

2nd AGENDA

EDUCATION COMMITTEE – BOARD OF NURSING

February 5, 2015 - 8:30 a.m.

Room 402 - 4th Floor
Heber M. Wells Building
160 E. 300 S. Salt Lake City, Utah

This agenda is subject to change up to 24 hours prior to the meeting.

ADMINISTRATIVE BUSINESS:

1. Call Meeting to Order
2. Administer the Oath of Office to Julie Aiken and Gary Measom
3. Review and approval of the December 4, 2014 minutes

APPOINTMENTS:

- 9:00 a.m.** – EagleGate College and Provo College, Discussion regarding ASN to BSN program.
- 9:30 a.m.** – Stevens Henager College, Stephanie Slater
- 10:00 a.m.** - Rocky Mountain University of Health Professions, Dr. Marie-Eileen Onieal and Dr. Army Mayfield

DISCUSSION ITEMS:

- Proposed Rules that have been filed:
 - R156-31b-602. Requirements for Limited-time Approval on Non-accredited Nursing Programs
 - R156-31b-603. Education Providers-Requirements for Ongoing Communication with the Board
- Review and discuss supervised clinical practice requirements for APRN's specializing in psychiatric mental health:
 - R156-31b-301c. APRN License-Education, Examination, and Experience Requirements
- Discussion regarding distance education and Utah licensure of faculty members.
- Annual Reports received:
 - EagleGate College
 - Everest College
 - Provo College
 - Rocky Mountain University

INFORMATIONAL:

- Gigi Marshall resignation
- Fortis College – Submitted a copy of ACEN correspondence regarding Performance Improvement Plan

- Dixie College – Change in nurse administrator. DeAnne Larsen, MSN, RN, CPN interim chair of the ADN program and Carole Grady, EdD, WHNP-BC, CNE interim chair of the BSN program.
- Legislative update

NEXT SCHEDULED MEETING: March 5, 2015

Meetings scheduled for the first quarter 2015: April 2, 2015 and May 7, 2015

Note: In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Dave Taylor, ADA Coordinator, at least three working days prior to the meeting. Division of Occupational & Professional Licensing, 160 East 300 South, Salt Lake City, Utah 84115, 801-530-6628 or toll-free in Utah only 866-275-3675.

Guests - Please sign

Date: 2/5/15

EDUCATION COMMITTEE
BOARD OF NURSING

NAME: (Please Print)

REPRESENTING

Steven Litterel

Amer. Tech

Sally Russell

Eagle Gate

Chuck Ericson

Eagle Gate / Provo College

SUSAN Jero

Utah State College

Stephan Slater

[Signature]

Marie-Eileen Ornel

RMU of HP

Amy Mayfield

Rocky Mountain University of Health
Professions

Blank lined area for additional signatures.



EAGLE GATE COLLEGE

January 14, 2015

To: Education Committee – State Board of Nursing
C/o Debra F. Hobbins, DNP, APRN, LSAC, CARN-NP – Bureau Manager
Heber M. Wells Bldg., 4th Floor
160 East 300 South
Salt Lake City, UT 84111

From: Sally Russell, MA (in nursing), CMSRN, CNE
Nursing Program Director
Eagle Gate College

Please find attached/enclosed the 2014 Annual Report from Eagle Gate College, Salt Lake City, UT.

This report details the year of 2014 as requested. If any further information is required, please let me know and I will get it to you ASAP.

Thank you,

Sally Russell, MN, CMSRN, CNE



EAGLE GATE COLLEGE

2014 Annual Report to the Utah State Board of Nursing

I. Program Information

a. Governing Body

- i. Chief Administrator – Charles Ericson, Chief Operating Officer
- ii. Email – chuck.ericson@eaglecollege.edu
Phone 801-733-7131
- iii. 405 S. Main St, Suite 130, Salt Lake City, Utah, 4111
- iv. ACICS – Accrediting Council of Independent Colleges and Schools –
Accredited until –

b. Nursing Program

- i. Nursing Program Director – Sally Russell
- ii. Master of Arts in Nursing, Bachelor of Science in Nursing, Certified Medical-Surgical Nurse, Certified Nurse Educator. All but dissertation completed for Doctorate of Education.
- iii. 405 S. Main St., Suite 130, Salt Lake City, Utah 84111
- iv. Associates in Science Degree
- v. Program options: Direct entry
- vi. Program delivery: Face to face

c. Nursing Faculty

- i. **Full-time Nursing Faculty, didactic and clinical:** Names with academic degrees and credentials
 1. Susan Crosland, MSN, BSN, RN
 2. Caroline Hammer, MSN, BSN, RN
 3. Laura Salisbury, MSN, BSN, RN
 4. Lisa Harper, MSN, BSN, RN
- ii. **Adjunct Nursing Faculty (Part time only), Clinical assignments only:** Names with academic degrees and credentials
 1. Tanja Hagen, MSN, BSN, RN
 2. Robyn Dallin-Lowrie, MSN, BSN, RN
 3. Audrey Olsen, MSN, BSN, RN
 4. Brittani Cash, BSN, RN
- iii. **Contact information for each faculty:**
 1. Susan Crosland: 801-818-8922; susan.crosland@eaglecollege.edu
 2. Caroline Hammer: 801-546-7531; caroline.hammer@eaglecollege.edu
 3. Laura Salisbury: 801-818-8968; laura.salisbury@eaglecollege.edu



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4. Lisa Harper: 801-869-1165; lisa.harper@eaglegatecollege.edu
5. Tanja Hagen: 801-230-1957; tanja.haren@hsc.utah.edu
6. Robyn Lowrie-Dallin: 801-706-6227; rgdallin@yahoo.com
7. Audrey Olsen: 435-720-0356; olsensx5@gmail.com

iv. Academic Rank and/or status within the governing body for each faculty member

1. Susan Crosland: Full-Time Faculty
2. Caroline Hammer: Full-Time Faculty
3. Laura Salisbury: Full-Time Faculty
4. Lisa Harper: Full-Time Faculty
5. Tanja Hagen: Adjunct Faculty
6. Robyn Lowrie-Dallin: Adjunct Faculty
7. Audrey Olsen: Adjunct Faculty

v. Areas of teaching and/or administrative responsibilities for each faculty member

1. Susan Crosland: Responsible for teaching and facilitating learning for students in the Mental Health course as well as the in-house lab for that course. Also responsible for teaching and facilitating learning for students in Medical-Surgical class. Also, in some semesters depending on class work load, have a clinical assignment for Mental Health.
2. Caroline Hammer: Responsible for teaching and facilitating in-house skills labs for Fundamentals, Medical-Surgical, and OB/Peds courses. Is also responsible for coordinating clinical placements for all clinical courses with our partner institutions throughout the Salt Lake Valley. Responsible for tracking students following graduation for NCLEX pass rate.
3. Laura Salisbury: Responsible for teaching and facilitating learning for students in the Pharmacology and Pediatric courses. Also responsible for designing and administering the simulation labs for those courses that simulation has been incorporated into as well as designing scenarios in order to have simulation content for all clinical courses.
4. Lisa Harper: Responsible for teaching and facilitating learning for students in the Fundamentals and the Maternal/Newborn courses. Also responsible for coordinating clinical placements for preceptorships for those students in their last semester, when that occurs, as well as visiting those students during their clinical experiences.
5. Tanja Hagen: facilitates learning experiences for students in her assigned clinical facility. Is available to the students and the nurse they are working with for the day for that 12 hour shift for supervision and student evaluations.



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6. Robyn Lowrie-Dallin: facilitates learning experiences for students in her assigned clinical facility. Is available to the students and the nurse they are working with for the day for that 12 hour shift for supervision and student evaluations.
7. Audrey Olsen: facilitates learning experiences for students in her assigned clinical facility. Is available to the students and the nurse they are working with for the day for that 12 hour shift for supervision and assigned clinical facility. Is available to the students and the nurse they are working with for the day for that 12 hour shift for supervision and student evaluations.

vi. Overview of faculty changes:

1. Terminations: None. There are contract faculty that we used in 2013 that have now taken on full time assignments in other educational facilities that precludes them from accepting a 7 week contract with us, but no terminations.
2. Promotions: None

ii. Program Overview:

a. Overview of the program of study (credit hours and course titles):

i. The total number of hours offered:

1. 63 total credit hours

ii. Course Titles

1. Bio 2320 Human Anatomy – 4 cr
2. Biol 2420 Human Physiology – 4 cr
3. Chem 1010 – Introduction to Chemistry – 3 cr
4. Math 1010 – Intermediate Algebra – 4 cr
5. Math 0990 – Elements of Algebra – 0 cr
6. English 1010 – Introduction to Writing – 3 cr
7. FCHD 1500 – Human Growth and Development – 3 cr
8. NUR 109 – Fundamentals of Nursing – 5 cr
9. NUR 114 – Pharmacology for Nurses I – 2 cr
10. NUR 120 – Medical-Surgical Nursing I – 6 cr
11. NUR 124 – Pharmacology for Nurses II – 3 cr
12. NUR 221 – Medical-Surgical Nursing II – 6 cr
13. NUR 230 – Maternal/Newborn Nursing – 2.5 cr
14. NUR 232 – Pediatric Nursing – 2.5 cr
15. NUR 240 – Mental Health Nursing – 3.5 cr
16. NUR 250 – Nursing Capstone – 6 cr
17. NUR 252 – Contemporary Nursing – 2.5 cr



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iii. Entry Options and Frequency of Admissions

1. Entry Options –

- a. Students who complete the pre-requisites (Anatomy, Physiology, Chemistry and Math 1010) apply to the nursing program. Taking the TEAS exam, and completing the application form as well as meeting with the Nursing Program Director to be assured they know what the work requirements are all components to the application process. Some students come with courses that may be transferred in but they also take the TEAS and complete the same application and meet with the Nursing Program Director. If the TEAS scores meet the stated minimum requirement and all other requirements are met, they are invited to being the nursing program.

