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*University (AY 2011-12)*

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## EXECUTIVE SUMMARY

### GENERAL INFORMATION:

1. **Name, address and telephone number of the governing organization:**  
Sonoma State University  
1801 East Cotati Avenue  
Rohnert Park, CA 94928  
Telephone: (707) 664-2880  
  
Department Of Nursing  
1801 East Cotati Avenue  
Rohnert Park, CA 94928  
Telephone: (707) 664-2465
2. **Regional accrediting body:**  
Western Association of Schools and Colleges  
985 Atlantic Avenue, Suite 100  
Alameda, CA 94501  
Phone: (510) 748-9001  
Fax: (510) 748-9797
3. **Date of most recent regional accreditation:** 2009
4. **Name, title of chief administrative officer:**  
Dr. Ruben Armiñana, President  
Sonoma State University
5. **Name, title of administrator of the unit in nursing:**  
Dr. Deborah A. Roberts Professor and Chair  
Department of Nursing
6. **Program type, Purpose of visit:**  
Baccalaureate Degree  
Master's Degree  
Continuing Approval-Accreditation Commission for Education in Nursing,  
Inc
7. **Year nursing program was established:** 1972

8. **Length of program; Total credits required:**

Pre-licensure	4 Years	120 Semester Units
Post-Licensure	1 year full time 2 years part time	120 Semester Units
Master's FNP	2 years full time 3 years part time	46 Semester Units

9. **Number of faculty including administrator(s) of program:**

Administrators = 1  
Faculty and Instructors (Full-time) = 6  
Faculty (Part-time) = 22  
FERP Faculty = 3

10. **Current student enrollment (Fall 2013)**

Baccalaureate = 134  
Masters = 82

11. **Name of state board of nursing and approval status:**

California Board of Registered Nursing  
Board of Registered Nursing  
1747 North Market Boulevard, Suite 150  
Sacramento, CA 95834  
Approval status: Full approval of all 2009-2016

12. **Standards and criteria used to prepare the report:**

National League for Nursing Accrediting Commission. (2011). *Accreditation Standards and Criteria for Academic Quality of Postsecondary and Higher Degree Programs in Nursing* (2008 ed.). Atlanta GA: National League for Nursing Accrediting Commission.

## INTRODUCTION

Sonoma State University is one of the 23 campuses of the California State University system (CSU), the largest system of baccalaureate granting institutions in the United States with nearly 437,000 students and 44,000 faculty and staff. Governed by the CSU Chancellor, each campus is administered by a campus President. In addition, SSU has six administrative units: Academic Affairs, Administration and Finance, Information Technology, Student Affairs, University Affairs, and University Development. Established by the California State Legislature in 1960, SSU is on a 269-acre site in Sonoma County in Northern California. The campus in the city of Rohnert Park is just an hour's drive north of San Francisco and 40 minutes from the Pacific Ocean near the communities of Santa Rosa and Cotati. The city of Rohnert Park has a population of 43,062 with a median household income of \$67,097. Rohnert Park is the county's third largest city. The ethnic diversity includes 74% white, 13.6% Hispanic, 5.5 % Asian, and all other minorities less than 1%. The population has demonstrated steady growth since the city was established in 1962 with the largest age range between 20-40 years. Sonoma State University is one of the largest employers in the city with 1,278 employees.

Sonoma State University is fully accredited by the Western Association of Schools and Colleges. SSU is also a member of the prestigious Council of Public Liberal Arts Colleges, an association of public colleges and universities whose primary mission is ensuring that fine undergraduate liberal arts and sciences education is available to students in the public systems of higher education. Sonoma State University is the only California member of Council of Public Liberal Arts Colleges (COPLAC).



The university enrolls over 9000 students, 86% undergraduates, and offers 46 bachelor's degree programs, 47 minors, and 15 master's degree programs. The University offers nine credential programs and eight undergraduate and graduate certificate programs. Each year the university graduates 2,200 students.

The University is comprised of six schools: Arts and Humanities, Business and Economics, Education, Extended Education, Social Sciences and Science and Technology.

The Department of Nursing is one of nine academic departments in the School of Science and Technology. The other departments include biology, chemistry, computer science, engineering science, geology, kinesiology, mathematics and statistics, and physics and astronomy.

The department offers both the baccalaureate degree in nursing and the master's degree in nursing with Family Nurse Practitioner specialty. Total Fall 2013 enrollment is 134 for the baccalaureate program and 82 for the Master's FNP program.

The Department of Nursing employs five (5) tenured and one tenure-track faculty, 23 lecturers part-time and full-time non-tenure-track, and two (2) full time staff members. There are an additional three tenured faculty who are in the Faculty Early Retirement Program (FERP) and carry half time teaching and indirect workloads annually.

### **HISTORY OF THE DEPARTMENT OF NURSING**

The Department of Nursing was established at Sonoma State University in 1972 offering the first RN-BSN program (then known as the "Second-Step" Program) in the country. The program was established to provide a quality form of education to working registered nurses in the rural areas of Northern California and, increases the number of baccalaureate prepared nurses in our region.

The program was initially NLNAC accredited in 1974. The department received approval from the CSU Chancellor's Office and the California Postsecondary Education Commission to offer the Master of Science in Nursing degree in 1984. The area of concentration first approved was the Family Nurse Practitioner (FNP). A second area of concentration in Nursing Administration (subsequently changed to "Leadership and Management") was approved in 1986. The MSN program received initial NLNAC accreditation in 1991. The baccalaureate and masters programs were last accredited by NLNAC in 2005.

The period since the last NLNAC visit in 2005 has met with many challenges and opportunities. The challenges consistently stem from the scarcity of resources. Despite this, programs currently in place have maintained or improved outcomes. In the past eight years the tenured and tenure-tenure track faculty have decreased to a total of six to deliver the academic programs and conduct the work of the academic unit. The baccalaureate and FNP Masters and Post Masters Certificate programs continue to sustain healthy enrollments with up to eight times the number of applicants for spaces available in the Pre-Licensure BSN program track and triple the applicants for the available positions in the post-licensure tracks and the masters program. All programs are approved for official impact status by the CSU Chancellor's Office based on meeting required criteria related to greater demand than capacity. Two MSN tracks are in the formal process of discontinuation due to resource constriction. These are the Direct Entry and Leadership and Management tracks. Neither program has been open to admissions since 2011. The department continues to offer curriculum in on-line, hybrid and face-to-face delivery models to fit the needs of the respective student populations. The focus of the department, as established in the

2012/2013 goals, are the BSN program, both Pre- and Post-licensure and the FNP Master's program.

The Collaborative Nursing Education Continuum Model (CNECM) has been successful in providing a model curriculum track that allows admitted ADN students to enroll in BSN courses at Sonoma State while enrolled in one of the five SSU service area community college ADN programs. By so doing, ADN students may complete one-third (8 units) of the required upper division nursing coursework (24 units) for the BSN at SSU while enrolled in the ADN program. Following graduation with their ADN, students are matriculated and can complete their BSN in one additional year of full-time study.

Pre-licensure BSN students are admitted every fall into a full-time track to complete the curriculum for licensure and the BSN in four full-time semesters. This was a major change in the new curriculum initiated in AY 2011-2012 and assumes, for both native and transfer students, that along with all nursing pre-requisites, all lower division general education is complete prior to beginning the nursing curriculum. As of Fall 2013, there are 48 Pre-licensure students equally divided in the first and second year. Post-licensure students are admitted in a full-time or part-time Academic Program Plan. Sonoma State University service area applicants from Lake, Mendocino, Sonoma, Marin, Solano and Napa counties are given preference for admission, as is the statewide practice for CSU nursing programs. As of Fall 2013, there are 86 Post-licensure students enrolled in the program.

The Master's degree offered by the department is for the Family Nurse Practitioner specialty. The MSN-Family Nurse Practitioner and Post Master's Certificate program continues to educate advanced practice nurses from rural northern California on the SSU

campus and at distant sister CSU campuses, Stanislaus and Chico. The nursing department has been involved in FNP education since 1972. Most recently the curriculum was revised to reflect the new standards of practice as outlined by American Association of Colleges of Nursing (AACN Master's Essentials, 2011) while the program maintains the criteria of the American Nurses Credentialing Center (ANCC), American Academy of Nurse Practitioners (AANP) and The National Organization of Nurse Practitioner Faculty Evaluation (NONPF) Criteria for Evaluation of Nurse Practitioner Programs (2012). Additionally the Quality and Safety Education in alignment with the Consensus Model for Advanced Practice Registered Nurse (APRN) and the graduate competencies outline the curriculum for Nurses (QSEN).

## **SUMMARY OF STANDARDS AND CRITERIA**

### **STANDARD 1: MISSION AND ADMINISTRATION**

The mission and philosophy of the Department of Nursing are congruent with the mission and purpose of Sonoma State University. Evidence in Standard four (4) indicates the alignment between the university and the nursing education unit. The University is part of a 23 campus statewide system governed by a chancellor and administrated by a president. Faculty, administrators, staff, and the public have access to all levels of administration and may communicate by phone, email, or in person by appointment. The Nursing administrator has authority to plan, direct, and implement the nursing programs to achieve positive student learning outcomes.

The organizational structure of the University and the Department of Nursing allows for faculty, staff, and students to participate in the governance process. Faculty, students, staff, and the Department Chair are represented on University and School standing committees and participate in the governance of the School and University. Faculty

assumes leadership roles within University Governance. Faculty meetings are structured to assure input from lecturers, staff, and students. Students are asked to select representatives from each program to serve as a liaison.

Communities of interest participate in program processes through the Advisory Committee and program meetings. The input received from community members are highly valued and are used for program and department decision-making. Program clinical partners help to promote excellent experiences in nursing education by providing diverse and positive student learning experiences.

The Chair of the Nursing Department is qualified and authorized to administer all of the programs. The Chair has had many years of health care experience and leadership in the CSU system to fully understand the intricacies of the program. The Chair is a licensed Registered Nurse in the state of California. She has taught at associate, baccalaureate, masters, and doctorate levels of nursing education. She was elected by the Department to her position as Chair in 2012 to serve a three-year term. She has the authority and responsibility for administering the programs; she also facilitates program operations and manages the resource allocations in collaboration with the nursing department faculty.

Policies at Sonoma State apply to all faculty members and are published on the corresponding websites. All Department policies are congruent with the university. Faculty workload and teaching assignments are outlined in the CSU Collective Bargaining Agreement. Nursing faculty members are supported by a workload policy that is based on course and clinical weighted teaching units. Typically, for tenured and tenure track faculty, a full time teaching load is 12 WTU's with 3 WTU's of indirect for research, scholarship and service. Lecturer teaching assignments vary and may be up to 15 WTU's as full time.

The university has a detailed policy in place for student grievances. Students also have opportunity to present compliments, concerns, and suggestions for program improvement according to a detailed course and program evaluation plan with results contributing to ongoing program and department development.

## **STANDARD 2: FACULTY AND STAFF**

Faculty credentials currently meet the University and California State Board of Nursing requirements. The SSU Department of Nursing currently has nine doctorally prepared. Tenured and tenure track, full time faculty and three [semi-retired] tenured faculty on half-time assignments (FERP). A total of 23 dedicated lecturers complete the teaching team for both the undergraduate and graduate programs. All but one lecturer have a master's degree or higher. There are sufficient numbers of faculty, lecturers, preceptors, and staff to ensure that program outcomes are achieved. Tenured and tenure-track faculty provide academic advising and program planning for all matriculated undergraduate and graduate students as well as approximately 80 pre-nursing students enrolled at SSU.

Faculty members have expertise and experience in leadership and management, psychiatric/mental health nursing, rehabilitation nursing, gerontology nursing, critical care nursing, public/community nursing, emergency care, maternity nursing, pediatric nursing, and medical-surgical nursing. Many faculty members are nurse practitioners. Faculty members have provided excellent evidence of professional contributions and have received University, community, and professional awards for teaching, scholarship/research, and service activities. Faculty members are actively engaged in endeavors that substantiate and reflect the scholarship of discovery, teaching, integration, and application.

There are no non-nurse faculty teaching for the department. There are sufficient numbers of staff members to achieve program outcomes.

Faculty and lecturers are oriented and mentored to the role by the faculty and chair. A formal university faculty orientation occurs each fall for all newly hired tenure track faculty. Nursing faculty members are evaluated by students at the end of each semester for each assigned course; clinical or lecture. Evaluations for faculty reappointment, promotion, and/or tenure are conducted according to the CSU Collective Bargaining Agreement. The department Chair receives and reviews student evaluations of teaching effectiveness with all nursing faculty members. Staff members' performance is reviewed annually according to the unit specific collective bargaining agreement. Faculty teaching at distance sites follows the same evaluation procedures as on-site employees.

### **STANDARD 3: STUDENTS**

Students enrolled in the School of Science and Technology, Department of Nursing, are governed by the policies of Sonoma State University. Nursing policies are congruent with those of the University except those that are justified as they apply to the requirements for success and safety in a professional program. Policies are readily accessible to students and public, non-discriminatory, and consistently applied.

The university provides access to a wide variety of student support services for all students on-campus as well as for students who are enrolled in on-line courses. Student success is supported by the availability and quality of these services and the qualified professionals who direct support services.

Policies and procedures for maintenance of student educational and financial records within the university are in compliance with state and federal regulations. The University

has a written, comprehensive financial aid program and students are notified of their financial obligations and ethical responsibilities at the time of receiving financial assistance.

Orientation to technology is provided for all students using web-enhanced or web-based technology in their courses. Support is available for technological services for all students, including those receiving instruction using alternative methods of delivery. Information related to technology requirements and policies for students enrolled in distance education courses is clear, accurate, consistent, and accessible.

#### **STANDARD 4: CURRICULUM**

The nursing curriculum is organized from the basic nursing concepts to complex nursing care and integrates professional standards, competencies, state regulations, and local guidelines. Course outcomes are linked to the overall program philosophical concepts in order to conceptually support end of program outcomes for both undergraduate and graduate programs. Faculty develops, refine, and review curriculum on a regular cycle for rigor and currency.

Curriculum decisions are based on review of the current literature, health trends, and feedback from faculty, students, and communities of interest. Through a most recent review process, program assessment, and changes in standards both the undergraduate and graduate programs initiated and implemented significant curriculum revisions in AY 2011 and 2012 respectively. Standards used in the development of all nursing curricula include competencies as identified by the Accreditation Commission for Education in Nursing (ACEN), the American Nurses Association Standards, the American Nurses Association Code for Nurses, the California Code Title 5, AACN Essentials of Baccalaureate Education for Professional Nursing Practice, and Essentials of Master's Education for Advanced



Practice Nursing. Curricular revisions also incorporate the Institute of Medicine (IOM) recommendations for core knowledge required of all health care professionals.

Student learning outcomes inform the current baccalaureate and graduate curricula in ongoing improvement processes. Integrated throughout baccalaureate and graduate courses are cultural, ethnic, and social diversity concepts. All courses address and augment the curriculum in areas of caring, communication, critical thinking, advocacy/social justice, teaching/learning, professionalism, leadership, research, and cultural competency. Clinical experiences incorporate regional, national, or global perspectives of care.

Faculty utilizes a variety of evaluation methods to assess student learning and program outcomes. Student learning and program outcomes are measurable and reflect established professional and practice competencies and the program curricula. Students are provided a variety of clinical experiences and are able to meet course outcomes as outlined in the course syllabi. Both students and faculty evaluate clinical facilities each semester. Clinical experiences are selected for student learning and support the achievement of outcomes. Clinical Affiliation Agreements are maintained for all clinical facilities. The curriculum includes best practice standards and is guided by educational theory, interdisciplinary collaboration, and research. Program length is congruent with the attainment of program outcomes and consistent with University policies. Learning activities, instructional materials, and evaluation methods are appropriate for traditional classroom, on-line, and hybrid course delivery, and consistent with anticipated learning outcomes.

## **STANDARD 5: RESOURCES**

The budget is adequate to support the achievement of student learning outcomes of the Department of Nursing. This can be attributed to grant funding and self-support offerings by the faculty and the department. The university budget has remained relatively flat for the last eight (8) years. As enrollments started an upward trend for the university and the Department, the state budget experienced a serious and recurring deficit. This has caused a contraction in the number of program track offerings in the department. Faculty members and the Department Chair have input into resource allocation. The Dean of The School of Science and Technology and the Provost negotiate Department allocations. Both grant funding and funding from the school travel fund have afforded some faculty development opportunities to all tenure-tenure track faculty.

Physical resources have also been dwindling. The department has sufficient space for faculty offices and a relatively small, however well-designed and equipped skills laboratory. The department also has no designated classrooms and finding rooms that include required technology is a challenge. The department's collaborative simulation center closed in 2012 due to lack of resources. A partnership is currently being explored with Sutter Medical Center of Santa Rosa to open a regional simulation center. The area designated for nursing on the first and second floor of Nichols Hall houses all nursing faculty and each office has sufficient space as well as computers, storage, and file cabinets. The Health Maintenance Center/skills laboratory supports the achievement of student learning outcomes. Supplies and equipment budgets are augmented by grants and local community donations.

Learning resources, such as instructional software and hardware, are current, comprehensive, and available to students in sufficient quantity and quality to support

learning outcomes. Technical support is available to faculty and students who need additional help or who wish to expand their technical skills. Learning resources associated with the library are current and comprehensive. The library has adequately met the needs of the nursing unit through online reserve sources, classic and contemporary books, journals and bound periodicals, videos, CD-ROMs, and online search engines and full text electronic journals. Nursing faculty have input into the selection, development, and maintenance of learning resources. The assigned “nursing department” librarian is available on a full-time basis to assist students and faculty.

Fiscal, physical, technological, and learning resources are adequate for achieving the goals and responsibilities of the department and student success on outcome measures.

