Anatomy	BIO 201	Human Anatomy/Physiology I (Lecture/Lab)	4
	BIO 202	Human Anatomy/Physiology II (Lecture/Lab)	
Physiology	BIO 201	Human Anatomy/Physiology I	4
	BIO 202	Human Anatomy/Physiology II (T-3, L-1)	
Microbiology	BIO 205	Microbiology (Lecture/Lab)	4
Societal/Cultural Pattern	HCR 230	Cultural Diversity & Global Health	3
Psychology	PSY 101	Introduction to Psychology	3
			18
COMMUNICATION			
Oral/group	NUR 218	Interprofessional Communications	1
	NUR 447	Evidence based practice IV	1
Written	ENG 101	Composition I	3

	ENG 102	Composition II	3
	NUR 337	Evidence-based practice I	1
	NUR 357	Evidence-based practice II	1
	NUR 427	Evidence-based practice III	1
* TOTAL UNITS			73

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	NUR 425 NUR 425L NUR 445 NUR 445L	Acute & Chronic Health Disruptions in Adult II (2 units) Acute & Chronic Health Disruptions in Adult II Practicum (3 units) Acute & Chronic Health Disruptions in Adult III (3 units) Acute & Chronic Health Disruptions in Adult III Practicum (4 units)	12
Psych/Mental Health	NUR 356	Mental Health Theory & Application	3
	NUR 356L	Mental Health Theory & Application & Practicum	2
Geriatrics **Integrated throughout the following courses			
Management/Leadership	NUR 446	Professional Seminar	2
	NUR 448	Leader in Quality Care & Patient Safety IV	3
BASIC SCIENCES			
Physiology	HCR 240	Human Pathophysiology	4
Microbiology	BIO 205	Microbiology (Lecture/Lab)	4
TOTAL UNITS			30
Signature Program Director/Designee:		Date:	
		8/25/2020	



Agenda Item 8.8

**Discussion and Possible Action Regarding Initial
Self-Study for a New Prelicensure Program**
Angeles College Baccalaureate Degree Nursing Program
(CCR § 1421, 1423, BPE 2788) (Present)

BRN Education/Licensing Committee Meeting | October 15, 2020

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.8
DATE: October 15, 2020

ACTION REQUESTED: Discussion and Possible Action Regarding Initial Self-Study for a New Prelicensure Program, Angeles College Baccalaureate Degree Nursing Program (Bus. & Prof. Code § 2788; 16 CCR §§ 1421 & 1423) (Present)

REQUESTED BY: Mary Ann McCarthy, Nursing Education Consultant

BACKGROUND: Original Letter of Intent was submitted 12-06-2017 to start a BSN program 09-07-2019. Dr. Mary McHugh, Dean of Nursing was originally approved and hired to lead the BSN program. Dr. Sasha Rarang became program director in July 2020 replacing Dr. Mary McHugh who retired. Feasibility study completed and accepted by the Board September 12, 2019. Angeles College is a private for-profit school located at 3440 Wilshire Blvd., Suite 310, Los Angeles, CA 90010.

Plan to enroll 30 students two times per year on a quarter system, for an annual enrollment of 60 students. The program is to be completed over 6 quarters in 3 years. One class will graduate as the sixth cohort begins for total program enrollment of 150 students. If approved for first enrollment Spring 2021, the first cohort will graduate Fall 2023. Each quarter has 14-17 total units. Total units for licensure are 123. Total units for graduation are 180. Total program costs \$94,000.

A virtual visit was made in August 2020. Enough resources are available and planned to support the new BSN program. The program was found to be in compliance with all the Board's rules and regulations. The College has 9 clinical contracts. These clinical agreements will allow the students to have access to clinical rotations in all clinical practice areas required for licensure.

Regional Nursing Summits Summary Report, Bridging The Gaps In Pre-Licensure RN Clinical Education Capacity, the LA region: "Inflows exceed outflows of RNs by greater than 2000 in a few years. Even with low growth the region will overshoot demand." (page 60)

"LA-Orange Ventura region faces a large surplus. Projected new graduate growth is much higher than needed. Competition for clinical space. Need to encourage graduates to move elsewhere." (page 61)

http://healthimpact.org/wp-content/uploads/2019/01/Final-Report-Regional-Summits-01022019_v8.pdf

NEXT STEP: Place on Board Agenda

PERSON TO CONTACT: Mary Ann McCarthy EdD MSN RN PHN
Nursing Education Consultant

Angeles College Los Angeles Executive Summary: Proposed Generic BSN Program

Angeles College Los Angeles (ACLA) Brief History:

Angeles College Los Angeles (ACLA), previously known as Angeles College of Nursing was founded in March 2004 by John Krause. The school has operated under the approval of the Bureau of Private Postsecondary Education (BPPE). The vision of its establishment was to respond to the need for institutional changes to meet the changing needs in the city of Los Angeles particularly the Koreatown area. Koreatown and its surrounding districts have high demands for qualified healthcare workers to serve the needs of health care institutions not only for knowledgeable and skilled healthcare workers, but also for culturally competent healthcare workers. The community where ACLA is located requires a healthcare school that can meet the demands of facilities providing all levels of health care also serving multiethnic and multicultural population.

Moreover, the student population of Koreatown belongs to an underserved, culturally diverse, and of lower-income members of the community. A common challenge faced by these students relates to living and learning in a culture different from their own. ACLA is dedicated to a student-centered and culturally competent approach of education. ACLA seeks to play a role in reducing health disparities by preparing more nurses from ethnic minorities who can speak the languages of their native countries, thereby serving the many people in Los Angeles who do not speak English and will greatly benefit from having a nurse who can speak their native language. Therefore, a school that can provide healthcare programs that is culturally and ethnically friendly as well as affordable is very much needed.

ACLA is accredited institutionally by Accrediting Bureau of Health Education Schools (ABHES) in 2009. Since then, ACLA launched and enrolled several programs including certificates and degree granting programs. ACLA has two ongoing nursing programs. The RN-to-BSN program which was launched in 2014 to meet the growing demand for a baccalaureate degree nursing programs among associate in nursing graduates as well as its Vocational Nursing (VN) program that was approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) on November 2006. The RN-to-BSN program of Angeles College is accredited by ABHES as well as the Commission on Collegiate Nursing Education (CCNE) in September 2018. As ACLA discontinued both Phlebotomy and Medical Assisting Programs, the space and resources allocated for the discontinued program are now given to the proposed generic Bachelor of Science in Nursing program.

The Proposed Generic Bachelor of Science in Nursing (BSN):

The Institute of Medicine (IOM) in 2010 recommended for the need to increase the number of Registered Nurses (RNs) with a Bachelor's Degree in Nursing (BSN) to 80% by the year 2020. As a response to this call, Angeles College Los Angeles (ACLA) launched its RN-to-BS Nursing program. This program has helped to serve the growing demand by both students and employers in Los Angeles and California. However, there is a continuing high demand for generic nursing education at the bachelor level by both prospective students and by clinical agencies in the Los Angeles area. The goal of ACLA is to offer a very high quality of nursing education that is responsive to the needs of students and their future employers. The ongoing progressive development of ACLA's RN to BSN program and success of its Vocational Nursing program is a confirmation to its quality program and the success of its graduates. In summary, ACLA has a history of successfully offering nursing programs and is now well positioned to offer a generic Bachelor of Nursing program that benefit both the students and the employers of Los Angeles, the State of California, and beyond.

The Proposed Generic BSN Program Curriculum:

The program seeks to provide an education that will produce highly competent nurses with high degree of knowledge and skills of nursing phenomena, understand patient-centered care as their highest calling, become successful in passing the NCLEX-RN on the first attempt, and to understand lifelong learning and evidence-based nursing produces optimal patient care outcomes. The curriculum of ACLA proposed Generic BSN is designed to provide learning experiences that will promote critical thinking, logic, and clinical judgment. It will also provide the opportunity for students to continuously improve nursing care through systematic investigation of outcomes of nursing care and to discover innovations they can use to benefit nursing as a profession. Likewise, the program curriculum also prepares students with the knowledge, skills, and practical experience in information technology.

The proposed BSN curriculum meets the BRN requirements listed in Section 1426. The program includes 46 units of nursing theory (27 are required), 32 units of clinical practice (27 are required), 11 communication units (9 are required) and 34 science units (24 are required). Eighty-seven (87) units are required for licensure and ACLA BSN program has 123 units in the categories required for licensure, with an additional 57 units for other degree requirements totaling to 180 units for the program. The curriculum was designed to meet the BRN curriculum regulations, and the AACN BSN Essentials, and QSEN competencies.

The proposed curriculum will prepare graduates to function at a high level of competence. Coursework are designed to teach current competencies in direct patient care, with a strong (8-credit) course in Foundations of nursing, 51 units of Medical-Surgical Nursing focused courses, and 7 units each of Pediatrics, Obstetrics/Women's Health, Mental Health, and Population Health Nursing. As required by the BRN (and consistent with good educational practice), all clinical courses are to be taken at the same time as the theory courses that cover the same content. The program is designed to be a combination of residential and online instruction (blended) for its theory courses. In the event of force majeure or national emergencies, or as approved by the BRN the theory courses can be taught online and will be delivered synchronously. The clinical courses are also designed to be delivered through actual clinical experience (direct patient care) with combination of virtual simulation, and high-fidelity simulation modalities (non-direct patient care) at twenty-five percent (25%). The program is virtually ready to instruct students for its capacity to use cloud-based instructional meeting modality (Zoom) and CANVAS to its current nursing programs.

All clinical facilities identified for student placements have been carefully examined for types of patients, adequacy of staff, quality of care, available times and dates not used by any other school of nursing. The Director of the Program is confident that ACLA BSN program will provide a good learning environment without displacing any other school's students. A contract has been signed with each agency, and the BRN facilities form (EDP-P-18) has been completed for each facility. ACLA recognizes that no clinical facility may be used for student placements until after it has written approval of the BRN. The contracts specify the rights and responsibilities of the facility, and the responsibilities of the school and its faculty, and that students may not replace staff in the care of patients.

The 30/45 Unit Option:

As required by CCR § 1429, ACLA has developed a 30/45 Unit Option for LVNs to be eligible to apply for licensure as a registered nurse. ACLA's program requires 45 Quarter units of coursework to complete. Any person requesting this option will be required to meet with the Director of Nursing to discuss the requirements of the program, and the limitations of an RN license earned via this method, most important of which is the inability of such a nurse to obtain endorsement of the license in any other state, should the nurse move out of California.

Program Policies: Evaluation, Admission, Orientation, Grievance, and Credit Granting Policies

ACLA developed its proposed Generic BSN program policies based on the existing policies of the college. Admission requirements to the program include,

passing the required TEAS entrance exam at 58.7% score, evidence of completion of secondary education, interview with the Program Director, and pass the required background checked. Students will be provided with thorough orientation to the program including orientation to their clinical requirements.

An evaluation program has been developed that will help ACLA's Program Director, faculty, and administration discover the extent to which the expected learning outcomes are being achieved. Evaluation will address everything, from admission to how well graduates perform as RNs once they secure their first positions. ACLA also has well-established policies to address students seek redress when they believe a grade or other aspect of their education was not fairly handled. There is also a process for requesting credit for courses taken elsewhere, and it is ACLA's purpose to be as generous with transfer credit as is consistent with good education as a nurse, and with graduating a person from this college. Students can transfer in up to half the credits required for the BSN, and credits earned through military education are welcomed. Given the critical nature of nursing competence, the college will use testing and demonstration to ensure competence at the level ACLA requires if the request is to transfer in nursing courses.

Proposed NCLEX Monitoring and Management:

The school will also keep track of NCLEX-RN pass rates. The program will designate its own NCLEX specialist, a member of the faculty, who will monitor the NCLEX-RN pass rate of the program and to lead the faculty in preparing students become successful in their first attempt. Tutoring and early remediation will be part of the program's quest for success in its NCLEX-RN pass rate. Given ACLA's proven success with preparing vocational nurses to succeed in this test, ACLA set a 90% first time pass rate as the minimum target for the program. The program hoped to be able to achieve the same 100% pass rate with the BSN students.

Program Administration, Faculty, and Student Support Services:

The planned program resources are robust. ACLA has a well-structured Financial Aid Department, a Registrar, a Student Services Department that includes student counselor (to be hired upon program approval), and Career Services Department to support students' educational journey at ACLA. The program also planned to hire a qualified Assistant Director, a Lab Coordinator/Simulation Manager, an Administrative Assistant, and a Clinical Placement Coordinator. The proposed program planned to hire BSN program faculty based on their expertise and qualifications. Qualified content experts in Medical-Surgical Nursing, Gerontology, Women's Health, Pediatrics, and Mental Health are planned and budgeted for the program. Additionally, the school will seek content experts for

all nursing courses. In fact, many of the faculty who are teaching in the RN to BSN program are qualified to teach in the proposed generic BSN program. The initial PD of the proposed generic program was Dr. Mary McHugh. With her retirement, the school tapped another well qualified Program Director, Dr. Sasha Rarang to continue with the self-study and to lead the proposed program in the future. Dr. Rarang has a good track record in leading a successful nursing program. Her extensive clinical, leadership, research, and administrative experiences qualified her to do the job. The proposed faculty for the program includes six (6) full-time faculty for the first two years and increased to nine (9) on the third year. This is an adequate number to staff the program.

Program Resources:

The college has a full-time librarian who can ensure students have the skills and support to conduct competent literature searches. The librarian also assists students with writing skills as they request. There are multiple large bookcases with books to serve nursing students, as well as students in other ACLA programs. ACLA also subscribed to Library and Information Resources Network (LIRN). The majority of the Library collection is accessible online. It is available to students from any location from which they can access the Internet 24 hours a day. The subscriptions will be expanded for the generic BSN students to include a much larger number of full text offerings from the Medical Literature Analysis and Retrieval System Online (MEDLINE) and the Cumulative Index to Nursing and Allied Health Literature (CINAHL).

A Technical coordinator is available to support technology in the school such as the computer lab, classroom technology, and helps students and faculty with their personal technology as requested. The school used CANVAS as its Learning Management System. ACLA current nursing program also subscribed to ATI (Assessment Technology Institute, LLC) products for NCLEX preparation. The RN-to-BSN nursing program of Angeles College also subscribed to Sentinel U products for its Virtual Simulation to be used in clinical courses as additional methodology of instruction. After the Phlebotomy and Medical Assistant were discontinued this year, the space allocated for these programs were given to the proposed BSN Program.

The medical laboratory room and the adjacent classroom for the former Medical Assisting program on the third floor of the campus are now converted into one Science Laboratory room for the proposed BSN Program. The room is equipped with sink, washing area, white board, science class equipment and paraphernalia. This allows instructions for Anatomy, Physiology, and Microbiology will be offered now in ACLA campus. ACLA is also subscribed to Labster. Labster is a virtual science laboratory that can provide students learning

Anatomy, Physiology, and Microbiology using 150 science laboratory case scenarios.

The classroom vacated on the third floor by the Phlebotomy program is now allocated toward becoming the BSN Faculty room. This room will be provided with individual cubicle offices for full time faculty and four additional cubicles for part-time faculty of the proposed BSN Program. Each individual office cubicle is equipped with desktop computer, lighting fixture, cabinets, phone, and a desk. There is also an Internet access for faculty to use. The Faculty lounge is located on the third floor next the Faculty Office. It is large enough to accommodate good number of Faculty for their break. It is equipped with a Refrigerator, two microwave ovens, a vending machine, a coffee maker, tables, and chairs. The BSN student lounge is also located on the 3rd floor with similar amenities as the faculty lounge.

ACLA has a Computer Room allocated for testing and other studying activities of ACLA students. There are 20 desktop computers student can use at any time during campus hours. Students can bring their own laptops and be able to access Internet service provided by ACLA free. This allows students to have the ability to study in any room available for them to use including the computer room. The newly renovated Simulation Center for Angeles College is composed of the Simulation stage room, a control room, and debriefing room. There are 4 high-fidelity beds and one baby crib with planned 5 high-fidelity mannequins. Two high-fidelity mannequin (simman), one pediatric mannequin (Hal), one high-fidelity birthing mannequin (simmom) and one high-fidelity baby mannequin are currently being purchase. The simulation center is on the third floor of the campus.

The classrooms for the proposed BSN program are all on the third floor. The three big classrooms can accommodate 30 students and one extra classroom can accommodate 20 students. All classrooms are equipped with white board, projectors, desk with individual internet and electrical outlets, faculty desk and desktop computer, and internet access. After the BSN program is approved by the BRN, campus renovations will continue. A very large hall on the 7th floor in which we now hold graduations (under negotiation currently) will be allocated for the Vocational Nursing program classrooms, skills laboratory, and faculty room. The plan is to have a large nursing skills lab holding 15 beds and desks and chairs. This skills laboratory can also be used by the proposed BSN program as needed.

Shared Governance

Angeles College values and respects its students. Students are invited to participate in the decision-making of the school through representation at faculty

meetings and in committees of the faculty. Student input is requested on all aspects of the program, including procedures, policies, courses, clinical facilities, instruction, evaluation methods and procedures, and the curriculum. Students will be asked to elect representatives from the student body to participate in the decision-making meetings and to formally communicate student concerns and ideas to the faculty so that their participation is meaningful. Students will have a vote in the meetings, so they feel included and represented.

Conclusion

In conclusion, Angeles College Los Angeles demonstrated that the school is well positioned to offer a generic BSN degree program. The College has the financial resources to provide a quality education to students. It also has highly qualified and experienced leadership ready and able to manage the program and ensure students receive a well-organized and forward-thinking curriculum that will prepare them for productive nursing careers. It has faculty resources and the ability to recruit additional faculty to assure that students receive an excellent education in nursing. It has the physical space to house the program, and the main campus building has additional open space for any likely expansion for at least the next 10 years. The leadership of the school is very well aware of BRN regulations and the absolute necessity of developing and maintaining a program that is always in full compliance with each and every regulation. The administration and leadership of ACLA nursing programs understand that compliance is mandatory, not discretionary, and are committed to full and unwavering compliance. ACLA is ready to open a BSN program that will serve California citizens with competent nurses who are able to increase the diversity of nurses in the state, so California citizens have nurses as diverse as they are to provide their care.