2. Frequency of Admissions

- a. Eagle Gate College had been given permission by DOPL to admit 40 students a year. Beginning in 2014, after having combined the programs from Layton and Salt Lake City at the beginning of the year, there was one class with 37 students which caused the faculty to quickly realize that facilities were maxed (both the school and the clinical institutions used) so the decision was made to admit 2 times per year with a max of 20 students once in the summer and once in the fall.
- b. **Current enrollment status and anticipated graduation**
 - i. As the end of 2014 we had the following number of students per cohort – followed by their anticipated graduation date
 1. Cohort 4 = 37 students – graduating Dec 15, 2014
 2. Cohort 5 = 20 students – graduating August, 2015
 3. Cohort 6 = 20 students – graduating December 2015
 4. Pre-requisite courses = 28 students. These students are anticipated to begin the nursing program in either January or May of 2015.
- c. **Overview of program outcomes for the 2014 calendar year**
 - i. Program completion rates. As of December 2014, the program completion rate, once being admitted to the nursing program, is 92%



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ii. NCLEX pass rates:

1. **For the year of 2014:** It is calculated that the pass rate for 2014 will be 80% (which includes first time test takers from the graduating class of May 2014 and 3 from the cohort that graduated in December of 2014 plus one that took a 18 months after graduating in May of 2013). As the NCSBN report ending 9/30/2014 reports that Eagle Gate College had an 86.21% pass rate, we added the 7 who took the exam in the last quarter of this year and calculate the total year pass rate is 80%.

iii. Post-graduation employment rates in the profession

1. Currently, as we just did a survey of all graduates who have taken and successfully passed the NCLEX-RN (even those who required 95.4% employment rate of graduates working as an RN, mostly in the state of Utah but with several having moved to other states. One person, who was put on probation by DOPL, has chosen not to work in the profession at this time.

iv. Other significant outcomes as defined by the program

1. The most recent employer survey completed of our graduating class of May 2014 showed a high rate of satisfaction with the graduates of Eagle Gate College. There was a 40% return rate on our survey. Of those returned, 100% stated they were satisfied with the ability of the new graduate to begin work as a new nurse, and 95% stated that they would hire other Eagle Gate College graduates in the future based on their experience with their current employees who are graduates of this college.

d. Overview of any programmatic changes occurring during the last calendar year, including:

- i. **Curriculum changes:** Work was begun in 2014 on a generic BSN program that was approved by ACICS, the college accreditor, and shown to DOPL in November of 2014. The first graduates will be entered in January of 2015 with their anticipated graduation occurring in Aug of 2017. Students who were in the pre-requisite



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courses were informed of the decision to convert to a BSN program and most determined they would enter that program beginning in 2016. One small group insisted that they had been informed about the ASN program and that they should be given the opportunity to complete that. That cohort have an anticipated graduation of Aug of 2016, which will then be the completion of the ASN curriculum at Eagle Gate College.

- ii. **Pre-requisite changes:** There are no pre-requisite changes for those currently in the ASN program. In the BSN program to start in 2015 there will be no pre-requisites other than meeting the entrance requirements of the minimum scores on a TEAS exam, passing a background and drug exam, and having graduated from high school.
- iii. **Graduation requirements:** There are no graduation requirement changes for those currently in the ASN program. The curriculum for the BSN program has requirements of successfully passing both the clinical and the course requirements of each course in the curriculum.

3. Progress Toward Accreditation

a. Overview summary of communications with the accrediting body during the last calendar year

- i. In the spring of 2014 , the Nursing Program Director was highly encouraged by Dr. Sharon Tanner, at that time the CEO of ACEN, to withdraw our application and self-study as our pass rate was not at National standards and she observed this would cause us to be denied accreditation. This was done at her urging, and an application for candidacy was submitted. Candidacy was granted and expires in June of 2016.

- 1. As stated earlier, following many discussions with the Nursing Program Advisory committee members, and doing research into the nursing profession market Utah, the decision was made to open a BSN generic program and phase out the ASN program with the last cohort graduating in summer of 2016.



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- b. Overview summary of activities completed during the last calendar year in preparation for accreditation**
 - i. Applied for candidacy with ACEN and was granted that status.
- c. Brief narrative describing program's readiness for accreditation visit**
 - i. Continue graduate, employer surveys to assure meeting program outcomes
 - ii. Continue working with ASN students to assure their success and professionalism and to meet our program objectives
 - iii. Continue working with students and increasing our NCLEX pass rate
 - iv. Have the CCNE Standards incorporated into the BSN curriculum
- d. Planned (or scheduled) timeframe for accreditation site-visit**
 - i. Intend to apply for candidacy with CCNE for the BSN program. Will be eligible to begin that process in January of 2016 so intend to submit our self-study two months prior to that which would be November of 2015

Annual Report to the Utah State Board of Nursing (2014)

Provo College, Provo Utah 84057

1. Program Information

a. Governing body	
i. Name and title of chief administrator	Todd Smith, Campus President
ii. Contact information for the chief administrator	801-818-8907 Todd.smith@provocollege.edu
iii. Physical address of the governing body	1450 W 820 N, Provo, Utah 84601
iv. Accrediting body and accreditation status	Accrediting Council for Independent Colleges and Schools (ACICS) Status – Accredited until December 31, 2016
b. Nursing Program:	Provo College Nursing
i. Name and title of nursing administrator	Lois Hine Program Director Margaret Erickson Associate Program Director
ii. Academic degrees and credentials for the program administrator	Lois Hine RN, MSN, PhD, CNE Margaret Erickson, RN, MSN
iii. Contact information for the program administrator	lois.hine@provocollege.edu ; 385-312-7929 Margaret.erickson@provocollege.edu ; 801-818-8955
iv. Physical address for the nursing program	1450 West 820 North, Provo UT 84601
v. Program type	AS, RN-BSN, BSN new January 2015
vi. Program options	direct entry
vii. Program delivery	face-to-face for AS; online RN-BSN, both online and face-to-face for new BSN
c. Nursing faculty	
i. Names and titles of all nursing faculty	Full Time Faculty: Laura Allen; Todd Allen; Dean Dudgeon; Bonnie Jensen; Jan Montroy; Andrew Nydegger Adjunct Clinical Faculty: Kerry Wyckoff, Tamara Oldroyd, Catherine Collins, Mark Ellsworth, Ron Lape Faculty for RN-BSN and online: Maggie Morris, Paulla Mizer, Darlene Anderson
ii. Academic degrees of all nursing faculty	Laura Allen, MSN; Todd Allen, MS; Dean Dudgeon MS; Bonnie Jensen, MSN; Andrew Nydegger MSN, Maggie Morris, MSN, Paulla

	<p>Mizer, MSN, Darlene Anderson, MSN Kerry Wyckoff, MSN Tamara Oldroyd, BSN, currently enrolled in BSN-PhD program Catherine Collins, BSN Mark Ellsworth, MSN Ron Lape, BSN, currently finishing MSN</p>
iii. Contact information for each nursing faculty	<p>Laura.allen@provocollege.edu 801-818-8968 Todd.allen@provocollege.edu 801-818-8919 Dean.dudgeon@provocollege.edu 801-818-8947 Bonnie.jensen@provocollege.edu 801-818-8948 Jan.montroy@provocollege.edu 801-818-8911 Andrew.nydegger@provocollege.edu 801-818-8957 Maggie.morris@provocollege.edu 208-859-0108 Paulla.mizer@provocollege.edu 208-407-6999 Darlene.anderson@provocollege.edu 208-208-315-2028 Kerry.wyckoff@provocollege.edu Tamara.oldroyd@provocollege.edu Catherine.collins@provocollege.edu Mark.ellsworth@provocollege.edu Ron.lape@provocollege.edu</p>
iv. Academic rank and/or status within the governing body for each faculty member	<p>All are Nursing Faculty, we do not have a tenure track designation</p>
v. Areas of teaching and or/administrative responsibilities for each faculty member	<p>Laura Allen: Med/Surg lecture and clinical, maternal Newborn clinical Todd Allen: Pharmacology and Mental Health lecture and clinical Dean Dudgeon: Pharmacology lecture; Pediatrics lecture and labs Bonnie Jensen: Capstone and Pediatrics lecture, clinical and lab, faculty leader for NSNA Jan Montroy: Maternal Newborn lecture and clinical; lab and simulation Andrew Nydegger: Foundations lecture, lab, and clinical; Med/Surg lecture and clinical Maggie Morris: Community health, health care ethics, policy, and regulation, nursing leadership, and assisting with CCNE accreditation documentation Paulla Mizer: Health assessment of individuals and populations, complex nursing care Darlene Anderson: Pathophysiology, foundations and perspectives for BSN Kerry Wyckoff: medical surgical clinical Tamara Oldroyd: medical surgical clinical Mark Ellsworth: mental health clinical</p>

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PHI250 ETHICS	3
PSY151 GENERAL PSYCHOLOGY	3
SOC250 INTRODUCTION TO SOCIOLOGY	3
SUBTOTAL	36

†Human Anatomy and Physiology, Chemistry, Algebra or College Math, and English I, must be completed before the student can apply for acceptance into the RN-BSN nursing program.