#### **STANDARD 6: OUTCOMES**

The systematic plan for each program evaluation has been developed, implemented, evaluated, and revised by the faculty. The plan provides a comprehensive systematic assessment and evaluation of the program, faculty, the curricula, students, resources, and outcomes. Standards and criteria established by the Accreditation Commission for Education in Nursing, California Board of Registered Nursing, AACN Essentials for Baccalaureate and Masters Education, and National Organization of Nurse Practitioners Faculties are included in the respective program plans. Findings from the process are presented throughout this self-study report. These plans include the expected level of achievement, frequency of assessment, assessment method, results of data collection, analysis of data, and actions for program development, maintenance, or revision.

Components in which the level of achievement is not met are discussed in department meetings and team meetings to determine strategies for program improvement and positive

student learning outcomes. Findings from the evaluation data have been foundational for most, if not all, of the program and curriculum changes made in the past several years. Evaluation findings are shared with communities of interest in semi annual meetings; information is disseminated by formal written reports, verbal, and written communication.

Outcome evaluation of performance on licensing or credentialing exams, program completion, program evaluation by students and employers, and graduation rates with all programs are meeting or exceeding program standards on these measures.

### **ANALYSIS AND SUMMARY OF STRENGTHS AND AREAS NEEDING IMPROVEMENT**

The program strength is evident in the outcome of success in student achievement of which a necessary component is fulfilled by the ability of faculty to provide a sound curriculum in clinical and didactic education. Repeated success at the 100% level in first-time NCLEX scores, Nurse Practitioner Certifications rates of 90% or above, and employer satisfaction support this claim. Faculty attends to every detail in process and outcome evaluation to maintain these standards. The quality and expertise of the faculty is apparent in the dedication to the department, students, and university. Curriculum modifications for both the baccalaureate and master's degree nursing programs have been an intense faculty endeavor that has resulted in well-designed programs. The changes have broadened the role outcomes, have more clearly defined the competencies, and strengthened the education provided for nursing students across the programs. Curriculum is based on the most current trends, regulations, and standards with valued input from communities of interest informing ongoing revisions that reflect current practice. Graduation, retention, and student satisfaction lead to the programs producing stellar professionals. Program assessment, through each program's systematic evaluation plan, has been strengthened to make the

process of program improvement accessible and timely. Faculty utilizes these data to make improvements in courses and curriculum design.

While outcomes are evident, the number of full-time faculty is below minimal despite the reduction in programs. The University has declined to provide an increase in the number of tenure track faculty. Several well-qualified long term and newly hired lecturers provide stability and current clinical expertise for all programs.

The loss of the simulation lab, the inability of the University to provide on-campus simulation space, and the difficulty in scheduling technology-equipped classrooms demonstrate a loss of resources since the last NLNAC/ACEN visit. Support for distance education, while improved since the last visit, remains less than optimal to address the ever-increasing needs of the programs to provide cutting edge pedagogy to all students.

Student participation on School and nursing department committees needs to be improved. Based on evaluation, strategies are being developed to increase the involvement of student representatives. During student orientation, the functions of committees will be explained. Students will be informed of the importance and purpose of student participation. During the early weeks of each semester, students will be encouraged to volunteer or be invited by faculty to serve as representatives or alternates.

The Department of Nursing at Sonoma State University has a long tradition of producing quality graduates that serve the profession with life-long careers. The effort of the faculty and staff is monumental towards this goal. We continue to attract highly qualified students and maintain outstanding programs that have an exemplary reputation that reaches many corners of the region and beyond.

## STANDARD I: MISSION AND ADMINISTRATIVE CAPACITY

**THE NURSING UNIT'S MISSION REFLECTS THE GOVERNING ORGANIZATION'S CORE VALUES AND IS CONGRUENT WITH ITS STRATEGIC GOALS AND OBJECTIVES. THE GOVERNING ORGANIZATION AND PROGRAM HAVE ADMINISTRATIVE CAPACITY RESULTING IN EFFECTIVE DELIVERY OF THE NURSING PROGRAM AND ACHIEVEMENT OF IDENTIFIED OUTCOMES.**

### ***Baccalaureate and Master's Programs***

**Criterion 1.1 (Baccalaureate) The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization**

**Criterion 1.1 (FNP Masters and Post Masters Certificate) The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization**

The Sonoma State University (SSU) mission is documented in the 2013-2014 Sonoma State University Catalog ([http://www.sonoma.edu/catalog/13-14/2013-2014\\_ssucatalog\\_final.pdf](http://www.sonoma.edu/catalog/13-14/2013-2014_ssucatalog_final.pdf)). The SSU Department of Nursing mission is presented in the 2013-2014 Nursing Student Handbook which is publicly available on the Department of Nursing web site at <http://www.sonoma.edu/nursing/pdf/studenthandbook13-14.pdf>.

The following table compares the stated Sonoma State University mission and the Department of Nursing's mission in terms of the attributes expected of graduates.

**TABLE 1.1.1** *Comparison of SSU Mission and Department of Nursing Mission*

<b>SSU Mission</b>	<b>SSU Department of Nursing Mission</b>
Foundation for lifelong learning	Foundation for lifelong professional learning
Broad cultural perspective	Practice nursing within a broad cultural perspective
Appreciation of intellectual and aesthetic achievements	Affirm intellectual and aesthetic achievements as part of the human experience

<b>SSU Mission</b>	<b>SSU Department of Nursing Mission</b>
Will be leaders and active citizens	Develop professional leadership & active citizenship
Are capable of fulfilling careers in a changing world	Foster flexibility and resilience for a career in nursing within a dynamic world
Are concerned with contributing to the health and well-being of the world at large	Contribute to the health and well-being of the world at large

The university mission statement further indicates that instructional programs at SSU are “...designed to challenge students not only to acquire knowledge but also to develop the skills of critical analysis, careful reasoning, creativity and self-expression. Excellence in undergraduate education requires students to participate in a well-planned program that provides both a liberal education and opportunities for specific career preparation.”

The baccalaureate nursing program prepares professional nurses to meet society’s needs by thinking critically and exercising leadership in planning, implementing, and evaluating nursing care. The nursing process, utilized to provide health care to individuals, families and communities, affirms varying cultural, social, and ethnic values. Working as providers, teachers, advocates and planners/coordinators of client care, Sonoma State University BSN graduates are equipped to participate in improving the quality of nursing services across the health care delivery continuum.

The master’s nursing program builds on baccalaureate education and leads to an advanced practice nursing role as students acquire advanced knowledge and skill in the Family Nurse Practitioner specialty area. The graduate program responds to society’s needs for professional nurses who influence the structure of emerging patterns of health care practice and delivery. Sonoma State University graduate nursing students are able to help

develop and refine nursing practice by participating in research, scholarship, and leadership roles within the profession.

Both the baccalaureate and master's curricula are designed to meet the needs of adult learners and courses are scheduled to accommodate students in full-time and part-time program tracks. The nursing program's mission and purposes are congruent with the mission and purposes of the university.

**Criterion 1.2 (Baccalaureate) The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.**

**Criterion 1.2 (FNP Masters and Post Masters Certificate) The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.**

Department of Nursing Faculty actively participate in university governance through faculty membership on the SSU Academic Senate and its standing committees: Academic Planning, Educational Policies, Faculty Standards and Affairs, and Student Affairs.

Although the total number of faculty in the Nursing Department is small, all faculty have the opportunity to participate and provide input into the governance of the University and the School of Science and Technology (SST). The Academic Senate is a committee of the whole and all faculty are encouraged to attend and participate. Minutes are published and publicly accessible on the Academic Senate webpage (<http://www.sonoma.edu/senate/index.html#links>).

There is an Executive Committee for the Senate that meets in between meetings of the full Senate to set the agenda and discuss matters that may need to be reviewed by the Senate as a whole. In addition to Standing Committees, the Senate has two sub-committees (Senate Budget Subcommittee and Senate Diversity Subcommittee) and the Executive



Committee has a separate Structure and Functions Committee. There are elected Senate representatives to the Executive Committee, each of the standing committees, and the subcommittees. The organizational structure of the SSU Academic Senate is available at <http://www.sonoma.edu/senate/committees>.

The Nursing Department Chair participates in the School of Science and Technology governance through bi-weekly meetings of the Council of Department Chairs. The SST Chairs provide input at these meetings to the Dean regarding course scheduling, faculty hiring and evaluation, development of policies and procedures, program evaluation and academic matters. Department of Nursing Faculty meet a minimum of twice per month during the academic year and more frequently as necessary. Baccalaureate and master's program faculty teams meet regularly to review curriculum and evaluation, student progression, and general student body issues.

The Nursing Department has a long history of faculty, staff and student involvement in governance at both the University (including School of Science and Technology) and department levels. Faculty take very seriously the commitment to academic nursing and are routinely well represented throughout the university's governance system. Nursing students are strongly encouraged to participate at all levels although the faculty recognize that many nursing students have major life and professional commitments that limit their availability for extra-curricular activities. Nursing students have many opportunities to participate in the governance of the university, school, and department through their student organizations and committee memberships. Table 1.2.1 documents faculty, staff, and student participation at the university (U), School of Science and Technology (S) and Department (D) levels.

SSU full-time and part-time nursing faculty are fully engaged in governance of the nursing unit. Nursing students participate on all nursing department committees where policy issues, programmatic needs, curriculum issues, and nursing student affairs are discussed and deliberated. Graduate and undergraduate students representing the major program options at the BSN and MSN levels are invited to participate and are elected to do so by their peers. Their contributions to departmental governance are substantial and fully appreciated by the faculty. Table 1.2.3 indicates the participation of students and faculty on the standing committees of the nursing department and on task groups over the past four years.

**TABLE 1.2.1** *Full-Time Faculty and Student Participation in University Governance  
(past five academic years)*

<b>Faculty Name</b>	<b>Committee Membership University (U)/School (S)/ Department (D)</b>	<b>Role</b>	<b>Term of Membership</b>
Liz Close (FERP 2012- present)	• University Senate Academic Planning Committee (U)	Chair	2008
	• SST Dean’s Review Committee (U)	Member	2008
	• <i>Project Censored</i> (U)	Reviewer	2008 – 2010
	• Council of Chairs (S)	Member	2008– 2012
	• Curriculum Committee (S)	Member	2008 – 2011
	• Retention, Promotion and Tenure Committee (S)	Member	2003 – 2011
	• Pre-Licensure BSN Admissions Committee (D)	Chair	2008 – 2012
	• Post-Licensure BSN Admissions Committee (D)	Chair	2008 – present
	• CNECM Admissions Committee (D)	Chair	2008 – present
	• Nursing Faculty Committee	Member	2012 – present
	• Undergrad Committee (D)	Chair	2008 -- 2012
		Member	2008 – present
Carole Heath (FERP 2009- present)	• Undergrad Clinical Placement (D)	Chair	2012 – present
	• Undergrad Committee (D)	Member	1997 – present
Deborah Kindy	• Freshmen Year Experience Faculty (U)	Member	2011 -- present
	• Academic Advising Subcommittee (U)	Member	2002 – present
	• Faculty Senate (U)	Secretary	2008-2011
	• General Education Subcommittee 2012-current (U)	Member	2012-present
	• RTP Committee for D. Roberts & M. Kelly; M.E. Wilkosz (D)	Member	2007-2010; 2010-present
	• RTP Committee for Katie Hatch, CAPS psychologist (U)	Member	2008-2010
	• TT Faculty Search Committee (D)	Member	2009-2011
	• Student Nursing Club (D)	Advisor	2008-2012
	• Pre-Licensure BSN Admissions Committee (D)	Member	2008-2011
	• Post-Licensure BSN Admissions Committee (D)	Member	2008 – present
	• CNECM Admissions Committee (D)	Member	2010 -- present
	• Nursing Faculty Committee (D)	Member	2008 -- present
• Undergrad Committee (D)	Member	1997 – present	

Michelle Kelly	• SSU Instructional Technology Task Force CSU Chancellor’s Office (U)	Member	2012 -- present
	• Online Nursing Educational Resources Advisory (U)	Member	2012 -- present
	• University Curriculum Committee (U)	Member	2012 -- present
	• Embracing Teaching Excellence in Diversity Work Group Ad Hoc Parking Committee (U)	Member	2012 -- present
	• SST Elections Committee Program Review Subcommittee (S)	Member	2012 -- present
	• FNP Team Committee (D)	Member	2007 -- present
	• Undergraduate Committee (D)	Member	2012 -- present
Jeanette Koshar	• Scholarship Committee (U)	Chair	2009 -- 2011
	• McNear NoGap Scholars mentor (U)	Member	2012 -- present
	• <i>Project Censored</i> (U)	Reviewer	1997 – present
	• Retention, Promotion and Tenure Committee (S)	Member	2011 – present
	• Retention, Promotion and Tenure Committee (D)	Member	2008 – 2011
	• Pre-Licensure BSN Admissions Committee (D)	Member	2011 – present
	• FNP Team Committee (D)	Member	2000 – present
	• Student Nursing Club (D)	Advisor	2011 – present
• Pre-Licensure BSN Program (D)	Asst. Dir.	2012 – present	
Wendy Smith	• University Graduate Studies – Subcommittee of Senate (U)	Member	2009-present
	• University Scholarship Committee (S)	Member	2009 - 2011
	• Nursing Search Committee - Tenure Track Faculty (D)	Member	2009
	• Nursing RTP Committee (D)	Chair	2010 – 2011
	• Nursing Part time Faculty Evaluation Committee (D)	Member	2012- Present
	• Coordinator and Chair FNP Team Committee (D)	Chair	2009 - Present
	• Nursing Admissions Committee FNP MSN and Post MSN (D)	Chair	2009 – present
	• Nursing Graduate Committee (D)	Member	2009 – 2012
	• Nursing Faculty Committee (D)	Member	
	• STT LGC (D) Faculty Liaison	Member	2008-present

Melissa Vandever (FERP 2009-present)	<ul style="list-style-type: none"> <li>• Graduate Council (U)</li> <li>• Undergrad Committee (D)</li> <li>• Nursing Faculty Committee (D)</li> </ul>	Member Member Member	2008 – 2009 2008 – present 2008 – present
Mary Ellen Wilkosz	<ul style="list-style-type: none"> <li>• Instructional Technology Committee(U)</li> <li>• Academic Technology Committee (U)</li> <li>• IRB Committee (U)</li> <li>• Student Health Advisory Committee (U)</li> <li>• Scholarship committee (S)</li> <li>• Tenure Track Faculty Search Committee (D)</li> <li>• RTP Committee (D)</li> <li>• Nursing Admissions Committee FNP MSN and Post MSN (D)</li> <li>• FNP Team Committee (D)</li> <li>• Nursing Faculty Committee</li> <li>• STT LGC (D) Officer &amp; Faculty Liaison (D)</li> </ul>	Member Member Member Member Member Member Chair Member Member Member Member	2019 – present 2010 – present 2011 -- present 2007 -- present 2009 -- 2011 2011 2012 -- present 2007 – present 2007 -- present 2007 -- present 2008 -- present
<b>Student Name</b>	<b>Committee Membership University (U)/School (S)</b>	<b>Role</b>	<b>Term of Membership</b>
Jennifer Yuhas	<ul style="list-style-type: none"> <li>• Nursing Club at SSU (S)</li> <li>• Associated Students of SSU (U)</li> </ul>	NCSSU President Class Rep SST Senator	2009-2010
Wes Ernst	<ul style="list-style-type: none"> <li>• Nursing Club at SSU (S)</li> </ul>	NCSSU President	2010
Stefanie Gabbard	<ul style="list-style-type: none"> <li>• Nursing Club at SSU (S)</li> </ul>	NCSSU Officer	2010
Cristen Clementson	<ul style="list-style-type: none"> <li>• Nursing Club at SSU (S)</li> </ul>	NCSSU Officer Class Rep	2010
Kelly Peth	<ul style="list-style-type: none"> <li>• Nursing Club at SSU (S)</li> </ul>	NCSSU Officer Class Rep	2010
Ashley Cope	<ul style="list-style-type: none"> <li>• Nursing Club at SSU (S)</li> </ul>	NCSSU Officer Class Rep	2011
Elle Doll	<ul style="list-style-type: none"> <li>• Nursing Club at SSU (S)</li> </ul>	NCSSU Officer Class Rep	2011
Molly Harris	<ul style="list-style-type: none"> <li>• Nursing Club at SSU (S)</li> </ul>	NCSSU Officer Class Rep	2012
Sabrina Alonzo	<ul style="list-style-type: none"> <li>• Nursing Club at SSU (S)</li> </ul>	NCSSU Officer Class Rep	2012
Rachael MacDonald	<ul style="list-style-type: none"> <li>• Nursing Club at SSU (S)</li> </ul>	NCSSU Officer Class Rep	2012
Marissa Maples	<ul style="list-style-type: none"> <li>• Nursing Club at SSU (S)</li> </ul>	NCSSU Officer Class Rep	2012

Catherine Luu	• Nursing Club at SSU (S)	NCSSU Officer Class Rep	2012
Rebecca Patterson	• Nursing Club at SSU (S)	NCSSU Officer	2013