TOTAL CURRICULUM PLAN

Name of School: Angeles College Los Angeles											Date Submitted: 8/24/2020							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only							
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: 8/24/2020		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: <i>Margaret McQuay, EdD, RN, R.N.</i> Date:											
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																		
Check appropriate year of education (1,2,3,4) <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		*Wk: 11 Weeks					
											Theory		Lab		Total Hours			
Quarter 1											Total	Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
	M	S	O	C	P	G	**Wk:											
LIT150 Information Literacy	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2	2.2	0	0	22	0								
ENG101 English Composition 1	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0								
MTH101 Intermediate Algebra	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0								
ART202 Art History	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0								
COM100 Public Speaking	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	3.3	0	0	33	0								
Total								17	17	18.7	0	0	187	0				
Quarter 2											Total	Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
	M	S	O	C	P	G	**Wk:											
ENG201 English Composition II	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0								
MTH200 Introduction to Biostatistics	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0								
PSY101 Introduction to Psychology	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0								
NUT335 Nutrition and Diet Therapy	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0								
Total								16	16	17.6	0	0	176	0				
Quarter 3											Total	Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
	M	S	O	C	P	G	**Wk:											
SOC300 Sociology of Diversity	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0								
BIO100 Human Anatomy with Lab	<input type="checkbox"/>	<input type="checkbox"/>	10	6	4	4.4	2	4.4	44	44								
PHI305 Philosophy of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0								
Total								14	12	13.2	2	4.4	132	44				

* 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

Name of School: Angeles College Los Angeles											Date Submitted: 8/24/2020							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only							
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: 8/24/2020		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved											
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: <i>Margaret McCurdy, EdD, RN, R.N.</i>							
Check appropriate year of education (1,2,3,4) <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		*Wk: 11					
Quarter 4											Theory		Lab		Total Hours			
	M	S	O	C	P	G	**Wk:	Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
BIO200 Human Physiology with Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	6	4	4.4	2	4.4	44	44				
NSG414 Health Policy and Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
PSY250 The Human Development Cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Total								14	12	13.2	2	4.4	132	44				
Quarter 5											Theory		Lab		Total Hours			
	M	S	O	C	P	G	**Wk:	Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
BIO300 Microbiology with Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	6	4	4.4	2	4.4	44	44				
NSG300 Professional Issues in Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG310 Health Assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG310L Health Assessment Lab	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	0	0	2	4.4	0	44				
	<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								16	12	13.2	4	8.8	132	88				
Quarter 6											Theory		Lab		Total Hours			
	M	S	O	C	P	G	**Wk:	Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
NSG307 Pathophysiology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	5	5	5.5	0	0	55	0				
NSG320 Pharmacology 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG330 Foundation of Nursing Practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	5	5	5.5	0	0	55	0				
NSG330C Foundation of Nursing Practice Clin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9.9	0	99				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Total								17	14	15.4	3	9.9	154	99				

* 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

Name of School: Angeles College Los Angeles											Date Submitted: 8/24/2020							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: 8/24/2020													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: <i>Margaret M. Acord, EdD, RN, R.N.</i>							
Check appropriate year of education (1,2,3,4) <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		*Wk: 11 Weeks					
Quarter 7											Total		Theory		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
NSG340 Gerontological Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG340C Gerontological Nursing Clinical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	2	0	0	2	6.6	0	66				
NSG320 Pharmacology 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG355 Evidence-Based Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Total								14	12	13.2	2	6.6	132	66				
Quarter 8											Total		Theory		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
NSG350 Medical-Surgical Nursing I	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG350C Medical-Surgical Nursing 1 Clin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9.9	0	99				
NSG303 Nursing Informatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG431 Epidemiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Total								15	12	13.2	3	9.9	132	99				
Quarter 9											Total		Theory		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
NSG370 Medical-Surgical Nursing II	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG370C Medical-Surgical Nursing II Clin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9.9	0	99				
NSG402 Mental Health Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG402C Mental Health Nursing Clinical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9.9	0	99				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Total								14	8	8.8	6	19.8	88	198				

* 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

Name of School: Angeles College Los angeles											Date Submitted: 8/24/2020							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: <i>Margaret McCordy, EdD, RN, BC</i> Date:							
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: 8/24/2020													
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 of education (1,2,3,4) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4											Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		*Wk: 11					
Quarter 10											Total		Theory		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab				
NSG410 Women's Health Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG410C Women's Health Nursing Clinical	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9.9	0	99				
NSG420 Pediatrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG420C Pediatrics Clinical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9.9	0	99				
	<input type="checkbox"/>																	
	<input type="checkbox"/>																	
	<input type="checkbox"/>																	
Total								14	8	8.8	6	19.8	88	198				
Quarter 11																		
	M	S	O	C	P	G	**Wk:					Total Hours						
NSG430 Population Health Nursing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG430C Population Health Nursing Clin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9.9	0	99				
NSG440 Leadership and Management	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0									
NSG440C Leadership and Management Cli	<input type="checkbox"/>	10	3	0	0	3	9.9	0	99									
	<input type="checkbox"/>																	
	<input type="checkbox"/>																	
	<input type="checkbox"/>																	
Total								14	8	8.8	6	19.8	88	198				
Quarter 12																		
	M	S	O	C	P	G	**Wk:					Total Hours						
NSG460 Medical-Surgical Nursing III	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0				
NSG460C Medical-Surgical Nursing III Clin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	9.9	0	99				
NSG450 Clinical Quality and Safety	<input type="checkbox"/>	10	4	4	4.4	0	0	44	0									
NSG490 Transition to Practice Workshop/Lab	<input checked="" type="checkbox"/>	10	4	0	0	4	13.2	0	132									
	<input type="checkbox"/>																	
	<input type="checkbox"/>																	
	<input type="checkbox"/>																	
Total								15	8	8.8	7	23.1	88	231				

* 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



Agenda Item 8.9

**Discussion and Possible Action Regarding Acceptance
of Changes to an Approved Program**
Unitek College Baccalaureate Degree Nursing Program
(CCR § 1432) (Present)

BRN Education/Licensing Committee Meeting | October 15, 2020

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.9
DATE: October 15, 2020

ACTION REQUESTED: Discussion and Possible Action Regarding Acceptance of Changes To An Approved Program, Unitek College Baccalaureate Degree Nursing Program (Addition of a new campus or location) (16 CCR 1432) (Present)

REQUESTED BY: Mary Ann McCarthy, Nursing Education Consultant

BACKGROUND: In 2007, BRN approved Unitek College, Fremont Campus's ADN program (LVN-RN). In February 2019, BRN approved Fremont Campus, Nursing program to offer the Baccalaureate Degree in Nursing and discontinue the Associate Degree Program. Enrollment is 40 students four times per year, for a total annual enrollment of 160 students. The first BSN cohort at Fremont Campus is scheduled to graduate on 6/6/2021. No BSN NCLEX pass rates until after graduation of first cohort.

BRN approved Unitek College's secondary campus in Bakersfield in September 2019. Enrollment of 40 students three times per year, for a total annual enrollment of 120 students. The first BSN cohort at Bakersfield is scheduled to graduate on 4/01/2022. No BSN NCLEX pass rates until after graduation of first cohort.

Annual NCLEX Pass Rates - Associate Degree Nursing Program

2018-2019 = 90.16

2019-2020 = 89.57 Qtr 1=96, Qtr 2=83.61, Qtr 3=100 Qtr 4=0 (no test takers)

In January 2020, Unitek College requested a third campus in Concord, CA, Contra Costa County, San Francisco Bay Area. Updated request May 2020. Major curriculum fee received. The Concord campus will be 27 miles from the Fremont Campus. Unitek will be sharing building space with Gurnick Academy of Medical Arts LVN and BSN Programs. In Concord, Unitek intends to enroll the first cohort of 40 students in October 2020, followed with an enrollment of three cohorts of 40 students per cohort annually, beginning in 2021, for a total of 120 students per year.

Current attrition rate from the Annual Survey Report 2018-2019 = 0.8%

Total Program Costs \$ 137,902

A virtual site visit was made at the Unitek Concord campus July 30, 2020, to ensure adequate space and resources.

“Recent regional forecasts indicate that there is substantial variation across regions, with projected shortages in the Central Valley, Central Coast, and San Francisco Bay Areas, and projected surpluses in other regions (although the labor markets in the Inland Empire and Southern Border regions are comparatively well-balanced).” Forecasts of the

Registered Nurse Workforce in California, page 30.
<https://www.rn.ca.gov/pdfs/forms/forecast2019.pdf>

“San Francisco Bay Area is moving toward a balanced labor market. Population growth projected and education is keeping up. Employers are more interested in new graduates than in many other regions of the state.” Regional Nursing Summits, page 102.
http://healthimpact.org/wp-content/uploads/2019/01/Final-Report-Regional-Summits-01022019_v8.pdf

NEXT STEP:

Place on Board Agenda

PERSON TO CONTACT:

Mary Ann McCarthy EdD MSN RN PHN
Nursing Education Consultant

August 28, 2020

To: Members of the Education and Licensing Committee of the Board of Registered Nursing
Michael Deangelo Jackson, MSN, RN, CEN, MICN - Chair
Kenneth Malbrough

RE: Unitek College Baccalaureate Degree Nursing Program – Addition of New Location at Concord
Follow Up to the Education/Licensing Committee Meeting on August 13, 2020 (Agenda Item 8.7)

Dear Mr. Jackson and Mr. Malbrough,

Unitek College's mission is to support the community by preparing safe and competent nurses. In deciding to establish a new nursing program, Unitek conducts a needs assessment that identifies communities that have projected workforce shortages based on research, evidence, and analysis of regional forecasts. Unitek's approach also includes partnering with community leaders and healthcare facilities to provide validation for the nursing workforce needs and we seek their continued support for our proposed program.

The proposed additional location at Concord campus is in Contra Costa County, located within the San Francisco Bay Area which is a region that is in need of more nurses, especially new nursing graduates, to boost the nursing workforce in the Bay Area. The "Forecasts of the Registered Nursing Workforce in the San Francisco Bay Area" projected if the number of RN graduations in this region is reduced even by a small amount, it will likely lead to a shortage (Dr. Spetz, 2018). There are 43.5% of RNs over the age of 50, and there are 23.4% of RNs over the age of 60¹, which will further increase the need for nurses in this region. The San Francisco Bay Area is growing at the fastest rate in California, with the fastest growth rates in Alameda, San Francisco and Contra Costa Counties, increasing 9.3% (from 1.05 to 1.15 million) from 2010 to 2018². Furthermore, in Contra Costa County, 29% of the population is over the age of 55, and the growth of age 55 and older population increased 27% between 2010 to 2018².

Based on these findings, Unitek submitted a letter of intent with the alternate/secondary location and the application fee on December 20, 2019. Since then, the Unitek team have been working diligently with our Nurse Education Consultant (NEC) on this application, have been adding student resources, establishing clinical affiliations, and preparing for the presentation to the Education and Licensing Committee on August 13, 2020. Sadly, we were not given the opportunity to present our case.

We would like to highlight the following factors and respectfully ask that our application be presented during the next Education and Licensing Committee Meeting on October 15, 2020:

First, while other nursing programs may have been impacted with the pandemic, Unitek invested heavily in online student and faculty resources to enable our students to progress through the program and did not have to stop teaching and as a result, we did not have to delay students' graduation. We have also been highly successful in providing diverse clinical experiences to our students during this crisis. Currently, the BSN program at our main Fremont campus and branch Bakersfield campuses are successfully

¹ Forecasts of the Registered Nurse Workforce in the San Francisco Bay Area of California, Spetz (2018)

² US Census Bureau (www.census.gov)

managing their clinical rotations using a combination of diverse direct patient care learning opportunities including Telehealth, as approved by the Board of Nursing and with guidance from our NEC, and can be verified by our NEC. We also closely monitor and mitigate our clinical site risks on a daily basis. We support our students and instructors by providing PPEs, arrange weekly on-campus COVID-testing, and provide transportation assistance if they have to travel to clinical sites that are outside of the normal distances to reduce hardships.

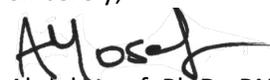
In addition, we have secured more than 30 affiliation agreements and EDP-P-18's, that includes 17 acute care hospitals, for the proposed Concord campus. This provides abundant clinical rotation options while still staying true to our philosophy of not displacing existing nursing programs, especially public colleges.

We do understand and respect Mr. Jackson's points that in light of the COVID-19 state of emergency, clinical sites and nursing education programs are impacted. We would like to reassure the Committee that students enrolled in our proposed BSN program would not start their clinical rotations until Q4 2021. The first year of our proposed BSN program comprise of general education and science courses that are taught entirely online.

Finally, our proposed program in Concord is located in the San Francisco Bay Area. The Bay Area has been identified as a region that will experience a nursing shortage that currently exists and is projected to get worse in the future. Given the vast size of California, the measurements of regional variances in supply and demand is essential and reflects that one region of California may face a shortage while another faces a surplus of registered nurses. The 2018 Regional Forecast of the RN Workforce in California by the Healthforce Center at UCSF concluded that all regions except the Central Coast appear to have had nursing shortages that year and that by 2035, the Central Valley, Central Coast and San Francisco Bay Area will experience or continue to experience nursing shortages. We hope you will consider this factor and our region's workforce needs and projected shortages that differentiates us from the two other nursing programs that are also requesting increased enrollments – each request should be evaluated based on the merits of their proposal and geographical region.

Our Concord campus has been a strong community partner since 2015 and we believe we can greatly do our part to help provide new nurses that are needed in our region. We greatly appreciate your consideration and the opportunity to have our application reconsidered at the October 15, 2020 Meeting.

Sincerely,



Abdel Yosef, Ph.D., RN, CNE

Chief Academic Officer

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Email: ayosef@unitekcollege.edu

URL: unitekcollege.edu

cc: Mary Ann McCarthy, EdD, MSN, RN, PHN, Nursing Education Consultant - Staff Liaison

Unitek College – Request for Major Curriculum Revision Proposal for Establishing a BSN Program at Alternative/Secondary Campus in Concord, CA

This major curriculum revision proposal will focus on establishing a Bachelor of Science in Nursing (BSN) Program at an alternate/secondary campus in Concord, which will be identical to the Board of Registered Nursing (BRN) approved curriculum at Unitek's main Fremont Campus. Unitek's Concord branch campus was established in 2015 and currently offers vocational nursing and allied health programs. Unitek has a BRN-approved and CCNE-accredited BSN program at its main Fremont campus and its alternate/secondary Bakersfield campus. The Fremont campus first received BRN approval in 2007 to offer the ADN for the LVN-to-RN Transition Program. The RN-to-BSN Degree Completion Program was approved and started in 2011 and received CCNE accreditation in 2014. A major curriculum change to offer a pre-licensure ADN program was approved by the BRN in May 2016, and in February 2019 the BRN approved a major curriculum change to revise the ADN program to a pre-licensure BSN program. All campuses are accredited by ACCSC.

a) Description of the nursing program: the proposed BSN program is a 3-year program with three 16-week semesters per year. The first year consists of prerequisite general education (GE) courses, offered 100% online. The second and third years of the program consists of core nursing and upper division GE courses, for a total of 120 units (74 units required for licensure and 46 units of other degree requirements). The proposed curriculum will have simulation and will be 25% of clinical hours (75% of direct care course hours will be maintained), abides by CCR Section 1426 (Required Curriculum for Nursing Programs), and follows AACN Essentials for Unitek's CCNE accreditation. The proposed BSN program will also admit students with an LVN with previous experience. Credit for previous experience and education will be granted according to the College Credit Granting policy (Attachment 1: Credit Granting Policy, Attachment 2: EDP-P-05a, Attachment 3: EDP-P-P06).

The intended start date for this proposed pre-licensure BSN program is October 12, 2020, projected size of the first class is 40 students per cohort and 3 cohorts admitted per year. Attachment 4 contains proposed cohort and curriculum schedules for Concord, Fremont, and Bakersfield campuses.

Purpose, Rationale, Community to be Served, Demand: Attachment A contains a Feasibility Study with related figures and tables supporting the need for additional nursing programs in Contra Costa County (CC County) and the San Francisco Bay Area (Bay Area) because of the increasing demand for more nurses from the rising population that is growing at the fastest rates in California². CC County, located in the East Bay region, has 1.15 million residents², and the population increased 9.3% from 2010-2018¹⁰ (Figure 1). The Age 55+ population increased 27% between 2010-2018¹⁰ (Figure 2) and 29% of CC County is Age 55+¹⁰. The aging RN workforce and rising retirement rates contribute to the challenge of recruiting nurses, particularly those with specialized skills and experience. Out of the 81,595 RNs with active licenses in this region in 2018, 43.5% are age 50+ and 23.4% are age 60+⁸ (Figure 8). The number of nursing students from BSN and ADN programs within 50 miles of the Unitek Concord campus (Table 1) taking the NCLEX-RN for the first time between 2015/2016 to 2018/2019 decreased by 2% (-26 students) (Table 2).

The rising general population, rising age 55+ population, aging workforce, increased RN workforce retirements, nominal increases in nursing students in the region, support the need for additional nursing programs in CC County and the Bay Area.

Unitek supports the National Academies of Sciences, Engineering, and Medicine, previous the Institute of Medicine (IOM), report on the Future of Nursing recommendation to have 80% of baccalaureate-prepared or higher nurses in the nation by 2020; and, the American Association of Colleges of Nursing (AACN) Magnet status for the preparation of baccalaureate-prepared registered nurses.

Demand: The method for determining the projected enrollment was based on the analysis of data gathered by Unitek's Marketing team (Attachment A1) and responses from a survey (Attachment A2) taken by graduates and current in the VN Program at the Concord campus, that identified substantial opportunity to support the proposed enrollment. The Feasibility Study contains workforce shortage forecasts of the projected shortage of RNs by 2035 in the Bay Area, where demand for RN's will exceed supply in the long-term leading to a shortage of 10% or more, and "if the number of RN graduations in this region reduced even by a small amount will likely lead to a shortage"⁸ (Figure 7). The Fall 2017 Survey of Nurse Employers (Survey) reported many Chief Nursing Officers are experiencing difficulty recruiting RNs for specialized positions and more than 85% of hospitals reported demand for RNs being greater than the available supply, and the demand for new RN graduates was strongest in the Sacramento and Northern Counties region and the Bay Area³. There is an 87% of reporting hospitals which indicated they hired new RN graduates in 2017, and nearly one-third of hospitals expect to increase new graduate hiring in 2018, with 54.9% of hospitals reporting a preference to hiring baccalaureate trained RNs. The Survey reported the top reason for the increased hiring of new graduates was due to lack of experienced RNs, and increased retirements, difficulty offering competitive salaries, and planning for new graduate mentoring programs. Two-thirds of reporting hospitals have plans or goals for increasing a number of baccalaureate-trained RNs in their staff.

Results from regional scans of job opportunities and job demand (Burning Glass/Labor Insights) from Jan 2019-Jan 2020 for "RN's with "Bachelor's Degree" reported a 16.2% projected 10-year job growth, a "Very High Demand" forecast within this period, for Contra Costa, Alameda, Napa, San Joaquin, Solano, and Sonoma Counties (Table 3). In 2019, the number of RN job postings in CC county increased appreciably each quarter (620 postings in Q1, 920 postings in Q4) (Figure 11). When cross referenced with data from the Bureau of Labor Statistics (BLS) Occupational Employment Statistics and the California Employment Development Department (CA-EDD) for the Bay Area and neighboring counties, forecasted job opportunities for RNs to be "High" to "Very High" (Figure 12). Out of 2,970 RN job postings in CC County from March 2019 to February 2020, 813 employers requested candidates with Bachelor's degrees, and 74% (or 601) requested Bachelor's degrees for nurses with 0-2 years of experience (Figure 13).

b) Projected Enrollment – Figure 14 in the attached feasibility study (Attachment A) shows the projected enrollment for 3 years at the Fremont, Bakersfield, and Concord locations.

- Concord: proposing 3 cohorts of 40 students per cohort, beginning in 2021 (120 annually). Enroll 1 cohort of 40 students in October 2020.
- Bakersfield: Approved by BRN to enroll 3 cohorts of 40 students per year (120 annually).
- Main Fremont Campus: Approved by BRN to enroll 4 cohorts of 40 students per year (160 students annually).