<u>NURSING CORE</u>	<u>SMSTR HR</u>
BIO260 PATHOPHYSIOLOGY	3
NUR300 FOUNDATIONS & PERSPECTIVES FOR BSN†	3
NUR310 NUTRITION†	3
NUR312 HEALTH ASSESSMENT OF INDIVIDUALS & POPULATIONS†	3
NUR320 HEALTH CARE SYSTEMS & QUALITY OUTCOMES†	3
NUR322 COMPLEX NURSING CARE†	3
NUR324 HEALTH CARE ETHICS, POLICY & REGULATION†	3
NUR330 AGING POPULATIONS†	3
NUR332 COMMUNITY HEALTH†	3
NUR334 GLOBAL HEALTH†	3
NUR340 NURSING INFORMATICS†	3
NUR342 NURSING RESEARCH & EVIDENCE BASED PRACTICE†	3
NUR344 NURSING LEADERSHIP†	3
NUR346 BSN PRACTICUM†	5
SUBTOTAL	44

RN LICENSURE SMSTR HR CREDIT AWARDED FOR PROOF OF GRADUATION IN REGISTERED NURSING FROM AN ACCREDITED INSTITUTION AND FOR UNENCUMBERED REGISTERED NURSING LICENSE.	40
SUBTOTAL	40

TOTAL 120

**BSN 120 SEMESTER HOURS
(START JAN 2015)**

<u>GENERAL EDUCATION</u>	<u>SMSTR HR</u>
BIO210 ANATOMY & PHYSIOLOGY I	4
BIO220 ANATOMY & PHYSIOLOGY II	4

	BIO250 MICROBIOLOGY	4
	CHM110 INTRO TO CHEMISTRY	3
	ENG152 WRITTEN COMMUNICATION	3
	ENG310 ENGLISH LITERATURE	3
	MAT120 ALGEBRA I	3
	MAT250 STATISTICS	3
	PHI250 ETHICS	3
	PSY151 GENERAL PSYCHOLOGY	3
	PSY310 HUMAN GROWTH & DEVELOPMENT	3
	SOC250 INTRODUCTION TO SOCIOLOGY	3
	SUBTOTAL	39
	<u>NURSING CORE</u>	<u>SMSTR HR</u>
	BIO260 PATHOPHYSIOLOGY	3
	NUR 125 FOUNDATIONS & PERSPECTIVES FOR BSN	3
	NUR131 FUNDAMENTALS OF NURSING	5
	NUR145 MEDICAL -SURGICAL NURSING I	6
	NUR165 PHARMACOLOGY I	3
	NUR245 MEDICAL -SURGICAL NURSING II	6
	NUR265 PHARMACOLOGY II	3
	NUR275 MATERNAL/NEWBORN/ PEDIATRIC NURSING	5
	NUR285 MENTAL HEALTH NURSING	3
	NUR310 NUTRITION	3
	NUR312 HEALTH ASSESSMENT OF INDIVIDUALS & POPULATIONS	3
	NUR 320 HEALTH CARE SYSTEMS & QUALITY OUTCOMES	3
	NUR322 COMPLEX NURSING CARE	3
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	NUR332 COMMUNITY HEALTH	3
	NUR334 GLOBAL HEALTH	3
	NUR340 NURSING INFORMATICS	3
	NUR342 NURSING RESEARCH & EVIDENCE BASED PRACTICE	3
	NUR344 NURSING LEADERSHIP	3
	NUR345 MEDICAL -SURGICAL NURSING III	6
	NUR350 BSN CAPSTONE	5
	SUBTOTAL	81
	TOTAL	120
ii. Entry options and frequency of admissions	Direct entry; AS students started 30 is May, 2014 and 30 in August 2014. RN-BSN and BSN students start in January, May, and August	

iii. Current enrollment totals, including:	
a. Anticipated graduation dates for each student cohort	AS Cohort 15: (30 students) May 2015 AS Cohort 16: (25 students) August 2015 AS Cohort 17: (15 students) December 2015 RN-BSN Cohort 1: (6 students) January 2015 RN-BSN Cohort 2: (2 students) July 2015 RN-BSN Cohort 3: (5 students) January 2016 BSN Cohort 1: (5 students) May 2017 BSN Cohort 2: (10 students) August 2017
iv. Overview of program outcomes for the last calendar year, including:	
1. Program completion rates	Our Systematic Plan of Evaluation (SPE) states that our rate of completion of the program is 85% of students will complete within 150% of program length. <ul style="list-style-type: none"> • Cohort 13: Graduated May 2013 85% • Cohort 14: Graduated July 2013 86%
2. NCLEX pass rates	<ul style="list-style-type: none"> • 75% at third quarter so far for year to date
3. Post-graduation employment rates	<ul style="list-style-type: none"> • Employed as RN - 85%
4. Any other significant outcome as defined by the program	<ul style="list-style-type: none"> • Graduate felt they were prepared to start work following graduation – 83% • Planning on seeking higher degree – 79%
v. Overview of any programmatic changes occurring during the last calendar year, including:	
1. Curriculum changes	As of January 2014, curriculum changed from 73 hours to 61 hours. Work was begun in 2014 on a generic BSN program that was approved by ACICS, the college accreditor, and shown to DOPL in November of 2014. As of January 2015, added new BSN program curriculum
2. Prerequisite changes	As of January 2014, no longer requiring prerequisites – general education courses are included in the program.
3. Graduation requirements	A grade of "C" or higher is required to successfully pass each general education course and continue program progression. A grade of "C+" or higher is required to successfully pass each nursing course and continue program

	progression. A minimum GPA of 2.3 is required to continue in the program and for graduation.
--	---

2. Progress toward accreditation

a. Overview summary of communications with the accrediting body during the last calendar year

- In candidacy with ACEN for the AS Nursing Program
- Application has been approved with CCNE for RN-BSN program with site visit scheduled for February 2016. This site visit will also include the new BSN program.

b. Overview summary of activities completed during the last calendar year in preparation for accreditation

- Faculty have maintained expertise academically and experientially through workshops, seminars/webinars, and conferences.
- New faculty are involved in our mentoring program
- The nursing program student handbook, catalog, and all publications were rigorously reviewed and content is congruent
- Outcomes are reviewed at faculty meetings. Our systematic plan of evaluation was placed on a monthly calendar and criteria are reviewed according to the calendar at faculty meetings and program advisory meetings.
- A full curriculum review was completed using the NCSBN survey and program student learning outcomes. All course student learning outcomes are linked to the program outcomes and the program outcomes are directly aligned with current evidence.

c. Brief narrative describing program's readiness for accreditation visit,

- A faculty member has attended the CCNE forum to gain and share information on preparing for the CCNE site visit in February 2016.
- The program director and associate program director have been in communication with ACEN through Sharon Tanner and Nell Ard to prepare the candidacy and candidacy has been granted. Program changes have been made based on the feedback from ACEN.

d. Planned (or scheduled) timeframe for accreditation site-visit

- We are eligible for a visit from ACEN through October 2016
- We are scheduled for a site visit from CCNE February 10-12, 2016



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December 31, 2014

Stephanie Slater, MSN/Ed, RN
Dean of Nursing
Stevens-Henager College
1890 South 1350 West
West Haven, UT 84401

Dear Ms. Slater:

I am writing in regards to the Candidacy presentation you submitted for the associate nursing program at Stevens-Henager College in West Haven, Utah. ACEN's goal is to promote quality nursing education and to support you and your faculty in the accreditation process. Two (2) comprehensive independent reviews of your program's Candidacy presentation by professional staff have been completed. Both reviews have indicated non-compliance with the ACEN Accreditation Standards.

After much review and numerous discussions, your application for Candidacy has been granted for the associate nursing program; however, please note that the nursing program does not meet the ACEN Accreditation Standards reviewed at this time. Your Candidate status is valid for two years expiring in December 2016. Given the concerns cited by both reviewers, it is highly recommended that you (1) apply for your site visit for initial accreditation no sooner than Spring 2016 and (2) seek guidance from your mentor, Dr. Nell Ard, as you prepare the Self-Study Report and prepare for your site visit. In accordance with ACEN policy, your program will be added to our listing of Candidates (website and directory).

While the program has been granted Candidacy status, please remember that the decision is based on the opportunity to implement the necessary strategies and changes to address the identified areas of non-compliance during the two-year Candidacy

ACEN

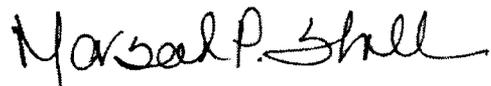
Stephanie Slater, MSN/Ed, RN
PAGE 2

timeframe. It is essential that changes be made in accordance with best practices and the ACEN Accreditation Standards.