**TABLE 1.2.2** *Part-Time Faculty and Student Participation in Nursing Department Governance (past 5 academic years)*

<b>Part-Time Faculty</b>	<b>Committee, Team, and Task Force Membership Department of Nursing</b>	<b>Role</b>	<b>Term of Membership</b>
Rachelle Allwardt	<ul style="list-style-type: none"> <li>FNP Team, Graduate &amp; Certificate Programs</li> </ul>	Member	2013 – present
Jessica Beattie	<ul style="list-style-type: none"> <li>FNP Team, Graduate &amp; Certificate Programs</li> </ul>	Member	2011-present
Tracy Bondi	<ul style="list-style-type: none"> <li>FNP Team, Graduate &amp; Certificate Programs</li> </ul>	Member	2008-present
Alanna Brogan	<ul style="list-style-type: none"> <li>Undergraduate Program</li> <li>Nursing Faculty Committee</li> <li>Nursing Advisory Committee</li> </ul>	Member Member Member	2008 – present 2008 – present 2008 – present
Karen Canepa	<ul style="list-style-type: none"> <li>Undergraduate Program</li> <li>Nursing Faculty Committee</li> </ul>	Member Member	2008 – present 2008 – present
Catherine Clark	<ul style="list-style-type: none"> <li>Undergraduate Program</li> </ul>	Member	2008 – present
Karen Clark	<ul style="list-style-type: none"> <li>FNP Team, Graduate &amp; Certificate Programs</li> </ul>	Member	2011-present
Will Combi	<ul style="list-style-type: none"> <li>Undergraduate Program</li> </ul>	Member	2008 – present
Terri DelCarlo	<ul style="list-style-type: none"> <li>Undergraduate Program</li> </ul>	Member	2008 – present
Johnna Edmunds	<ul style="list-style-type: none"> <li>FNP Team, Graduate and Certificate Programs</li> </ul>	Member	2008 - present
Maureen Flynn-Garcia	<ul style="list-style-type: none"> <li>Undergraduate Program</li> </ul>	Member	2008 - present
Robyn Mendoza	<ul style="list-style-type: none"> <li>FNP Team, Graduate &amp; Certificate Programs</li> </ul>	Member	2008 -- present
Katharine Ratliff	<ul style="list-style-type: none"> <li>FNP Team, Graduate &amp; Certificate Programs</li> </ul>	Member	2012 – present
Judy Richards	<ul style="list-style-type: none"> <li>FNP Team, Graduate &amp; Certificate Programs</li> </ul>	Member	2008 – present
Barbara Ritter	<ul style="list-style-type: none"> <li>FNP Team, Graduate &amp; Certificate Programs</li> </ul>	Member	2012 – present
Kristin Robinson	<ul style="list-style-type: none"> <li>Undergrad Program</li> <li>STT LGC Governance Chair</li> </ul>	Member Member	2011 – present 2010 -- present
Kathleen Rockett	<ul style="list-style-type: none"> <li>Undergraduate Program</li> <li>Nursing Faculty Committee</li> <li>Undergraduate Admissions Committee</li> </ul>	Member Member Member	2008 – present 2008 – present 2010 – present
Janie Rohchelli	<ul style="list-style-type: none"> <li>FNP Team, Graduate &amp; Certificate Programs</li> </ul>	Member	2013 – present
Nancy Shaffer	<ul style="list-style-type: none"> <li>Undergraduate Program</li> </ul>	Member	2008 – present

Loree Skidmore	<ul style="list-style-type: none"> <li>• FNP Team, Graduate &amp; Certificate Programs</li> </ul>	Member	2008 – present
Melissa Sloan	<ul style="list-style-type: none"> <li>• FNP Team, Graduate &amp; Certificate Programs</li> </ul>	Member	2010 – present
Krista Wolcott	<ul style="list-style-type: none"> <li>• Undergraduate Program</li> <li>• STT LGC President</li> </ul>	Member Member	2010 – present 2012 – present

<b>Students</b>	<b>Committee, Team, and Task Force Membership Department of Nursing</b>	<b>Role</b>	<b>Term of Membership</b>
Jennifer Yuhas	Undergraduate Program BRN Self Study	Student Member	2009-2010
Molly Harris	Outreach	Student Leader	2011-2012
English Knowles	NLNAC Planning/Visit	Student Leader	2012-2013
Rebecca Patterson	Outreach	Student Leader	2013-2014

**Criterion 1.3 (Baccalaureate) Communities of interest have input into program processes and decision making.**

**Criterion 1.3 (FNP Masters and Post Masters Certificate) Communities of interest have input into program processes and decision making.**

The Department of Nursing values relationships with communities of interest and diligently works to maintain and foster open and honest exchange for the purpose of continuous program improvement in all academic programs. The following communities of interest have both formal and informal input into program processes, evaluation and decision-making in the manner listed with each.

**Department of Nursing Advisory Committee** consists of faculty and administrative representatives from SSU service area community colleges and universities (Santa Rosa Junior College, Mendocino College, College of Marin, Napa Valley College, Solano



Community College and Pacific Union College – ADN and BSN), SSU nursing faculty, students, and staff and affiliating baccalaureate and graduate clinical agency representatives. The role of the Advisory Committee, convening in collaboration with the Santa Rosa Junior College Advisory Committee once each semester, is to provide written and verbal feedback to the nursing program(s) on a variety of student education and practice issues, identify successful learning opportunities and practices and indicate areas needing attention and/or improvement, discuss operational challenges in student clinical placements, and provide feedback to the faculty on strategies to enhance student learning in the practice environment. Relationships among and between the education and practice environment are collegial and transparent in support of excellent educational programming across the educational continuum (ADN – BSN – MSN).

**Baccalaureate and Masters nursing program affiliating clinical agencies and all associated preceptors** routinely communicate with SSU nursing faculty using on-site/face-to-face, email, and telephone as appropriate. Additionally, all preceptors complete written program evaluations each semester, which are reviewed and documented by course faculty and addressed, accordingly as a critical component of the departmental evaluation plan.

**The School of Science and Technology and the University** also have formal and informal input into the Nursing Department's program processes and decision making via the governing rules of the Faculty Academic Senate, STT Council of Chairs and Curriculum Committee, Admissions and Records, and Office of the Provost (VP for Academic Affairs). The campus community is well-informed about the nursing department's programs and educational delivery challenges (particularly with reference to

clinical education requirements) and how/why they differ from laboratories and field experiences in other academic disciplines.

Because of their current or recent professional and/or funding roles in departmental programs and faculty and student professional membership, the following organizations have direct or indirect input into departmental nursing education processes and decision making: California Association of Nurse Practitioners (CANP), National Organization of Nurse Practitioner Faculty (NONPF), Sigma Theta Tau and Lambda Gamma Chapter Nursing research Conference, Song-Brown/Office of Statewide Healthcare Planning and Development (for MSN-FNP program), Kaiser Permanente/ East Bay Community Foundation (for CNECM program), California State University Commission on the Extended University (for CNECM program).

**Criterion 1.4 (Baccalaureate) Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.**

**Criterion 1.4 (FNP Masters and Post Masters Certificate) Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.**

The following is an illustrative list of nursing department partnerships that promote excellence in nursing education, enhance the profession, and benefit the community:

- Department of Nursing Advisory Committee (see previous section)
- Collaborative Nursing Education Continuum Model (CNECM): partnership with ADN programs in service area to provide seamless ADN-BSN education beginning during the ADN program.
- Jewish Community Free Clinic (JCFC): clinical practice site for baccalaureate and masters programs
- Sutter FNP Residency Program: Federal grant funded residency for SSU FNP graduates
- Marin Simulation Center: area partnership between three nursing education programs and three clinical agencies to provide state-of-the-art clinical simulation for nursing students and agency staff (disbanded 2012).
- Modesto Gospel Mission: community clinical practice site for FNP program.

- Chico Torres Shelter: community clinical practice site for FNP program.
- Care Transitions Program (Santa Rosa Memorial Hospital): community clinical practice site for undergraduate program community-public health course and Post-Licensure BSN capstone course.
- Transition into Practice (Sutter Santa Rosa Medical Center): post-licensure “residency” program for new baccalaureate graduates unable to secure employment after graduation
- California State University, Chico Graduate Nursing Program partnership: to provide local [SSU] residency opportunities for online MSN-Education program in which SSU service area nurses are enrolled.
- Lambda Gamma Chapter, Sigma Theta Tau:

The faculty’s involvement in the local, state, national and international communities is noteworthy and illustrated by these examples of professional board/committee member and leadership positions and service:

- Council on Aging Board Secretary & Development Officer
- Northern California Center for Well-Being Board member
- Community College ADN Program Advisory Committees member
- California Board of Registered Nursing Education Issues Workgroup member
- Society of Pediatric Nurses-Bay Area President
- National Association for Mental Illness-Sonoma County Chapter Board member
- Sonoma County Maternal, Child and Adolescent Health Board Co-Chair
- Redwood Regional Health Coalition, Education and Standards Committee member
- Sonoma County Oncology Nurses Association Annual Conference Coordinator
- National Health Service Scholarship Program, Faculty Minority Mentor
- Commission for Nurse Credentialing CNL Task Force Member (AACN)
- Center to Champion Nursing in America Nurse Expert Consultant
- California Institute for Nursing and Health Care Education Consultant
- DNP Project for California State University DNP Program Northern Campuses, Chair
- California Rural Indian Health Board member
- Fulbright Specialist, MN Faculty in Uganda
- Vietnamese Nursing Schools Nurse Consultant

**Criterion 1.5 (Baccalaureate) The nursing education unit is administered by a doctorally prepared nurse.**

**Criterion 1.5 (FNP Masters and Post Masters Certificate) The nursing education unit is administered by a doctorally prepared nurse who has authority and responsibility over the unit and advocates for equity between the unit and other institutional units.**

The nursing department chair, Dr. Deborah Roberts, holds a Master of Science degree in Nursing from California State University, Chico and an Education Doctorate from Laverne University. Laverne University is accredited by the Western Association of Schools and Colleges (WASC). Dr. Roberts' CV is in Appendix 1.

The department chair in the California State University system is a faculty, not an administrative, position. Thus, the Nursing Chair's authority and responsibilities are delegated by the School of Science and Technology Dean who is the first-line administrative representative. As Chair of the Nursing Department, Dr. Roberts is delegated authority and responsibility for the academic mission and operations of the department. As an active member of the School of Science and Technology Chairs Council, Dr. Roberts represents the nursing department in all matters related to academic integrity, fair distribution of limited resources and equitable consideration and treatment of the department and its faculty, staff and students compared to other departments. This is reflected in the Department Organizational Chart (Appendix 2).

**Criterion 1.6 (Baccalaureate Program) The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.**

SSU Academic Department Chair responsibilities include:

- a. developing and directing department programs and services, including academic advising procedures, Summer Session and Extension
- b. maintaining communications to and from faculty and staff of the department

- c. working with the School Dean on advising, equipment, library, funding, and all other matters pertaining to the department's academic schedule and class offerings, budget, staffing, and organizing and supervising related procedures
- d. working with tenured members of the department and coordinating with the Academic School Office procedures for the recruitment and orientation of new faculty and staff of the department or program
- e. with the tenured members of the department, developing the department's criteria for Reappointment, Promotion and Tenure within the framework of existing school and university policy. This includes communicating with RTP committees, interviewing RTP candidates or reviewing documents in the RTP files, communicating recommendations to RTP candidates, providing the School Dean with recommendations regarding annual retention during probation and granting tenure to those eligible.

The specific details of the Nursing Department Chair's job description are delineated in the nursing faculty approved Job Description: Department Chair (Appendix 3). In summary, in addition to the general SSU department chair responsibilities, the nursing department Chair has the following unique duties that are reflected in the document:

- Serve as Director of the Prelicensure track in the Baccalaureate program, accountable to the California State Board of Registered Nursing for faculty qualifications, curriculum and clinical agencies compliance with the California Nurse Practice Act, and legal contracts with collaborating agencies.
- Coordinate the department's response to annual reports for the BRN, NLN, and AACN.
- Coordinate and plan department processes for major accreditation reports of the California State Board of Registered Nursing and the National League for Nursing Accrediting Commission.
- Represent the department at community and/or professional meetings at the local, regional, state and national level.
- Serve as liaison to the University Admissions and Records Office, the Development Office and Student Affairs Office and other campus resources involved in student recruiting.
- Coordinate department marketing/student recruiting efforts.
- Convene and/or regularly communicate with the Department Advisory Board to maintain informed cooperative working relationships with major collaborators in the health care community.
- Participate in professional activities at the local, regional, state and national level to keep the department apprised of major trends and issues in health care and nursing education.

The department chair in the California State University system is a faculty, not an administrative, position. Thus, the Nursing Chair's authority and responsibilities are delegated by the School of Science and Technology Dean who is the first-line official administrative representative. The nursing department is fortunate to be well-served by the current Dean, Dr. Lynn Stauffer, who vigorously supports the Nursing Department Chair's authority in matters related to the California State Board of Registered Nursing and associated nursing education regulations.

Faculty workload at SSU is dictated by the California Faculty Association (CFA) Contract (2012 – 2014) with the California State University (Article 20) ([http://www.calstate.edu/LaborRel/Contracts\\_HTML/CFA\\_CONTRACT/2012-2014/](http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/2012-2014/)). A copy of the contract is also available in the Document Review Room.

Since teaching is the primary mission of the CSU, most department chairs are expected to teach and this expectation is consistently taken into consideration when assigning workload. However, since 2007, the nursing department chair's workload over the 12-month contract period ("calendar year") has been approved at 100 percent administration due to the extraordinary breadth and scope of responsibility and documented workload.

Overall, the chair's workload is adequately distributed to support effective internal leadership and management and successful external representation at the school, university, community, state, and national levels.

**Criterion 1.6 (FNP Masters and Post Masters Certificate) Nursing program coordinators and lead faculty for program tracks are academically qualified, meet national guideline criteria, and have authority and responsibility over the program/track.**

The FNP Masters and PMC Program Director, Dr. Wendy Smith, is a Board Certified Family Nurse Practitioner with a Family Nurse Practitioner MSN degree and earned doctorate in Nursing. Dr. Smith has been an FNP Faculty and Director of the SSU programs for over 19 years. She has academic program authority and responsibility, as delegated by the Chair, for all aspects of the MSN-FNP and Post-MSN FNP programs in the areas of curriculum development and evaluation, clinical site acquisition, deployment, and evaluation, adherence to California Regulatory Requirements for Advanced Practice RNs (CA State Board of Registered Nursing), and FNP team leadership.

**Criterion 1.7 (Baccalaureate) With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity among the units of the governing organization.**

The Nursing Department Chair, in consultation with the Nursing Faculty, decides how allocated instructional and operating expense funds from the state's General Fund are budgeted. The full faculty meets twice a month during which time curriculum delivery resource needs and departmental operations are discussed. Needs from level and program teams are brought forward to the full faculty meeting for deliberation and prioritization.

The department chair in the California State University system is a faculty, not an administrative, position. Thus, the Nursing Chair's authority and responsibilities are delegated by the School of Science and Technology Dean who is the first-line administrative representative. As Chair of the Nursing Department, Dr. Roberts is delegated authority and responsibility for the academic mission and operations of the department. As an active member of the School of Science and Technology Chairs Council, Dr. Roberts represents the nursing department in all matters related to academic integrity, fair distribution of limited resources and equitable consideration and treatment of

the department and its faculty, staff and students compared to other departments. The School of Science and Technology Chairs Council regularly and openly discusses challenges of the instructional and operating budgets for the constituent departments and negotiates reasonable solutions to constricted resources.

**Criterion 1.8 Baccalaureate) Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.**

**Criterion 1.7 (FNP Masters and Post Masters Certificate) Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.**

Personnel policies for Nursing Faculty are the same as policies for other faculty at Sonoma State University in regard to non-discrimination, faculty appointment, academic rank, grievance procedures, promotion, salary and benefits, tenure, rights and responsibilities, termination, and workload. Policies, procedures and historical documents related to SSU faculty rights and responsibilities are available online at:

<http://www.sonoma.edu/aa/fa/all-faculty/> (all faculty) <http://www.sonoma.edu/aa/fa/tt/> (tenured and tenure-track faculty) <http://www.sonoma.edu/aa/fa/temp/> (“temporary” faculty also known as Part-time faculty and/or Lecturers) .

Personnel policies governing the workload, working conditions, and responsibilities of the faculty are located at publicly accessible sites and include:

- the Collective Bargaining Agreement (CBA) between the California Faculty Association (CFA) and the California State University Board of Trustees (2012-2014) located at [http://www.calstate.edu/LaborRel/Contracts\\_HTML/CFA\\_CONTRACT/2012-2014/](http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/2012-2014/)



- the Sonoma State University Faculty Affairs website at <http://www.sonoma.edu/aa/fa/>

The Collective Bargaining Agreement governs appointment to the faculty and faculty workload; related policies are found in Articles 12, 20, 35 and 36 of that document.

Complete information on the recruitment, appointment, and evaluation of SSU faculty is found on the Faculty Affairs website at <http://www.sonoma.edu/aa/fa/tt/> and [http://www.sonoma.edu/aa/fa/prospective/temp\\_pool.html](http://www.sonoma.edu/aa/fa/prospective/temp_pool.html) .

CSU system wide standardized course codes dictate the assignment of workload (“Weighted Teaching Units” or “WTUs”) to faculty based on the category of course being taught. The categories most often used by nursing at SSU and system wide are: lecture, seminar, technical activities and laboratories, clinical practice off campus, and supervision. Currently no special course code exists for online and/or distributed learning course formats.

Traditionally, one WTU is equivalent to three clock hours and the standard full-time faculty workload assignment is 15 WTUs per semester. Twelve WTUs are assigned for teaching and the remaining three WTUs are considered “indirect” time devoted to academic advising, university and departmental governance, and research and scholarship. The standard CSU faculty workload is thus a 45 hour week. A portion of an individual full-time faculty member’s WTUs may be reassigned for special university governance activities, program coordination, grant-funded activities and other individually negotiated activities at the discretion of the school dean in consultation with the department chair. Part-time faculty may be assigned up to 15 WTUs of teaching or other reimbursed time per semester.

One circumstance under which the SSU nursing program differs from the university’s policy is related to the special nature of programs that prepare students for licensure and

certification. SSU nursing programs are in full compliance with the California State Board of Registered Nursing regulations for Prelicensure BSN and MSN-FNP nursing education. The BRN regulations dictate qualifications for faculty that are in addition to those of the governing organization for non-licensed faculty and are specific only to the university's nursing programs. Thus, for example, the university does not require faculty to be currently licensed as a Registered Nurse to qualify for a faculty position. The Department of Nursing, however, must require RN licensure for any faculty teaching nursing content at the graduate or undergraduate level to meet the regulatory requirements of the BRN.

Except in the instance noted above, the nursing department is in full compliance with all university governance policies.