Detailed statistics and description of the current and projected applicant pool: The Concord Campus currently offers VN and allied health diploma programs. The prospective student population at the Concord campus is geographically distinct from Unitek's main Fremont campus. There is 83% of Concord VN graduates and current students that graduated or will

graduate between Jan 2019-Dec 2020 that reside in Contra Costa County and Solano County; the majority live in the cities of Antioch, Concord, and Vallejo. The Concord campus serves student populations and communities within the Northeastern East Bay Region (Contra Costa County) and the North Bay Region (Solano County).

In contrast, the Fremont main campus that is located in Alameda County, serves student populations within the Southwestern East Bay Regions (Alameda County) and the South Bay Region: there is 69% of Fremont VN and RN nursing students/graduates, during the same period, that reside in Alameda and Santa Clara Counties; the majority lives in the cities of San Jose, Fremont, Hayward, Union City, Milpitas, and Newark. Table 4 (Attachment A) contains detailed statistics of the applicant pool for the proposed Concord campus and comparison students at the main Fremont campus.

The NCLEX-PN pass rates for Concord VN students in 2019 was 89% (Q1=100%, Q2=80%, Q3=85%, Q4=96%) (Table 5). The 2019/2020 NCLEX-RN annual pass rate for Fremont RN is 89.6%.

Evidence that the projected enrollment patterns can be sustained at each proposed location: The method for determining the projected enrollment is based on the analysis of data gathered by the Unitek Marketing team (Attachment A1: Marketing Plan). Analysis of survey results from Concord VN and Associate of Science in Vocational Nursing (ASVN) graduates and current students that expressed a strong desire to enter an RN program to elevate their scope of practice were also factored in. The students surveyed found that 77% Strongly Agreed with the statement "I have seriously considered pursuing additional nursing education at some point in the past 12 months," 87.0% would "like to become an RN," 83.6% indicated they would apply for a pre-licensure BSN program if the Unitek Concord campus starts the program (please see Attachment A2: Student Survey Results).

c) Unitek always strives to partner with the community and support the community's needs. Although there would not be any changes in the program's organizational structure to involve community partners and collaborations that administer, fund, and implement the program at the alternate/secondary location, Unitek plan on working with Dr. Jean Watson's Caritas Model of Caring, and will be nationally recognized as the first National Caring Science Academic-Clinical Affiliate of The Watson Caring Science Institute (Attachment 5).

d) Program Operations: Unitek Learning (UL), headquartered in Newport Beach, is the parent company of seven campuses located in California, including the Main Fremont Campus, and additional campuses at Concord, Bakersfield, Sacramento, S. San Francisco, Hayward, and San Jose. UL has a robust structure to support branches, starting with a strong centralized Executive team, headed by Janis Paulson (CEO), and supported by a knowledgeable Corporate Working team which helps to develop policies and process, train new staff and implement the existing structure to any new campuses. The branch campus leadership is fully immersed within the parent institution's umbrella of support in its day to day operations of the programs, with structured channels of communications, reporting, oversight, and accountability. Unitek firmly believes in continued faculty development and training, and will ensure the leadership and instructors at the proposed Concord campus receive ongoing, enriching mentoring and training required to successfully start up and maintain the program.

The Academics Department is led by Dr. Abdel Yosef, Ph.D., RN, CNE (Chief Academic Officer, Dean of Nursing), and supported by Tina Tran, VP of Academic Operations who oversees all operational, policies, procedures, quality assurance, department planning, scheduling, and implementation. Dr. Yosef oversees the administration of the BSN Program

as well as complete program and curriculum development. Separate Assistant Program Directors (APD) are designated at each campus. Ms. Masha Aranovitch will be the appointed APD for the proposed Concord campus. Ms. Supneet Kaur is the APD of the main Fremont campus. Dr. Stephanie Robinson is the APD at the Bakersfield campus. Joellen Sutterfield, VP of Clinical Education Management, oversees a team of Partnership Development specialists. All campuses also have Clinical Schedulers whose role is dedicated to making arrangements with clinical agencies in advance of the clinical experience, including securing clinical learning sites in conjunction with Preceptors for the BSN program.

Operations Support: Campus Operations staff at each campus provide support in areas of admissions, enrollment, financial aid, registration, student services, and technical support for the new BSN program students, to include Campus Director, Admissions Representatives, Financial Aid Representatives, Registrar, and IT Help Desk Support.

Description of the day to day interface of the proposed alternate/secondary location with the primary campus: The Fremont, Bakersfield and Concord campuses will have an integration of the BSN curriculum with updates and modification to be unified in maintaining the curriculum. Standardization of the curriculum occurs at all sites to ensure the quality of the education is presented to the BSN students. The primary Fremont campus provide orientation, mentoring and sharing of how to implement the BSN curriculum. Each Assistant Program Director of BSN Programs will provide the oversight of the sites for consistency and programmatic outcomes of all three BSN campuses. Nursing faculty at all campuses participate in the governance of the program, curriculum and institution at all campuses through ongoing committees (i.e. Curriculum Committee, Outcomes Committee) and regular Faculty Meetings, and are involved in the development, review, and revision of academic program policies. The Chief Academic Officer/Dean of Nursing has weekly one-on-one meeting with each program director, and the academic leadership at all campuses participate in Academic Department Leadership Meetings and various Committees. Members of the Executive and Corporate Teams constantly engage in branch-oversight activities at all campuses, including meetings with Concord Campus Directors and Program Directors, department heads, and visits to the campus to ensure the smooth running of the campus to assess student satisfaction, mentor and coach branch staff on departmental processes, and audit for compliance.

The nursing organizational chart and the written job description for the assistant director are located in Attachment 6. Additional information about the program operations and the day to day interface is provided in Attachment 7.

Faculty and students at each alternate/secondary location campus site will participate in required program activities. The Dean of Nursing, Executive Leadership Team, Corporate Academic & Working teams all support the Assistant Program Directors to provide the necessary oversight to ensure that each campus and student participate in the required program activities/outcomes as delineated above, are compliant with policies and procedures, maintain channels of communications, reporting, and accountability.

e) Program Resources: The Concord campus currently occupies approx. 26,100 S.F., with 7 classrooms, 8 labs (including 4 nursing skills labs), Learning Resource Center, student breakroom and study areas, and administrative offices for administrative, instructional, and clerical personnel. There is a meeting room with remote conferencing technologies, private offices for the campus management team, including nursing program directors. There are also offices, workspace, faculty lounge, and adequate copy/file rooms for admissions,

career services, clinical coordinator, registrar, student services, business office, and academic departments. Additional resources include Workstations for Career Services Advisors and Resume Writing Stations for students, rooms for ADA Testing. There is also a café in the building.

2,100 SF of office space was newly added in January 2020 (included in 26,100 S.F.). Unitek has developed expansion plans, allocated resources, and moved forward to secure two new suites that will add an additional 9,575 sq. ft. of physical space (new total of 35,675 S.F.), to accommodate:

- Dedicated 3,400 S.F. Simulation Center for BSN students
- Virtual Reality (VR) Learning Room, Basic Skills Lab, Collaboration Study Room
- 2 New VDI Classrooms (40 students each), desktop computers, monitors, overhead projector, presentation projector, and printer
- Offices for the BSN Assistant Program Director, Clinical Development Specialist, Simulation Lab Technologist, Private Interview/Meeting Room
- Workstations for faculty, academic administrative assistant, academic staff

The Simulation Center will contain a VR room with various augmented-virtual reality learning equipment and resources to enhance student learning. The simulation center contains high fidelity simulators and sim view technology, including 2 Medical Surgical Intensive Care Unit (ICU), one Pediatric and one Obstetrics/ Labor and Delivery simulation labs. There will be 2 furnished patient rooms: one for Pediatrics with an infant and a child high-fidelity simulator, crib and a youth bed; another private room with a birthing mom human simulator, a bassinet for the newborn and delivery bed (can also be used for an ICU Medical Surgical patient scenario). These simulation rooms have a separate Control Room with one-way mirrors so the faculty can observe, monitor and control the scenarios. All simulation rooms also have cameras mounted in the patient rooms that can be controlled to see a panoramic view of the room and can focus on specific actions and interactions between the student nurse and the patient, and a separate camera over each medication cart. All scenarios are recorded and stored for students and faculty. This will allow the students and faculty to review and discuss individual students' performance. All simulation rooms have adjoining debriefing rooms that will allow up to eight students to observe, collaborate, and critique the students' performances that will then be discussed during the debriefing session. A full-time simulation center lab assistant and a faculty member will be assigned to coordinate all the Medical Surgical simulation. Simulation for Pediatrics, Maternal and Child and Mental Health will be coordinated by the Course Managers for each of the courses.

A full-time simulation center lab assistant and a faculty member will be assigned to coordinate all the Medical Surgical simulation. Simulation for Pediatrics, Maternal and Child and Mental Health will be coordinated by the Course Managers for each of the courses. Simulation Center Training sessions will be scheduled prior to the core nursing start during Year-2, to be attended by faculty and lab assistants. A variety of training sessions will be conducted utilizing resources of Unitek's in-house Simulation Center Support Technician, Laerdal and Lippincott vendor training, as well as off-site specialized training courses.

BSN students will also utilize nursing skills labs utilized by the existing VN students without overlap or scheduling conflicts, containing multiple telemetry beds, with high fidelity human simulator and mid-fidelity simulators, for students to practice their assessment skills, medication, and treatment administration on adult patients with complex needs.

Classrooms: the following instructional technology in each classroom are provided: each student and teacher computer maintain a local area network (LAN) connection to the

Intranet, campus-wide Wi-Fi, desktop computer with monitor, overhead projector, presentation projector, and printer. Classroom utilization is carefully planned so nursing students have access to classroom and labs without waiting for delays.

Schematic of the proposed physical space, equipment/supplies list, to be used by the program are in Attachment 8.

Timeline for completion: Completion of new classrooms, staff/faculty offices and workspace are scheduled for completion in the third quarter of 2020. The Simulation Center will be completed by the fourth quarter of 2020, prior to the start of on-ground core nursing courses.

f) Learning and program resources: the proposed program will employ both full time, part time, and adjunct faculty, which could be existing faculty or newly hired faculty. There will be 6 full-time and 12 part-time instructors allocated to the core nursing courses as well as 23 GE instructors, and 13 administration resources. Recruiting activities for instructors will begin two (2) months before the start of the course to allow sufficient time for recruiting, hiring, onboarding and training. Additional Academics Administration staff dedicated 100% to the proposed BSN program is planned, including a full-time Assistant Program Director, Administrative Assistant, Clinical Placement Coordinator, and Simulation Technologist. To further ensure success for the BSN Program and its students, a Learning Management System Manager, Instructional Designer, Academic Student Success Coordinator, and Academic Transcript Evaluator resources have been allocated to the Concord campus to support the program. Academic Services (i.e. remediation, guidance and instructor coaching) are available to all students and are accessible via the Instructors and Assistant Program Directors employed at the branch campus.

Campus Operations staff will be allocated to provide adequate support in areas of admissions, enrollment, financial aid, registration, and technical support for the new BSN students, including Campus Director, Admissions Representatives, Financial Aid Representatives, Registrar, and IT Help Desk Support. Existing support services will be augmented to support the new influx of students.

The program's online courses are also fully supported, including online library with full-time librarian (support all Unitek students), tutoring, instructional media including the Canvas Learning Management System, eBooks, web conferencing communications platform, and virtual laboratories. There is Library and Learning Resource Center, Student Assistance Program (WellConnect™), Academic Advising, Tutoring, Career Services, Financial Aid, Student Services department staff employed at the campus. Additional information on learning and program resources are provided in Attachment 9.

A detailed list of faculty and staff resources, hiring timeline, and human resources recruitment plan, is provided in Attachment 10.

Unitek is staffed with experienced Financial Aid Administrators, and has many forms of federal, state and local financial aid resources available. Unitek is currently approved to participate in Federal Pell Grant, Federal Direct Loan Program, Federal Supplemental Educational Opportunity (FSEOG) Grant Program, Federal Work Study Program, Cal Grant A, B and C Programs, Veterans Education Assistance Programs – GI Bill and All Chapters including Yellow Ribbons, California State Vocational Rehabilitation Programs Workforce Investment Act (WIA), Sallie Mae Smart Options Private Education Loan, College Avenue Private Education Loan Program, Institutional Loan Programs and Cash Payment Plans are also available. The estimated tuition is provided in Attachment 11.

g) Budgetary provisions for establishing and maintaining the pre-licensure RN program at each alternate/secondary location: The entity owning the Unitek Concord campus will be Unitek College, LLC whose ultimate parent company is HealthEd Holdings, LLC. HealthEd Holdings, LLC, through its subsidiaries, will provide the financial support required to support the start-up of the proposed Bachelor of Science in Nursing (BSN) Program at the Concord campus. In the 12-month period ended December 31, 2019, HealthEd Holdings, LLC generated gross revenue of \$80.1 million, and Adjusted EBITDA (earnings before interest, taxes, depreciation, and amortization, adjusted for Non-Recurring items) of \$13.1 million. Operating cash flow of \$3.7 million were generated, and a total of \$3.8 million was invested in furniture, fixtures, and equipment. HealthEd Holdings, LLC also has access to a \$5.0 million revolving line of credit, and a \$10.0 million delayed draw term loan facility. Given its strong operating cash flow and access to the financial resources of its parent entity, Unitek College, LLC has ample resources to make the investment (in assets and start-up losses), and funding sufficient to establish and maintain the proposed BSN program. Attachment 12 contain Unitek's projected 3-year financial model, demonstrating initial and sustainable provisions for the full enrollment of our proposed cohort starts, taking into consideration all resources including administration and corporate staff, information technology support, start-up and operating expenses, marketing and promotions, personnel recruiting expenses, salaries, and campus/student services to support the cohorts.

h) Availability of Clinical Placements: Unitek's philosophy and approach to clinical placements has been, and will continue to be, supportive and considerate towards community college and state university nursing education programs in the community and will continue to work collaboratively with educational institutions, clinical facilities and healthcare agencies. Unitek will have sufficient clinical affiliations and resources to support the number of students proposed. Unitek has acquired 33 of the 33 proposed clinical education affiliation agreements and 29 of the 33 Program Facility Authorization Forms (EDP-P-18) forms from proposed clinical facilities (the remaining EDP-P-18 form is in process of being acquired for one remaining skilled nursing facility). Of the 33 clinical facilities, Unitek has 15 Acute Care hospital locations, all 15 locations offer advanced Med Surg clinical education. 5 facilities offer Specialty OB rotations in hospital acute care settings of the 6 acquired. Unitek has a total of 8 facilities that offer Pediatric education: 2 of the 6 facilities offer Acute Care Specialty Pediatric education, 1 Subacute, 1 Pediatric Mental Health and 3 Community Pediatric facilities. The remaining locations include 5 Mental Health clinical facilities, 8 Skilled Nursing facilities for Fundamentals and Adult Health courses and there are 3 clinical agreements for Community facilities that have multiple location for community learning and population health education opportunities. Additionally, for Unitek's preceptor practicum courses, there are multiple sites that are available for Leadership and Capstone learning opportunities for students.

Grid: Attachment 13 contains a grid of approved and proposed hospitals and clinical partners that have showed support and agreed to provide clinical placement for Unitek's proposed program by offering a signed EDP-P-18 and provided a letter of support, and outlines where the 5 required areas of nursing are taught.

Description of Impact of Adding Alternate/Secondary Location: Attachment 14 contains a detailed analysis of open clinical facility days and shifts at clinical facilities, correlating the proposed BSN curriculum with the clinical facilities learning objectives and resources, and demonstrates the addition of the proposed BSN program will not displace or impact already established nursing programs. The clinical learning courses and proposed shifts are based on EDP-P-18 forms and information obtained from each clinical facility.

EDP-P-18 forms (Attachment B) and letters of support (Attachment C) are attached.

Clinical Placement Processes and Procedures to Ensure Non-Displacement of Current Programs: Clinical Schedulers work closely with Assistant Program Directors to conduct analysis to request available shifts not currently utilized by other schools. They manage clinical rotation requests in 3 ways: (1) clinical consortium overseen in the Bay Area by Health Impact, where Unitek is an active member and meets regularly with local nursing colleges, (2) various clinical placement databases including California Clinical Placement System (CCPS) designed by Health Impact, and, My Clinical Exchange, (3) with each of our individual clinical education affiliates, following clinical agencies' written onboarding process and their rotation request "best practices" as outlined within their facilities communications or Clinical Affiliate Agreement.

Clinical Education Agreement: 1427(c) (1)-(6) Components: Each of the fully executed active clinical education agreements for the proposed Concord BSN program has been audited to ensure the BRN 1427(c) (1)-(6) rule has been followed (Attachment 15).

Attachment 16 contains a Proposed Clinical Schedule for a full BSN cohort. The clinical facilities requested will correlate to nursing program courses with the clinical learning objectives that can be accomplished at each of the clinical facilities, with full assurance of robust student learning and outcomes, while not displacing established nursing education programs and their existing clinical placements. Attachment 17 contains a list of clinical facilities to be utilized, with course numbers, names, and proposed clinical shifts that does not displace students at already established nursing education programs.

Attachment 18 contains additional information on the availability of clinical placements.

Attachment 19 contains an updated EDP-P-11.

References

- (1) California Board of Registered Nursing. (n.d.). *NCLEX Pass Rates*. Retrieved from California Board of Registered Nursing:
<https://www.rn.ca.gov/education/passrates.shtml>
- (2) CensusReporter.org. (2020, March). Retrieved from Census Reporter:
<http://www.censusreporter.org>
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August 28, 2020

To: Members of the Education and Licensing Committee of the Board of Registered Nursing
Michael Deangelo Jackson, MSN, RN, CEN, MICN - Chair
Kenneth Malbrough

RE: Unitek College Baccalaureate Degree Nursing Program – Addition of New Location at Concord
Follow Up to the Education/Licensing Committee Meeting on August 13, 2020 (Agenda Item 8.7)

Dear Mr. Jackson and Mr. Malbrough,

Unitek College's mission is to support the community by preparing safe and competent nurses. In deciding to establish a new nursing program, Unitek conducts a needs assessment that identifies communities that have projected workforce shortages based on research, evidence, and analysis of regional forecasts. Unitek's approach also includes partnering with community leaders and healthcare facilities to provide validation for the nursing workforce needs and we seek their continued support for our proposed program.

The proposed additional location at Concord campus is in Contra Costa County, located within the San Francisco Bay Area which is a region that is in need of more nurses, especially new nursing graduates, to boost the nursing workforce in the Bay Area. The "Forecasts of the Registered Nursing Workforce in the San Francisco Bay Area" projected if the number of RN graduations in this region is reduced even by a small amount, it will likely lead to a shortage (Dr. Spetz, 2018). There are 43.5% of RNs over the age of 50, and there are 23.4% of RNs over the age of 60¹, which will further increase the need for nurses in this region. The San Francisco Bay Area is growing at the fastest rate in California, with the fastest growth rates in Alameda, San Francisco and Contra Costa Counties, increasing 9.3% (from 1.05 to 1.15 million) from 2010 to 2018². Furthermore, in Contra Costa County, 29% of the population is over the age of 55, and the growth of age 55 and older population increased 27% between 2010 to 2018².

Based on these findings, Unitek submitted a letter of intent with the alternate/secondary location and the application fee on December 20, 2019. Since then, the Unitek team have been working diligently with our Nurse Education Consultant (NEC) on this application, have been adding student resources, establishing clinical affiliations, and preparing for the presentation to the Education and Licensing Committee on August 13, 2020. Sadly, we were not given the opportunity to present our case.