If these changes are not implemented, the program will not be successful in the achievement of initial accreditation as compliance must be demonstrated with all ACEN Standards and Criteria at the time of the site visit. To assist you in your continued development toward the initial accreditation review, please see the attached staff comments. In addition, as a nurse administrator of a program seeking accreditation with the ACEN, you are encouraged to attend the one-day workshop, *Effectively Leading an ACEN-Accredited Program: A Workshop for the Nurse Administrator*, on June 19, 2015. Please visit www.acenursing.org for information about the Workshop.

I encourage you to continue working with Dr. Ard, and affirm the planned date for review for initial accreditation. Dr. Ard can be reached at (404) 975-5004 or via email at nard@acenursing.org. If you have any questions, please do not hesitate to contact me.

Sincerely,



Marsal P. Stoll, EdD, MSN
Chief Executive Officer

Enclosures (2)



February 3, 2015

Update on Stevens-Henager College Associate Degree Nursing Education Program

- ✚ On December 31, 2014 the Associate Degree Nursing Education program received the following statement from ACEN: “This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing.” We have been given 2 years to apply for an accreditation site visit. It was recommended by ACEN that we schedule a site visit for Spring of 2016. (A copy of this letter was submitted to Dr. Farmer)

We are working on the accreditation process, with a Spring 2016 site visit in mind. We are also anticipating the start of the new accreditation process from NLN. The Commission for Nursing Education Accreditation (CNEA) will be available Spring of 2016. We will be weighing our options between the two.

- ✚ Our plans for ensuring that the program is successful in receiving full accreditation are working closely with Dr. Ard from ACEN and a private consultant.
- ✚ All of our students have been notified by email, in person and have signed a letter of acknowledgement (Exhibit A).
- ✚ Potential implication for our graduates:
 - Under the licensing laws for nurses in the state of Utah, graduation from a program in candidacy allows the graduates to take the NCLEX examination for licensure.
 - We have an articulation agreement with the University of Phoenix and we have the RN-BSN program with Independence University a branch of Stevens-Henager West Haven Campus, (Exhibit D) to help facilitate the graduates educational requirements.
 - The campus will continue to accept and enroll students into the program. These students will also sign acknowledgment that they have read the January 6, 2015 notice to students before enrollment is discussed. (Exhibit A).
 - The college will cover the candidacy status at the time of enrollment and again at orientation to the program.
 - The catalog and website also state the Candidacy language. (Exhibits B & C).

Thank you
Stephanie Slater
Dean of Nursing

Exhibit A



January 6, 2015

Notice to Students:

On December 31, 2014, the Associate Degree Nursing Education program at the Stevens-Henager College, West Haven, Utah campus received the following notice from the Accreditation Commission for Education in Nursing: "This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing."

ACEN is located at 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, and its phone number is (404) 975-5000.

Under the licensing laws for nurses in Utah, graduation from a program in candidacy allows a graduate to take the NCLEX examination for licensure. Though the program is not deemed to be accredited, it is working toward accreditation. The campus will continue to accept and enroll students into the program during the period from January 2015 until December 2016.

The college makes no representation as to a graduate's future employment or continuing educational opportunities.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Vicky L. Dewsnup', written in black ink.

Vicky L. Dewsnup
President/Regional Director

Acknowledgement:

I understand that the Nursing Education Associate Degree program is in candidacy and that the college makes no representation as to future accreditation of the program, employment opportunities as a graduate, or acceptance into further educational programs.

Student Signature: _____ Date: _____



Exhibit B

Scholarship Application | Student Portal

**For fastest service call:
1-800-622-2640**

- Home
- All Programs
- Tuition & Financial Aid
- Admissions
- About Us
- Locations

Home / healthcare / Associates / Nursing Education

Nursing Education

Associate Degree

Days until classes:



Next classes start
Feb 23rd

Request Information

First Name Last Name
first name last name

Email Address
your@email.com

Phone Number
(555) 555-5555

Location Near Me
- Please Select -

Area of Study
Healthcare

By providing us with your phone number, you consent to being contacted by Stevens-Henager College regarding its educational programs, whether such contact is by phone, autodialer, recorded messaging, email, texting, instant messaging, or chat.

We respect your privacy.

Program Length: **25 months** (may be completed in as little as 22 months)

Degree Overview

Why Nursing?

Technological advances in patient care and an increasing emphasis on preventive care, as well as elderly care, is driving the need for registered nurses (RN). Graduates of accredited nursing education programs are needed to fill these positions.

According to the Bureau of Labor Statistics, opportunities for RNs are **expected to grow by 22% between 2008 and 2018**—a much faster than average employment growth. You could be a part of this growth.

Associate Degree in Nursing Education (RN)

Registered Nurses (RNs) are expected to be knowledgeable, competent and compassionate workers. They need to do well in the classroom, work confidently in the real world and be able to compassionately care for their patients.

The Associate's Degree in Nursing Education (ADN) program is designed to give you these skills. It will teach you the knowledge to become a competent and accountable nurse in a variety of settings. This ADN program combines classroom theory, patient care simulation and skills labs, clinical experiences in hospitals, and more. Completion of both general education courses and nursing core courses are required for completion of this ADN program. Nurses that leave this program find jobs because they learn the intellectual know-how, real-life skills and compassion for others.

Students who wish to enter Stevens-Henager College's accredited ADN program need to meet certain requirements. Please visit our Admissions section below for more information about admissions requirements.

Accredited Nursing Program

This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing, Inc. (ACEN). 3343 Peachtree Road NE, Suite 850, Atlanta GA 30326 P. 404-975-5000 F. 404-975-5020 www.acenursing.org

Nursing Careers

Over 2.5 million strong, nurses make up the largest workforce within the clinical healthcare industry, according to the Bureau of Labor Statistics (BLS). Nursing careers offer a wide variety of roles and a broad scope of responsibility. There are many different types of nurses, and several different ways to obtain nursing careers.

Associate Degree in Nursing Education Salary

According to Payscale.com, graduates of accredited nursing programs, specifically Associate Degree in Nursing ADN programs, in Utah working as a Registered Nurse (RN) received **starting salaries averaging \$44,031** a year. And, according to the Bureau of Labor Statistics, in May 2008, registered nurses received a **median salary of \$62,450** a year. Many employers also offer flexible work schedules, child care, educational benefits, and bonuses.

Sources:

*Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2010-11 Edition, Registered Nurses, on the Internet at <http://www.bls.gov/loc/occo083.htm>

**Payscale.com, Registered Nurse (RN), Utah, Salary and Benefits Report. Retrieved on June 13, 2011 from <http://www.payscale.com/>

Go here to learn more about admission into this program.

Or visit our Tuition & Financial Aid page to find out more about how to afford college.

Have questions or ready to get started? Call us at **1-800-622-2640** or [click here](#) to request more information.

Course Descriptions

Course	Course Name	Credits
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Course #	Course Name	Credits
BIO 210	Introduction to Microbiology	4.0
CHE 110	Introduction to Chemistry	4.0
ENG 103	Writing	4.0
ENG 223	Communication Arts	4.0
HEA 110	Pathophysiology	4.0
MED 201	Anatomy and Physiology	4.0
NUR 1119	Fundamentals in Nursing	12.0
NUR 1140	Maternal-Newborn Nursing	5.0
NUR 1150	Pediatric Nursing	5.0
NUR 2120	Medical-Surgical Nursing I	9.0
NUR 2121	Medical-Surgical Nursing II	9.0
NUR 2140	Mental Health Nursing	5.0

Course Description

Click a course to see the course description.

Tip: Reading course descriptions is a great way to help you decide if a degree is right for you.

What Graduates Say:

"I was able to get a stable job that I love going to every single day. I loved the many hands-on classes that taught me valuable skills that I use in my job. I loved the friendly atmosphere and the fact that all of the teachers were experts in the field I was going into."

Mindy Gailey, Provo / Orem Branch Campus
Medical Specialties

Total Courses: 18

Total Credits: 95.5

Available at the following locations:

Utah Locations: Ogden / West Haven

Not sure how you can afford college? Try the Net Price Calculator and see for yourself.

Consumer Information

Have questions or ready to get started? Call us at 1-800-622-2640 or click here to request more information.

Stevens-Henager College is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).
Why is accreditation important?

designed for allied health and respiratory-therapy training, in addition to a computer-science lab. The campus has ample parking with 600 spaces in addition to adjacent street parking if needed. The location is easily accessible by car or transit and is within walking distance of bus stops.

San Marcos

San Marcos, a branch of the California College San Diego main campus, is housed in a contemporary three-story office building with approximately 13,989 square feet, including plenty of space to grow in the future. The campus is located in northern San Diego County adjacent to the I-15 and 78 freeways. The college consists of five classrooms, two labs, two interview rooms, and seven administrative offices. The learning resource center is housed in a central area. A study/lounge area has computers available for student use. The facility has Wi-Fi throughout.

National City

National City, a satellite of California College San Diego's main campus, is located in Southland Industrial Park, adjacent to the 5, 54, and 805 freeways, in the South Bay area of San Diego. The campus has wireless Internet access and approximately 5,500 square feet, with a medical lab, six classrooms, and space for tutoring, student services, and other educational services. Parking is available to students and bus stops are within walking distance.