University policies governing student admissions, progression, retention, dismissal and graduation are included in the online SSU Catalog 2013-2014 ([http://www.sonoma.edu/catalog/13-14/2013-2014\\_ssucatalog\\_final.pdf](http://www.sonoma.edu/catalog/13-14/2013-2014_ssucatalog_final.pdf)). The nursing department adheres to these policies and procedures, however, is more restrictive and comprehensive than the University in implementing the following policies which are reflected in the 2013-2014 Nursing Student Handbook and Application materials:

### **Baccalaureate Program**

*Selection and admission:* The department adheres to university policies related to student admissions with additional competitive requirements. The undergraduate nursing program (both Pre- and Post-Licensure BSN Program tracks) is permitted to require these supplemental admission criteria because the nursing major at SSU is officially on “impacted” status. The California State University (CSU) designates major programs as

impacted when more applications are received in the initial filing period from CSU eligible applicants than can be accommodated by the program.

***Supplemental Admission Criteria for the Nursing Major (BSN Program)  
for all Pre-Licensure Students:***

- Minimum overall college GPA of 3.00.
- Completion of the following prerequisite college level courses with a grade of “B” or better: integrated chemistry with lab (Chem 105), human anatomy with lab (Bio 224), human physiology with lab (Bio 220), microbiology with lab (Bio 218), statistics (Math 165), English composition (Eng 101), critical thinking (Phil 101), and speech (Hum 200), or equivalents.
- A maximum of one science and one non-science prerequisite maybe “in progress” by the Nursing Supplemental Application due date.
- All lower division GE requirements must be completed prior to beginning BSN coursework in Fall 2013.
- A minimum raw score of 80% on each of the sub scales (Reading Comprehension, Math, Science, and English) on the Test of Essential Academic Skills (TEAS, Assessment Technologies Institute, LLC).
- Essay discussing personal motivation to become a baccalaureate prepared nurse, views on the role of nursing in the health care system, and background in any or all of the following: leadership experience, multicultural/volunteer service, health care related volunteer or work experience, second language competency, disadvantaged background (see specific directions on Nursing Supplemental Application form).
- Students are selected for available spaces in the program on the basis of a rank ordered composite score weighted among nursing prerequisite GPA (40%) TEAS raw score (20%) and essay (40%).
- Preference for admission to the nursing major will be given to students applicants in SSU service area counties (Sonoma, Napa, Solano, Marin, Lake, and Mendocino).
- A complete Nursing Supplemental Application must be submitted by February 28, 2013. If not currently an SSU student, also submit SSU application between October 1, 2011-November 30, 2012.
- Completion of state approved coursework leading to Certified Nursing Assistant (CNA) credential in California. CNA certification required prior to beginning BSN coursework in Fall 2013.

***Supplemental Admission Criteria for the Nursing Major (BSN Program)  
for all Post-Licensure Students:***

- Minimum of 60 semester units of college-transferable credit with a minimum 3.0 overall GPA (GPA of 2.5-3.0 requires special petition to the Nursing Department); a maximum of 70 units from community college level coursework is allowed.

- Current California licensure as a Registered Nurse (or anticipated graduation from a California ADN program PRIOR to the Fall semester of admission to SSU Post-Licensure BSN program)
- Minimum of 3 semester units of college-transferable credit in general chemistry with a grade C or better (any chemistry taken as prerequisite to the ADN program is acceptable for the BSN, however, if not taken at college level, it would not meet the GE Area B1 Physical Science requirement).
- Human anatomy and physiology within the past 10 years or documented direct patient care nursing experience within the past two years.
- Preference for admission will be given to applicants with the fewest number of lower division GE requirements outstanding. GE Certification or IGETC certification is highly recommended.
- Preference for admission to the nursing major will be given to applicants residing in SSU service area counties (Sonoma, Napa, Solano, Marin, Lake, and Mendocino).
- Admission to SSU.

**Academic progression:** The department adheres to the university policies related to student conduct and disciplinary action with the additional progression requirement of a C (2.0) grade in all nursing major courses. Further, a student is not permitted to continue in the major if performance during a clinical course presents potential harm to the welfare of clients as determined by the faculty based upon documentation.

**Student evaluation/grading:** University policy indicates that letter grades A, B, C and D are passing grades. The nursing department policy requires that undergraduate students attain a minimum of a C (2.0) in each nursing major course to progress in the nursing program. A student who has not achieved a passing grade may petition the nursing faculty to repeat the course. With faculty approval, the student may repeat the course one time only and on a space available basis.

**Withdrawal and dismissal:** The department adheres to university policies related to student conduct and disciplinary action with the addition of one cause for dismissal. A student is not permitted to continue in a clinical course and in the major if performance during that

clinical course presents potential harm to the welfare of clients, as determined by the faculty based on documentation.

***Health requirements:*** The department follows university policy on measles, rubella and Hepatitis B virus immunizations as well as the non-discrimination policy for HIV infected students and procedures for students, staff and faculty members inadvertently exposed to body fluids. Tuberculosis skin tests are required for all nursing students in clinical experience; any student with known positive TB skin tests must provide evidence of a recent clear chest x-ray.

***Student Transfers from other Nursing Programs:*** The Department of Nursing will consider admission of a transfer nursing student to a SSU nursing program under all of the following conditions: 1) space is available in the appropriate level; 2) written documentation from nursing program from where the student wishes to transfer indicating student is in good standing academically and clinically; 3) the semester in which the student would begin at SSU is not more than one calendar year after the student attended courses at the original campus; and 4) the curriculum of the transfer school and SSU are reasonably aligned so student can be appropriately placed in SSU curriculum. All licensed graduates of community college nursing programs who meet admission criteria are considered eligible for transfer into the SSU Post-Licensure BSN program based on formal articulation agreements between the California Community Colleges and Sonoma State University under statewide CSU system policy.

***Student Dress and Identification:*** Prelicensure BSN students must wear a standard nursing uniform consisting of blue uniform pants and tops for hospital clinical rotations unless

otherwise specified by the agency or its clinical units (e.g., scrubs may be worn in the operating room or Emergency Department when dictated by hospital policy). The SSU Nursing patch is also required to be worn on the uniform (top left upper sleeve). Other white clothes may not be substituted for a standard white uniform for the hospital clinical. Standard white nursing or white athletic shoes are acceptable for the hospital clinical courses.

All nursing students are required to purchase the nursing department identification badge that conforms to JCAHO policy and wear it during all clinical courses with the exception of some psychiatric rotations.

All students in clinical settings must follow a professional standard of dress and deportment, including hairstyle, make-up and type and amount of jewelry. Students may not wear jeans, sweats, stretch pants, shorts, tight-fitting, low cut or midriff baring tops or other sports clothing to any clinical rotation. Lab coats may be required in certain clinical courses. Clinical faculty will not allow students to remain in clinical if the student arrives inappropriately attired. (Undergraduate Student Handbook, page 16).

### **FNP Masters and Post Masters Certificate Program**

The graduate program follows all the foregoing university and department policies. In addition, the graduate program in the Family Nurse Practitioner track (MSN-FNP) has the following specific policies:

***Selection and admission:*** The department adheres to university policies related to graduate student admissions with additional competitive requirements including an essay, a paragraph detailing characteristics to serve underserved populations, previous nursing

experience of two years preferred but complementary life/career experiences are considered in lieu of nursing experience, written recommendations, a minimum 3.0 college GPA, and statistics within the last seven years prior to admission. All pre-requisites are publicly accessible on the department website.

**Criterion 1.9 (Baccalaureate) Records reflect that program complaints and grievances receive due process and include evidence of resolution.**

A complaint is defined as any communication that expresses a concern with the program, course, or faculty. In providing a climate that is open to feedback from the public, students, parents, faculty and staff, there are two mechanisms for resolving complaints: informal investigations and resolutions or formal grievance procedures. As role models of conflict management, communication with parties directly involved is encouraged first. Communication and professional behavior are outlined in the student handbook. Students are invited and encouraged to communicate concerns for each class cohort to both team and department meetings. During the period since the last NLNAC self-study (Fall, 2005), we have no knowledge of any formal student complaints that have been made to NLNAC. During this period, one formal student complaint was received by the California State Board of Registered Nursing. The complaint was from an Indiana State University LPN-BSN student and was tendered to the California BRN because of the contracted relationship between SSU and ISU in providing clinical education placement in California. The complaint did not originate with any matriculated SSU nursing student and did not cite any specific actions taken by SSU nursing faculty or administrators.

The Department of Nursing adheres to all university policies and procedures regarding student complaints as documented in the Nursing Student Handbook and in the following university policies:

***Student Grade Appeal Procedures***

[http://www.sonoma.edu/uaffairs/policies/grade\\_appeal.htm](http://www.sonoma.edu/uaffairs/policies/grade_appeal.htm)

***Student Grievance Procedures***

<http://www.sonoma.edu/uaffairs/policies/studentpolicy.htm>

***Non-Discrimination Policy***

<http://www.sonoma.edu/UAffairs/policies/non-discrimination.htm>

Table 1.9.1 illustrates the formal grievances filled at the university level originating from the DON and the resolution of each.

**TABLE 1.9.1** *Summary of Formal Student Complaints about Nursing Program (2005 – 2012)*

<b>Type of Complaint</b>	<b>Number</b>	<b>Resolution</b>
Unwarranted Clinical Course Failure	1	Repeat of semester without prejudice
Grade Appeal	1	Grade Change to adhere to written course syllabus requirements

**Criterion 1.10 (Baccalaureate) Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.**

**Criterion 1.9 (FNP Masters and Post Masters Certificate) Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.**

The Sonoma State University Department of Nursing has been providing distance education through on-line and telebroadcasting formats since 1994. The department develops and maintains distance education coursework and programs guided by the university and departmental missions, philosophies, and newly developed policy for online



and hybrid learning modalities. ([http://www.sonoma.edu/uaffairs/policies/online-hybrid\\_instruction.html](http://www.sonoma.edu/uaffairs/policies/online-hybrid_instruction.html) ) Nursing faculty believes that by acquiring the skills associated with distance technology and by exhibiting the versatility to participate in distance learning coursework graduates are well-equipped to fully participate in life-long learning. The faculty also believe that the distance learning programs prepare graduates whose concern is to contribute to health and wellbeing of the society and that graduates of our distance learning courses and programs are highly capable of pursuing fulfilling careers in a changing world.

In accordance with the university's mission to maintain instructional excellence, the Department of Nursing offers online and distance course work designed to challenge knowledge acquisition with particular attention to non-traditional pedagogically sound strategies. By thoughtfully utilizing distance/distributive education technology, the Department is able to fulfill the University's mission to respond to regional and state health care needs by providing "anytime, anywhere" access for our FNP Masters and PMC program as well as to support hybrid delivery of the Post-Licensure BSN Program track across the SSU 8,000 square mile service area.

All of the programs offered by the nursing department are supported by an extensive web page at <http://www.sonoma.edu/nursing/>. The full service site provides students, faculty and preceptors access to library and on-line resources, administrative materials, course syllabi and evaluation materials, and direct access to faculty and administrative staff. All nursing course syllabi are accessible for all enrolled students via the Moodle platform (the sites are only available to faculty and students involved in the courses for privacy

reasons). ACEN site visitors will be provided access, at their request, to any of the online courses during the site visit.

To deliver educational resources, nursing faculty use multiple technologies including broadcasting in a synchronous format either “face-to-face,” on video-disk or through streaming video or in an asynchronous format through on-line didactic coursework. On-site clinical seminars and labs augment many of the courses and vary in their frequency by course objectives and learning activities.

The SSU nursing faculties have extensive experience with synchronous and asynchronous on-line teaching modalities. The courses taught via distance technology are highly interactive and based on principles of collaborative teaching and learning. The students, program faculty and instructors engage in threaded discussions related to course content. Also, students work together on group projects when appropriate to accomplish course learning objectives. Agreement to vigorous participation in such scholarly dialogue is an enrollment requirement for online course work.

In the FNP Masters and PMC programs, clinical laboratories and seminars are conducted in the traditional format with face-to-face interactions, teaching in a classroom on the SSU campus or the campuses of the collaborating distance sites. Clinical experiences take place in the student’s home community and are supervised by SSU employed clinical faculty.

Comprehensive orientation to distance education participation is an essential component to successful student learning outcomes. Each newly admitted FNP student cohort attends an orientation to the broadcasting and on-line teaching and learning process

at which time faculty explain the etiquette and level of scholarly work expected in the broadcast studio classroom and in the on-line environment.

Since the 2005 NLNAC Self-Study, the Department has converted the Post-Licensure BSN (“RN-BSN”) Program to primarily online delivery to better serve the ADN students and graduates throughout the SSU 8,000 square mile service area. Students meet on campus one-two times each semester and are fully engaged in online facilitated discussions and joint projects throughout the curriculum. Each newly admitted Post-Licensure BSN student attends on campus orientation to the required nursing courses, information literacy/library modules, technical aspects of course participation online, and course expectations at the beginning of their program.

All collaborating distance satellite sites in the FNP program have an inter-library agreement with SSU. All students are admitted to the home site, as SSU is the degree-granting institution, and all admission and enrollment activities are centralized at SSU. The FNP Masters and PMC Program Director and SSU faculty travel to the distant educational sites to recruit and interview prospective students. There is access to computers at many lab sites on each of the participating campuses involved in the department’s programs. At the SSU site there is a spacious, ultra-modern classroom-studio; as part of the California State University system our partner campuses have similar classroom studios. The on-line courses and the computer-enhanced course work are housed on the SSU servers. The campus utilizes Moodle for the computer interactive course related work. Many of the campuses within the CSU system utilize distance/distributed education technology to teach all levels and varieties of courses, and CSU Stanislaus and CSU Chico are among the leaders in the CSU system utilizing microwave, CODEC, satellite and on-line modalities.

All of the nursing department's distance campus partners (FNP Program) have sophisticated equipment that is maintained and up-dated on a system-wide basis. The CSU System also relies on the multi-campus synchronous equipment for system-wide meetings and administrative business so it is a well-utilized system, however, teaching and course delivery are a priority to the system.

Although most of the SSU campus academic programs do not elect to utilize the full complement of distance education modalities to teach, the campus is generally accepting and supportive of the special needs of rural nurses in continuing their formal nursing education and campus resources are sufficient to support the distance educational format of the FNP Masters and PMC program and the Post-Licensure BSN Program track.

## **STANDARD 2: FACULTY AND STAFF**

### **QUALIFIED FACULTY AND STAFF PROVIDE LEADERSHIP AND SUPPORT NECESSARY TO ATTAIN THE GOALS AND OUTCOMES OF THE NURSING EDUCATION UNIT.**

#### **Baccalaureate and Master's Programs**

**Criterion 2.1 (Baccalaureate) Faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility.**

**2.1.1 A minimum of 25% of the full-time faculty hold earned doctorates**

**2.1.2 Rationale is provided for utilization of faculty who do not meet the minimum credentials.**

For full- and part-time faculty who teach exclusively in the baccalaureate program Table 2.1.1 documents educational background, clinical expertise, and areas of teaching and other responsibilities. Table 2.1.2 outlines their continuing education, scholarship and, clinical practice completed to maintain expertise in their areas of teaching,

All full-time and all but three part-time, baccalaureate faculty in the department of nursing have at least a master's degree in nursing (Table 2.1.1). The three undergraduate part-time faculty without Master's Degrees in Nursing have master's degrees in related fields or specialized experience and roles as explained in the following paragraphs. All full time faculty with the exception of Ms. Brogan have doctoral degrees. Ms. Brogan has practice experience in hospital administration and organizational development and finance.

All California Registered Nurses are required to complete a minimum of 30 hours of continuing education credit every two years to maintain active licensure. All full-time faculty are involved in local, state, national, and/or international nursing education, and health care organization leadership. Part-time and full-time faculty are involved in the local

Sigma Theta Tau Chapter (Lambda Gamma) providing community service and supporting scholarship and research in the local community. Many faculty hold appropriate certifications for their areas of expertise and all undergraduate clinical faculty are approved by the CA State Board of Registered Nursing in their areas of clinical teaching assignment which indicates they are considered currently competent to provide direct patient care in their respective clinical teaching areas.

In three instances, the department has appointed part-time faculty in the undergraduate program who do not have graduate degrees in nursing. Ms. Terri DelCarlo BSN has 25 years of clinical practice experience in labor and delivery, has achieved the highest level staff nurse position in her area of expertise (Staff Nurse IV), and is experienced as a preceptor at Santa Rosa Memorial Hospital where the clinical practicum takes place. Ms. DelCarlo is an appointed clinical instructor in Nurs 303 *Maternity & Women's Health Nursing*.

Another part-time nursing faculty member, Mr. Will Combi, is an appointed clinical instructor for the Psychiatric-Mental Health (PMH) clinical practicum in Nurs 304 *Psychiatric & Mental Health Nursing*. Mr. Combi holds a Master's Degree in Human Psychology and has more than 20 years of psychiatric nursing experience and 10 years teaching experience including employment as a PMH nursing clinical instructor for Dominican University. Further Mr. Combi has been employed for many years at Marin General Hospital on a large, busy inpatient psychiatric unit where clinical students are assigned.

Maureen Flynn-Garcia teaches *Community/Public Health (CPH) Nursing* (Nurs 412) and is a clinical coordinator for CPH/PHN and Pediatric Clinical experiences in the

undergraduate program. Ms. Flynn-Garcia earned a MBA facilitating her roles as a CPH Supervisor in the Sonoma County Public Health Department as well as editor of the Sonoma County Annual Public Health Report and serving as a bilingual educator, case manager, field nurse and grant writer. These three faculty work under the direction of doctoral prepared full-time faculty in the respective specialty areas.