We would like to highlight the following factors and respectfully ask that our application be presented during the next Education and Licensing Committee Meeting on October 15, 2020:

First, while other nursing programs may have been impacted with the pandemic, Unitek invested heavily in online student and faculty resources to enable our students to progress through the program and did not have to stop teaching and as a result, we did not have to delay students' graduation. We have also been highly successful in providing diverse clinical experiences to our students during this crisis. Currently, the BSN program at our main Fremont campus and branch Bakersfield campuses are successfully

¹ Forecasts of the Registered Nurse Workforce in the San Francisco Bay Area of California, Spetz (2018)

² US Census Bureau (www.census.gov)

managing their clinical rotations using a combination of diverse direct patient care learning opportunities including Telehealth, as approved by the Board of Nursing and with guidance from our NEC, and can be verified by our NEC. We also closely monitor and mitigate our clinical site risks on a daily basis. We support our students and instructors by providing PPEs, arrange weekly on-campus COVID-testing, and provide transportation assistance if they have to travel to clinical sites that are outside of the normal distances to reduce hardships.

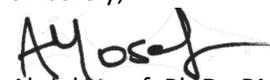
In addition, we have secured more than 30 affiliation agreements and EDP-P-18's, that includes 17 acute care hospitals, for the proposed Concord campus. This provides abundant clinical rotation options while still staying true to our philosophy of not displacing existing nursing programs, especially public colleges.

We do understand and respect Mr. Jackson's points that in light of the COVID-19 state of emergency, clinical sites and nursing education programs are impacted. We would like to reassure the Committee that students enrolled in our proposed BSN program would not start their clinical rotations until Q4 2021. The first year of our proposed BSN program comprise of general education and science courses that are taught entirely online.

Finally, our proposed program in Concord is located in the San Francisco Bay Area. The Bay Area has been identified as a region that will experience a nursing shortage that currently exists and is projected to get worse in the future. Given the vast size of California, the measurements of regional variances in supply and demand is essential and reflects that one region of California may face a shortage while another faces a surplus of registered nurses. The 2018 Regional Forecast of the RN Workforce in California by the Healthforce Center at UCSF concluded that all regions except the Central Coast appear to have had nursing shortages that year and that by 2035, the Central Valley, Central Coast and San Francisco Bay Area will experience or continue to experience nursing shortages. We hope you will consider this factor and our region's workforce needs and projected shortages that differentiates us from the two other nursing programs that are also requesting increased enrollments – each request should be evaluated based on the merits of their proposal and geographical region.

Our Concord campus has been a strong community partner since 2015 and we believe we can greatly do our part to help provide new nurses that are needed in our region. We greatly appreciate your consideration and the opportunity to have our application reconsidered at the October 15, 2020 Meeting.

Sincerely,



Abdel Yosef, Ph.D., RN, CNE

Chief Academic Officer

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cc: Mary Ann McCarthy, EdD, MSN, RN, PHN, Nursing Education Consultant - Staff Liaison



Agenda Item 8.10

**Discussion and Possible Action Regarding Acceptance
of Changes to an Approved Program**

BRN Education/Licensing Committee Meeting | October 15, 2020

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.10.1
DATE: October 15, 2020

ACTION REQUESTED: Discussion and Possible Action Regarding Acceptance of Changes To An Approved Program, Chamberlain College Baccalaureate Degree Nursing Program, Rancho Cordova (Major Curriculum Revision With Enrollment Increase) (16 CCR §§ 1426 & 1432) (Present)

REQUESTED BY: Donna Schutte, Nursing Education Consultant

BACKGROUND: Fozia Ferozali, EdD, MSN, RN, is the Program Director of Chamberlain College of Nursing Baccalaureate Degree Nursing Program – Rancho Cordova. She also serves as Campus President. This Enrollment Increase Request, initially submitted February 5, 2020, is to increase annual enrollment of 30 students three times a year (January, May, and September) to 45 students three times per year for a total annual enrollment of 135 students beginning January 2021.

The program received initial BRN approval November 5, 2015. The University, part of Adtalem Global Education, Inc., is accredited by the Higher Learning Commission (HLC). The 3-year program is CCNE accredited through 2024. Located in the Greater Sacramento Region, the program’s student population is diverse in age, gender, ethnicity, and prior employment experience.

Financial investment ensures campus space and student support resources with 19 new faculty or staff positions planned (att1- Major Curriculum Revision Request p. 3). Consistent with recommendations in the [Regional Nursing Summit: Bridging the Gap in Clinical Capacity](#) (2018, p.12), new clinical placements (beginning January 2022) will move from acute care into non-acute settings such as telehealth and hospice (att2- EDP-P-11 Nursing Curriculum and Clinical Facilities). This Enrollment Increase Request was an agenda item at the June 8, 2020, Sacramento Area Nursing Education (SACANE) Consortium Meeting with no concerns communicated by members.

The Sacramento Region currently has five prelicensure programs (3 BSN and 2 ADN) with one BSN program added and one ADN program closing in 2015. Since 2015, there has been an average of 369 graduates each year. In 2019, there were 1,146 qualified applications received by the five prelicensure programs and 439 (39.3%) applicants were enrolled (BRN Annual Report, Sacramento Region 2019). Chamberlain-Rancho Cordova reported 104 qualified applicants with 90 applicants (86.5%) enrolled (BRN Annual Report 2019 Chamberlain College, Rancho Cordova). Chamberlain-Rancho-Cordova’s program attrition rate was 23.7% for 2018-2019 and 15.1% for 2019-2020.

In [Supply and Demand of RNs in the Sacramento and Northern Regions](#), Spetz and Lee (2018) describe RN labor markets as balanced in the Sacramento Region with a greater proportion of RNs at or above retirement age. The [CA Employment Development Department](#) (2020) projects a 21.4% increase (14,720) in new job openings in this area by 2026. In [Demand for Registered Nurses in California: The CA Chief Nursing Officer Survey, 2017](#) (Spetz, 2019), the CNO demand for RNs across California was strongest in the Sacramento and northern county regions as well as the San Francisco Bay areas.

Program Annual NCLEX-RN pass rates are 2018-2019 - 93.22%, 2019-2020 - 97.75%. The total estimated cost for the 126 credit hour total program is \$96,595.

NEXT STEP: Place on Board Agenda.

PERSON TO CONTACT: Donna Schutte, DNSC, RN
Nursing Education Consultant

Major Curriculum Revision – Enrollment Increase
Submitted to California Board of Registered Nursing

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Chamberlain University's College of Nursing (Chamberlain) – Rancho Cordova/Sacramento Bachelor of Science in Nursing degree program (Program) respectfully submits this Major Curriculum Revision – Enrollment Increase. Chamberlain requests the California Board of Registered Nursing approve this major curriculum change: An increase in student enrollment from 30 new students three times a year to 45 new students three times a year. Chamberlain is regionally accredited by the Higher Learning Commission and programmatically accredited by the Commission on Collegiate Nursing Education. The California Board of Registered Nursing (CA BRN) approved the Program's continuing approval self-study and site visit in 2019 and found the Program to be in full compliance with the CA BRN rules and regulations for a Bachelor of Science in nursing degree program. This proposal demonstrates that the Program has access to clinical facilities without displacing other schools' students. If approved, the increase would be implemented for the next enrollment cycle in January 2021. Additional clinical placements would begin in January 2022.

Nursing professionals are in high demand and will continue to be in the future with the Bureau of Labor Statistics (2017) employment forecasting the profession of nursing will outpace all other professions in job growth by 2024 (American Association of Colleges of Nursing [AACN], 2017). This narrative includes an abbreviated analysis of workforce need. The complete workforce analysis review is on file with the CA BRN. The Health Resources and Services Administration (HRSA) 2013 RN Workforce Supply and Demand Report agrees, predicting a significant gap in California's supply and demand through 2030 with a shortage of 44,500 RN (11.5%) (USDHHS, 2017). Similarly, the Employment Development Department for the State of California (2020) projects a 16.2% statewide increase in RN job growth from 2016 to 2026 with a 21.4% increase in the Sacramento Metro Area. Additionally, Spetz (2019) pointed out although the demand for registered nurses across California continues the demand is strongest in the Sacramento and northern county regions as well as the San Francisco Bay area. Chu, Spetz, and Bates (2017) found employers in Sacramento and Northern California ranked "nursing demand" at 4.08 on a 5-point scale (1 being least need and 5 being greatest need) (p. 62). Additionally, Chu, Spetz, and Bates (2017) explained that healthcare reform (Medi-Cal and Affordable Care Act) will continue to impact nursing care further increasing the role of nursing and the demand for nurses well into the future (p.11). Spetz (2018) and Snavely (2016) both found a greater proportion of nurses at or above retirement age in the Sacramento area, further supporting the estimates of demand. Among the solutions to combat the projected shortage is to use new graduate nurses to fill vacancies created by the retiring workforce (Jones et al., 2017). These workforce projections are displayed in Table 1: Registered Nurse Estimated Employment and Projection Growth.

	Estimated Employment	Projected Employment	Percent Change	Job Openings
California (2016-2026)	282,000	327,800	16.2%	199,400
Sacramento Metro Area (2016-2026)	19,090	23,170	21.4%	14,720

Source: Employment Development Department: State of California (2020).

The 2017 and 2018 California Surveys of Nurse Employers indicated that many chief nurse executives are currently experiencing difficulty filling nursing positions, with over 85% of hospitals reporting higher demand than supply. In addition, these nurse leaders have reported an increasing vacancy rate since 2013. A number of these hospitals are hiring RN graduates to decrease their dependence on traveler RNs and temporary staffing agencies with a preference for bachelors prepared nurses. This situation provides employment opportunity for newly graduated nurses, of which 80-81% report securing employment within twelve months of becoming licensed as a registered nurse in 2017 (HealthImpact, 2018). Chamberlain has received feedback consistent with the situation described above from eight industry partners including: Dignity Health, City of Rancho Cordova, Rancho Cordova Chamberlain of Commerce, Joshua’s House Hospice, the Sacramento Life Center, and the Folsom Cordova Unified School District (three letters from FCUSD).

Program competition for acute care clinical space is a perceived barrier toward needed nursing program expansion in California. In order to meet clinical assignment needs and the growing nursing demands of California, collaboration, innovation, and creativity amongst colleges and clinical partners is imperative (Berg, 2019). The changing healthcare climate with more focus on wellness and community-based healthcare demonstrates that nurses of the future should be focusing on these types of experiences (Rother & Lavizzo-Mourey, 2009). Chamberlain will utilize more non-acute clinical based partners to meet the objectives of the curriculum and abate clinical displacement issues in support of California’s strides towards developing its registered nursing workforce. As suggested in the 2019 Regional Nursing Summits Report (Berg, 2019), Chamberlain uses and will continue to use non-acute clinical settings including experiences such as telehealth and hospice. Chu, Bates, and Spetz (2017) and Chu and Spetz (2020) support these types of clinical experiences for students as the healthcare landscape changes with the aging population creating new and diverse lines of service. As Zhang, Tai, Pforsich, and Lin (2017) indicated even though RN supply has improved dramatically in recently years, perhaps due to the recession and the addition of nursing schools, the improvements may not be enough to overcome the future demand resulting in a projected shortage of -141,348 RNs. Various estimates exist to quantify the national and local shortage of nurses; however, experts agree there will be a nationwide and California state nursing shortage in the future and that the number of new nurses will not meet projected needs (Zhang et al., 2017). Table 2: RN Supply Demand Gap Projections in California, provides comparative data analysis for this narrative.

Author(s)	Projected Supply 2030	Projected Demand 2030	Projected Gap/ Shortage 2030
Spetz (2019)	323,258	336,107	-12,849 (-3.8%)
HRSA (2017)	343,400	387,900	-44,500 (-11.5%)
Zhang et al. (2017)			-141,348

Chamberlain admits students three times each year; January, May and September. Based on the number of inquiries and total qualified applicants, the Program anticipates continued full new enrollments each session. The May 2020 enrollment is 256 students. Chamberlain continues to offer courses each session and promotes flexible student progression by awarding transfer credit for previously completed general education courses through creation of individualized academic plans that promote student retention. The attrition rate reported for 2018-19 (8.1.2018-7.31.2019) was 23.7% (<https://www.rn.ca.gov/>). As of July 20, 2020, the 2019-20 attrition rate is 15.1% (8.1.2019-7.20.2020). Chamberlain anticipates, with an approved enrollment increase, new student enrollments will continue to result in filled admissions to the Program. Following this enrollment increase, the total student enrollment projection is 359 students within the next five years.

The Program has committed a significant financial investment in its pledge to ensure that adequate faculty, clinical sites, campus space, and student support resources coincide with this request. The current and proposed budgets are included to reflect financial consideration for this request and are on file at the CA BRN. The current 126 credit hour total program cost for students starting the BSN program with no prior academic credit is \$96,595 with tuition at \$720 per credit hour for a Total Tuition cost of \$90,720. For FY19, the Median Graduate Debt was \$40,704, with the graduate's Median Tuition, Fees, Books, & Supplies at \$56,783.

Chamberlain College of Nursing is a stand-alone campus with sufficient resources and facilities to accommodate enrollment of 135 new students each year. The campus has 29,346 square feet of dedicated space with ample space available to accommodate the anticipated new student enrollments. Within this space are six classrooms, a wet science laboratory, two nursing skills/health assessment laboratories, a SIMCARE CENTER™, the Center for Academic Success (CAS), a meditation room, both group and private student study rooms, a wellness room, student common areas with vending or food service, an admission services area with interview rooms, student services offices, storage areas, and faculty and administrative offices. Technology resources include computers for all campus colleagues with hardware and software available in classrooms for presentations, lectures and conferences. Smart board technology and presentation technology support are also available in classrooms. All classrooms are technology-enhanced to create new opportunities in teaching and learning by integrating virtual education using streaming technologies and mobile computers for student use in the classroom. Conference rooms are available in the faculty suite and lab areas to allow for private and small group conferencing between faculty and with students. The campus also has a student computer laboratory where students may study and complete assignments or utilize for standardized testing as needed. Complimentary Wi-Fi is available for use throughout the campus.

Since the first cohort of students was admitted to the Chamberlain campus in 2016, interest in the BSN degree program has grown. In response, the campus expanded faculty and staff positions to support continued student success and positive program outcomes. Chamberlain is committed to supporting student learning and will maintain faculty-to-student ratios in classroom and clinical learning activities corresponding with the current state of one faculty member/25-32 students in the didactic classroom and one clinical faculty/8-10 students in the clinical area. The Program also plans to continue accommodating specialty clinical site requirements of one faculty member/4-6 students as requested.

Nineteen faculty or staff positions will be added to support this proposed enrollment increase. These positions include two administrative coordinators, a clinical coordinator, one student learning specialist, an assistant director of admissions, three full-time faculty, one general education visiting professor, and ten nursing visiting professors (VPs). These VP Nursing Faculty are added, as needed, to maintain clinical faculty-to-student ratios of one clinical faculty/8-10

students (or less) in the clinical areas. Current faculty with credentials include: Nikaesha Paniagua, MSN, NSN, RN, OCN; Kriste Beach, MSN, BSN, RNC; Teena Evans, MSN, BSN, PHN; Sandra Mendoza, MSN, MHA, BSN, RN; Petra Zickgraf, MSN, BSN, RN, PCCN; Petra Zickgraf, MSN, BSN, RN, PCCN; Linda Hargreaves, DNP, MSN, MSL, PCNS-BC, RN; Michelle Harris, MSN, RN; Joann Trolinger, MSN, MHS, FNP, RN; Jeanne Sedivy, MSN Ed, RN; Charlene Williams, PsyD, MSN, FNP, RN.

As of July 8, 2020, the Program has 34 Clinical Affiliation Agreements for agencies currently providing clinical learning placements for the Program. Detailed information on each site is on file at the CA BRN. Acute care clinical sites include: Allagi Behavioral Health Services, Inc. (State of California), Advanced Home Health, Inc., Dameron Hospital, Dignity Health Affiliated Methodist Hospital Sacramento, Doctor's Hospital of Manteca, Folsom Cordova Unified School District, Heritage Oaks Hospital, Joshua's House, Lodi Nursing and Rehabilitation, Marshall Medical Center, The Milieu Center, My Friends Pediatric Day Care, Northbay Medical Center, Sonoma Valley Hospital, Sutter Medical Center Sacramento, Sutter Auburn Faith Hospital, Sutter Roseville Medical Center, Sierra Vista Hospital, VacaValley Hospital, and Vibra Hospital Sacramento. The following agencies are non-acute care clinical sites for community-based clinical experiences: Bishop Gallegos Maternity Home, Dixon Montessori Charter School, Montessori Children's School, Our Lady of Grace School, Sacramento Life Center, Sacramento Waldorf School, St. Elizabeth Ann Seton Catholic School, St. Charles Borromeo School, St. Roberts Catholic School, Snowline Hospice, Sutter Care at Home-Sacramento, Vacaville Social Services, We Love Our City, and Yolo Hospice.

These existing agreements have the capacity to accommodate the additional student placement requests for the enrollment increase. Signed Clinical Facility Authorization Forms (EDP-P-18) and Clinical Affiliation Agreements for clinical sites are on file at the CA BRN. The proposed Clinical Site Rotation Schedule, on file at the CA BRN, verifies that Chamberlain will maintain adequate clinical placement opportunities for the projected total enrollment without displacement of other existing nursing education programs as the Program currently has 424 available clinical placements. The total number of currently contracted clinical placements for students demonstrates more than sufficient space in current and future state to accommodate this requested enrollment increase. The Clinical and Facilities Forms (EDP-P-11) demonstrate the five-year projection of clinical facilities. During the summer 2020, the Program secured additional clinical sites/opportunities for students to participate in telehealth experiences. Table 3: Example: Clinical Schedule with Telehealth Rotation for Students-Spring Semester-Session 1, provides a clinical rotation example of NR-326: Mental Health Nursing incorporates similar clinical experiences in direct patient care, including telehealth, and simulation to meet the CA BRN approved learning outcomes and required clinical hours.