Accreditation

Accreditation – Stevens-Henager College

Stevens-Henager College® (SHC) is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302, Arlington, VA 22201. ACCSC is listed as a nationally recognized accrediting agency by the United States Department of Education under the provisions of Public Law 82-550 and subsequent legislation that requires the evaluation of such agencies and issuance of an official list by the Department.

Stevens-Henager is approved by the Utah Department of Commerce, Division of Consumer Protection, and is exempt from registration with the Utah State Board of Regents, as allowed in section 53B-5-105-5.2e of the Utah Postsecondary Proprietary School Act, revised February 17, 2011. Stevens-Henager College campuses in Idaho are registered with the Idaho State Board of Education.

The Medical Specialties program at the Ogden/West Haven and Logan campuses is accredited by the Commission on Accreditation of Allied Health Education Programs (www.

caahep.org) upon recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (CRB-AAMAE).

The Nursing Education (RN) program at the Ogden/West Haven campus is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN). The contact information for ACEN is: 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; phone (404) 975-5000; www.acenursing.org.

The Surgical Technologist program at the Ogden/West Haven campus is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Accreditation Review Committee on Education in Surgical Technology (ARC-ST). ARC-ST is sponsored by the American College of Surgeons and the Association of Surgical Technologists. The Commission on Accreditation of Allied Health Education Programs: is located at 1361 Park Street, Clearwater, FL 33756, (727) 210-2350.

The Associate of Applied Science in Respiratory Therapy program at the Boise and Salt Lake City/Murray campus is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com), 1248 Harwood Road, Bedford, Texas 76021-4244, (817) 283-2835.

The Associate of Science in Respiratory Therapy program at the Salt Lake City/Murray campus has been placed on Probationary Accreditation as of November 2013.

The Associate of Science degree in Respiratory Therapy at the Boise Campus has been placed on Probationary Accreditation as of November 2014.

Accreditation – CollegeAmerica AZ

CollegeAmerica® (CollegeAmerica AZ) is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), 2101 Wilson Boulevard, Suite 302, Arlington, Virginia 22201, (703) 247-4212. ACCSC is listed as nationally recognized accrediting agency by the United States Department of Education under the provisions of Public Law 82-550 and subsequent legislation that requires the evaluation of such agencies and issuance of an official list by the Department.

The Arizona campuses are approved and regulated by the Arizona State Board for Private Postsecondary Education.

BIO 141	Respiratory Therapy Cardiopulmonary Pharmacology I	2.0
BIO 142	Respiratory Therapy Cardiopulmonary Pharmacology II	2.0
CSS 101	Psychology of Motivation	4.0
MED 101	Respiratory Therapy Medical Terminology	2.0
RES 101	Introduction to Respiratory Therapy/ Infection Control	2.0

General education courses:

BIO 131	Cardiopulmonary and Renal Anatomy and Physiology	4.0
ENG 101	English Composition	4.0
ENG 223	Communication Arts	4.0
HIS 220	American Civilization	4.0
MAT 220	College Algebra	4.0
PSY 220	Psychology	4.0

TOTAL MINIMUM NUMBER OF CREDITS: 113.0

To substitute for a prerequisite or a core course, with the exception of BIO 111, a transfer course must have been taken within the last five years to count toward the degree.

In addition to the RT core curriculum, students are also required to take a minimum of 24 credits in general education.

Associate Degree in Nursing Education**Nursing Education (RN)**

Stevens-Henager College Ogden/West Haven only

25 Months

The Associate Degree in Nursing Education includes 95.5 lower-division quarter credits (35.5 quarter credits for prerequisite courses, which include general education credits, and 60 core Nursing course credits). All prerequisite and general education courses must be completed prior to final acceptance into the nursing core program. The program includes didactic, laboratory, and clinical learning experiences.

Admissions requirements for this program are listed in the Admissions section of this catalog.

Students enrolled in the Associate's Degree Nursing program must obtain at least a B or better in each course and maintain a GPA of 3.0 or better at all times during enrollment in the program.

Graduates of Stevens-Henager College's Associate Degree

Nursing program are accountable, adaptable generalists prepared with the knowledge and skills to enter the practice of nursing at an advanced beginner level in a variety of settings, continue their professional development through to proficient and expert levels, and advance their education to the baccalaureate in nursing level.

Course No.	Course Name	Credits
NUR 1119	Fundamentals in Nursing (2 modules)	12
NUR 1140	Maternal-Newborn Nursing (2 modules)	5.0
NUR 1150	Pediatric Nursing (2 modules)	5
NUR 2120	Medical-Surgical Nursing I (2 modules)	9
NUR 2121	Medical-Surgical Nursing II (2 modules)	9
NUR 2140	Mental Health Nursing (2 modules)	5
NUR 2220	Advanced Medical-Surgical Nursing (2 modules)	9
NUR 2221	Leadership & Management in Nursing (2 modules)	2.0
NUR 2250	Nursing Practicum* (2 modules)	4.0

*Is taught concurrently with NUR 2221.

Prerequisite courses:

APP 101	Computer Fundamentals	3.5
HEA 110	Pathophysiology	4.0
MED 201	Anatomy and Physiology	4.0

General education courses:

BIO 210	Introduction to Microbiology	4.0
CHE 110	Introduction to Chemistry	4.0
ENG 101	English Composition	4.0
ENG 223	Communication Arts	4.0
PSY 220	Psychology	4.0
SOC 220	Sociology	4.0

TOTAL MINIMUM NUMBER OF CREDITS: 95.5

General education courses may be substituted provided that (i) the substituted course is at the same level as the course it is replacing, and (ii) each program contains a mathematics, writing and speech general education course.

Graduation and licensing:

After a degree audit has been conducted and the student is found to have met all course completion requirements, the student will take a PreRN exam. When a student has successfully passed this examination, the student will be eligible for graduation and will be granted an Associate's

*Exhibit D***Bachelor's Completion**

Health Science	\$31,620
Nursing - Boise & Salt Lake City/Murray	\$42,354
<i>A</i> Nursing Completion - IU	\$28,236
Respiratory Care Completion	\$28,224

Master's Programs

Business Administration	\$29,160
Healthcare Administration	\$29,095
Healthcare Informatics	\$29,160
Information Systems	\$29,160
Nursing Administration	\$29,095
Nursing Education	\$29,146
Public Health	\$24,244
Health Services Health Promotion	\$24,265

International Master's Programs

Business Administration	\$29,280
Healthcare Administration	\$29,210
Healthcare Informatics	\$29,280
Information Systems	\$29,280
Nursing Administration	\$29,210
Nursing Education	\$29,264

*Additional \$4,000 fee for Workshop courses and any pre-requisites.

For active duty military personnel and their spouses, National Guard personnel and their spouses, military reservists and their spouses, and Department of Defense/Veteran Administration employees and their spouses and adult children, the regular tuition will be discounted across the board to a level that will be equivalent to \$250 per credit hour for all associate's, bachelor's, and master's programs. Those receiving this discount shall not be eligible to receive any scholarships offered by the Colleges.

Books are loaned at no charge for all programs except the Master's level on-ground programs. The cost of uniforms and laboratory supplies for the health sciences programs are included in tuition. Ogden/West Haven campus only: The nursing laboratory supply package must be paid separately by the student.

In the event a check is returned for any reason, a \$35 charge

(\$25 for Colorado students) will be made to the student's account. Refund calculations are complex. For further information and examples, read the catalog, and visit our Financial Aid office.

The State of California charges a fee to sit for the state licensure exams. This amount cannot be included in the federal financial aid calculation.

Students can expect the Institution, with thirty days of advance notice to students, to increase, at least once during any calendar year, the tuition for courses and programs offered by the Institution.

Surgical Technology Program Tuition

The tuition for the Surgical Technology program includes AST student membership fees and the cost of two uniforms. Books are loaned at no charge. A physical examination performed by a licensed physician, a series of three Hepatitis B vaccinations, and the cost of any courses taken to prepare to pass the Surgical Technology examination are the responsibility of the student.