**TABLE 2.1.1** *Sonoma State University Department of Nursing Faculty Profile  
Fall 2013 Faculty Teaching in Baccalaureate Program ONLY*

<b>FACULTY NAME</b>	<b>F T P T</b>	<b>Date of Initial Appt</b>	<b>Rank</b>	<b>Institution Granting BSN Degree</b>	<b>Graduate Degrees Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching (T)</b>	<b>Other (O) Areas of Responsibility</b>
Alanna Brogan	F T P T	Aug-05 Feb-03	Lec.	USF	MSN SSU	Leadership C/PHN Hosp. Admin. Leadership Healthcare Finance Org Dev	Power, Policy and Politics Community/Public Health Clinical Health, Society and Sexuality	Pre & Post-licensure Team Nursing Faculty Committee
Karen Canepa	P T	Aug-11	Lec.	SSU	MSN SSU	Med-Surg Ortho Neuro Critical care Cardiac rehab CPR & ACLS	Nursing Care of Adults II & III theory and Clinical Clinical Senior Preceptorship	Pre-licensure Team Nursing Faculty Committee
Catherine Clark	P T	Aug-05	Lec.	CSU Hayward	MSN SSU	Women & Child Health FNP Occ Health Public Health L&D, Post Partum Ultrasound anti-natal testing	Expanding Family Clinical-Women's Health	



<b>FACULTY NAME</b>	<b>F T P T</b>	<b>Date of Initial Appt</b>	<b>Rank</b>	<b>Institution Granting BSN Degree</b>	<b>Graduate Degrees Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching (T)</b>	<b>Other (O) Areas of Responsibility</b>
Liz Close	F E R P	Jan-97	Prof.	UCSF UCD	MSN PhD UCSF	School Health	Baccalaureate Perspectives Nursing Research and EBP Nursing Power, Policy and Politics Nursing Policy and Politics	Director, Post-Licensure BSN & CNECM Nursing Faculty Committee Post-licensure Team Post-licensure BSN & CNECM Admissions Committee Dean's Review Committee University Senate –APC ADN Advisory Committees with multiple Junior Colleges
William Combi	P T	Feb-03	Lec.	Dominican Swarthmore	MA Hum Psych Dominican	Psych-mental health Addictions	Psych-Mental Health Clinical	Pre-lic team
Terri DelCarlo	P T	Aug-97	Lec.	Mount St. Mary's College	MS UCLA	Labor & Delivery Post-Partum Newborn	Expanding Family Clinical-Women's Health	Pre-lic team

<b>FACULTY NAME</b>	<b>F T P T</b>	<b>Date of Initial Appt</b>	<b>Rank</b>	<b>Institution Granting BSN Degree</b>	<b>Graduate Degrees Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching (T)</b>	<b>Other (O) Areas of Responsibility</b>
Maureen Flynn-Garcia	P T	Aug-07	Lec.	Dominican U of Ky	MBA U of Phoenix	C/PHN Child health Special Needs children Certified BRN, PHN, CPT	C/PHN theory and lab Baccalaureate Nursing Perspectives Applied Baccalaureate Nursing Perspectives	Pre-licensure and post-licensure Team Nursing Faculty Committee
Carole Heath	F E R P	Aug-95	Prof	SSU	MSN EdD SJSU USF	C/PHN	Bacc Nursing Perspectives Applied Bacc Nursing Perspectives Senior Preceptorship Nursing Power, Policy & Politics	Pre-licensure and post-licensure Team
Katharine Ratliff	P T	Aug-2012	Lec.	U of Colorado	MSN SSU	Med-Surg Perioperative Palliative care L & D, PP, nursery Flight nurse	Nursing Care of Adults 1 Clinical	Pre-licensure Team

<b>FACULTY NAME</b>	<b>F T P T</b>	<b>Date of Initial Appt</b>	<b>Rank</b>	<b>Institution Granting BSN Degree</b>	<b>Graduate Degrees Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching (T)</b>	<b>Other (O) Areas of Responsibility</b>
Kristin Robinson	P T		Lec.	University of Maryland	MSN SSU	Pediatrics Adult, Ped. & neonatal CIC Dialysis Bedside Procedures Pre & Post cardiac surg.	Child in the Family theory/clinical Preceptor )	Pre-licensure Team
Kathleen Rockett	P T	Aug-95	Lec.	SSU	MSN SSU	Med-Surg	Med-Surg Theory & Clinical Skills Professional Issues Preceptorship Theory Preceptorship Placement	Coordinator Sophomore Clinical Coordinator Pre-licensure Team Nursing Faculty Team
Nancy Shaffer	P T	Jan-2006	Lec.	Eastern Nazarene College	MSN UCSF	Med-Surg Critical care Adult & geri populations	Comprehensive Nursing Care Adult I & II theory & clinical Individuals & Families with Complex Needs theory and clinical Senior Preceptorship	Pre-licensure Team Nursing Faculty Team

<b>FACULTY NAME</b>	<b>F T P T</b>	<b>Date of Initial Appt</b>	<b>Rank</b>	<b>Institution Granting BSN Degree</b>	<b>Graduate Degrees Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching (T)</b>	<b>Other (O) Areas of Responsibility</b>
Krista Wolcott	P T	June-11	Lec.	University of WA	MSN Doctoral Student	Critical care Med/surg Neuro/trauma Adult/geri Operating & Recovery room	Baccalaureate Perspectives II Power, Policy and Politics med-surg clinical 1 and 2	Skills Lab Coordinator Preceptor for Master's Student teaching Pre-licensure Team Nursing Faculty Team

**TABLE 2.1.2** *Sonoma State University Department of Nursing  
Maintenance of Expertise in Areas of Responsibility for Faculty Teaching in Baccalaureate Program ONLY*

<b>FACULTY NAME</b>	<b>FT/ PT</b>	<b>Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)</b>	<b>Recent Activities to Maintain Expertise (2009-2013)</b>
Alanna Brogan	PT	Power, Policy and Politics (T) Community Health Clinical (T) Fiscal Management (T) Nursing Leadership Theory (T) Healthcare Finance (T) Nursing Leadership Residency (T) Health, Society and Sexuality (T) Pre and Post-licensure Team D(O) Nursing Faculty Committee D(O) Advisory Committee D(O)	Board Member Northern Cal. Center for Well Being Finance Committee Coordinator for Celebration of Dreams Fundraiser Human Race of Sonoma County Member of Sigma Theta Tau Continuing Education: Courageous Conversations (4) Utilizing Informatics in CME Education (8) Power of Change (2) Disaster Preparedness (8) ATLS (8)
Karen Canepa	PT	Nursing Care of Adults II & III theory and Clinical (T) Clinical Senior Preceptorship (T) Undergraduate Team D(O) Nursing Faculty Committee D(O)	Member of Sigma Theta Tau, NON, ANA and AACN Continuing Education: Intravenous Therapy (15 ) Advanced Cardiac Life Support (10 ) Neuro update (3)

FACULTY NAME	FT/ PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
Catherine Clark	PT	Expanding Family Clinical-Women's Health (T)	Staff Nurse III, Maternal-Child, Labor & Delivery, Sutter Medical Center SNIII Committee IPC Committee Certifications: ANCC, FNP, EFM, Third Trimester Limited OB Ultrasound Sonoma County Veterans Association Continuing Education: Nursing Consortium-Nursing Research Symposium (6.5) Women's Group – Codding & Moore

FACULTY NAME	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
Liz Close	F E R P	Baccalaureate Perspectives (T) Nursing Research and EBP (T) Nursing Power, Policy and Politics (T) Nursing Policy and Politics (T) Department Chair and Director (O) Director, Post-Licensure BSN & Collaborative Nursing Education Continuum Model D(O) Post-licensure BSN & CNECM Admissions Committee D(O) Dean's Review Committee S(O) University Senate Academic Planning Comm. U(O) Nursing Faculty Committee D(O) Curriculum Committee U(O) School of Science & Technology Chairs Council S(O)	Special Consultant, CSU Nursing Education Pathways Project Coordinator of statewide system to meet AB 1295 ADN Advisory Committees with 6 Community Colleges CNECM Coordinator with 5 community colleges CA Board of Registered Nursing Ed. Issues Workgroup President, Lambda Gamma Chapter, Sigma Theta Tau Hospital Council of the North Bay Region Member, ANA. ACNL Competitive Funding Awards: CSU Commission on Extended University Grant to advance ADN to BSN/MSN Kaiser Permanente East Bay Community Foundation Award for CNECM Continuing Education: 9/2011 Kaiser Permanente National Patient Care Services Un-Conference: Breaking the Silos, Bridging the Gap, Building the Future (5.8) 2011 CACN Spring Meeting (11.5) 5/2011 Forecasting the Future of Nursing in California (9) 9/2010: Evidence Based Practice in Today's Nursing Curriculum (6) 12/2009: Nursing Education Redesign Conference (1.2) 1/2009: CACN & COADN Joint Meeting (9)

FACULTY NAME	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
William Combi	PT	Psych-mental health clinical (T)	Clinical Instructor, Psych Mental Health Nursing, Dominican University; Psych-mental health, chemical dependency staff nurse, Marin General Hospital Instructor for Employee Mindfulness-Based Stress Reduction at Marin General Hospital Continuing Education: Psych Support for Patients with Cancer Team Building for Nursing SAD Improving Critical Thinking & Clinical Reasoning MAB CBT for Challenging Problems NAMI – In Our Own Voice Adolescent Suicide Mindfulness to Changes and Transitions Evidence Based Effective Nursing Leadership Anxiety Disorders Mental Health and Older Adults



<b>FACULTY NAME</b>	<b>FT/ PT</b>	<b>Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)</b>	<b>Recent Activities to Maintain Expertise (2009-2013)</b>
Terri DelCarlo	PT	Expanding Family Clinical-Women's Health (T)	Certification: American Society of Psychoprophylaxis in Obstetrics Full time practice as Labor and Delivery nurse, Memorial Hosp. Continuing Education: Nurse and Pt Safety Neonatal Resuscitation Breastfeeding CPR

FACULTY NAME	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
Maureen Flynn-Garcia	PT	CPH theory and labs(T) QSEN Competency (T) CPH & peds clinical coordinator D(O) Undergraduate Team D(O) Nursing Faculty Committee D(O)	Certified BRN, PHN, CPT PHN Supervisor, Sonoma County Public Health Department (SCPHD) Bilingual case manager Children's Programs (SCPHD) Bilingual PT Foster Care Nurse (SCPHD) Bilingual Field Nursing (SCPHD) Presenter at AOHA Annual Conference of Next Steps Project Editor of Sonoma County Annual PH report Member American Public Health Association and National Association of Professional Women Competitive Funding Awards: Bilingual Next Step Grant Project (SCPHD) Nurse Liaison , Marin County PHD Continuing Education: 2013 Pre-diabetes: An Opportunity to Prevent Diabetes (15) 2011 Child Abuse (2) 2011 Substance Abuse (10) 2011 Gambling, Addiction and Treatment (2) 2011 Human Papilloma Virus (1) 2011 LADA AKA Slow Diabetes and Diabetes (1) 2011 Smoking Cessation (1)

FACULTY NAME	FT/ PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
Carole Heath	F E R P	Baccalaureate Nursing Perspectives (T) Application of Baccalaureate N. Perspectives (T) Senior Clinical Supervision (T) Nursing Power, Policy and Politics (T)	Nurse Consultant to two Vietnamese Nursing Schools Member, American Association of University Women Continuing Education: 2011 The Nurse Practice Act (30)
Katharine Ratliff	PT	Nursing Care of Adults 1 Clinical (T) Nursing in Sociopolitical Environment (T)	Certifications: ACLS, BLS, CPAN, CAPA, ELNEC Trainer Member: Sigma Theta Tau, ASPMN, HPNA Kaiser Vallejo Administrative House Supervisor Napa Valley Hospice, per diem Clinical III ADT nurse & Nursing Supervisor & Placement Coordinator, Queen of the Valley Medical Center Completed MSN 2012 Continuing Education: HPNA, SF Chapter, Certification Review (speaker) Influence and Crucial Conversations Trainings Institute for Health Improvement Reducing Avoidable Readmissions workshop

FACULTY NAME	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
Kristin Robinson	PT	Child in the Family theory/clinical (T) Preceptor (T) Undergraduate Team D(O)	<p>Certifications: PALS, NRP/NALS, BLS, PHN, Crucial Conversations, Vital Smarts Influencer RN and Nurse Preceptor, Sutter Medical Center NICU RN Children's Heart Link International, India: lecturer and bedside teaching Caesar Chavez Health Fair volunteer Clinical Manager and Clinical Nurse Preceptor, Lucille Packard Children's Hospital, Cardiovascular Intensive Care Sigma Theta Tau Governance Chair Member: Society of Pediatric Nurses, Academy of Neonatal Nursing Society of Pediatric Nurses, American Holistic Nurses Association Continuing Education: 2012 Nursing Research (7) 2013 Pediatrics (11)</p>

FACULTY NAME	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
Kathleen Rockett	PT	Med-Surg Theory & Clinical (T) Skills (T) Professional Issues (T) Preceptorship Theory (T) Preceptorship Placement Coordinator (O) Sophomore Clinical Coordinator D(O) Undergraduate Team D(O) Undergraduate Admissions Committee D(O) Department Faculty Committee D(O)	Staff nurse IV, Med-Surg, Surgery, Cardiac, Ortho, Neuro, Trauma, Oncology, Palliative Care Relief Lead RN, Case Management, Patient Placement, Utilization Review, Facilitator for Shared Governance Santa Rosa Memorial Once Center Surgical Unit Kaiser Permanente Clinical Education & Informatics Educator/Volunteer Sigma Theta Tau, VP of Membership Sonoma County Oncology Nurses Association, Annual Conference Coordinator Santa Rosa Memorial Hospital Ethics Committee, Research Committee, Performance Improvement Committee Sonoma County Foodbank Volunteer Relay for Life, Oncology Nursing Society Continuing Education: 10/2012 Safe Patient Handling (4) 5/2013, 2012, 2010 Nursing Research Symposium (18) 5/2012 ACLS Provider Course (16) 5/2011 GE, Pancreatic and Liver Cancer (6) 6/ 2011 Care of the Septic Patient (4) 8/2010 Care of the Med-Surg Post-op Patient (4) 5/2010 Focus on Comfort in Oncology Nursing (6) 1/ 2010 Ethics Ace Training (4) 1/2010 Care of the Bariatric Surgery Patient (6)

FACULTY NAME	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
Nancy Shaffer	PT	Comprehensive Nursing Care of the Adult I & II theory and clinical (T) Individuals & Families with Complex Needs theory and clinical (T) Senior Preceptorship (T) Pre-licensure Team D(O) Nursing Faculty Team D(O)	Certifications: RN, CNS, CCRN, AACCN, BLS, ACLS, PALS Staff Nurse, ICU, Petaluma Valley Hospital (PVH) Ethics Committee, PVH Education Council, St Joseph's Health System Continuing Education: 3/2013 Critical Care Nursing Symposium (11) 7/2012 CREW Resource Training (4) 5/2012, 2011, 2010 Nursing Research and the Future of Nursing(19.5) 2/2012 Wound Care Champions (6) 9/2011 Care of the Stroke Patient (4) 1/2011 Final Rights: Caring for People in Final Phases of Life (7) 10/2009 Bridges: Critical Care Symposium (6.5)

FACULTY NAME	FT/ PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
Krista Wolcott	PT	Baccalaureate Perspectives II (T) Power, Policy and Politics (T) Preceptor for Master's Student Teaching D(O) Pre-licensure Team D(O)	Santa Rosa Memorial Hospital per diem staff nurse, ICU, OR, PACU, UCSF Clinical Instructor med-surg 1 and 2 & skills lab coordinator UCSF Research Residency assisting with two studies Sigma Theta Tau, board member, president Coordinated and participated in public forum re: healthcare reform Continuing Education: 2013 National Nursing Ethics Conference (16) 2013 Center for Healthy Aging in Multi-Cultural Populations (2) 2013-2011 UCSF Doctoral Studies, multiple courses 2011 ACLS (4) 2010-2011 SSU Master's Student, multiple courses

**Criterion 2.1 (FNP Masters and Post Masters Certificate) Faculty are academically and experientially qualified: the majority of faculty hold earned doctorates.**

For full- and part-time faculty who teach exclusively in the master's program Table 2.1.3 documents educational background, clinical expertise, and areas of teaching and other responsibilities. Table 2.1.4 outlines their continuing education, scholarship and, clinical practice completed to maintain expertise in their areas of teaching, For faculty who teach across the baccalaureate and master's programs respective information is included in Tables 2.1.5 and 2.1.6.

In the Family Nurse Practitioner MSN Program and Post-Masters Certificate Program faculty are academically and experientially qualified and doctorally prepared faculty teaches the majority of courses. The program has six tenure-tenure track doctorally prepared faculty, one part-time doctorally prepared faculty, two part-time faculty with coursework towards a doctorate degree. The majority of the FNP Program faculty have earned doctorates. All graduate FNP faculty hold a master's degree or higher with a major in nursing. Full- and part-time faculty who teach exclusively in the master's program are listed in Table 2.1.2.

SSU Master's program faculty maintains expertise in areas of teaching and departmental responsibilities in a number of different ways as documented in Table 2.1.3. All California Registered Nurses are required to complete a minimum of 30 hours of continuing education credit every two years for active licensure. All Nationally Certified Family Nurse Practitioners are required to obtain 175 continuing education units every five years to maintain their certification. In so doing, all faculty select from a wide array of relevant courses and activities that supports clinical areas of expertise, education, online teaching, and leadership skills. All full-time faculty are also involved in local,



state, national, and/or international nursing education and health care organization leadership. Part-time and full-time faculty are involved in the local Sigma Theta Tau Chapter (Lambda Gamma) providing community service and supporting scholarship and research in the local community. Many faculty hold appropriate certifications for their areas of expertise and all FNP clinical faculty are CA State certified as nurse practitioners.