Table 3: Example: Clinical Schedule with Telehealth Rotation for Students - Spring Semester – Session 1

Course	Clinical Day - Wednesday	Clinical Day - Thursday	Clinical Day - Friday
	8 Students	8 Students	7 Students
Week 1	Hospital	Telehealth	Hospital
Week 2	Simulation 1	Simulation 1	Simulation 1
Week 3	Hospital	Hospital	Hospital
Week 4	Telehealth	Telehealth	Hospital
Week 5	Hospital	Hospital	Telehealth
Week 6	Simulation 2	Simulation 2	Simulation 2
Week 7	Hospital (1/2 day)	Hospital (1/2 day)	Hospital (1/2 day)
Week 8	Final Exams		

Current student/alumni/employer data reflects that qualified applicants meet and maintain the criteria for success as evidenced by:

- The number of inquiries for BSN program admission for the September 2019 enrollment cycle reached 3,962 inquiries from April 21, 2019 to August 17, 2019.
- Out of 185 applications for September 2019, 93 applicants that completed the admissions process met the minimum criteria.
- Due to space limitations, 45 were deemed Academically Eligible and 30 of those started the program.
- Admission Health Education Systems Incorporated (HESI) A2 Assessment Scores averaged 90.12% for the September 2019 semester start.
- The CGPA of new students at the time of enrollment averaged 3.49 for the September 2019 semester start.
- Qualified Transfer Credits: Of 270 students admitted during the past three years, 231 had 30 to 63 qualified liberal arts and sciences transfer credits that met BSN degree program requirements. These numbers suggest there is a pool of potential and qualified nursing students in the Rancho Cordova/Sacramento area who have been completing non-nursing coursework in anticipation of admission to a nursing program. Increasing the number of student enrollments for the Program will begin to reduce this backlog of qualified students and continue to add new BSN graduates into the California workforce.
- The Program has achieved strong performance metrics in NLCEX-RN® pass rates since opening in 2016. The CA BRN reported 2018-2019 NCLEX-RN® first-time pass rate was 93.22% (N=59) and the 2019-2020 NCLEX-RN® first-time pass rate is 99.3% (N=59).
- Completed alumni surveys included comments such as:
 - “Exceptional skills and teaching of fundamentals of nursing. Use these skills taught in a daily basis”
 - “I loved the program and tutors”
 - “I would highly recommend to those if nursing is their passion.”
- 78.95% of alumni survey responders agreed/strongly agreed with: Chamberlain demonstrated care for students and colleagues.
- Folsom Cordova School District reported at a Campus Community Advisory Committee meeting they “had a very positive experience with the students from Chamberlain. Have had the students for two rotations now. Really like to have them and get them to understand that school nursing is specialized health care” (9/16/2019 Minutes).
- 100% of employers attending the Campus Community Advisory Committee responded they would hire Chamberlain graduates, with one comment being: “Very impressed by outcomes” (3/3/20 Minutes).

In the spirit of collaboration, Chamberlain shared at the June 8, 2020 SACANE meeting its intent to seek an enrollment increase. There was support voiced for the program, with no concerns expressed. In attendance were member schools and a CA BRN NEC.

The impact of the proposed changes would be minimal to the currently enrolled students, faculty, staff, colleagues, and campus resources. There will be no clinical displacement of other registered nursing students in other pre-licensure programs. Faculty will have little change to their workload due to the increase of three additional full-time faculty members and the additional eleven visiting professors. Overall program effectiveness, as well as the impact of increased total enrollments for the Program, will be evaluated using the Systematic Evaluation Plan (SEP)/Total Program Evaluation (TPE). Data from the SEP/TPE is reviewed by Program leaders on a regular basis to foster improvements and respond with decisions based on data.

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BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.10.2

DATE: October 15, 2020

ACTION REQUESTED: Discussion and Possible Action Regarding Acceptance of Changes To An Approved Program, American Career College Associate Degree Nursing Program (Major Curriculum Revision With Enrollment Increase) (16 CCR §§ 1426 & 1432) (Present)

REQUESTED BY: Wayne Boyer, Nursing Education Consultant

BACKGROUND: Albert McNames, MSN, RN, is the Program Director since May 2020 upon the resignation of Dr. Lorna Kendricks after one-year in the position having replaced Ms. Ellen Lewis. On June 15, 2020, American Career College (ACC) Los Angeles campus requested to increase annual enrollments from 33 students twice a year (February and September) to 30 students five times per year (February, May, July, September, and December) for a total annual enrollment of 150 students. This increase would be phased in over two years as follows: 2020 - 30 additional students would be admitted in September 2020 and December 2020, 2021- 30 students would be admitted in February, May, July, September, and December 2021.

ACC Associate Degree Nursing Program received initial BRN approval November 20, 2014. The college is accredited by the Accrediting Bureau of Health Education Schools (ABHES). The program, located in Los Angeles, serves a student population diverse in age, gender, ethnicity, and prior employment experience.

The program reports it has the physical and fiscal resources to accommodate the additional students. Additional faculty and staff will be hired pending approval of the enrollment increase (Major Revision Request Pg.4-6). The program participates in the Centralized Clinical Placement System (CCPS) and Pronto for assistance with clinical placements.

Los Angeles County currently has a total of 36 nursing schools, up from 32 in 2010. In 2019, 13,346 qualified applications were received by these programs and 6,223 (53.4%) were enrolled (BRN Annual Report 2020). ACC reports 252 applications received and 66 new enrolments for 2016-2017 (Major Revision Request Pg. 6). Applications received for 2018-2019 were 188 with 100 (53.2%) being admitted (BRN Annual Report 2020 American Career College)

The Regional Nursing Summits Summary Report, pg. 61 (2018) identifies the greater Los Angeles region to face a large surplus of RNs with projected new graduate growth much higher than needed. [2018 Regional Nursing Summit Report](#)

In 2019, 476 faculty vacancies were reported in California, representing an overall faculty vacancy rate of 8% (12% for full-time faculty and 7% for part-time faculty) (2018-2019 BRN Annual School Report pg. 30).

Program Annual NCLEX-RN pass rates are: 2018-2019 - 93.1%; 2019-2020 - 92.65%. Program retention rate is 86.0% with attrition at 8.0% for AY 2018-2019.

The total estimated charge for the entire program is \$74,225.

NEXT STEP: Place on Board agenda.

PERSON TO CONTACT: Wayne Boyer, DNP, MSN, PHN, RN
Nursing Education Consultant

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June 15, 2020

Updated: July 10, 2020 (with revised formatting)

Curriculum Revision: Major

American Career College (ACC) Los Angeles campus is requesting to increase annual enrollments from 33 students twice a year (February and September) to 30 students 5 times per year (February, May, July, September, and December) for a total annual enrollment of 150 students. This increase would be phased in over two years as follows:

2020 Thirty (30) additional students would be admitted in December 2020

2021 Thirty (30) students would be admitted in February, May, July, September, and December 2021

The enrollment pattern for ACC will be to admit 5 cohorts of 30 students each year. Smaller more frequent cohorts were decided on due to the academic experience for the students and operational efficiencies for clinical partners. Benefits of starting smaller, more frequent cohorts, as opposed to larger, less frequent cohorts are as follows:

1. Five cohorts per year (every 10 weeks) allows a program to retain full-time specialty faculty as each specialty course would be offered every term. In our experience, programs with a higher percentage of full time faculty have higher retention and outcomes.
2. This enrollment pattern will allow students who fail a course to automatically retake the course, without disruption or a wait period. During the time the student is waiting to retake a failed course, they will experience information decay and will fail to recall content as time goes on. This pattern provides a better student experience as the student is able to retake the failed course right away, giving the student the highest likelihood of success, which ultimately leads to higher student retention and outcomes.
3. Smaller cohorts decrease the student to faculty ratio, which indirectly creates an enhanced student experience.
4. Smaller cohorts decrease the amount of clinical sites needed for the program.
5. Smaller, more frequent cohorts also benefit our clinical partners because there is consistency of clinical faculty at their facilities. This creates a familiarity and a cohesive partnership, allowing the relationship between clinical faculty and facility staff to develop, and orientation and site procedures to become familiar. This allows a smooth transition for students completing clinical hours in these facilities.

Program Outcomes

Since the program's inception, the ACC Los Angeles ADN program has exceptional student outcomes. One of the key factors in evaluating the program's viability and efficacy is what ACC

considers the Success Ratio. The Success Ratio demonstrates how committed ACC faculty and leadership are to the mission of the College and our students, and is a measurement of the program's graduation rate times the ultimate NCLEX pass rate. Since the program's inception, 89% of the students that have started ACC's ADN program have become Registered Nurses and are working in the Los Angeles community. The Success Ratio is calculated as follows.

The program has graduated eight (8) cohorts of students. The total number of students admitted during that time has been 265 students. Of the 265 students, 237 have graduated and six (6) students are still active. The total graduation percentage of this program is 92%.

Of the 237 graduates, 235 have taken the NCLEX and 200 of them have passed on their first attempt, for a total first time pass rate of 85% since the inception of the program. Furthermore, the first time pass rate for students graduating in Cohorts four (4) through eight (8) is 93% (Table 4). Overall, ACC has a total of 228 graduates who have passed the NCLEX on their first or subsequent attempt, out of a total of 235 testers. This is an ultimate pass rate of 97% since the program's inception.

Graduation Rate	Ultimate Pass Rate	Success Ratio
237/ (256-6) = 92%	228 / 235 = 97%	92% X 97% = 89%

Importantly, this shows that 89% of students that have started the ADN program at ACC within the last five years have ultimately progressed to become a licensed Registered Nurse and are now serving the Los Angeles community.

NCLEX Results

The first-time pass rate for the program has exceeded the Board's established benchmark of a 75% pass rate for NCLEX. Also, the ultimate pass rate for each cohort has been 97% or better.

Table 4. First-Time and Ultimate NCLEX Pass Rate by Cohort

Cohort	First-Time Passer	Tested	First-Time Pass Rate	Ultimate Passers	Ultimate Pass Rate
Cohort 1	22	29	76%	29	100%
Cohort 2	22	31	71%	30	97%
Cohort 3	22	31	71%	29	94%
Cohort 4	28	32	88%	32	100%
Cohort 5	30	31	97%	30	97%
Cohort 6	28	29	97%	28	97%
Cohort 7	23	26	88%	26	100%
Cohort 8	25	26	96%	26	100%

Employment

2016-2017: 80% of graduates were employed as of November 2017, when ACC submitted the institutional accreditation annual report to ABHES. 96% of graduates are employed to date.

2017-2018: 87% of graduates were employed as of November 2018, when ACC submitted the institutional accreditation annual report to ABHES. 95% of graduates are employed to date.

2018-2019: 91% of graduates were employed as of November 2019, when ACC submitted the institutional accreditation annual report to ABHES. 93% of graduates are employed to date.

Since the program’s inception, 153 students have graduated. Of those graduates, 53% (81) are working as Registered Nurses in facilities within 10 miles of the ACC campus, and a total of 70% (107) are working as Registered Nurses in facilities within 15 miles of the ACC campus (refer to Table 5). This data demonstrates that our graduates are fulfilling a clear employment need within the immediate Los Angeles community.

Table 5. Employment of ACC graduates within 10 and 15 miles of the Campus

	In Radius	Outside Radius	Total Mapped	% In Radius
10 Miles	81	72	153	53%
15 Miles	107	46	153	70%

Table 6. ACC-LA’s 2016-2017 Demand Data for the ADN Program

ADN Program Inquiries	Applications	Admitted
4517	252	66

In addition to the regular demand, the program has experienced a spike in demand for the program since January 2020. ACC has attributed this to the COVID-19 pandemic, exceptional program outcomes, and unparalleled community reputation. The program inquiries and applications are on track to double from 2019.

Demand for Registered Nurses in Los Angeles Area

According to the California Board of Registered Nursing 2017-2018 Annual School Report, Associate Degree in Nursing (ADN) programs in the Los Angeles geographic area continued to receive more applicants requesting entrance into a program than could be accommodated. In the 2017-2018 academic year, 67% of qualified applications to an ADN program in California were denied enrollment into a program. Of the 21,619* qualified applicants in 2017-2018, only 7,017 applicants were enrolled into an ADN program. Given this data, the demand for ADN programs in California and the Los Angeles geographic area is indisputable.

In addition, the 2017-2018 employment rate of Registered Nurses in California is the highest record percentage at 83.2%, since 2008-2009 which was 83.4% (Table 7). Furthermore, the employment rates over the last eight (8) years have steadily increased year over year, demonstrating the demand for Registered Nurses in the community.

Table 7. Percent of Nursing Program Graduates Employed in California by Academic Year

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018

Employed in CA	83.4%	81.1%	68.0%	69.6%	63.7%	68.8%	73.1%	75.6%	80.9%	83.2%
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*These data represent applications, not individuals.

Reference

Blash, L. & Spetz, J. (2019, July 12). *California Board of Registered Nursing 2017-2018 Annual School Report*. Retrieved June 1, 2020, from California Board of Registered Nursing website: <https://www.rn.ca.gov/pdfs/education/schoolrpt17-18.pdf>

ACC Resources

The ADN program is managed by one full-time Director of Nursing (DON) and one full-time Assistant Director of Nursing (ADON), with 100% release time to administer the program.

The ADN program has sufficient faculty and staff to support the needs of the program. The program has six (6) full-time faculty members. Two (2) of the faculty are fully dedicated to teaching theory, three (3) faculty members teach in a combination of the theory and clinical components, and one faculty member is fully dedicated to teaching in the clinical setting. Five of the full-time faculty are content experts. In addition to the full-time faculty, the program has two (2) part-time faculty and twenty (20) adjunct/substitute instructors.

The ADN program has one dedicated Academic Retention Specialist (1.0 full-time equivalent) with the same minimum qualifications as nursing program faculty. The program also has one full-time Skills/Simulation Lab Manager. The labs are open during the weekdays for student use. One full-time (1.0 FTE) administrative assistant provides clerical support to administrative staff and faculty.

The program has planned and budgeted for sufficient faculty and staff resources upon approval for increasing enrollments. The program will increase the amount of faculty and staff budgeted for 5 cohorts of 30 students each year. Once the program has been approved for an enrollment increase, the proposed number of FTEs for 2020-2021 is 23.8.

The additional positions to be added will include the following: 2.5 FTE Instructors - Medical Surgical Nursing; 1.0 FTE Instructor - Behavior Health; 0.5 FTE Instructor – Pediatrics; 0.5 FTE Instructor - Maternal Child; 1.0 FTE SIM/Skills Instructor; 1.0 FTE Science Instructor; 1.0 FTE Manager of Clinical Education; 1.2 FTE Clinical Instructors (0.6 FTE Med/Surg., 0.6 Behavior Health).

The ACC Los Angeles campus is located at 4021 Rosewood Avenue in Los Angeles, California. The Los Angeles campus occupies approximately 50,000 square feet in a three-story building. The third floor, approximately 11,000 square feet, houses the ADN administrative and faculty offices (and associated office equipment), classrooms, simulation lab, skills lab, and storage space.

The ACC LA ADN program has classrooms that are equipped with SMART board technology that accommodate a maximum of sixty (60) students. The building also contains two small group observation rooms dedicated to the ADN program that accommodate twelve (12) students each.

The Skills Lab contains eight (8) beds and can accommodate 24-30 students in a session. Skills Lab includes individual mannequins (static, low, and mid fidelity), patient bed suites with curtains, bedside table, and an over-bed table, instructor and student workstations, SMART interactive whiteboard, projector, and CD/DVD player. Other equipment and supplies include vital sign machines, Alaris IV pumps and pump supplies, and Pyxis medication machine.

The nursing department also houses a Science Laboratory. This wet lab accommodates up to thirty-three (33) students and contains three (3) workstations. The lab is used for anatomy, physiology, and microbiology labs. When the Science Lab is not in use, it can be used as a classroom for any other nursing related instruction. ACC Los Angeles is developing a Digital Learning Center (DLC) that includes a state of the art anatomy classroom where students will learn and study anatomy in a virtual and 3D setting.

The ADN program has a modern three (3) bed Simulation Lab with high fidelity mannequins: two (2) are dedicated to general medical/surgical experiences and one (1) is dedicated to Maternal/Child experiences. Simulation is used in instruction and for formative and summative assessment for different competencies learned throughout the curriculum. The medical/surgical simulation beds are equipped to mimic a true bedside experience to include: headwall with accessories, SimMan with monitor, Alaris IV Pump with guardrails, software PC unit, cardiac monitor, electronic blood pressure cuff and oxygen saturation monitor, medication cart, nursing and patient supplies, and an electronic charting system (Cerner/Pearson) on wheels. The third simulation bed is focused on birthing and newborn care. The simulation area for the care of the Maternal/Child population has a birthing bed, Giraffe OmniBed with accessories and open bassinet for the newborn. The mannequins include a SimMom and SimNewborn. The area contains an instrument set for vaginal delivery, as well as supplies for a birth out of asepsis (BOA kit).

In summary, the program has met the requirements of excellence for multiple outcome measures, including the program's retention, attrition, and on-time completion rate, placement rates, and NCLEX pass rates. The physical space and faculty resources available are sufficient to meet the needs of the program. Furthermore, the program has a plan in place for future resources to support the increase in requested enrollment.

Clinical Facilities

Clinical facilities currently being utilized by ACC-LA were notified of ACC-LA's intent to request an enrollment increase to admit 150 students per year and to determine if they would be able to support additional students rotating in the respective clinical site. The clinical affiliates identified in Exhibit 1 have demonstrated support for ACC's enrollment increases by signing a letter of commitment.

Please refer to Exhibit 2 for clinical chart projection of the utilization of our clinical sites through February 2022.

ACC-LA did not ask clinical facilities for any additional days of the week but asked to utilize the day/days currently allocated to the ACC-LA ADN program on a more frequent basis, i.e. every quarter or every other quarter depending on course sequence for the 10-week term.

Schools Perspective

Please refer to Exhibit 3 for a table of Nursing Programs that received a letter and their respective responses.

Summary

American Career College is well positioned to help alleviate the nursing shortage in the greater Los Angeles area. This shortage has been exacerbated by the current COVID-19 pandemic and the need for additional nurses to serve our communities will only grow in the coming years. ACC has recruited high quality theory and clinical faculty. ACC has quality and consistent clinical affiliates who are eager to support and hire ACC students and graduates. Students have been overwhelmingly satisfied with the program as evidenced by a 96% graduation rate. The student body in LA is diverse and representative of the diverse population of the communities surrounding the campus. The application demonstrates the quality of the program, as evidenced by exceptional student outcomes, graduation, placement, and NCLEX pass rates.

We understand the dynamic that exists regarding clinical site availability. As stated in this application, the approval of the additional cohorts will not displace any other programs or students from their clinical experience. ACC is committed to creating a collaborative solution regarding clinical demands in order to support nursing education as a whole and help fight the current pandemic and health crisis in Los Angeles. We thank the Board of Registered Nursing for considering this application and the commitment of ACC to all students.

Thank you for your consideration.

A handwritten signature in black ink, appearing to read "Albert McNames".

Albert McNames
Director of Nursing

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.10.3
DATE: October 15, 2020

ACTION REQUESTED: Discuss and Possible Action Regarding Acceptance of Changes to an Approved Program - Gurnick Academy of Medical Arts, Baccalaureate Degree Nursing Program, Major Curriculum Revision with Enrollment Increase (16 CCR §§ 1426 & 1432) (Present)

REQUESTED BY: Janette Wackerly, Supervising Nursing Education Consultant

BACKGROUND: Gurnick Academy of Medical Arts BSN Program was approved on September 12, 2019. The program admitted students into the program on May 05, 2020. The original request was for four cohorts of 28 students in each cohort. At the Board of Registered Nursing September 12, 2019, meeting in San Diego, California, the Board voted to take the following action: "To grant changes to an approved program, addition of a new campus or location for Prelicensure Nursing Program Gurnick Academy of Medical Arts Baccalaureate Degree Nursing Program with an enrollment pattern of 28 students two (2) times per year and return in October 2020 with a request for a substantive change."

This substantive change is to grant approval for the original request of four cohorts of 28 students each cohort, now adding 2 more cohorts of 28 students each for a total of 112 students as originally submitted. Gurnick has 17 approved clinical sites in east bay, south bay, Concord, and Solano areas.

The BSN Program's Generic Track Total Cost is \$135,723.00 which includes tuition fees, books, tablets, uniforms, and equipment.

The LVN To BSN Track Total Cost is \$97,116.69 which includes tuition fees, books, tablets, uniforms, and equipment.