California College San Diego only: Student Tuition Recovery Fund

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepays all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer, such as an employer, government program, or other payer, unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents,

✓ 2/2/15
cfa



ROCKY MOUNTAIN UNIVERSITY
OF HEALTH PROFESSIONS

Annual Report to the Utah State Board of Nursing

Program Information

a. Governing body:

- i. Name & title of chief administrator:** Dr. Richard P. Nielson, President
- ii. Contact information:** rnielson@rmuohp.edu
- iii. Physical address:** 122 East 1700 South, Bldg. C, Provo, Utah 84606
- iv. Accrediting body and status:** NWCCU, Reaffirmation July 2013

b. Nursing program:

- i. Name and title of program administrator:** Dr. Marie-Eileen Onieal, Program Director
- ii. Academic degrees and credentials:** PhD, RN, MMHS, CPNP, FAANP
- iii. Contact information:** monieal@rmuohp.edu
- iv. Physical address for program:** 122 East 1700 South, Bldg. C, Provo, Utah 84606

v. Program type: Doctoral; 2 tracks

- a. Post Master's Doctor of Nursing (DNP) Practice
- b. Post Baccalaureate DNP/Family Nurse Practitioner (FNP)

Program Type: Certificate: 1 track

- a. Post graduate FNP certificate program

vi. Program options: Courses are offered only once/year; therefore, students are encouraged to attend the chosen program of study on a full-time basis.

vii. Program delivery: Limited residency. Students are required to be on campus three to five days per semester, with didactic portion of courses offered via a learning management system and while onsite. For the students in the FNP track, required clinical hours are completed with approved clinical mentors. Weekly interaction via forum discussion provides opportunity for faculty and student to monitor clinical progress. Conference call with the clinical mentors are conducted a minimum of three times per semester.

c. Nursing faculty:

- i. Names and titles of all nursing faculty:** See Appendix A
- ii. Academic degrees and credentials for all faculty:** See Appendix A
- iii. Contact information for each faculty:** See Appendix A
- iv. Academic rank and/or status within the governing body:** See Appendix A
- v. Areas of teaching and/or administrative responsibilities for faculty:**
See Appendix A

vi. Overview of any faculty changes during the last calendar year including:

1. Terminations: 0
2. New hires: In 2014, 1 full-time, 2 part-time, and three adjunct faculty.
3. Promotions: Janet Noles, PhD promoted to FNP Track Director effective February 2015.

d. Program overview:

i. Overview of program of study – See Appendices B, C, & D

ii. Entry options and frequency of admissions –

- a. The program admissions committee reviews applications for the Post Master's DNP and the Post Baccalaureate DNP/FNP tracks. Application deadline is mid- July for fall enrollment.
- b. Applications for the postgraduate family nurse practitioner certificate track are reviewed throughout the year. Students begin course work in a summer semester and are integrated with students in the BSN-DNP (FNP) track.

iii. Current enrollment totals –

- a. Post Master DNP: twelve students
 - i. Anticipated graduation date for the Fall 2013 (Cohort 17) start is Summer 2015.
 - ii. Anticipated graduation date for Fall 2014 (Cohort 18) start is Summer 2016.
- b. Post Baccalaureate DNP/FNP:
 - i. Cohort 17 (FNP 1): 10 Students
 1. Anticipated graduation date: Winter 2016
 - ii. Cohort 18 (FNP 2): 15 Students
 1. Anticipated graduation date: Winter 2017
- c. Postgraduate FNP certificate: One student
 - i. Anticipated graduation date: Winter 2016

iv. Overview of program outcomes for last calendar year:

1. Program completion rates

- a. Post Master's DNP Cohort 16: (start Winter 2013)
 - i. 7 students admitted; 1 student withdrew; 5 graduated; 1 in capstone phase: Summer 2015
- b. Post Master's DNP Cohort 17 (start Fall 2013)
 - i. 7 students admitted; seven students in scholarly project phase.

2. NCLEX pass rates: NA

3. Post-graduation employment rates: NA

4. FNP national certification pass rate: NA

v. Overview of programmatic changes occurring during last calendar year:

1. **Curriculum changes:** none to date.
2. **Prerequisite changes:** none to date.

3. Graduation requirements: no changes.

Progress toward accreditation:

- a. **Overview summary of communications with accrediting body during last calendar year:** RMUoHP initiated the accreditation process with the Commission on Collegiate Nursing Education (CCNE) by submitting the application on February 22, 2013. The application was approved. A site visit occurred in late January 2015. ✓
- b. **Overview of summary of activities completed during the last calendar year in preparation for accreditation:** The University hired a part-time faculty member with expertise in accreditation and experience as a CCNE site surveyor to assist the faculty in the preparation of the self-study document. A thorough review of the nursing program was conducted. The self-study and supporting documents were submitted to CCNE as required by December 10, 2014.
- c. **Brief narrative describing program's readiness for accreditation visit:** The nursing program hosted the onsite visit and provided opportunities for the visiting team to meet with students, faculty members, staff, administrators, alumni and clinical mentors.
- d. **Planned timeframe for accreditation site-visit:** The CCNE site visit occurred January 26-28, 2014. The program anticipates notification regarding accreditation status in July 2015.

APPENDIX A
RMUoHP NURSING FACULTY CREDENTIALS 1-1-2015

Faculty/Rank	Educational Credentials	Institution Granting Degree	Areas of Expertise and Certification	Courses/Teaching Responsibilities
Ballard, Kevin Assistant Professor	2012 DNP 1995 Post Master's FNP Certificate 1993 MSN (Comm Health/Nsg Ed) 1984 BSN	Rocky Mountain Univ of Health Prof Arizona State University Wright State University Ball State University	Orthopedics Emergency Medicine	DNP 654 Advanced Health Assessment DNP 656 Advanced Pathophysiology DNP 658 Scholarly Project I DNP 670 Scholarly Project II
	1982 AD - Nursing	GC Wallace St Comm Coll - Dothan		DNP 664 Advanced Pharmacology I DNP 702 Advanced Pharmacology II
DePalma, Judith Adjunct Faculty	2000 PhD Nursing 1987 MSN 1974 BSN 1965 Diploma	Duquesne University University of Pittsburgh University of Pittsburgh Presbyterian Univ Hosp	EB Decision Making Information Technology Research Methods Oncology	DNP 642 Research Translation
Dingman, Sharon Adjunct Faculty	2012 DNP 1998 MSN 1989 BSN 1983 AD Science in Nursing 1982 Institution Certificate – LPN	Texas Christian University Brigham Young University Weber State University Weber State University Weber State University	Leadership Theory Admin. Leadership Interprof. Practice Nursing Theory	DNP 662 Leadership DNP 634 Theoretical Foundations & Scholarly Inquiry
Ennen, Kathleen Adjunct Faculty	2004 PhD Nursing 1994 MSN 1982 BSN 1970 Diploma	University of Illinois - Chicago University of Illinois - Chicago University of Illinois - Chicago St. Joseph's Hospital Sch of Nursing	Nursing Education Gerontological Nursing Research Health Policy	DNP 652 Healthcare Economics DNP 640 Statistics in Health Sciences
Gasser, Brian Adjunct Faculty	2002 MSN - FNP 1999 BSN	University of Phoenix University of Phoenix	Family Practice Dermatology Palliative Care Hospice Care	DNP 700 Specialty Focus II

**APPENDIX A
RMUoHP NURSING FACULTY CREDENTIALS 1-1-2015**

Faculty/Rank	Educational Credentials	Institution Granting Degree	Areas of Expertise and Certification	Courses/Teaching Responsibilities
Hicks, Rodney	2006 PhD Health care Admin	Capella University	Nursing Education	DNP 636 Informatics in Healthcare
Adjunct Faculty	2002 Masters of Public Admin	University of Texas - Arlington	Patient Safety	DNP 644 Organizational Behavior & Management
	1992 Post Master's FNP Certificate	TTUHSC	Primary Care	
	1991 MSN	University of Texas - Arlington	Perioperative Care	
	1987 BSN	TTUHSC	Informatics	
	1982 Associate Degree Nursing	Oklahoma State University		
Mayfield, Army	2012 DNP	University of Utah	Family Practice	DNP 668 Specialty Focus I (Adult I)
Assistant Professor	2007 BSN	University of Utah	Primary Care	DNP 700 Specialty Focus II (Adult II)
Clinical Coordinator			Healthcare Disparities	DNP 732 Clinical Internship I DNP 742 Clinical Internship II
Moseley, Marthe	2000 PhD Nursing Science	UTHSC- San Antonio	EBP	DNP 632 Evidence Based Practice I
Adjunct Faculty	1989 MSN	UTHSC- San Antonio	Electrocardiology	DNP 704 Evidence Based Practice II
	1984 BSN	Jamestown College	Hemodynamics	DNP 722 Evidenced Based Practice III
	1984 BA Biology	Concordia College	Team Building	
	1981 BA Physical Education, Health	Concordia College		
Noles, Janet	2001 PhD Nursing	UTHSC- San Antonio	Clinical Research	DNP 630 Advanced Practice Roles
Associate Professor	1994 Post Master's FNP Certificate	TTUHSC	Primary Care	DNP 650 Epidemiology & Population Health
	1984 MSN	Texas Woman's University	Nursing Education	
	1975 BSN	UT Austin	Administration	DNP 668 Specialty Focus I DNP 700 Specialty Focus II
Onieal, Marie-Eileen	2005 PhD Nursing	University of MA/Boston	Health Policy	DNP 658 Scholarly Project I
Professor	1995 Master Human Svcs Management	Heller Grad School -Brandeis Univ	Pediatrics	DNP 670 Scholarly Project II
Program Director	1982 NP Certificate	Northestern University	Emergency/Urgent Care	DNP 720 Specialty Focus III
	1980 Bachelor of Science	Pace University	Administration	Director Scholarly Project Completion
	1974 Associate of Applied Sciences	Bergen Community College	Research	