**TABLE 2.1.3** *Sonoma State University Department of Nursing Faculty Profile  
Fall 2013 Faculty Teaching in FNP Masters and Post Masters Certificate Program ONLY*

<b>FACULTY NAME</b>	<b>F T P T</b>	<b>Date of Initial Appt</b>	<b>Rank</b>	<b>Institution Granting BSN Degree</b>	<b>Graduate Degrees Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching (T)</b>	<b>Other (O) Areas of Responsibility</b>
Rachelle Allwardt	P T	Aug 12	Lec.	CSULB	MSN SSU	FNP	FNP Preceptorship 1-3	FNP Team
Jessica Beattie	P T	Feb 11	Lec	CSUS	Western U CSUS	FNP	FNP Preceptorship 1-3	FNP Team
Tracy Bondi	P T	Aug 08	Lec	CSUS	SSU	FNP	FNP Preceptorship 1-3	FNP Team
Karen Clark	P T	Aug 11	Lec	SSU	SSU	FNP	FNP Preceptorship 1-3	FNP Team
Johnna Edmunds	P T	Aug-02	Lec.	SSU	MSN Post-MSN courses SSU Univ. of Nevada, Las Vegas	FNP Medically underserved/ disenfranchised Geriatrics Hospice Education Research Social justice Leadership Ethics Genomics Population health & wellness	Health Maintenance Clinical Advanced Physical Assess Health Promotion Theory Righting Disparities in Primary Care FNP Preceptorships 1-3 Professional Issues & Leadership in Primary Care Expanded Clinical Practice Ethics in Primary Care	FNP Team Director, Free Clinic Pediatric Director, Free Clinic Jewish Community Free Clinic Board Member

<b>FACULTY NAME</b>	<b>F T P T</b>	<b>Date of Initial Appt</b>	<b>Rank</b>	<b>Institution Granting BSN Degree</b>	<b>Graduate Degrees Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching (T)</b>	<b>Other (O) Areas of Responsibility</b>
Robyn Mendoza	P T	Aug-07	Lec	Harding University	MSN Sacramento State University	FNP Correctional Nursing Nursing Admin Community Health	Health Promotion Practice in Primary Care clinical Clinical Practice in Primary Care 1-3	FNP Team
Judy Richards	P T	Aug-00	Lec.	CSU Stanislaus	MSN CSU Fresno	Med-Surg Psychiatric Family Nurse Practitioner	Advanced Health Assessment Health Maintenance Practicum FNP Preceptorship I, II, & III Advanced Health Assessment	FNP Coordinator, Stanislaus
Barbara Ritter	P T	Jan-13	Lec.	UCSF	MSN Post Master's Cert. EdD UCSF SSU UCSF	Family Practice FNP Education Critical care Emergency	Health Promotion Practice in Primary Care Clinical Clinical Preceptorship	FNP Team

<b>FACULTY NAME</b>	<b>F T P T</b>	<b>Date of Initial Appt</b>	<b>Rank</b>	<b>Institution Granting BSN Degree</b>	<b>Graduate Degrees Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching (T)</b>	<b>Other (O) Areas of Responsibility</b>
Janie Rohchelli	P T	Jan-12	Lec.	USF	MS, PNP UCSF	Pediatric PNP Peds GE and liver transplant Peds primary care	Advanced Health Assessment Health Promotion Practice in Primary Care	FNP Team
Loree Skidmore	P T	Aug-2010	Lec.	U of Oregon	MS UCSF	Family Practice FNP	Advanced Health Assessment Clinical Practice in Primary Care, 1-3	FNP Team Lead Faculty, Health Maintenance Center
Melissa Sloan	P T	Aug-07	Lec.	Chico State	MSN CSU Chico	Family practice FNP pediatrics	Advanced Physical Assessment Health Maintenance Clinical Practice in Primary Care 1-3	FNP Team

FACULTY NAME	F T P T	Date of Initial Appt	Rank	Institution Granting BSN Degree	Graduate Degrees Institution	Area of Clinical Expertise	Academic Teaching (T)	Other (O) Areas of Responsibility
Wendy Smith	F T	Aug-86	Prof.	SSU	MSN PhD SSU UCSF	Family Nurse Practitioner Primary Care Health and Lifestyle Assessment	Health maintenance Professional Issues Advanced Practice in Primary Care Culminating Experience Special Studies Expanded Practice in Primary Care Adv Physical Assessment Clinical Practice in Primary Care I,2 &3 Health Policy, Advocacy & Ethics in Primary Care Research & Theory Adv Pathophysiology	Director, MSN-FNP & Post-Master's Certificate Programs FNP Team Chair & Coordinator Nursing Faculty Team RTP Committee Chair PT Faculty Evaluation Committee Graduate Admissions Committee Graduate Studies Committee Scholarship Committee

<b>FACULTY NAME</b>	<b>F T P T</b>	<b>Date of Initial Appt</b>	<b>Rank</b>	<b>Institution Granting BSN Degree</b>	<b>Graduate Degrees Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching (T)</b>	<b>Other (O) Areas of Responsibility</b>
Mary Ellen Wilkosz	F T	Sep-97	Assoc. Prof.	SFSU	MSN PhD	Family Nurse Practitioner	Pathophysiological Concepts in Primary Care 1 & 2 Health Maintenance Practicum Pharmacology for FNPs Preceptorship II	FNP Team Nursing Faculty Team Assistant Director, FNP Program Search Committee RTP Committee IRB Committee Academic Technology Committee Academic Senate Instructional Technology Committee Scholarship Committee Student Health Advisory Committee

**TABLE 2.1.4** *Sonoma State University Department of Nursing  
Maintenance of Expertise in Areas of Responsibility for Faculty Teaching in FNP Master and Post Masters  
Certificate Program ONLY*

<b>Faculty Name</b>	<b>FT/ PT</b>	<b>Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)</b>	<b>Recent Activities to Maintain Expertise (2009-2013)</b>
Rachelle Allwardt	PT	FNP Preceptorship 1-3 (T) FNP Team (D)	<u>FNP Board Certified</u>
Jessica Beattie	PT	FNP Preceptorship 1-3 (T) FNP Team (D)	<u>FNP Board Certified</u>
Tracy Bondi	PT	FNP Preceptorship 1-3 (T) FNP Team (D)	<u>FNP Board Certified</u>
Karen Clark	PT	FNP Preceptorship 1-3 (T) FNP Team (D)	<u>FNP Board Certified</u>
Johnna Edmunds	FT	Health Maintenance Clinical (T) Advanced Physical Assessment (T) Health Promotion Theory Righting Disparities in Primary Care (T) FNP Preceptorships 1-3 (T) Professional Issues and Leadership in Primary Care (T) Expanded Clinical Practice (T) Ethics in Primary Care (T) FNP Team D(O)	<u>Certification:</u> FNP Director, Free Clinic Pediatric Director, Free Clinic Jewish Community Free Clinic Board Member Hearing and vision screening for Cal. Indian Health Head Start Primary Care Provider at Phoenix Free Teen Clinic Secretary/Treasurer Northbay NP Association FNP for migrant farm workers Mentor, Loyola DNP student PCP at family practice clinic IOM Roundtable

Faculty Name	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
			Board President of volunteer health care clinic IOM, CANP Special Interest Group Member Redwood Health Coalition Hospice of Petaluma <u>Continuing Education:</u> 2013: Practical Management of Gout (.5) 5/2013: 2 <sup>nd</sup> Annual CHAMP Conference (2) 2013 Righting Disparities (3) 2013 CANP State Conference(23) 2013 CANP Affordable HealthCare Presentation and Roundtable (1) 2013 CANP North Bay Chapter, Symposium for Advanced Practice (8) 2013 Treating MRSA Infections in the Outpatient Setting (1) 2012 Facilitating Community/University Relationships (1) 2012 NP Policy Night (1) 2012 CANP State Conference(23) 2012 Cardiovascular: Heart and Brain (1) 2012 Understanding Nicotine Addiction & Treating Smoking Cessation (1) 2011 CANP State Conference (26) 2011 Brain and Aging (3) 2011 Grant writing (18)
Robyn	PT	Health Promotion Practice in Primary Care	Member, CNAP



Faculty Name	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
Mendoza		clinical (T) Clinical Practice in Primary Care 1-3 (T) FNP Team D(O)	<u>Continuing Education:</u> Emergency Medicine (26) Probiotic Supplementation: What NP's Need to Know (1) Pain Management (1) Succession Planning in Nursing (1) Bariatric Surgery Update (1) Skin Conditions (2) Homeopathic Treatment of Upper Respiratory Infections (1.5) Understanding Challenges of Prostate CA (1) Nursing Informatics (1) Action Plan for Cultural Competence (1) Strategies to Support OAB Patients (1) Antibiotic Review (5) Celiac Disease (!) Health Maintenance for Diabetic Patients (1) Sexual Pain Disorders in Women (1) Prostatic CA (1.5) Simplifying Management of Fibromyalgia in Primary Care (1) Getting to Goal in Hypertension Treatment (1) Identifying and Managing Overactive Bladder (1) Guiding Effective Smoking Cessation in Primary Care (1) Moderate Sedation Analgesia (5) Diabetes Pharmacology (10)

Faculty Name	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
			Epidural Analgesia Update (5) Women's Sexual Health (1) New Drug Update (1.4) Helping Patients Manage Common Pregnancy Skin Conditions (1.5) Helping Patients Manage Cough, Cold and Flu (1.25) Jump Start Your Career in Nursing Informatics (1)
Judy Richards	PT	Advanced Health Assessment (T) Health Maintenance Practicum (T) FNP Preceptorship I, II, & III (T) FNP Coordinator, Stanislaus D(O)	<u>Certifications:</u> RN, PHN, NP & NPF Volunteer NP for church members Works with homeless and mentally ill at Wellness Center <u>Continuing Education:</u> Prescribing References for disease and treatment options/updates CEUs
Barbara Ritter	PT	Health Promotion Practice in Primary Care Clinical (T) Clinical Preceptorship (T) FNP Team D(O)	<u>Certifications:</u> FNP, CNS (critical and emergency care), CEN, RN, PHN, ACLS, BLS Member: AANP, CANP, MNPA Delegate to CANP FNP for Coastal Health Alliance Director of Advanced Practice Programs & Instructor at USF Lecturer, UCSF <u>Continuing Education:</u> Annual Review Family Medicine Sports Medicine Essentials

Faculty Name	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
			Emergency/Urgent Care Primary Care Medicine: Principles and Practice Pharmacology
Loree Skidmore	PT	Advanced Physical Assessment (T) Health Promotion Practice in Primary Care Practicum 1-3 (T) FNP Team D(O) Lead Faculty, Health Maintenance Center D(O)	<u>Certifications:</u> RN, FNP, DEA Federal Volunteer, Hospice by the Bay Volunteer Faith in Practice healthcare in Guatemala <u>Continuing Education:</u> 4/2013 CANP Conference (7.5) 4/2013 NCMA (5.25) 4/2012 Primary Care (5.5) 3/2012 Food and the Brain IBP (6) 2/2011 Prescribers Letter Diabetes (5.4) 8/2011 Clinical Advisor Medical Issues (6) 9/2011 Pharmacology (4.5) 11/2010 Primary Care Best Practices (7.5)
Melissa Sloan	PT	Advanced Physical Assessment (T) Health Maintenance (T) Clinical Practice in Primary Care 1-3 (T) FNP Team D(O)	<u>Certification:</u> ANCC in Family Practice St. Jude Heritage Health after hours primary care clinic Northern Valley Indian Health, Primary Care FNP Chico Children's Center, Primary Care FNP <u>Continuing Education:</u> 2013, 2011, CANP Conference (30) 5/2012 Advances and Controversies in Clinical Pediatrics (18.5)

Faculty Name	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
			12/2011, 12/2010 Controversies in Women's Health (27) 11/2010 Popular Pediatric Clinical Topics (16.5)
Wendy Smith	FT	Health maintenance (T) Professional Issues (T) Advanced Practice in Primary Care (T) Culminating Experience (T) Special Studies (T) Expanded Practice in Primary Care (T) Physical Assessment (T) Clinical Practice in Primary Care I, 2 &3 (T) Health Policy, Advocacy and Ethics in Primary Care (T) Research & Theory (T) Pathophysiology (T) Director, MSN-FNP and Post-Master's Certificate Programs D(O) Nursing Faculty Team D(O) RTP Committee Chair D(O) PT Faculty Evaluation Committee D (O) FNP Team Chair and Coordinator D (O) Graduate Admissions Committee D(O) Graduate Studies Committee U (O) Scholarship Committee U (O)	Sigma Theta Tau, Board, Faculty Advisor, Membership Committee Faculty Minority Mentor for National Health Service Scholarship Program AACN Workshop: Actualizing Cultural Competence in Master's and Doctoral Nursing Education Leader, Health and Wellness Education, Center for Health and Well-Being Volunteer, Jewish Community Free Clinic Provider of low cost boxing physicals for RU4JC Volunteer, Teens at Risk Program Provided vision and Hearing Screening for Lytton Band Early Head Start Provider for Cal. Rural Indian Health Human Race <u>Competitive Funding Awards:</u> Project Director Rural Cooperative FNP, Song-Brown Award, NP/PA & FNP Training 2013-2014, 2012-2013, 2011-2012, 2010-2011 2010-2011 Professional Nurse Traineeship, Punbli Health Services <u>Continuing Education:</u>

Faculty Name	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
			2013-2009 CANP Annual Education Conference (69.3) 2/2013 CANP Education Event in Wine Country (8.5) 2012 Humanitarian Work in Conflict Areas (1) 2011, 2010 NONPF Annual Conference and Education Meeting (33.25) 4/2010 Evidence Based Practice in Today's Nursing Curriculum (6) 4/2010 Health Without Harm (1.5) 5/2009 Celebrating Nurses: Nursing Research Symposium (6) 6/2009 Our Corner of the World Café (6) 10/2009 Latino Health Forum (6.25) 12/2009 Western Schools, Infusing Humor Into Healthcare, Diabetes Education, Care and Self-Management (30)
Mary Ellen Wilkosz	FT	Pathophysiological Concepts in Primary Care Parts 1 and 2 (T) Health Maintenance Practicum (T) Pharmacology for FNPs (T) Preceptorship II (T) FNP Team D(O) Department Faculty Committee D(O) Assistant Director of FNP Program D(O) Search Committee D (O) RTP Committee D (O)	<u>Certifications:</u> FNP, AANC Practicing FNP 1-2 days/wk in busy family practice Contributor to Song Brown Grants Sigma Theta Tau Webmaster & International Delegate Volunteer at Jewish Community Free Clinic Chair, DNP Project for NorCal CSU DNP Program Low cost sports physicals, Novato School District Health Coordinator and Camp Nurse, Girl Scout Summer Camp Volunteer FNP & Student preceptor, Jewish Community Free Clinic

Faculty Name	FT/PT	<b>Academic Teaching (T) and Other (O)</b> <b>Areas of Responsibility:</b> <b>University (U) School (S)</b> <b>Department (D)</b>	<b>Recent Activities to Maintain Expertise</b> <b>(2009-2013)</b>
		IRB Committee U (O) Academic Technology Committee U (O) Academic Senate U (O) Instructional Technology Committee U (O) Scholarship Committee U (O) Student Health Advisory Committee U (O)	Coordinator of Services for low cost boxing physicals for RU4JC CRIB Coordinator of Services for vision and hearing screening for Lytton Band Early Head Start Program Cal. Rural Indian Health Board <u>Continuing Education:</u> 2013 Bridging Innovation Across NP Education(29.25) 2013 Update on Concussions (1) 2013, 2011 CANP Annual Conference (24.75) 2012 Coaching in Nursing (6) 2012 Humanitarian Work in Conflict Areas (1) 2012 Current Trends in Research (1) 2012 Nursing Research and the Future of Nursing 2012 Fitzgerald Health Education Pharmacology Review (52) 2012 Advancement in Management of Type 2 Diabetes (4.5) 2011 People Don't Eat Nutrition, They Eat Food (5) 2011 Food for Thought (1) 2011 Severe Headache in Young Women (.50) 2011 Call to Action: Improving the Nutrition & Fitness of Children in School (.5) 2011 Improving Patient Outcomes: A Guideline-based Approach to the Diagnosis and Management of COPD (1)

**TABLE 2.1.5** *Sonoma State University Department of Nursing Faculty Profile  
Fall 2013 Faculty Teaching in Baccalaureate and FNP Masters and Post Masters Certificate Programs*

<b>FACULTY NAME</b>	<b>F T P T</b>	<b>Date of Initial Appt</b>	<b>Rank</b>	<b>Institution Granting BSN Degree</b>	<b>Graduate Degrees Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching (T)</b>	<b>Other (O) Areas of Responsibility</b>
Michelle Kelly	F T	Aug-12	Assoc. Prof.	Humboldt State University	MSN DNP Univ. of Washington USF	Community/public health Geriatrics FNP Pediatrics Education International Public Health & Primary Care Safe Transitions in Care	Health Maintenance FNP Preceptorship 1-3 Clinical Expanding Families C/PHN theory/lab Baccalaureate Nursing Perspectives Applied Baccalaureate Nursing Perspectives	Assistant to FNP Director Pre & Post-licensure and FNP Team Nursing Faculty Committee Instructional Technology Task Force CSU Chancellor's Office Online Nursing Educational Resources Advisory Curriculum Committee Program Review Subcommittee Embracing Teaching Excellence in Diversity Work Group

<b>FACULTY NAME</b>	<b>F T P T</b>	<b>Date of Initial Appt</b>	<b>Rank</b>	<b>Institution Granting BSN Degree</b>	<b>Graduate Degrees Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching (T)</b>	<b>Other (O) Areas of Responsibility</b>
Deborah Kindy	F T	Aug 2000	Prof.	Indiana University	PhD University of Arizona	Psych-mental health nursing	Nursing Research, grad Psych-mental health nursing Health, Society and Sexuality Baccalaureate Perspectives Freshman Year Experience	Preceptor MSN student teaching Preceptor Special Studies teaching assistants Post-licensure Advisor Faculty Sponsor for NCSSU Undergraduate & Post-licensure Team Freshman Year Experience (FYE) Team Pre & Post-licensure Admissions Committees Nursing Faculty Committee