ADN NCLEX pass rates

2018-2019 = 82.35%

2019-2020 = 79.31%

There have been no BSN NCLEX test takers to date.

ADN Attrition Rates from Annual School Survey

2019 = 4%

2020 = 4.8%

BSN Attrition = 0% 100% retention at time of report

SNEC confirms with "Projections of Employment in California" includes "Table 1: Estimates Employment and Projected Growth Registered Nurse" and "Employment of Recent Nursing Program Graduates" includes "Table 2: Employment of Recent Nursing Program Graduates" sufficient data to recommend approving Gurnick Academy of Medical Arts' request for two cohorts of 28 nursing students be approved for the BSN program Concord Campus. <https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

<https://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=291141&geography=0604000081>

Gurnick Academy of Medical Arts, BSN Program has met the material presentation to justify adding two cohorts of 28 nursing students to their BSN program in Concord, CA.

NEXT STEP:

Place on Board agenda.

PERSON TO CONTACT:

Janette Wackerly, BSN, MBA, RN
Supervising Nursing Education Consultant

Projections of Employment in California:

The Labor Market Information in the state of California reported that the number of Registered Nurses is expected to grow much faster than average growth rate. Job outlook for Registered Nurses are expected to increase by 16.2 percent, or 45,800 jobs between 2016 and 2026.

In the San Francisco Bay Area, jobs for Registered Nurses are expected to increase by 9.4 percent, or 1,490 jobs between 2016 and 2026. The table below is a report from the California Labor Market Information Employment Development Department.

Table 1: Estimated Employment and Projected Growth Registered Nurse

Estimated Employment and Projected Growth Registered Nurse					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Job Openings
California (2016-2026)	282,2000	327,800	45,800	16.2	199,400
San Francisco Bay Area (2016-2026)	15,820	17,310	1,490	9.4	9,840

The Bureau of Labor Statistics indicated, “employment of registered nurses is expected to grow 15 % 2016 to 2026. This report demonstrates a much faster than the average for all occupations. This projected growth will occur for a number of reasons, including an increased emphasis on preventive care; growing rates of chronic conditions, such as diabetes and obesity; and demand for healthcare services from the baby-boom population, as they live longer and more active lives (Bureau of Labor and Statistics, 2019).

According to the Health Resources and Services Administration (HRSA) report in 2017, California ranks number 1 for States with the lowest RN per capita ratio, California having 743.1 RNs per 100,000 residents. # of Nurses in CA by 2030: 343,400, Projected Demand: 387,900, Difference: -44,500 shortage of Registered Nurses (HRSA, 2017).

<https://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=291141&geography=0604000081>

The 2015 Regional Economic Analysis Profile from the Employment Development Department in the state of California identified health care services as the leading most industry cluster in San Francisco Bay Area. The Health Care Services cluster is comprised of the following 14 industries inclusive of hospitals, doctors’ offices, home health services, continuing care retirement communities, diagnostic laboratories and other services related to health care.

The San Francisco Bay Area Economic Sub-Market’s new job growth plus replacement openings. 55,043 total job openings were projected in this cluster between

2012 and 2022. Registered Nurses has a reported 9,750 and HWOL Job Advertisement of 6,108 job openings.

Employment Of Recent Nursing Program Graduates

On average, 62.2% of recent BSN graduates employed in nursing in 2018-2019 were working in hospitals. Graduates of BSN programs were the most likely to work in hospitals (62.2%), while graduates ELM programs were the least likely (58.3%). Statewide, 83% of recent nursing program graduates are employed in California for the reporting year of 2017-2018 and 2018-2019. The employment of recent nursing program graduates demonstrates a consistent increase since 2012.

Employment Of Recent Nursing Program Graduates

<i>BSN Programs</i>	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Hospital	79.4%	72.2%	72.6%	76.1%	62.2%
Long-term care facilities	4.4%	2.4%	3.8%	3.8%	2.6%
Community/ public health facilities	3.4%	2.9%	1.9%	3.1%	2.9%
Other healthcare facilities	2.5%	2.1%	3.3%	2.7%	3.3%
Pursuing additional nursing education	2.0%	2.4%	2.3%	5.5%	0.9%
Participating in a new graduate residency (paid)	-	-	-	-	15.2%
Participating in a new graduate residency (unpaid)	-	-	-	-	0.1%
Unable to find employment	3.8%	4.8%	2.1%	2.5%	4.7%
Not yet licensed	-	13.0%	10.4%	5.5%	4.1%
Other	4.7%	0.1%	3.7%	0.7%	4.0%

Source: California Board of Registered Nursing 2018-2019 Annual School Report

BSN Hiring Survey and Clinical Opportunities

Gurnick Academy conducted a BSN hiring survey to thirty-six (36) the clinical facilities. Twenty-one (21) clinical facilities completed the survey. Thirteen (13) hospitals, four (4) sub-acute facilities, and four (4) ambulatory facilities. Sixteen (16) participants responded a demand of moderate-high level hiring BSN credentialed nurses, four (4) indicated a low demand. A total of 247 immediate hiring need for nurses with BSN degree during March 2020 to July 2020.

Clinical Opportunities

The program has 21 clinical partners. These clinical opportunities will allow access to the following nursing areas for clinical practice: Medical-Surgical, Obstetrics, Pediatrics, Geriatrics, and Mental Health. The attached clinical schedule provides the information of the clinical facilities currently accepting students for Medical-Surgical, Obstetrics, and Mental Health clinical rotations. The following clinical partners are currently allowing students for this semester: Sonoma Valley Hospital, Adventist Health, Gardner Health Clinics in San Jose, Gardner Health Clinic in Gilroy, Turlock Nursing

and Rehab Center, Gospel Mission, and Samaritan House. Several clinical partners will be opening the clinical opportunities for the next Semester.

Gurnick Academy of Medical Arts has taken into consideration of any impact that an additional group of students would have on nursing students from other programs that are already in assigned in the clinical facility and will not displace students from other educational institutions.



Agenda Item 8.11

**Discussion and Possible Action Regarding
Initial Approval of a New Advanced Practice Program
Touro University Nurse Practitioner Program
(Bus. & Prof. Code § 2835; 16 CCR 1485) (Present)**

BRN Education/Licensing Committee Meeting | October 15, 2020

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.11
DATE: October 15, 2020

ACTION REQUESTED: Discussion and Possible Action Regarding Initial Approval of a New Advanced Practice Program, Touro University (Bus. & Prof. Code § 2835; 16 CCR § 1485) (Present)

REQUESTED BY: Janette Wackerly, Supervising Nursing Education Consultant

BACKGROUND: Doctor of Nursing Practice/Family Nurse Practitioner Program (DNP) and Post Master's Family Nurse Practitioner Certificate (FNP) at Touro University, California (TUC) School of Nursing (SON) 1310 Club Drive, Vallejo, California.

Initial request for approval of the Family Nurse Practitioner programs at Touro University California. The FNP content is offered as the focus of the Doctor of Nursing Practice degree and as a post-master's certificate (FNPc) Program. With the TUC mission of "social justice" it is hoped that the FNP programs will increase the availability of primary care providers to provide care to underserved populations.

The TUC SON programs (MSN, DNP and FNP) are accredited by the Commission on Collegiate Nursing Education (CCNE). In October 2016, TUC SON received full five-year accreditation through CCNE. The SON will host a CCNE site visit in March 2021. Graduates of the DNP/FNP and FNPc are eligible for national certification as certified family nurse practitioners by the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioner Certification Program (AANP).

The curricula for the DNP/FNP and FNPc programs are based on the standards of the American Association of Colleges of Nursing's (AACM) The Essentials of Doctoral Education for Advanced Nursing Practice and the National Organization of Nurse Practitioner Faculties' (NONPF) Nine Core Competencies, Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel (2011) The curricula are guided by the program and institution learning outcomes. The DNP/FNP and FNPc, programs require 630 clinical experience hours, with 150 specialty hours dedicated to the management of diabetes and metabolic dysfunction. The programs are offered online with face to face intensive once a semester (with social distancing and PPE). Students in the DNP/FNP and FNPc programs attend courses together that are shared by both programs.

Cost of the program when accepted into the DNP/FNP or FNPc, the student pays \$500 deposit which is applied to their first semester fees. The fees for the programs are \$1,000 per semester. The DNP/FNP program is 46 semester units and the FNPc is 30 units. Books and supplies for the programs are estimated at approximately \$3,000.

In March 2020, TUC SON presented a Self-Study and the materials in the Self-Study responded to the California Code of Regulation (CCR) Standards for Nurse

Practitioners, at title 16, sections 1480-1484. The TUC SON Self-Study report includes their CCNE review and report of compliance. The SNEC reviewer determined that TUC SON's responses indicated compliance with regulations 1480-1484. The TUC SON Self-Study report to the boards included CCNE review and responses.

On August 31, 2020, the SNEC did a virtual Zoom meeting with the director, Dr. Terry Moore Harper, DNP, APRN, ACNS-BS, CNL, Associate Professor and Interim Assistant Dean of the College of Education and Health Science & interim Assistant Director School of Nursing. Others in attendance included Ann Stoltz PhD, RN, CNL Professor Emeritus, a faculty member and Dean Lisa. The virtual TUC SON building was toured including the ground floor facility, faculty offices, patient examination rooms, computer room for audio/visual faculty review of student performing patient examination.

Summary: Touro University California, School of Nursing, has met the regulatory requirement listed in the California Code of Regulations, title 16, sections 1480-1484 for approval of the Family Nurse Practitioner Programs, and SNEC requests approval for the FNP programs DNP/FNP and FNPc.

NEXT STEP: Place on Board agenda.

PERSON TO CONTACT: Janette Wackerly, BSN, MBA, RN
Supervising Nursing Education Consultant

Touro University California School of Nursing Summary for BRN Approval

This summary is provided as partial completion of the process for seeking California BRN approval for the Family Nurse Practitioner Programs (DNP/FNP and post-master's FNP Certificate) at Touro University California. The following documents were submitted in March 2020 as required by Regulation 1484. Nurse Practitioner Education:

- General Information Survey (updated is attached)
- BRN Self-Study with Crosswalk to CCNE Self-Study
- Touro University California School of Nursing Course Catalog (updated)
- Faculty Report (updated)

Introduction

Touro University California (TUC) is a Jewish-sponsored non-profit institution of higher learning. TUC is part of the Touro College and University System (TCUS) and is recognized by the United States Department of Education. TUC and Touro University Nevada (TUN) form the Touro Western Division (TWD) of the Touro College and University System. The TUC campus is located on Mare Island in Vallejo, California and the TCUS is in New York and has 30 schools and divisions. The TUC campus was founded in 1997 and the School of Nursing (SON) was established in 2014. TUC has its own Board of Directors and has formal independence. Dr. Kadish is the President of the TCUS system including the TUC campus. Dr. Sarah Sweitzer is the Provost and Chief Academic Officer for the TUC campus. TUC has local authority for personnel decisions, operations, and budget. In addition, academics including support services, research, and student services are under the supervision of the TUC Provost, working in a faculty shared-governance model.

The TUC campus proudly boasts the following:

- College of Osteopathic Medicine (COM) offers the Doctor of Osteopathic Medicine & a Master of Science in Medical Health Sciences
- College of Pharmacy (COP) offers the Doctor of Pharmacy and a Master of Science in Medical Health Sciences with a Pharmaceutical Emphasis
- College of Education and Health Sciences includes:
 1. Graduate School of Education
 2. Master of Public Health Program
 3. Physician Assistant Studies with a Master of Public Health Program
 4. School of Nursing offers an MSN, DNP, and post-master's FNP certificate programs

The SON programs include:

- Associate Degree RN to Master of Science in Nursing
- Bachelor of Science Degree RN to Master of Science in Nursing
- Master of Science Degree (RN) to Doctor of Nursing Practice/Family Nurse Practitioner
- Post-master's degree RN to Family Nurse Practitioner Certification (FNPC)

The TUC SON programs (MSN, DNP, and FNP) are accredited by the Commission on Collegiate Nursing Education (CCNE). The SON will host a CCNE site visit in March 2021.

Due to Covid-19 and low enrollment, the SON did not admit DNP/FNP students for fall 2020 and will re-evaluate in spring 2021. Students were admitted to the FNPc program for fall 2020. The above programs function independently from each other and while there is a clear path for progression from MSN to DNP and FNPc, students must apply to enter each program.

The SON is located in offices on the main TUC campus in Wilderman Hall. There are four offices in close proximity that are occupied by the Interim Program Director, Administrative Coordinator, two full-time faculty and three part-time faculty members. At the present time, courses are offered primarily online through the learning management system, Canvas. Classrooms are available on campus that support Zoom, for course delivery. The DNP/FNP and FNPc programs utilize the objective structured clinical examinations (OSCE) labs and human patient simulation labs for clinical skills practice and testing for the Advanced Physical Assessment Course. The students and faculty have access to the ultrasound and x-ray labs within the COM.

Curriculum

The curricula for the DNP/FNP and FNPc programs are based on the standards of the American Association of Colleges of Nursing (AACN) *The Essentials of Doctoral Education for Advanced Nursing Practice and the National Organization of Nurse Practitioner Faculties Nine Core Competencies (NONPF), Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel (2011)*. Additionally, the curricula are guided by the program and institutional learning outcomes. The DNP/FNP and FNPc programs require 630 clinical experience hours, with 150 specialty hours dedicated to the management of diabetes and metabolic dysfunction. The programs are delivered online with face-to-face intensives once a semester (with social distancing and PPE). Students in the DNP/FNP and FNPc programs attend courses together that are shared by both programs.

Graduates of the DNP/FNP and FNPc are eligible for national certification as a certified family nurse practitioner by the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Program (AANP).

Admissions

The following are the admission criteria for the program:

- Master's Degree in Nursing or a related field and a BSN from regionally accredited institution or equivalent
- Unencumbered California RN license
- One year of nursing practice
- U.S. Citizen or hold Permanent Residency status
- Transcripts from all institutions of higher learning
- Three letters of recommendation
- \$50.00 admission fee

Once accepted, the student pays a \$500 deposit, which is applied to their first semester fees. The fees for the program are \$1,000 per semester unit. The DNP/FNP program is 46 semester units and the FNPc is 30 semester units. Books and supplies for the programs are estimated at approximately \$3,000.

Recruitment/Enrollment

The enrollment targets for the DNP/FNP and FNPc programs were not met for fall 2020. Due to this, enrollment for the DNP/FNP was put on hold and will be re-evaluated for fall 2021. This is partially due to the inability to meet face to face with potential applicants through hospital and college education fairs. Many TUC SON students come to the program through personal referrals from alumni and face to face recruiting strategies. COVID-19 changed the landscape for recruitment. The leadership team for the College of Education and Health Sciences and the School of Nursing are in the process of developing a strategic plan for recruiting. The recruitment strategies will include targeted advertising through CareerMD (a virtual career fair site), Google Banners, all forms of social media (FaceBook, Instagram, etc.) and GeoTargeting. Local newspapers have run adds for the FNP program, and the University's Office of Advancement will run a 1-page advertisement for the MSN and FNP programs in HubSpot and on the website. The University has recently engaged in conversations with Lippincott Publishers to market both the MSN and FNP programs in three journals. Decisions regarding those meetings are being made soon. The dean, director, and recruitment officer are planning weekly live Zoom-based sessions for potential candidates to engage in a dialogue about the program highlights. Faculty members in clinical practice also serve as points-of-contact to market the program on a less formal basis to potential interested candidates.

Leadership

The SON has experienced recent changes in leadership due to retirement and faculty attrition. The new leadership is as follows:

- Dr. Terrye Moore-Harper, DNP, APRN, ACNS-BC, CNL, Associate Professor & Interim Assistant Dean of the College of Education and Health Sciences & Interim Director, SON
- Dr. DorAnne Donesky, PhD, SMP-BC, CNL, Professor and Assistant Director SON, and DNP Program Chair
- Dr. Michele Bunker-Alberts, ARNP-BC, FNP, IBCLC, Assistant Professor & FNP Program Chair

Additional changes to the SON include a new Clinical Experience Coordinator. This position was vacant for several months and the duties were filled by the FNP Program Chair. The former Director of the SON has been hired to review the total program evaluation plan for the SON programs and will be working with faculty to revise processes that include; increasing return rates for course and faculty evaluations, summarizing data, and employing improvement strategies.

*Please see the Faculty Report for the complete list of faculty members and their qualifications.

Conclusion

The TUC SON is seeking BRN approval for the FNP program. The FNP content is offered as the focus of the Doctor of Nursing Practice degree and as a post-master's certificate (FNPc) program. With the TUC mission of "social justice" it is hoped that the FNP programs will increase the availability of primary care providers to provide care to underserved populations.