APPENDIX A
RMUoHP NURSING FACULTY CREDENTIALS 1-1-2015

Faculty/Rank	Educational Credentials	Institution Granting Degree	Areas of Expertise and Certification	Courses/Teaching Responsibilities
Pfenning, Stacey Associate Professor FNP track director	2008 DNP 2002 MSN FNP 1997 BSN	Rocky Mountain Univ of Health Prof University of Mary Medcenter One College of Nursing	Family Practice Emergency & Trauma Pharmacotherapy Primary Care	DNP 654 Advanced Health Assessment DNP 656 Advanced Pathophysiology DNP 646 Health Care Policy/Law/Ethics DNP 664 Advanced Pharmacology I DNP 702 Advanced Pharmacology II
Raia, Lucille Adjunct Faculty	2012 DNP 2004 Post MSN Certificate 1996 Post Master's Certificate NP 1990 MSN 1985 BSN 1980 ADN	RMUoHP University of MA/Boston Boston College Boston College Northeastern University/Boston Northeastern University/Boston	Geri & Adult NP Nurse Exec./Leadership Professional Development	Leadership
Renstrom, Collette Adjunct Faculty	2011 DNP 2008 Post Master's FNP Certificate 2000 MSN 1997 BSN 1996 AND	University of Alabama Indiana State University University of Utah Weber State University Weber State University	Population Health Health Assessment Women's Health	Health Promotion
Roberts, Mary Ellen Adjunct Faculty	2011 DNP 1990 MSN 1987 BSN 1978 AAS 1974 Diploma	University of Iowa Seton Hall University College of Saint Elizabeth Somerset County College Union County Technical Institute	Primary Care Acute Care Cardiology Adult Health	DNP 634 Theoretical Foundations & Scholarly Inquiry

**APPENDIX D ROCKY MOUNTAIN UNIVERSITY of HEALTH PROFESSIONS
POST-GRADUATE CERTIFICATION STUDY PLAN - FAMILY NURSE PRACTITIONER TRACK**

Course Number	Course Title	Required Clinical Hours	Semester Credit Hours
FIRST SEMESTER			
DNP 650	Epidemiology and Population Health	0	3
DNP 654	Advanced Health Assessment	0	3
DNP 656	Advanced Pathophysiology	0	3
TOTAL FIRST SEMESTER HOURS		0	9
SECOND SEMESTER			
DNP 664	Advanced Pharmacology	0	3
DNP 668	Specialty Focus I (Adult)	120	5
TOTAL SECOND SEMESTER HOURS		120	8
THIRD SEMESTER			
DNP 700	Specialty Focus II (Older Adult)	120	5
DNP 702	Advanced Pharmacology II	0	2
TOTAL THIRD SEMESTER HOURS		120	7
FOURTH SEMESTER			
DNP 720	Specialty Focus III (Pediatrics)	120	5
TOTAL FOURTH SEMESTER HOURS		120	5
FIFTH SEMESTER			
DNP 630	Advanced Practice Roles	0	3
DNP 732	Clinical Internship I	180	4
TOTAL FIFTH SEMESTER HOURS		180	7
SIXTH SEMESTER			
DNP 708	Health Promotion and Preventive Care	0	3
DNP 742	Clinical Internship II	210	5
TOTAL SIXTH SEMESTER HOURS		210	8

TOTAL PROGRAM HOURS

750 CLINICAL

44 CREDITS

Appendix C
Course Schedule for Post-Master's DNP Track (PM-DNP)

Course Number	Course Title	Required Clinical Hours	Semester Credit Hours
FIRST SEMESTER			
DNP 630	Advanced Practice Roles	0	3
DNP 632	Evidence Based Practice I	0	3
DNP 634	Theoretical Foundations & Scholarly Inquiry	0	3
DNP 636	Informatics in Healthcare	0	3
TOTAL FIRST SEMESTER HOURS		0	12
SECOND SEMESTER			
DNP 640	Statistics in Health Sciences	0	3
DNP 642	Research Translation	0	3
DNP 644	Organizational Behavior & Management	0	3
DNP 646	Health Care Policy/Law/Ethics	0	3
TOTAL SECOND SEMESTER HOURS		0	12
THIRD SEMESTER			
DNP 650	Epidemiology and Population Health	0	3
DNP 652	Health Care Economics	0	3
DNP 658	Scholarly Project I	0	3
TOTAL THIRD SEMESTER HOURS		0	9
FOURTH SEMESTER			
DNP 660	Quality Improvement in Healthcare	0	3
DNP 662	Leadership	0	3
DNP 670	Scholarly Project II	0	3
TOTAL FOURTH SEMESTER HOURS		0	9

TOTAL PROGRAM HOURS

0 CLINICAL

42 CREDITS

Appendix B
Course Schedule for Post-BSN DNP FNP Track (BSN-DNP-FNP)

Course Number	Course Title	Required Clinical Hours	Semester Credit Hours
FIRST SEMESTER			
DNP 630	Advanced Practice Roles	0	3
DNP 632	Evidence Based Practice I	0	3
DNP 634	Theoretical Foundations & Scholarly Inquiry	0	3
DNP 636	Informatics in Healthcare	0	3
TOTAL FIRST SEMESTER HOURS		0	12
SECOND SEMESTER			
DNP 640	Statistics in Health Sciences	0	3
DNP 642	Research Translation	0	3
DNP 644	Organizational Behavior & Management	0	3
DNP 646	Health Care Policy/Law/Ethics	0	3
TOTAL SECOND SEMESTER HOURS		0	12
THIRD SEMESTER			
DNP 650	Epidemiology and Population Health	0	3
DNP 652	Health Care Economics	0	3
DNP 654	Advanced Health Assessment	0	3
DNP 656	Advanced Pathophysiology	0	3
TOTAL THIRD SEMESTER HOURS		0	12
FOURTH SEMESTER			
DNP 660	Quality Improvement in Healthcare	0	3
DNP 662	Leadership	0	3
DNP 664	Advanced Pharmacology I	0	3
DNP 668	Specialty Focus I (Adult)	120	5
TOTAL FOURTH SEMESTER HOURS		120	14
FIFTH SEMESTER			
DNP 700	Specialty Focus II (Older Adult)	120	5
DNP 702	Advanced Pharmacology II	0	2
DNP 704	Evidence Based Practice II	0	3
DNP 708	Health Promotion and Preventive Care	0	3
TOTAL FIFTH SEMESTER HOURS		120	13
SIXTH SEMESTER			
DNP 720	Specialty Focus III (Pediatrics)	120	5
DNP 722	Evidence Based Practice III	0	3
TOTAL SIXTH SEMESTER HOURS		120	8

1/12/15
Suzette

Salt Lake City

Nursing

3280 West 3500 South

Salt Lake City, UT 84119

tel (801) 840-4800 fax (801) 840-4809

www.everest.edu

January 12, 2015

Dr. Suzette Farmer

Manager

Utah State Board of Nursing

Salt Lake City, Utah

RE: 2014 Annual Report for Everest College School of Nursing

Dear Dr. Farmer,

It has been a year of a lot of successes, but also heartbreak for the faculty, staff and students at the Everest College School of Nursing. Our first class graduated in January 2014. All eight students passed the NCLEX on their first attempt and immediately started working as registered nurses. On May 19, 2014 we got official news of our initial accreditation from CCNE for a five year period, which was retroactive from September 17th, 2014. The second class graduated in July 2014 and seven of eight passed the NCLEX. In July we also got the news that Corinthian Colleges Inc. (CCI) was up for sale and our campus in Salt Lake City was one of thirteen that was slated for teach-out. CCI refunded 3 students who had recently enrolled and assisted with the transfer of 23 students to start at Roseman University in January 2015. Thirteen students graduated on January 11th 2015. Seven students will be taught out and will graduate in June 2015. The official closure of the baccalaureate nursing program at Everest College School of Nursing is June 2015.

I would like to provide the following updates on the status of the program and the students.

1. The specific date of closure of the baccalaureate program.

The program will close on June 30th 2015

2. The teach-out plan to assure quality for the students currently enrolled in the baccalaureate program is as follows:

We have arranged for transfer of 23 students to Roseman University in January 2015, where they will complete their BSN at no additional cost than what they would have paid at Everest College. Only seven (7) students will be taught at Everest College until completion of their program of study on June 30th 2015.

3. We would like to assure you that the fiscal and the physical resources devoted to the baccalaureate program are appropriate and sufficient.

Students and faculty will have access to all physical resources in the College of Nursing department and also in the campus main building. Our students will have access to all the resources in the nursing department including the Simulation Laboratory and the Computer Lab. We will also continue to access our clinical sites for our students to meet clinical requirements and will be using 25% Simulation.

4. We also are positive that the academic support services are sufficient to ensure quality of the baccalaureate program.
-

In January of 2015 we will be teaching 29 credits. The Mental Health theory and clinical course will be directed study because only one student will be enrolled. With only seven (7) students we will employ two full-time faculty, two adjunct faculty, the Director will have a teaching assignment and a FT Administrative Assistant. In the last quarter of teaching, April 2015, we will be teaching 16 credits and will have a staff of three: two full-time faculty and the Director. In the process of closing the school we will no longer have our Simulation technology coordinator and our Information Technology (IT) Administrator. Our IT needs will be covered by our campus support personnel. The program will have the support of a FT Administrative Assistant until April. The students will still have access to all library services and we will continue our Student Success Program (SSP) for helping our students to succeed.

5. The courses remaining in the baccalaureate program and the assigned faculty members are sufficient in number and academically and experientially prepared to teach the remaining courses in the baccalaureate program.