<b>FACULTY NAME</b>	<b>F T P T</b>	<b>Date of Initial Appt</b>	<b>Rank</b>	<b>Institution Granting BSN Degree</b>	<b>Graduate Degrees Institution</b>	<b>Area of Clinical Expertise</b>	<b>Academic Teaching (T)</b>	<b>Other (O) Areas of Responsibility</b>
Jeanette Koshar	F T	Aug-95	Prof.	SDSU	MSN PhD UCSF UCSF	Women's Health Maternity	Nursing Research, Baccalaureate & Master's Senior Clinical Studies Baccalaureate Nursing Perspectives Maternity and Women's Health Care theory and clinical Theory in Nursing Practice	Assistant Director Pre- licensure program QSEN Coordinator Maternity clinical coordinator Pre-licensure advisor & Admissions Committee Pre & post-licensure & FNP Team Nursing Faculty Committee
Melissa Vandever	F E R P	Aug-02	Prof.	U of Evansville	MSN PhD Indiana U U Texas, Austin	Pediatric NP School Nursing CNL Research	Power, Policy & Politics Nursing Research Graduate Education FNP CNL Expanding Family Theory-Child Health	Director of DEMSN FNP Team Pre-post lic team

**TABLE 2.1.6** *Sonoma State University Department of Nursing Maintenance of Expertise in Areas of Responsibility for Faculty Teaching in Baccalaureate and FNP Masters and Post Masters Certificate Programs*

FACULTY NAME	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
Michelle Kelly	FT	Health Maintenance (T) FNP Preceptorship (T) Clinical Expanding Families (T) C/PHN theory/lab (T) BSN Perspectives (T) Special Assistant to FNP Director D(O) Undergraduate Team D(O) FNP Team D(O) Nursing Faculty Committee D(O) SSU Instructional Technology Task Force U(O) CSU Chancellor’s Office Online Nursing Educational Resources Advisory D(O) University Curriculum Committee U(O) Program Review Subcommittee U(O) Embracing Teaching Excellence in Diversity Work Group U(O)	<u>Certifications:</u> PHN, RN, FNP, AACN, PHN, Tropical Medicine & Hygiene, School Nurse, Coleman’s Care Transitions, Cal. Health Care Foundation Refugee & international Health Care Transitions Program Coordinator Fulbright Specialist, MN Faculty in Uganda President of Society of Pediatric Nursing – Bay Area Sonoma County DHHS Care Transition Grant Contributor Consultant on care transitions for numerous North Bay hospitals and clinics Reviewer, Nurse Economics Journal Sigma Theta Tau member and Elections Committee Member Society of Pediatric Nurses, Bay Area Chapter <u>Continuing Education:</u> 2012 Negotiating with Cultural Sensitivity to Reduce Med Errors (1) 2012 7 <sup>th</sup> International NP/APN Conference (12) 2012 Contemporary Issues in Pediatric Diabetes 2012 Humanitarian Work in Conflict Areas: Prioritizing

FACULTY NAME	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
			Needs in chaos (1) 2011 Maternal Child & Adolescent Health (8) 2011 Nursing Leadership, Education & Practice to Advance Public Health (1.25) 2010 Controlled Substances II Refresher (3) 2010 Pediatric Nursing (28) 2010 Prevention of Medical Errors (#) 2010 Unique Approaches to Mental Health in Rural Settings (1.5) 2009 Engaging Students to Promote Deep Learning (1) 2009 Preceptor Workshop (6.5)
Deborah Kindy	FT	Nursing Research, grad (T) Psych-mental health nursing (T) Human sexuality (T) Baccalaureate Perspectives (T) Freshman Year Experience (T) Preceptor MSN student teaching D(O) Preceptor Special Studies: under-graduate teaching assistants U (O) Post-licensure Advisor D(O) Faculty Sponsor for NCSSU D(O) Undergraduate Team D(O) Post-licensure Team D(O) Freshman Year Experience Team U(O)	Board of Directors, NAMI SoCo, Secretary, Conference Planner and volunteer for Youth and Family Symposium, Planning retreats, regional meetings, monthly consumer meetings Manuscript reviews for psych nursing texts (Varcarolis, ATI, Magnum) Presenter at Healthcare Workforce Development Program, SRJC Member: Sigma Theta Tau; American Association of Sex Educators, Counselors and Therapists Panelist for “Urgency and Fury in Everyday Military Life” Senior Psychology Seminars presenter U(O)

FACULTY NAME	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
		Post-licensure and pre-licensure Admissions Committees D(O) Department Faculty Committee D(O) Search Committees D(O) RTP Committees U & D(O) Faculty Senate, Secretary U(O) Faculty Development Committee U(O) Extra-curricular Committee U(O)	FYE lecturer on Gender U(O) <u>Continuing Education:</u> 8/2013: DSM-5 Revolutionizing Diagnosis & Treatment (6.5) 4/2013: CSU Critical Thinking Conference (6.5) Spring 2013: Giving Difficult Feedback (1.5) Spring 2013: Student Centered Discussion (1.5) 2/2013: Suicide Prevention Training (1) 10/12: Lee Mun Wah, Multicultural Encounters (4) 8/2012: Critical Thinking, Transitions and Seminars (12) 7/ 2012: Beyond Abstinence and Risk (1.5) Summer 2012 American Association of Sex Educators, Counselors and Therapists National Convention (23) Spring 2012 Student Incivility in Large Classes (1.5) Spring 2012 Media Information Literacy and Critical Thinking (1.5) 5/2012: Nursing Research and the Future of Nursing (6.5) 11/2011: Security Awareness Training (1) 6/2011: The Impact of Head Injury in Psychiatric Populations (2) 5/2011: Multicultural Competence (semester long program) 4/2011 Discrimination, Sexual Harassment and Sexual Assault (1)

FACULTY NAME	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
			10/2011: NAMI Youth and Family Symposium (6.5) Spring 2011: Introduction to Teaching with Moodle (40) 9/2010: NAMI Raising Awareness & Reducing Stigma (1 ) 11/2009: Asian Nurse’s Summit on Global Issues, Keynote Speaker (18) 6/2009: Geriatric Nursing Education Consortium (17.4) 5/2009: Celebrating the Science of Nursing (6 ), Speaker 5/2009: Our Corner of the World Café (6) 1/2009: Responding to Disruptive Students (1.5)
Jeanette Koshar	FT	Nursing Research, grad & undergrad (T) Senior Clinical Studies (T) Baccalaureate Perspectives (T) Maternity and Women’s Health Care theory and clinical (T) Baccalaureate Perspectives (T) Theory in Nursing Practice (T) Assistant Director Pre-licensure program D(O) QSEN Coordinator D(O) Maternity clinical coordinator D(O) Pre-licensure advisor & Admissions Committee D(O) FNP Team D(O) Pre-licensure Team Director D(O)	<u>Certifications:</u> RN, WHNP Director, Community for Spiritual Living Well-Being Center Sonoma County Maternal, Child and Adolescent Health Board, Co-Chair <u>Continuing Education:</u> 2012: AACN: QSEN Nursing Informatics (17.25) 2012: Nursing Research and the Future of Nursing Conference (6.5) 2011: CANP Conference (11.25) 2011: Nursing Research and the Future of Nursing Conference (6) 2011: Sigma Theta Tau, Current Nursing Research (1) 2010: Nursing Research and the Future of Nursing (6) 2010: QSEN (15)

FACULTY NAME	FT/PT	Academic Teaching (T) and Other (O) Areas of Responsibility: University (U) School (S) Department (D)	Recent Activities to Maintain Expertise (2009-2013)
		Nursing Faculty Committee D(O) Search Committee D (O) Nursing Club Advisor D(O) Post-licensure Team D(O) McNear No Gap Scholars Mentor U(O) School RTP Committee S(O) Scholarship Committee, Chair U(O)	2010: Evidence Based Practice in Today's Nursing Curriculum (6) 2009: CANP Conference (10) 2009: UCSF, Obstetrical Emergencies (4)
Melissa Vandever	FE RP	Nursing Research (T) Graduate Education (T) FNP (T) Power, Policy and Politics (T) Director of DEMSN program D(O)	<u>Certifications:</u> Cal School Nurse, CNL School Nurse: The REACH School, Sebastopol Faculty, USF Online CNL Program Vice President, Commission for Nurse Credentialing CNL Task Force, American Association of Colleges of Nursing <u>Continuing Education:</u> 2010 Nursing in the Age of Complexity 2010 Evidence Based Practice in Today's Curriculum 2010 The CNL: On the Leading Edge of Healthcare Reform

**Criterion 2.2 (Baccalaureate) Faculty (full- and part- time) credentials meet governing organization and state requirements.**

Sonoma State University requires a minimum of master's level preparation for faculty positions, although the doctorate is preferred in all disciplines where it is considered the terminal degree. All full-time tenured and tenure-track nursing faculty are prepared at the doctoral level and hold master's degrees in nursing. All part-time nursing faculty are prepared at the master's level with the exception of Ms. DelCarlo as previously discussed.

The California State Board of Registered Nursing (CA-BRN) requires Pre-licensure content (medical-surgical, psych-mental health, obstetrics, gerontology, and pediatrics) lead nursing faculty to be prepared at the master's level with current, demonstrable expertise in areas of didactic and/or clinical teaching assignment and also requires assistant clinical instructors to be prepared at the baccalaureate level. Additionally, for Prelicensure lead nursing faculty, the CA-BRN requires a minimum of one year teaching experience and/or graduate coursework in teaching-learning theory and methodology. All SSU nursing faculty meet or exceed these state BRN requirements.

**Criterion 2.2 (FNP Masters and Post Masters Certificate) Faculty credentials reflect appropriate advanced practice certifications and expertise in their areas of teaching.**

Faculty teaching in the Masters and Post Masters Certificate program maintain expertise in their area(s) of teaching. The majority of faculty members in the FNP masters and Post Masters Certificate Program are doctorally-prepared and experientially qualified. Faculty teaching in the Family Nurse Practitioner Program holds appropriate advanced practice certifications. Faculty members who do not currently hold advanced practice certifications in their area of teaching are strongly encouraged to fulfill this credential. Lecturers also maintain certifications, practice, and

expertise in family practice. Many of the faculty are practicing Family Nurse Practitioners in the community. This provides students with up-to-date practice and clinical experiences.

Tables 2.2.3 through 2.2.6 indicate faculty certifications, faculty practice, and activities to maintain expertise in all departments.

**Criterion 2.3 (Baccalaureate) Credentials of practice laboratory personnel are commensurate with their level of responsibilities.**

All nursing faculty are academically and experientially qualified for their respective teaching responsibilities in the undergraduate and graduate nursing programs. All undergraduate clinical nursing faculty have been approved to teach in their areas of expertise by the CA-BRN which has strict regulatory requirements for qualifying clinical faculty to teach in specific pre-licensure content areas. Only nursing faculty assigned to the respective clinical courses staffs the Prelicensure nursing practice and simulation laboratories. There are no non-nurse faculty teaching in the SSU undergraduate or graduate nursing programs.

**Criterion 2.4 (Baccalaureate) The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.**

**Criterion 2.3 (FNP Masters and Post Masters Certificate) The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.**

In the baccalaureate nursing program, didactic course faculty/student ratios range from 1:24 to 1:32 depending on the course purposes, delivery mode and program track. For instance, in the Prelicensure track junior year didactic nursing courses, there are 24 students with one instructor; in the nursing research course (N310), required of all Pre- and Post-licensure nursing students, there may be 24 – 32 students with one instructor. These ratios are considered sufficient by nursing department and university standards to support effective teaching and



evaluation. Nursing faculty employ a variety of innovative modalities in their teaching and evaluation methods including web-enhanced and web-based platforms.

In the undergraduate clinical courses teaching and supervision occur in two ways. In all clinical courses required for licensure there is one faculty member supervising eight or fewer students (1:8) and in the Community-Public Health clinical course required for both Pre- and Post- Licensure students, there is one faculty member supervising 10 or fewer students (1:10). These ratios are deemed adequate by the department and university and exceed CA-BRN standards. In fact, most California public and private nursing schools maintain faculty/student ratios of 1:10 to 1:13 in undergraduate acute care clinical assignments. In the undergraduate Pre-licensure capstone course, Nurs 414 *Clinical Nursing Preceptorship*, a preceptorship model is used and the SSU faculty member serves in an advisory role that includes regular communication with the preceptor and the student and evaluation of the student's written work and skill development. Faculty may supervise up to 12 Nurs 414 *Clinical Nursing Preceptorship* students in a semester (CA-BRN recommends that an individual faculty supervise no more than 12 preceptorships in any given semester). The required capstone course for the Post-licensure students is Nurs 416 *Application of Baccalaureate Perspectives*, a faculty supervised seminar course in which students work together to address a population focused health care issue in their respective communities. Faculty workload for this course is .25 per student. Classroom, laboratory, and supervised clinical practice faculty/student ratios are sufficient to ensure adequate teaching, supervision and evaluation in the undergraduate nursing program.

**TABLE 2.4.1** *Baccalaureate Lecture Faculty/Student Ratio in Classroom and Online  
Spring 2013 - Fall 2013*

<b>Nursing Course</b>	<b>PRE-/POST-Licensure</b>	<b>Title</b>	<b>No. of Sections</b>	<b>No. of Faculty</b>	<b>Faculty / Student Ratio</b>
301	PRE	Nursing Care of Adults I (lecture)	1	1	1:24
302	PRE	Nursing Care of Adult II	1	1	1:24
303	PRE	Maternity & Women's Health Care	1	1	1:24
304	PRE	Psychiatric Mental Health Nursing	1	1	1:24
310	Both	Nursing Research & Evidence Based Practice	2	2	1:28
312	POST	Baccalaureate Perspectives I	1	1	1:32
313	POST	Baccalaureate Perspectives II	1	1	1:32
407	PRE	Nursing Care of Adults III	1	1	1:24
409	PRE	Nursing Care of Child in Family	1	1	1:24
410	Both	Nursing Power, Policy & Politics	2	2	1:30
412	Both	Community/Public Health Nursing	2	2	1:30
414	PRE	Clinical Nursing Preceptorship	2	2	1:12

**TABLE 2.4.2** *Baccalaureate Clinical Faculty/Student Ratio in Clinical Courses  
Spring 2013 - Fall 2013*

<b>Nursing Course</b>	<b>PRE-/POST-Licensure</b>	<b>Title</b>	<b>No. of Sections</b>	<b>No. of Faculty</b>	<b>Faculty/ Student Ratio</b>
301	PRE	Nursing Care of Adults I	3	3	1:8
302	PRE	Nursing Care of Adult II	3	3	1:8
303	PRE	Maternity & Women's Health Care	3	3	1:8
304	PRE	Psychiatric Mental Health Nursing	3	3	1:8
407	PRE	Nursing Care of Adults III	3	3	1:8
409	PRE	Nursing Care of Child in Family	3	3	1:8
412	Both	Community/Public Health Nursing	5	5	1:10
414	PRE	Clinical Nursing Preceptorship	2	2	1:12
416	POST	Application of Baccalaureate Perspectives	2	2	1:12

In the masters nursing program, the didactic course faculty/student ratio is 1:20 to 1:25. This ratio is considered sufficient by department and university standards to ensure adequate teaching and evaluation. Nursing faculty employ a variety of innovative modalities in their teaching and evaluation methods including web-enhanced and web-based platforms.

In the masters program, three supervisory models are used to evaluate student performance in clinical practice. The first model, used in the laboratory course Nurs 509 *Advanced Health Assessment*, is conducted in the on-campus Health Maintenance Center laboratory and is a skill acquisition and practice course in which 8-10 students are supervised by one faculty. The second model, used in the clinical course Nurs 549 *Health Promotion Practice in Primary Care*, is conducted in the on-campus Health Maintenance Center and the off-campus Jewish Community Free Clinic (JCFC) and one faculty member supervises 7-8 students. All FNP students enroll in both Nurs 509 *Advanced Health Assessment* and Nurs 549 *Health Promotion Practice in Primary Care* and participate on the SSU campus and at the JCFC. The third model is specifically for the FNP clinical practica Nurs 550ABC *Clinical Practice in Primary Care I-III* where students work one-on-one with a faculty-approved preceptor at their respective practice sites and the SSU nursing faculty of record receives workload credit of 0.5 WTU per student for course oversight and onsite student evaluation.

**TABLE 2.3.1** *FNP Masters and Post Masters Certificate Program Faculty/Student Ratio Online Spring 2013 - Fall 2013*

Nursing Course	Title	No. of Sections	No. of Faculty	Faculty/Student Ratio
501	Health Promotion Theory Righting Disparities	2	2	1:20
540A	Pathophysiologic Concepts in Primary Care I	2	2	1:20
552	Pharmacology in Primary Care	2	2	1:20
540B	Pathophysiologic Concepts in Primary Care II	2	2	1:20
560	Research and Theory in Primary Care	2	2	1:25
562	Advanced Practice in Primary Care Systems	2	2	1:20
563	Health Policy and Advocacy in Primary Care	2	2	1:25

**TABLE 2.3.2** *FNP Masters and Post Masters Certificate Program Faculty/Student Ratio In Clinical Courses Spring 2013 - Fall 2013*

Nursing Course	Title	No. of Sections	No. of Faculty	Faculty/Student Ratio
509	Advanced Health Assessment	4	4	1:10
549	Health Promotion Practice in Primary Care	4	4	1:8
550A	Clinical Practice in Primary Care I	varies	varies	1:2
550B	Clinical Practice in Primary Care II	varies	varies	1:2
550C	Clinical Practice in Primary Care III	varies	varies	1:2
566	Culminating Experience	varies	varies	1:8

The department has achieved and maintains an effective balance of part-time and full time faculty. Due to the relatively small size of the department, utilization of part-time faculty is a conscious choice. Although the university's Long-Range Academic Plan and the Provost would like to achieve an 80:20 full-time to part-time faculty ratio across the Division of Academic Affairs, it would be impossible to deliver the undergraduate and graduate nursing programs to more than one or two clinical sections of students without the thoughtful and planned utilization of part-time faculty to teach multiple sections of undergraduate clinical courses, supervise graduate practice and residencies, and serve as faculty of record in some didactic courses. The nursing department total annual FTEF is approximately 15 with 6 carried by full-time, tenured

and tenure-track faculty and the remaining 9 FTEF distributed across 10-15 part-time faculty per semester.