NURSING EDUCATION CONSULTANT APPROVAL REPORT

CONSULTANT APPROVAL REPORT- Initial Approval

State of California
 Department of Consumer Affairs
 Board of Registered Nursing
 (916) 322-3350

NURSE PRACTITIONER PROGRAM:

WORK COPY

NP PROGRAMS REVIEWED:

NEC EVALUATOR (S): _____
 DATE (S) OF VISIT: _____

PROGRAM NAME:

	COMPLIANT	NON-COMPLIANT	COMMENTS:
1480. Definitions. (a) "Nurse practitioner" means an advanced practice registered nurse who meets board education and certification requirements and possesses additional advanced practice educational preparation and skills in physical diagnosis, psycho-social assessment, and management of health-illness needs in primary care, and/or acute care.	X		
(b) "Primary care" means comprehensive and continuous care provided to patients, families, and the community. Primary care focuses on basic preventative care, health promotion, disease prevention, health maintenance, patient education and the diagnoses and treatment of acute and chronic illnesses	X		
(c) Clinically competent" means the individual possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by a certified nurse practitioner providing healthcare in the same nurse practitioner category. The clinical experience must be such that the nurse received intensive experience in performing the diagnostic and treatment procedures essential to the provision of primary care.	X		
(d) "Acute care" means restorative care provided by the nurse practitioner to patients with rapidly changing, unstable, chronic, complex acute and critical conditions in a variety of clinical practice settings.	X		
(e) "Category" means the population focused area of practice in which the certified nurse practitioner provides patient care.	X		Doctor of Nursing Practice/Family Nurse Practitioner and Post Master's Family Nurse Practitioner
(f) "Advanced health assessment" means the knowledge of advanced processes of collecting and interpreting information regarding a patient's health care status. Advanced health assessment provides the basis for differential diagnoses and treatment plans.	X		

(g) “Advanced pathophysiology” means the advanced knowledge and management of physiological disruptions that accompany a wide range.	X		
(h) “Advanced pharmacology” means the integration of the advanced knowledge of pharmacology, pharmacokinetics, and pharmacodynamics content across the lifespan and prepares the certified nurse practitioner to initiate appropriate pharmacotherapeutics safely and effectively in the management of acute and chronic health conditions.	X		
(i) “Nurse practitioner curriculum” means a curriculum that consists of the graduate core; advanced practice registered nursing core, and nurse practitioner role and population-focused courses.	X		The curriculum consist of graduate core, advanced practice registered nursing core, and nurse practitioner role and population focus courses.
(j) “Graduate core” means the foundational curriculum content deemed essential for all students pursuing a graduate degree in nursing.	X		
(k) “Advanced practice registered nursing core” means the essential broad-based curriculum required for all nurse practitioner students in the areas of advanced health assessment, advanced pathophysiology, and advanced and Advanced Pharmacology.	X		
(l) “California based nurse practitioner education program” means a board approved academic program, physically located in California that offers a graduate degree in nursing or graduate level certificate in nursing to qualified students and is accredited by a nursing organization recognized by the United States Department of Education or the Council of Higher Education Accreditation.	X		
(m) “Clinical practice experience” means supervised direct patient care in the clinical setting that provides for the acquisition and application of advanced practice nursing knowledge, skills, and competencies.	X		
(n) “Direct supervision of students” means a clinical preceptor or a faculty member is physically present at the practice site. The clinical preceptor or faculty member retains the responsibility for patient care while overseeing the student.	X		
(o) “Lead nurse practitioner faculty educator” means the nurse practitioner faculty member of the nurse practitioner education program who has administrative responsibility for developing and implementing the curriculum in the nurse practitioner category.	X		The FNP Lead Michele Bunker-Alberts fulfills the role of FNP Chair June 5, 2018
Gu(p) “Major curriculum change” means a substantive change in a nurse practitioner education program curriculum, structure, content, method of delivery, or clinical hours.	X		
(q) “National Certification” means the certified nurse practitioner has passed an examination provided by a national certification organization accredited by the National Commission for Certifying Agencies or the American Board of Nursing Specialties, as approved by the board.	X		Successful student in the DNP/FNP and post-mastser’s are eligible to sit for certification examination by American Nurses Credentialing Center (ANCC) and the American Association of Nurse Practitioners (AAN)).
(r) “Nurse practitioner education program director” means the individual responsible for	X		

administration, implementation, and evaluation of the nurse practitioner education program and the achievement of the program outcomes in collaboration with program faculty.			
(s) "Non-California based nurse practitioner education program" means an academic program accredited by a nursing organization recognized by the United States Department of Education or the Council of Higher Education Accreditation that offers a graduate degree in nursing or graduate level certificate in nursing to qualified students and does not have a physical location in California. Preparation at the graduate level must be comprehensive and focus on the clinical practice of providing direct care to individuals.	X		Touro University California, College of Education and Health Science, Vallejo, California is an instate program and not an out of state nurse practitioner program.
(t) "Clinical field related to nursing" means a specialized field of clinical practice in one of the following categories of nurse practitioners as recognized by the National Organization of Nurse Practitioner Faculties (NONPF), which are: Family/Individual across the lifespan; Adult-gerontology, primary care; Adult-gerontology acute care; Psychiatric-mental health across the life-span. Neonatal; Pediatrics, primary care; Pediatrics, acute care; Women's health/gender-related; and Psychiatric-Mental Health across the lifespan. Note: Authority cited: Sections 2715, 2725 and 2836, Business and Professions Code. Reference: Sections 2725.5, 2834, 2835.5 and 2836.1, Business and Professions Code.	X		The clinical field is Family Nurse Practitioner
1481. Categories of Nurse Practitioners.	X		
(a) Categories of nurse practitioners include: (1) Family/individual across the lifespan; (2) Adult-gerontology, primary care or acute care; (3) Neonatal; (4) Pediatrics, primary care or acute care; (5) Women's health/gender-related; (6) Psychiatric-Mental Health across the lifespan.	X		
(b) A registered nurse who has been certified by the board as a nurse practitioner may use the title, "advanced practice registered nurse" and/or "certified nurse practitioner" and may place the letters APRN-CNP after his or her name or in combination with other letters or words that identify the category.	X		
Note: Authority cited: Sections 2715 and 2836, Business and Professions Code. Reference: Sections 2834, 2835.5, 2836, 2836.1 and 2837, Business and Professions Code.	X		
1482. Requirements for Certification as a Nurse Practitioner.	X		
(a) To obtain certification as a Nurse Practitioner, an applicant must hold a valid and active license as a registered nurse in California and possess a master's degree in nursing, a master's degree in a clinical field related to nursing, or a graduate degree in nursing and one of the following:	X		

(1) Successful completion of a nurse practitioner education program approved by the Board;	X		
(2) National certification as a nurse practitioner in one or more categories listed in Section 1481(a) from a national certification organization accredited by the National Commission on Certifying Agencies or the American Board of Nursing Specialties.	X		Accredited by Commission on Collegiate Nursing Education, CCNE 2016 and school will host a CCNE site visit in March 2021
(b) A nurse who has not completed an academically affiliated nurse practitioner education program shall provide evidence of having completed equivalent education and supervised clinical practice, as set forth in this article.	X		
(c) Graduates who have completed a nurse practitioner education program in a foreign country shall meet the requirements as set forth in this article. The applicant shall submit the required credential evaluation through a board-approved evaluation service evidencing education equivalent to a master's or doctoral degree in Nursing.	X		
Note: Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2835, 2835.5 and 2836, Business and Professions Code.	X		
1483. Evaluation of Credentials.	X		
(a) An application for evaluation of a registered nurse's qualifications to be certified as a nurse practitioner shall be filed with the board by submitting the Application for Nurse Practitioner (NP) Certification (Rev. 03/2019), which is hereby incorporated by reference. A temporary Nurse Practitioner (NP) certificate shall be obtained by submitting the Application for Temporary Nurse Practitioner (NP) Certificate (Rev. 03/2019), which is hereby incorporated by reference. In order to furnish drugs or devices in California as a Nurse Practitioner, the certified nurse practitioner must be issued a Nurse Practitioner Furnishing Number by submitting the Nurse Practitioner Furnishing Number Application (Rev. 03/2019), which is hereby incorporated by reference, for approval. Submission of each application shall be accompanied by the fee prescribed in Section 1417 and such evidence, statements or documents as therein required by the board.	X		
(b) The Application for Nurse Practitioner (NP) Certification, the Application for Temporary Nurse Practitioner (NP) Certificate and the Nurse Practitioner Furnishing Number Application shall include submission of the name of the graduate nurse practitioner education program or post-graduate nurse practitioner education program the required number of supervised direct patient care clinical practice hours.	X		
(c) The Application for Nurse Practitioner (NP) Certification shall include submission of an official sealed transcript with the date of graduation or post-graduate program completion, nurse practitioner category, credential conferred, and the specific courses taken to provide sufficient evidence the applicant has completed the required course work including the required number of supervised direct patient care clinical practice hours.	X		
(d) A graduate from a board-approved nurse practitioner education program shall be considered a graduate of a nationally accredited program if the program held national nursing accreditation at	X		

the time the graduate completed the program. The program graduate is eligible to apply for nurse practitioner certification with the board regardless of the program's national nursing accreditation status at the time of submission of the application to the Board.			
(e) The board shall notify the applicant in writing that the application is complete and accepted for filing or that the application is deficient and what specific information is required within 30 days from the receipt of an application. A decision on the evaluation of credentials shall be reached within 60 days from the filing of a completed application. The median, minimum, and maximum times for processing an application, from the receipt of the initial application to the final decision, shall be 42 days, 14 days, and one year, respectively, taking into account Section 1410.4(e) which provides for abandonment of incomplete applications after one year. Note: Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2815 and 2835.5, Business and Professions Code.	X		
1483.1 Requirements for Nurse Practitioner Education Programs in California.	X		
(a) The California based nurse practitioner education program shall: (1) Provide evidence to the board that the nurse practitioner program is in an accredited academic institution located in California.	X		CCNE 2016
(2) Be an academic program accredited by a nursing organization recognized by the United States Department of Education or the Council of Higher Education Accreditation that offers a graduate degree in Nursing or graduate level certificate in Nursing to qualified students.	X		
(3) Provide the board with evidence of ongoing continuing nurse practitioner education program accreditation within 30 days of the program receiving this information from the national nursing accreditation body.	X		
(4) Notify the board of changes in the program's institutional and national nursing accreditation status within 30 days.	X		
(b) The board shall grant the nurse practitioner education program initial and continuing approval when the board receives the required accreditation evidence from the program.	X		
(c) The board may change the approval status for a board-approved nurse practitioner education program at any time, if the board determines the program has not provided necessary compliance evidence to meet board regulations notwithstanding institutional and national nursing accreditation status and review schedules. Note: Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2785, 2786, 2786.5, 2786.6, 2788, 2798, 2815 and 2835.5, Business and Professions Code.	X		
1483.2 Requirements for Reporting Nurse Practitioner Education Program Changes.	X		

(a) A board-approved nurse practitioner education program shall notify the board within thirty (30) days of any of the following changes:	X		
(1) A change of legal name or mailing address prior to making such changes. The program shall file its legal name and current mailing address with the board at its principal office and the notice shall provide both the old and the new name and address as applicable.	X		
(2) A fiscal condition that adversely affects students enrolled in the nursing program.	X		
(3) Substantive changes in the organizational structure affecting the nursing program.	X		
(b) An approved nursing program shall not make a substantive change without prior board notification. Substantive changes include, but are not limited to the following: (1) Change in location; (2) Change in ownership; (3) Addition of a new campus or location; (4) Major curriculum change.	X		
Note: Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2715, 2785, 2786, 2786.5, 2786.6, 2788, 2798 and 2835.5, Business and Professions Code.	X		
1484. Nurse Practitioner Education.	X		
(a) The program of study preparing a nurse practitioner shall be approved by the board and be consistent with the nurse practitioner curriculum core competencies as specified by the National Organization of Nurse Practitioner Faculties in “Nurse Practitioner Core Competencies Content” (2017), which is hereby incorporated by reference.	X		CCNE approved
(b) The purpose of the nurse practitioner education program shall be to prepare a graduate nurse practitioner to provide competent primary care and/or acute care services in one or more of the categories. Written program materials shall reflect the mission, philosophy, purposes, and outcomes of the program and be available to students. Learning outcomes for the nurse practitioner education program shall be measurable and reflect assessment and evaluation of the theoretical knowledge and clinical competencies required of the graduate.	X		The program has a mission, philosophy, purpose and outcome in concert with Touro University California(TUC) a jewish-sponsored non-profit organization and is recognized by the Dept of Education. TUC mission of “social justice” for the FNP programing to provide care to underserved populations.
(c) Administration and organization of the nurse practitioner education program shall:	X		
(1) Be taught in a college or university accredited by a nursing organization that is recognized by the United States Department of Education or the Council of Higher Education Accreditation that offers a graduate degree to qualified students.	X		
(2) Prepare graduates for national certification as a certified nurse practitioner in one or more nurse practitioner category by the National Commission on Certifying Agencies or the American Board of Nursing Specialties.	X		

(3) Have admission requirements and policies for withdrawal, dismissal and readmission that are clearly stated and available to the student.	X		The Touro California, DNP/FNP and Master's FNP have admission requirement, policies for withdrawal, dismissal and readmission
(4) Inform applicants of the academic accreditation and board approval status of the program	X		
(5) Document the nurse practitioner role and the category of educational preparation on the program's official transcript.	X		
(6) Maintain a method for retrieval of records in the event of program closure.	X		
(7) Have and implement a written total program evaluation plan.	X		
(8) Have sufficient resources to achieve the program outcomes.	X		
(d) Faculty.	X		Dr. DorAnne Doesky, PhD, SMP-BC.CNL Professor and Assistant Director SON and DNP Program Chair
(1) There shall be an adequate number of qualified faculty to develop and implement the program and to achieve the stated outcomes.	X		
(2) Each faculty member shall demonstrate current competence in the area in which he or she teaches.	X		
(3) There shall be a lead nurse practitioner faculty educator who meets the faculty qualifications.	X		Dr. Michele Bunker-Alberts, ARNP-BC, FNP, IBCLC Assistant Professor and FNP Program Director
(4) Faculty who teach in the nurse practitioner education program shall be educationally qualified and clinically competent in the same category as the theory and clinical areas taught. Faculty shall meet the following requirements:	X		
(A) Hold an active, valid California registered nurse license;	X		
(B) Have a Master's degree or higher degree in nursing;	X		
(C) Have at least two years of clinical experience as a nurse practitioner, certified nurse midwife, clinical nurse specialist, or certified registered nurse anesthetist within the last five (5) years of practice and consistent with the teaching responsibilities.	X		
(5) Faculty teaching in clinical courses shall be current in clinical practice.	X		
(6) Each faculty member shall assume responsibility and accountability for instruction, planning, and implementation of the curriculum, and evaluation of students and the program.	X		
(7) Interdisciplinary faculty who teach non-clinical nurse practitioner nursing courses, such as but	X		

not limited to, pharmacology, pathophysiology, and physical assessment, shall have a valid and active California license issued by the appropriate licensing agency and an advanced graduate degree in the appropriate content areas.			
(e) Director.	X		Dr. Terry Moore-Harper, DNP, APRN, ACNS-BC, CNL, Associate Professor & Interim Assist Dean of College of Education and Health Science, and Interim Director School of Nursing,(SON)
(1) The nurse practitioner education program director shall be responsible and accountable for the nurse practitioner education program within an accredited academic institution including the areas of education program, curriculum design, and resource acquisition, and shall meet the following requirements:			
(A) Hold an active, valid California registered nurse license;	X		
(B) Have a Master's or a higher degree in nursing;	X		
(C) Have had one academic year of experience, within the last five (5) years, as an instructor in a school of professional nursing, or in a program preparing nurse practitioners; and	X		
(D) Be certified by the board as a nurse practitioner.	X		
(2) The director, if he or she meets the requirements for the certified nurse practitioner role, may fulfill the lead nurse practitioner faculty educator role and responsibilities.	X		
(f) Clinical Preceptor.	X		
(1) A clinical preceptor in the nurse practitioner education program shall:	X		
(A) Hold an active valid, California license to practice his or her respective profession and demonstrate current clinical competence.	X		
(B) Participate in teaching, supervising, and evaluating students, and shall be competent in the content and skills being taught to the students. (2) Clinical preceptor functions and responsibilities shall be clearly documented in a written agreement between the agency, the preceptor, and the nurse practitioner education program including the clinical preceptor's role to teach, supervise and evaluate students in the nurse practitioner education program.	X		
(3) Clinical preceptor functions and responsibilities shall be clearly documented in a written agreement between the agency, the preceptor, and the nurse practitioner education program including the clinical preceptor's role to teach, supervise and evaluate students in the nurse practitioner education program.	X		
(4) A clinical preceptor is oriented to program and curriculum requirements, including responsibilities related to student supervision and evaluation;			

(5) A clinical preceptor shall be evaluated by the program faculty at least every two (2) years.	X		
(g) Students shall hold an active, valid California registered nurse license to participate in nurse practitioner education program clinical experiences.	X		
(h) Nurse Practitioner Education Program Curriculum. The nurse practitioner education program curriculum shall include all theoretical and clinical instruction that meet the standards set forth in this section and be consistent with national standards for graduate and nurse practitioner education, including nationally recognized core role and category competencies and be approved by the board.	X		
(1) The program shall evaluate previous education and experience in health care for the purpose of granting credit for meeting program requirements.	X		
(2) The curriculum shall provide broad educational preparation and include a graduate core, advance practice registered nursing core, the nurse practitioner core role competencies, and the competencies specific to the category.	X		
(3) The program shall prepare the graduate to be eligible to sit for a specific national nurse practitioner category certification examination consistent with educational preparation.	X		
(4) The curriculum plan shall have appropriate course sequencing and progression, which includes, but is not limited to the following: (A) The advanced practice registered nursing core courses in advanced health assessment, advanced pharmacology, and advanced pathophysiology shall be completed prior to or concurrent with commencing clinical course work.	X		
(B) Instruction and skills practice for diagnostic and treatment procedures shall occur prior to application in the clinical setting.	X		
(C) Concurrent theory and clinical practice courses in the category shall emphasize the management of health-illness needs in primary and/or acute care.	X		
(D) The supervised direct patient care precepted clinical experiences shall be under the supervision of a certified nurse practitioner.	X		
(5) The program shall meet the minimum of 500 clinical hours of supervised direct patient care experiences as specified in current nurse practitioner national education standards. Additional clinical hours required for preparation in more than one category shall be identified and documented in the curriculum plan for each category.	X		The program has 630 clinical hours supervised direct patient care hours, of these hours 150 specialty hours dedicated to the management of diabetes and metabolic dysfunction,
(6) The nurse practitioner education curriculum shall include content related to California Nursing Practice Act, Business & Professions Code, Division 2, Chapter 6, Article 8, "Nurse Practitioners", and California Code of Regulations Title 16, Division 14, Article 7, "Standardized	X		

Procedure Guidelines” and Article 8, “Standards for Nurse Practitioners,” including, but not limited to:			
(A) Section 2835.7 of Business & Professions Code, “Additional authorized acts; implementation of standardized procedures”;	X		
(B) Section 2836.1 of Business & Professions Code, “Furnishing or ordering of drugs or devices.”	X		
(7) The program may be full-time or part-time, and shall be consistent with standards as established by The National Organization of Nurse Practitioner Faculties (NONPF) in “Nurse Practitioner Core Competencies Content” (2017) or the American Association of Colleges of Nursing (AACN) in “Criteria for Evaluation of Nurse Practitioner Programs” (2016), which is hereby incorporated by reference. The program must also include theory and supervised clinical practice.	X		The DNP/FNP and Master’s FNP have full-time and part-time options
(8) The course of instruction program units and contact hours shall be calculated using the following formulas: (A) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.	X		
(B) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. Academic year means two semesters, where each semester is 15-18 weeks; or three quarters, where each quarter is 10-12 weeks.	X		
(9) Supervised clinical practice shall consist of at least 12 semester units or 18 quarter units.	X		
(10) The duration of clinical experience shall be sufficient for the student to demonstrate clinical competencies in the nurse practitioner category.	X		
(11) The nurse practitioner education program shall arrange for clinical instruction and supervision of the student.	X		
Note: Authority cited: Sections 2715, 2835.7 and 2836, Business and Professions Code. Reference: Sections 2835, 2835.5, 2835.7, 2836, 2836.1, 2836.2, 2836.3 and 2837, Business and Professions Code.	X		
(10) The duration of clinical experience shall be sufficient for the student to demonstrate clinical competencies in the nurse practitioner category.	X		
(11) The nurse practitioner education program shall arrange for clinical instruction and supervision of the student.	X		

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2729, 2835, 2835.5, 2836, Business and Professions Code.



Agenda Item 8.12

**Discussion and Possible Action Regarding Acceptance
of Annual 2019-2020 Education/Licensing Committee Goals
and Objectives Achievement Report Draft (Present)**

BRN Education/Licensing Committee Meeting | October 15, 2020

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 8.12
DATE: October 15, 2020

ACTION REQUESTED: Discussion and Possible Action Regarding Acceptance of Annual 2019-2020 Education/Licensing Committee Goals and Objectives Achievement Report Draft (Present)

REQUESTED BY: Mary Ann McCarthy, Nursing Education Consultant

BACKGROUND: Education/Licensing Committee goals and objectives are reviewed biennially and revised as needed. In 2019, these goals and objectives were aligned with the 2018-2021 BRN Strategic Plan and the Mission of the Department of Consumer Affairs, Board of Registered Nursing. At that time the 2019-2021 ELC Goals and Objectives were reviewed and revised to produce the current 2019-2021 ELC Goals and Objectives. The 2019-2020 Goals/Objectives with achievement report are presented for ELC Committee review. (See att1).

NEXT STEP: Per Direction of Committee.