Jan 2015-April 2015

NUR 4637 Community Public Health Nursing (4 Credits) – Jennifer Macali

NUR 4637L Community Public Health Nursing Clinical (4) - Jennifer Macali & Claudia Trayner

NUR 3514 Mental Health Nursing (4) - Claudia Trayner & Geeta Maharaj

NUR 3514L Mental Health Nursing Clinical (3) - Claudia Trayner

NUR 4166 Nursing Research (4) - Margaret Brown & Geeta Maharaj

NUR 4827 Nursing Roles: Management and Leadership (4) - Margaret Brown

NUR 4827L Nursing Roles: Management and Leadership Clinical (2) - Nancy Pulsipher

NUR 4893 Nurse as Educator (4) - Margaret Brown & Geeta Maharaj

April 2015- June 2015

NUR 4836 Professional Nursing Role Synthesis (4) – Margaret Brown

NUR 4836L Professional Nursing Role Practicum (6) - Margaret Brown & Jennifer Macali

NUR 4965 Advanced Nursing Seminar (2) - Jennifer Macali & Geeta Maharaj

NUR 3826 Ethical/Legal Aspects of Nursing Health Care (4) - Margaret Brown & Jennifer Macali

We thank the Utah State Board of Nursing for all its support and guidance. We will be happy to answer any other questions you may have.

Respectfully submitted,



Geeta Maharaj, DNP, APRN, CPNP
Campus Nursing Director
Everest College School of Nursing
West Valley City, Utah, 84119

Handwritten:
1/14/15

FORTIS COLLEGE

Your Life. Powered By Learning

January 9, 2014

Debra Hobbins, DNP, APRN, LSAC
Education Committee/Utah State Board of Nursing
State of Utah Department of Commerce
Division of Occupational and Professional Licensing
160 East 300 South
Salt Lake City, UT 84111

Dr. Hobbins and Education Committee Members:

In accordance with ACEN and UBON regulations, we are forwarding you a copy of our recent correspondence with ACEN regarding our Performance Improvement Plan and recent minor changes in our nursing program.

Please let us know if you need anything further.

Sincerely,



Mollie Nordgren, MSN, RN
Dean of Nursing
Fortis College-Salt Lake City
801-713-0915
mnordgren@fortiscollege.edu

RECEIVED

JAN 13 2015

**DIVISION OF OCCUPATIONAL
& PROFESSIONAL LICENSING**

FORTIS COLLEGE

Your Life. Powered By Learning

January 8, 2014

Dr. Marsal Stoll, EdD, MSN, RN
Chief Executive Officer
ACEN
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326

Dear Dr. Stoll:

I have enclosed the Performance Improvement Plan for Fortis College – Salt Lake City for your review. I look forward to hearing your feedback on our plan to increase NCLEX success amongst our graduates. In addition to the details contained in the Performance Improvement Plan, I would like to explain a few other changes and improvements we have recently made on our campus to ensure the highest quality nursing education for our students.

We have recently revised the curriculum in our Pharmacology, Health Assessment, Medical Surgical Nursing II, and Transition to Practice courses. The overall changes we have made include a restructuring of content to provide students with an ideal flow of information and the addition of Kaplan, Hurst, and NCSBN resources. Students will also receive on-campus training with both Kaplan and HESI to ensure they are utilizing these resources effectively. As the new dean, I feel excited about these changes and the direction our nursing program is going.

We have also made several specific changes to our Transition to Practice course, in particular, including an updated policy for students who fail to achieve a passing score on the comprehensive exit examination administered during the Transition to Practice course. Formally, these students were required to retake the Transition to Practice course until they could achieve a benchmark score on the exit examination. We are now offering these students the option to accept a grade of Incomplete in the Transition to Capstone course and complete a focused study and remediation plan for 12 weeks prior to retaking the exit examination. We believe this will give students a better opportunity to pass the exam, graduate, and move on to pass the NCLEX examination. In addition, we have instituted an individualized competency development plan for all graduating students that will begin during the Transition to Practice course to ensure they are prepared to take the NCLEX upon graduation.

In all of our NUR courses, we have made several additional improvements that we believe will increase the quality of instruction and accuracy of assessment. We have recently added grading rubrics for all non-objective homework and assignments to provide more objective assessment of these assignments. We have also implemented gap analysis measurements completed at the end of each quarter to map student performance and course content against national benchmarks. Finally, we have created a new testing policy to improve the quality of exams through identifying appropriate cognitive levels of questions, matching test questions to course objectives, mirroring NCLEX format with questions, using an NCLEX blueprint, reviewing the exams prior to administration, and completing a thorough test analysis after each exam.

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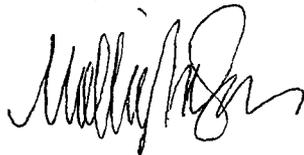
In addition to changes in our testing policies, we have implemented changes to the new faculty orientation and the ongoing support of new faculty through mentoring to ensure quality and consistency in course instruction throughout the program. We are excited to evaluate the effects of these improvements over the following quarter and look forward to seeing significant, ongoing improvements in our NCLEX pass rates as a result.

Once we have evaluated the effects of the above improvements, we are also considering course sequencing changes to go into effect in April of 2015. These changes do not affect the program length or total clock and credit hours for the program, but we believe they will make a significant impact on the quality of learning our students experience throughout the program. The changes have been carefully reviewed and evaluated by curriculum specialists and are designed to provide an optimal foundation of essential knowledge with a gradual increase in complexity of content and required cognitive skills.

In addition to the attached Performance Improvement Plan, I have attached a copy of the proposed sequencing including rationales for the placement of each course in the program of study. We are looking forward to Dr. Ard's visit to our campus on March 16th and will review these changes and their effects with her at that time.

Thank you for your ongoing support of our nursing program. I look forward to hearing your feedback on the improvements we have made, as well as our proposed changes to the course sequencing. If you should have any questions, please feel free to contact me at mnordgren@fortiscollege.edu or by phone at 801-713-0915.

Sincerely,



Mollie Nordgren, MSN, RN
Dean of Nursing
Fortis College
Salt Lake City

58-31b-302. Qualifications for licensure or certification -- Criminal background checks.

- (4) Applicants for licensure as an advanced practice registered nurse shall:
- (a) submit to the division an application on a form prescribed by the division;
 - (b) pay to the division a fee determined under Section 63J-1-504;
 - (c) be in a condition of physical and mental health which will allow the applicant to practice safely as an advanced practice registered nurse;
 - (d) hold a current registered nurse license in good standing issued by the state or be qualified at the time for licensure as a registered nurse;
 - (e) (i) have earned a graduate degree in:
 - (A) an advanced practice registered nurse nursing education program; or
 - (B) a related area of specialized knowledge as determined appropriate by the division in collaboration with the board; or(ii) have completed a nurse anesthesia program in accordance with Subsection (4)(f)(ii);
 - (f) have completed:
 - (i) course work in patient assessment, diagnosis and treatment, and pharmacotherapeutics from an education program approved by the division in collaboration with the board; or
 - (ii) a nurse anesthesia program which is approved by the Council on Accreditation of Nurse Anesthesia Educational Programs;
 - (g) to practice within the psychiatric mental health nursing specialty, demonstrate, as described in division rule, that the applicant, after completion of a doctorate or master's degree required for licensure, is in the process of completing the applicant's clinical practice requirements in psychiatric mental health nursing, including in psychotherapy;
 - (h) have passed the examinations as required by division rule made in collaboration with the board;
 - (i) be currently certified by a program approved by the division in collaboration with the board and submit evidence satisfactory to the division of the certification; and
 - (j) meet with the board, if requested, to determine the applicant's qualifications for licensure.

R156-31b-301c. APRN License – Education, Examination, and Experience Requirements.

- (2) Requirements for APRN Specializing in Psychiatric Mental Health Nursing:
- (a) In accordance with Subsection 58-31b-302(4)(g), the supervised clinical practice in mental health therapy and psychiatric and mental health nursing shall consist of a minimum of 4,000 hours of psychiatric mental health nursing education and clinical practice, including mental health therapy, as follows.
 - (i) 1,000 hours shall be credited for completion of clinical experience in an approved education program in psychiatric mental health nursing.
 - (ii) The remaining 3,000 hours shall: (A) be completed after passing the applicable national certification examination and within five years of

graduation from an accredited master's or doctoral level educational program;

(B) include a minimum of 1,000 hours of mental health therapy practice; and

(C) include at least 2,000 clinical practice hours that are completed under the supervision of:

(I) an APRN specializing in psychiatric mental health nursing; or

(II) a licensed mental health therapist who is delegated by the supervising APRN to supervise selected clinical experiences under the general supervision of the supervising APRN; and

(D) unless otherwise approved by the Board and Division, be completed while the individual seeking licensure is under the supervision of an individual who meets the requirements of this Subsection (2)(c).

(b) An applicant who obtains all or part of the clinical practice hours outside of Utah may receive credit for that experience by demonstrating that the training completed is equivalent in all respects to the training required under this Subsection (2)(a).

(c)(i) An approved supervisor shall verify practice as a licensee engaged in the practice of mental health therapy for not less than 4,000 hours in a period of not less than two years.

58-60-101. Mental Health Professional Act.