PERSON TO CONTACT: Mary Ann McCarthy, EdD, MSN, RN, PHN
Nursing Education Consultant
Education and Licensing Committee Liaison

BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE

ANNUAL 2019-2020 GOALS AND ACHEIVEMENT REPORT
(for period 7/1/2019 – 6/30/2020)

Annual review of the 2019-2020 Goals/Objectives with achievement report are presented for ELC Committee review.

Goal 1: Produce a report to the stakeholders regarding the future of nursing programs in California that highlights clinical placement matters, program costs, and access to education.

Objectives:

1. Facilitate and maintain an environment of collegial relationships with deans/directors of nursing education programs and other customers to ensure effective communication, service and protection.
2. Review existing models in clinical placements to establish a statewide model of best practices.
3. Encourage every nursing program to belong to an online clinical placement consortium to provide students with consistent expectations of educational opportunities and access to clinical sites.
4. Encourage active learning approaches to theory and clinical curriculum and instruction, and strategic partnerships between nursing education programs, healthcare industry and the community, to ensure registered nurses are prepared to meet current nursing and community needs.
5. To protect nursing students, review and evaluate the most recent school reports, as well as current student clinical experience, data on each hospital and school in regard to clinical displacements in order to look for solutions that maximize clinical education and student access.

Goal 1 Achievements 2019-2020

- Multiple BRN staff (EO, NECs and Research Specialist) collaborated with the Regional Summit planning committee on the Fall 2018 Regional Summits related to California Clinical Capacity. This included the published Summit background document, BRN EO PowerPoint materials, and the final Summit report released by HealthImpact in January 2019.
- The NECs worked directly with their assigned programs' deans and directors in an enhanced manner since March 2020 to identify customized options for programs to continue theory and clinical instruction given the ongoing state of emergency, and in consideration of the DCA waivers.
 1. Due to the Covid-19 pandemic and its impact on nursing programs, since March 2020, the SNECs, and NECs have worked diligently with Nursing Program Directors. SNECs and NECS advised and supported Program Directors (both prelicensure and advanced practice) regarding DCA waivers, working within rules and regulations regarding direct patient clinical hours, identifying

alternate clinical sites for direct patient care clinical hours, volunteering for the CA Healthcorps, and use of the Emergency Care Nursing Services Matrix. The following achievements were made:

- a. The SNECs and NECs reviewed over 200 Minor and Major curriculum revisions and progress reports and submitted them to the Education/Licensing Committee and Board meetings for approval and implementation by the Nursing Program Directors. These curricular revisions focused on moves to remote instruction, the DCA waivers for 50% non-direct patient care clinical hours, changes in clinical course offerings within the program, and revisions in nursing clinical units/content required for licensure.
- b. EO, SNECs and NECs attended and presented at numerous virtual meetings with both the internal and the external stakeholders to address Nursing Program Directors, faculty and students' concerns related to clinical placement issues impacting the students' progression toward completion of their degree requirements during the state of emergency.
- c. Collectively the EO, SNECs and NECs are diligently working with all internal and external stakeholders to ensure that students have access to clinical facilities (Acute and Non-Acute/Alternative) to progress toward completion of their degree requirements.

Goal 2: Provide leadership within the nursing education communities to ensure that nursing education in California continues to be patient-centered and future focused, with hands-on clinical education in all the necessary clinical areas of acute care and outpatient healthcare settings.

Objectives:

1. Ensure that all nursing education programs meet regulatory requirements, and that the curriculum content addresses contemporary political, social, technical, economic, healthcare, and nursing practice developments.
2. Monitor prelicensure programs for compliance with regulations regarding credit for military experience/education.
3. Work collaboratively with advanced nursing education programs to implement new advanced practice regulations.
4. Promote initiatives for prelicensure registered nursing education programs to extend the use of non-acute care hospital clinical practice settings as appropriate for direct patient care experiences that address social determinants of health across the care continuum and facilitate interprofessional communication.
5. Encourage and support programs' development of articulation agreements and other practices that facilitate seamless transition between programs for transfer and admission into higher degree programs.

Goal 2 Achievements 2019-2020

- The Joint Nursing Education Consultant group worked collaboratively to determine approaches to conduct an increased number of approval visits in Fall 2020 in a virtual capacity after having to postpone the Spring 2020 visits due to the pandemic.
- SNECs and NECs collaborated to update the initial and continuing approval visit documents that are distributed to nurse practitioner programs to assist them to prepare self-study reports and to conduct approval visits.
- NECs work with individual program directors on a 1:1 basis to identify options for the use of non-acute care hospital clinical practice settings through identifying how a new clinical setting relates to the curriculum's theoretical model and program/course outcomes and objectives.
- The SNECs and NECs conducted virtual meetings with seven in-state NP programs seeking BRN initial approvals and have put processes in place for conducting the initial approval visits in Spring 2021.
- The SNECs and NECs reviewed the revised NP regulations and developed useful documents to address the revised January 2019 NP regulations and approval process for the in-state (CA), and out-of-state NP programs.
- The SNECs and NECs are working diligently with the Nursing Program Directors to help ensure that the changes needed to address the COVID-19 pandemic allow them to still be in compliance with all applicable BRN rules and regulations.
- The EO, SNECs and NECs collaborate and attended numerous internal and external stakeholders' meetings to address and/or respond to the inquiries and concerns impacting both the prelicensure and advanced practice nursing programs.
- SNECs and NECs worked closely with BRN licensing units to address COVID-19 related issues impacting both in-state and out-of-state pre-licensure and post-licensure nursing students.
- Continuing approval visits were placed on hold during the Spring 2020 semester and have been rescheduled, and visits will be held Fall 2020.
- The EO and ELC Liaison worked with Board Members to provide the virtual delivery of ELC Meetings.

Goal 3: Ensure that reports and data sources related to nursing education in California are made available to nurse educators, the public, and others, and are utilized in nursing program design.

Objectives:

1. Collaborate with the BRN contracted provider retained to conduct the consolidated online annual school survey of the prelicensure nursing education programs in California, communicate with prelicensure programs regarding the survey and annual instructional webinar, and publish survey results on the BRN Website.
2. Collaborate with the BRN contracted provider with regards to the post licensure survey, projections of RN supply and demand in CA, and other BRN approved topics for relevancy and accuracy of data used.
3. Maintain, analyze and disseminate systematic data sources related to prelicensure and advanced nursing education.

4. Maintain information related to each prelicensure program and provide information about nursing programs to the public.
5. Provide data to assist nursing programs in making grant or funding applications.
6. Encourage prelicensure programs to utilize NCSBN data and analysis of entry level RN practice and other evidence-based sources, to evaluate the effectiveness of their nursing education programs in preparing graduates for competent entry-level practice.

Goal 3 Achievements 2019-2020

- SNECs and NECs periodically (on average per person about 1-5 times per FY) provide oral and written comments about approved nursing programs to nursing workforce and nursing practice surveys including survey development/revision and survey results reports.
- SNECs and NECs use/present various survey report results to Board standing and advisory committee groups periodically and as needed (on average per person about 1-5 times per FY) to support regulations and policy changes/modifications such as the 2019 NP regulation changes that became effective January 15, 2019.
- In 2020, BRN leadership has assigned NECs to a variety of teams intended to develop more sophisticated and strategic processes and platforms for the management and dissemination of data (For example, CSA response workgroups were formed).
- The EO, SNECs, and NECs have worked collectively with the BRN leadership team members in communicating with internal and external stakeholders and Nursing Program Directors the need for completing and submitting the BRN Annual Survey forms.
- The EO, SNECs, and NECs participated in review of the data submitted by the Nursing Program Directors and made revisions in areas related to the forms used by NECs as components of the Director's Handbook sections related to the Continuing and Initial Approval Visits such as the Feasibility Study Report which is currently under review and approval.
- The EO, SNECs, and NECs are currently official members of the NCSBN and are attending the ongoing events presented by the NCSBN, participating in courses offered by the NCSBN and utilizing evidence-based data and information as needed.
- The EO, SNECs, and NECs began work on enhanced consistency in the presentation of Agenda Item Summaries regarding enrollment increases to ELC Members.
- The EO, SNECs, and NECs are updating materials to meet ADA compliance.

Goal 4: Analyze trends in nursing education, nursing practice and patient advocacy. In addition, look for future areas in need of improving health for the California population.

Objectives:

1. Convene or participate in meetings, workgroups and other forums as needed with prelicensure and advanced practice program directors and other

stakeholders to seek input, provide updates and foster discussion relevant to nursing education.

2. Maintain open communication and provide consultation and support services to prelicensure and advanced practice nursing programs in California.
3. Ensure consumer complaints related to nursing education programs are managed systematically and timely, including communications and coordination with other agencies as appropriate.
4. Conduct an annual orientation and update for new and continuing prelicensure program directors.

Goal 4 Achievements 2019-2020

- Participated in stakeholder meetings and provided feedback related to AB 890 (Wood) Nurse Practitioners Scope of Practice and SB 1237 (Dodd) Nurse-Midwives Scope of Practice
https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB890
AB 890 Nurse practitioners: scope of practice: practice without standardized procedures. AB 890 (1) authorizes a certified nurse practitioner (NP) to practice independently, without standardized procedures or protocols with a physician, in a defined healthcare setting, after completing a 3-year transition to practice; and (2) authorizes a certified NP, beginning January 1, 2023, to practice independently outside of a defined healthcare setting after completing a three-year transition to practice and three years practice experience in good standing according to standardized procedures or protocols with a physician.
https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB1237
SB 1237 Authorizes a certified nurse-midwife (CNM) to attend to low-risk pregnancies and perform related incidental functions without physician supervision; replaces the supervision requirement for higher-risk pregnancies with mutually agreed-upon policies and protocols, as specified; requires the Board of Registered Nursing to establish a Nurse-Midwifery Advisory Committee; establishes a disclosure and informed consent requirement; and establishes new reporting and data collection requirements.
- Annually at the Fall Deans and Director's meeting, BRN staff such as the BRN EO, SNECs, NECs, Chiefs/Deputy Chiefs of Legislation and Licensing and other Board staff provide California Deans and Directors of Nursing Education Programs and other key stakeholders in attendance (both pre-licensure and advanced practice programs) information/updates related to changes in Board operations, business practices/processes, regulation changes, proposed legislation and the Board's position on proposed legislation.
- During the annual Deans and Director's meeting in the fall the BRN hosts a specific BRN update and with all NECs in attendance they work to foster collegial relationships, with an emphasis on assisting new deans and directors to assume their new roles.
- NECs individually orient new deans and directors on a 1:1 basis when they are approved for the program director role. NECs respond to all inquiries received

from new and incumbent program directors on an ongoing basis to assist them with maintaining compliance as situations impacting the education program change.

- The EO, SNECs and NECs in collaboration with the BRN leadership team members have convened several internal subcommittees and participated in numerous external stakeholders' meetings such as consortium meetings, COADN, CACN, ANAC, CNSA, ACNL, Health Impact, Workforce Initiative group, RNCC, California Hospital Association, etc., to address current and future needs impacting nursing education.
- The SNECs and NECs are addressing the consumer complaints on an ongoing basis following the BRN complaint resolution process.
- The SNECs and NECs maintain an ongoing communication and provide consultation and support services to the Pre-licensure and Advanced Practice Nursing Program Directors in California.

Goal 5: Monitor and evaluate the NCLEX-RN examination construction, examination/reporting processes, test-taker outcomes, and maintain a collaborative relationship with the National Council of State Boards of Nursing.

Objectives:

1. Participate in periodic review of the NCLEX-RN examination processes to ensure established security, test administration procedures and other testing standards are met.
2. Encourage nurse educators and working RNs to participate in NCLEX-RN examination panels to ensure consistent representation from California.
3. Participate in NCSBN committees, conferences and other forums to maintain representation from California.
4. Monitor California and national NCLEX-RN first time pass rates of California candidates, including results for internationally educated candidates.
5. Provide input into the NCSBN-RN Practice Analysis, NCLEX-RN Test Plan revision and Passing Standard as requested or appropriate.
6. Provide Board members, CA nursing educators and other key stakeholders periodic updates related to the NCSBN NEXT GENERATION NCLEX (NGN) examination research, examination test item development, item scoring, and the NCSBN Clinical Judgment Model.
7. Facilitate opportunities for NCSBN regional NCLEX workshops/presentations in California as Board resources permit.

Goal 5 Achievements 2019-2020

California and National NCLEX-RN Pass Rate Statistics/Analyses

- California's aggregated total of first-time testers for the annual period, July 1, 2019-June 30, 2020, is 12,077 testers and a pass rate of 91.60%.
- The 2019-2020 (July 1- June 30) national number of first-time testers was 167,510 and the pass rate was 87.93 %.
- The 2019-2020 California U.S.-educated first-time tester pass rate did not vary significantly from the previous annual period, July 1, 2018-June 30, 2019. California had 12,142 first-time testers and a pass rate of 91.62%.

- The 2018-2019 national U.S. educated testers number was 168,279 and the pass rate was 88.36%.
- Over the past three ELC Goal Achievement reporting cycles, California has achieved annual NCLEX-RN first time testers pass rate results (July 1-June 30) a few percentage points above the national rates. The averaged three cycle rate for CA is about 3.3% above the national rates. Specifically, in 2017-2018, California's pass rate was 2.99% higher than the national rate; in 2018-2019, California's pass rate was 3.26% higher. In 2019-2020, the rate is 3.67% higher than the national rate.
- In relation to the 2020 COVID-19 Impact on California NCLEX statistics, California first time testers numbers for April-June 2020 is only slightly less than (-37) the April-June 2019 number of CA testers and the April-June 2020 quarterly pass rate is slightly higher (89.25%) than the April-June 2019 rate (88.97%). A NCSBN publication released on 8/21/20, stated "All modifications and live exam results confirmed the consistency of the measurement properties and did not identify any negative impact on candidate results or testing experience."
- In comparing California with other states with a similar number of U.S. educated first time testers, California quarterly and 12 months rolling pass rates are comparable to pass rate results of other states – ranging from the mid-to upper 80s% (percentage points) to about 90-93%.
- California 2019-2020 (July 1- June 30) pass rates for internationally educated first time candidates are being finalized by the licensing unit as of this submission. In 2018-2019, the pass rate for internationally educated candidates seeking initial RN licensure in California was 45.2% (1,137 testers) and the national rate was 46.4% (19,287 testers).

CA NCLEX-RN Exam Results Monitoring and Reporting

- NECs monitor NCLEX-RN exam first time candidate pass rate results for their assigned programs and initiate timely follow up if a program performs below the required annual (July 1-June 30) 75% pass rate per California Code of Regulations, title 16, section 1431. Failure to attain/maintain the required annual pass rate may result in a change in program approval status depending on full Board review/action if pass rates are below 75% in two consecutive annual periods.
- The NEC-NCLEX Liaison collaborates with BRN licensing/administrative staff and NCSBN/Pearson VUE to ensure effective processes and the timely distribution of NCLEX-RN pass rate results to the Board, California schools and other interested stakeholders.
- NECs, BRN staff, California pre-licensure programs, and other California consumer groups including students, key stakeholders, and clinical practice settings receive NCSBN NCLEX-RN exam updates as new information is available.
- California NCLEX Board processes ensure accurate NCSBN/Pearson VUE and CA NCLEX-RN databases/statistics are maintained and published as appropriate.

- Quarterly and 12 month rolling total NCLEX results are regularly reported to the Board as an informational NCLEX Update agenda item. Updates are provided several times each fiscal year. Trended California and national NCLEX-RN exam pass rate statistics for both U.S. educated and internationally educated first time testers are reported to the Board, typically each February.
- Board members and other interested parties are updated about NCSBN Next Generation NCLEX (NGN) progress and information via Board NCLEX Update reports. NCSBN resources such as quarterly news publications and videos are available at www.ncsbn.org/next-generation-nclex.htm.
- Five years of NCLEX pass rate statistics for each CA approved school/program are published on the BRN website; results are updated annually in mid-October.

California and NCSBN NCLEX Related Collaboration Activities/Outcomes

On April 12, 2019, two BRN staff (one SNEC and NEC-NCLEX liaison) completed a NCSBN sponsored NCLEX-RN Test Review at one of the Pearson testing sites.

GOAL 6: Maintain licensure and certification application processes in compliance with regulation and to ensure applicants meet all licensure and certification requirements.

Objectives:

The Board promotes licensing standards to protect consumers and allow access to the profession.

1. Identify and advocate for additional staffing in technology, call center, and other areas to more efficiently process license matters and provide adequate feedback to applicants and others.
2. Provide and use additional technology and supplemental resources to better inform stakeholders and licensees regarding the application process and approval timelines.
3. Improve communication with licensees and stakeholders regarding the renewal and fingerprinting processes.”

Goal 6 Achievements 2019-2020

1. The Licensing program was approved for additional staffing and has been hiring and training staff to assist with evaluation and processing of applications and reducing processing timeframes.
2. The Licensing program has made additional improvements to the BreEZe system to accept electronic documents online.
 - a. Submission of e-transcripts was implemented for out of state and advanced practice applicants to allow submission of electronic transcripts to the Board via DCA/BRN cloud services and via third party transcript vendors.

- b. Increased use of the BreEZe system's deficiencies notifications. Specific application deficiency statements have been created and are used by staff to notify applicants of application deficiencies. These additions to BreEZe allow access by the applicant to review deficiency information immediately via their BreEZe account.
 - c. Automatic system-generated email communications have been implemented for specific processes, and are sent in the following situations:
 - i. To all licensees when their license is open for renewal (104 days prior to renewal).
 - ii. To all licensees at 45 days prior to renewal, and at 15-day intervals if their license or certifications have not been renewed.
 - iii. To licensees once their license or certification has been renewed.
 - iv. When an initial license is approved and issued.
3. Additional staffing has been added and a new fingerprint unit and correspondence unit have been created to ensure timely processing of fingerprint submissions received from licensees, and to ensure that the Board's webmail account is monitored closely in order to respond to any questions or concerns regarding renewal and fingerprint issues.

GOAL 7: The Board establishes continuing education standards to ensure excellence in practice and promote public safety.

Objectives:

1. Increase RN renewal auditing percentages for increased consumer protection
2. Establish a regular schedule of continuing education (CE) provider audits to take place for increased consumer protection and comply with the 5-year audit requirement.
3. Evaluate the quality of existing CE credits being issued by providers by topic to monitor relevancy to the nursing profession.
4. Identify and advocate for additional staffing needs in technology, Nursing Education Consultant, and other areas to meet the auditing goals.
5. Support subcommittee's efforts to work with staff and Board members to analyze and plan the program and provide the required report to the legislature in 2019 and 2020.
6. Evaluate need for a designated CE unit within the staff organization of the Board. If established, monitor the designated CE unit for consistency, knowledge, and meeting audit goals.
7. Explore options for the Board to become a CE provider for information that can only be provided by the BRN such as how discipline occurs; how to access the Intervention Program, understanding the Nursing Practice Act, scope of practice, consequences of violating the act, and substance abuse and impairment.

Goal 7 Achievements 2019-2020

- The SNECs and NECs are collaboratively working with the BRN licensing unit in developing processes and documents relevant to review and approval of Continuing Education Content requests.
- The EO, SNECs and the BRN leadership team members are collaboratively working with the BRN licensing unit in recruitment and hiring for vacant SNEC and NEC positions.
- The BRN is currently exploring options for enhancing the evaluation process for the CE unit.