All Pre-Licensure full-time and part-time undergraduate instructors participate in team and task group meetings as appropriate to their respective roles. These meetings are designed to collaborate in the teaching and evaluation of courses at each level. The majority of the part-time faculty has taught for more than five years for the SSU nursing department. The Pre-licensure team is led by a qualified full-time faculty member who also teaches courses at that level (Dr. Jeanette Koshar is the CA-BRN approved Assistant Director of the Pre-licensure program and teaches Nurs 310 *Nursing Research and Evidenced Based Practice* and Nurs 303 *Maternity and Women's Health Care*). Dr. Koshar works closely with full- and part-time faculty members teaching in the Pre-licensure program and conducts the Pre-licensure team meetings. Consolidation of all Pre-licensure faculty into one cohesive group has led to greater synthesis of course requirements across the Pre-licensure curriculum, faculty consensus regarding expectations of students and cohesion in addressing student concerns and student evaluations. The department has found this arrangement to be efficient, effective, and appropriate to carry out the purposes and objectives of the undergraduate nursing program and ensure that program outcomes are achieved.

All Post-Licensure full-time and part-time faculty are involved in team and task group meetings as appropriate to their roles. The Post-Licensure team is led by Dr. Liz Close, who is also responsible for the Collaborative Nursing Education Continuum Model (CNECM) which supports current ADN student enrollment in the first SSU two upper division nursing courses (Nurs 312 *Baccalaureate Nursing Perspectives I* and 313 *Baccalaureate Nursing Perspectives II*) while the students are enrolled in their ADN programs at five area community colleges. The

Post-Licensure and CNECM team has been successful in streamlining the ADN-BSN curriculum negotiating with and building upon strong community college Pre-Licensure curricula in the SSU service area. Full-time, FERP and part-time faculty on this team all teach primarily online courses to facilitate access for the ADN and Post-Licensure BSN students in SSU's 8,000 square mile service area. The post-licensure team meets regularly to support and discuss on-line technology and delivery, student involvement in the curriculum, mandatory on campus time and effectiveness, and the total curriculum plan and evaluation.

All full- and part-time graduate instructors participate in the FNP team meetings designed to collaborate in the teaching and evaluation of courses. The FNP team is led by the FNP director Dr. Wendy Smith. Team members work together closely to provide operational oversight and evaluation, achieve consistency in core course requirements, address student concerns and systematically evaluate student work. The department has found this arrangement to be efficient, effective, and appropriate to carry out the purposes and objectives of the graduate nursing program to ensure that program outcomes are achieved. Dr. Smith is assisted in role here by Dr. Mary Ellen Wilkosz as the Assistant Director of the FNP Masters and Post Masters Certificate Program. Dr. Wilkosz has expertise in on-line and distance education delivery modes as well as program assessment and evaluation.

Faculty characteristics demonstrating numbers and breadth of undergraduate and graduate faculty qualifications are listed in greater detail in previous tables. The full-time faculty's expertise and experience sufficiently cover all content areas necessary to carry out the purposes and objectives of the undergraduate and graduate curricula. The SSU part-time nursing faculty's expertise and experience and longevity with the programs add tremendous intellectual and experiential depth and breadth to the undergraduate and graduate programs.

The number and utilization of SSU Department of Nursing faculty ensure that program outcomes are achieved in both undergraduate and graduate programs. Classroom and supervised clinical practice faculty/student ratios are sufficient to ensure adequate teaching, supervision and evaluation of students in the undergraduate and graduate programs.

**Criterion 2.5 ( Baccalaureate) Faculty (full- and part-time) performance reflects scholarship and evidence-based practice.**

**Criterion 2.4 (FNP Masters and Post Masters Certificate) Faculty (full- and part-time) performance reflects scholarship and evidence-based practice.**

Sonoma State University broadly defines scholarship and the Department of Nursing accepts the university's definition. The Nursing Department's Retention, Tenure and Promotion document that clarifies and details scholarship evidence for university RTP review is available in the web at <http://www.sonoma.edu/aa/fa/tt/rtp.html#st> . The nursing RTP criteria document is available along with all the departments in the School of Science and Technology

Scholarship refers to a wide variety of scholarly and creative activities including all of the following:

1. Published professional or scholarly books and articles.
2. Published textbooks and other instructional materials.
3. Reports or other products that result from consultancies, software development and electronic media products, designs, or inventions.
4. Creative activities in the arts.
5. Funded grants.
6. Submitted proposals.
7. Research reports or scholarly papers presented at conferences, colloquia, and other appropriate gatherings.
8. Participation in professional meetings as discussant, committee member, or organizer of colloquia/seminars.
9. Service as critic, reviewer, editor, or consultant.

10. Preparation of bibliographic essays for circulation among departmental or other appropriate faculty.
11. Awards, honors, exhibitions, shows, performances, or speaking engagements.
12. Contributions to discipline outside his/her primary area of specialization.
13. Post-doctoral/post-masters studies or continuing education.

Collectively, the Department of Nursing faculty has a varied and prestigious record of scholarship as defined by the university. Individual nursing faculty *curricula vitae*, available in the Document Review room, reflect:

- publications in refereed journals
- published scholarly books and chapters in textbooks
- funded federal, state, local, and university grants
- submitted and funded program and research proposals
- international, national, and local conference presentations
- professional meeting participation as panel members and discussants
- reviewer, editor, and consultant services
- honorary and teaching awards

**Criterion 2.6 (Baccalaureate) The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve program goals and outcomes.**

**Criterion 2.5 (FNP Masters and Post Masters certificate) The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve program goals and outcomes.**

The Department of Nursing employs no non-nurse faculty. There are two full-time departmental staff members (Ana Munoz and Eileen Lua) who provide direct services for nursing faculty and students. The School of Science and Technology Administrative Manager and Course Scheduler support them in terms of budget accountability and course scheduling. Both Ms. Munoz and Ms. Lua are well qualified, seasoned professional staff who have been employed by the department for 12 and 6 years respectively. With the wide array of School and



University-wide support services available, two full-time staff for the nursing department is sufficient to achieve program goals and outcomes.

**Criterion 2.7 (Baccalaureate) Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.**

The Department of Nursing Chair, in collaboration with the appropriate program track Director, assures an individualized departmental orientation and continued mentoring of all nursing faculty to assure their knowledge of and ability to implement their program and teaching responsibilities. Upon hire, new tenure track faculty attend a comprehensive university orientation program.

**Criterion 2.8 (Baccalaureate) Systematic assessment of faculty (full-and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.**

**Criterion 2.6 (FNP Masters and Post Masters Certificate) Systematic assessment of faculty (full-and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.**

The department is in compliance with the university faculty performance evaluation process, which is dictated by the California State University - California Faculty Association Bargaining Agreement and reflected in the university RTP policy “Reappointment, Tenure, and Promotion Procedures, Criteria, and Standards for Tenured and Probationary Faculty”. All tenure track (“probationary”) faculty are evaluated annually during their six “probationary” years on tenure track. Tenured faculty are scheduled to be evaluated every five years after receipt of tenure according to the university policy [“Procedures for the Periodic Evaluation of Tenured Faculty”](#).

The nursing department complies with the university Retention, Tenure, and Promotion (RTP) Policy and Procedure which requires tenure track faculty to annually submit to their “Personnel Action File (PAF),” a dossier containing the preceding year’s teaching performance

evaluations and self-evaluation, scholarly activities, service to the university, and service to the community (university and greater community implied). Tenure track and tenured faculty performance is reviewed and evaluated by the department of Nursing RTP Committee, the School of Science and Technology RTP committee, the School Dean, the University RTP Committee and the President of the university who confers reappointment, tenure, and promotion.

Part-time (“Temporary”) faculty performance is evaluated annually according to the SSU [“Periodic Evaluation of Temporary Faculty”](#) policy. The Department Chair is responsible for reviewing all Student Evaluation of Teaching Effectiveness (SETEs) and determining areas needing performance improvement, collaborating with the faculty in developing an action plan and evaluating the associated performance outcomes.

All faculty have a [Personnel Action File \(PAF\)](#) maintained as delineated in the California Bargaining Agreement (CBA) Contract, Section 11, and located in the university Faculty Affairs Office. The policies and procedures for the periodic evaluation of tenured faculty, tenure track faculty and part-time faculty are also located in the Document Review Room.

Tenure track faculty are reviewed annually using the Reappointment, Tenure, and Promotion (RTP) procedures and criteria which include teaching effectiveness in terms of self-evaluation, peer evaluation, student evaluation (SETE), scholarship, research, creative achievement, professional development, service to the university; and service to the community. Tenure track faculty are appointed to six probationary years before they can apply for tenure. Typically in the department of nursing, faculty receive one to two years of service credit toward the mandatory six probationary years based on previous professional and teaching experience. Tenured faculty use the SETE results for opportunity to improve instruction by self-analysis.

SETE Scores below 3.5 and/or unfavorable comments written by students initiate review and discussion with the Department Chair.

Part-time (“Temporary”) faculty are evaluated annually by the Department Chair and the Dean, at the dean’s discretion (Section IIB of the Periodic Evaluation of Temporary Faculty policy). Required university Student Evaluation of Teaching Effectiveness (SETE) questionnaires are routinely reviewed by the Nursing Department Chair for compliance with the minimum mean score of 3.5 (on a 5.0 Likert Scale) on all items. The Department Chair and faculty meet to discuss opportunities for improvement when scores fall below 3.5 and/or students comment unfavorably. The nursing department collects additional information on the SETE tool reflecting the unique characteristics of clinical teaching (see Nursing Supplemental SETE Questions in Document Review Room). For ongoing evaluation purposes the nursing faculty have accepted the practice of evaluating every course offering with the SSU SETE evaluation form.

The nursing department validates continuing clinical competence by faculty’s current or recent clinical practice in areas of teaching responsibilities, continuing community involvement in areas of teaching responsibilities, and continuing educational course work in areas of clinical teaching responsibilities. All undergraduate faculty teaching clinical courses are approved by the CA-BRN for their respective level(s) of responsibility (clinical faculty of record, clinical assistant instructor).

**Criterion 2.9 (Baccalaureate Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.**

**Criterion 2.7 (FNP Masters and Post Masters Certificate) Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.**

The Department of Nursing does not employ non-nurse faculty. The two full-time departmental staff members (Ana Munoz and Eileen Lua) are evaluated annually by their formal supervisor, the School of Science and Technology Administrative Manager, with detailed input and consultation from the Nursing Department Chair. This process is in accordance with the organizational structure and policies of the university.

**Criterion 2.10 (Baccalaureate) Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.**

**Criterion 2.8 (FNP Masters and Post Masters Certificate) Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.**

The Department of Nursing faculty routinely utilizes distance learning modalities in the Post-Licensure BSN and Graduate FNP programs. Acquisition and maintenance of skills in distance teaching modalities is supported on campus by the [Faculty Center](#) located on the first floor of the Schultz Information Center which offers meetings, workshops and services related to both Faculty Development and Faculty Instructional Technology and provides support for faculty using the Moodle Learning Management System. Faculty also have access to the [CSU Institute for Teaching and Learning](#) which is an academic program of the California State University System devoted to promoting the highest standards of university teaching and to fostering faculty professional growth and collaboration throughout the 23-campus California State System. The ITL includes teaching and evaluation support online for all university faculty.

## STANDARD 3. STUDENTS

### STUDENT POLICIES, DEVELOPMENT, AND SERVICES SUPPORT THE GOALS AND OUTCOMES OF THE NURSING EDUCATION UNIT.

#### ***Baccalaureate and Master's Programs***

**Criterion 3.1 (Baccalaureate) Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.**

**Criterion 3.1 (FNP Master's and Post-Master's Certificate) Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.**

Student policies in the Department of Nursing are congruent with the university, are publically accessible, non-discriminatory, and consistently applied. The differences are justified by the goals and outcomes of the nursing education unit and are listed in Table 3.1.2. and Table 3.1.3 for the Baccalaureate and masters programs respectively. University policies governing student admissions, progression, retention, dismissal and graduation are included in the online SSU Catalog 2013-2014. The nursing department adheres to these policies and procedures, however, is more specific than the University in implementing the following policies listed in Tables 3.1.2. and 3.1.3 for each program. Table 3.1.1 lists the policies and locations of each policy. Each policy exceptions has been formally presented and accepted by the appropriate campus governance committee.

**TABLE 3.1.1 Publically Accessible University and Departmental Policies**

<b>POLICY</b>	<b>LOCATION</b>		
	SSU website: <a href="http://www.sonoma.edu/a-z/index.html">http://www.sonoma.edu/a-z/index.html</a> and SSU Catalog: 2012-2013: <a href="http://www.sonoma.edu/catalog/">http://www.sonoma.edu/catalog/</a>	2012-2013 Nursing Department website: <a href="http://www.sonoma.edu/nursing/">http://www.sonoma.edu/nursing/</a>	2013-2014 Student Nursing handbook (undergraduate and graduate)
<b>Students services</b>	<a href="http://www.sonoma.edu/catalog/12-13/15StudentServices.pdf">http://www.sonoma.edu/catalog/12-13/15StudentServices.pdf</a>		
<b>Student rights and responsibilities</b>	<a href="http://www.sonoma.edu/saem/rights.shtml">http://www.sonoma.edu/saem/rights.shtml</a>		<a href="http://www.sonoma.edu/nursing/pdf/Studenthandbook12-13.pdf">http://www.sonoma.edu/nursing/pdf/Studenthandbook12-13.pdf</a>
<b>Selection and admission</b>	<a href="http://www.sonoma.edu/catalog/12-13/04Admissions.pdf">http://www.sonoma.edu/catalog/12-13/04Admissions.pdf</a> and <a href="http://www.sonoma.edu/uaffairs/policies/admissions.htm">http://www.sonoma.edu/uaffairs/policies/admissions.htm</a>	<a href="http://www.sonoma.edu/nursing/undergrad.shtml">http://www.sonoma.edu/nursing/undergrad.shtml</a>	<a href="http://www.sonoma.edu/nursing/pdf/Studenthandbook12-13.pdf">http://www.sonoma.edu/nursing/pdf/Studenthandbook12-13.pdf</a>
<b>Academic progression</b>	<a href="http://www.sonoma.edu/uaffairs/policies/academic.htm">http://www.sonoma.edu/uaffairs/policies/academic.htm</a>		<a href="http://www.sonoma.edu/nursing/pdf/Studenthandbook12-13.pdf">http://www.sonoma.edu/nursing/pdf/Studenthandbook12-13.pdf</a>
<b>Student evaluation/grading</b>	Grade appeal process: <a href="http://www.sonoma.edu/uaffairs/policies/grade_appeal.htm">http://www.sonoma.edu/uaffairs/policies/grade_appeal.htm</a>		<a href="http://www.sonoma.edu/nursing/pdf/Studenthandbook12-13.pdf">http://www.sonoma.edu/nursing/pdf/Studenthandbook12-13.pdf</a>
<b>Graduation requirements</b>	<a href="http://www.sonoma.edu/catalog/12-13/08Degree_Requirements.pdf">http://www.sonoma.edu/catalog/12-13/08Degree_Requirements.pdf</a>  Graduation <a href="http://www.sonoma.edu/registration/graduation/">http://www.sonoma.edu/registration/graduation/</a>		

**TABLE 3.1.2** *Exceptions to College Policies for SSU Baccalaureate Nursing Students*

<p><b>Application Deadline</b></p>	<p>Pre-licensure: The application deadline for acceptance into the nursing programs is later than the application deadline for admission to the University. Post-Licensure BSN transfer applications are due to the university by November 30 and to the nursing department by January 31st. Pre-licensure transfer applications are due to the university by November 30 and to the Nursing department by February 28th. Incomplete applications are not reviewed. Admitted students enter nursing programs only in Fall semester.. The Nursing Pre-licensure Admissions Committee meets during the previous Spring Semester to review applications and select students for entrance in the subsequent Fall. Notification of this difference in application deadlines is described in the SSU 2013-2014 Catalog and on the SSU DON website. Students are notified of acceptance, alternate list status, or declined by March 30<sup>th</sup>.</p> <p>Post-licensure: A Nursing Supplemental Application is required and must be submitted by January 31.</p> <p>Incomplete applications are not reviewed.</p> <p>CNECM: Applications are due by March 15<sup>th</sup> for summer start dates.</p> <p>Incomplete applications are not reviewed.</p>
<p><b>Admission/ Acceptance Criteria</b></p>	<p>The DON utilizes a systematic pre-licensure admissions procedure. The undergraduate nursing program is permitted to require supplemental criteria because the nursing major at SSU is officially on “impacted” status. The California State University (CSU) designates major programs as impacted when more applications are received in the initial filing period from CSU eligible applicants than can be accommodated by the program. The department has additional supplemental criteria including a minimum overall college GPA of 3.0, completion of all college level prerequisites with a grade of B or better, completion of all lower division GE requirements and evidence of certification as a Certified Nursing Assistant are required prior to beginning BSN coursework. A minimum raw score of 80% on the Test of Essential Academic Skills (TEAS-ATI) and essays are required SSU students, and transfer students from Sonoma and surrounding counties (Marin, Solano, Napa, Mendocino and Lake counties) are considered first. Students are selected for available spaces in the program in rank order based on a composite score of GPA, TEAS (entrance exam) and an essay. Differences in requirements are described on the SSU DON webpage and in the SSU Catalog.</p> <p>The DON utilizes a systematic post-licensure admissions procedure. The department has additional competitive requirements including a minimum overall college GPA of 3.0 or 2.5 to 2.99 with special permission and a current California RN license. Transfer students from the SSU “service areas (6 counties) are considered first. Additional requirements include a passing grade in college chemistry and human anatomy and physiology courses in the last 10 years or current RN practice within the last two years.</p>

	<p>The DON utilizes a systematic admissions procedure for current ADN students admission to the CNECM. Students must be enrolled and in good standing in a partner community college ADN program and have a minimum overall GPA of 3.0. Priority is given to students who have completed all SSU/CSU lower division general education transfer courses. Students are only admitted to the nursing department for this early start to SSU BSN courses and do not matriculate to the university in the Post-Licensure BSN program track until completion of their ADN program and RN licensure</p> <p>The SSU DON website provides application-admission and program information for the <u>Post-Licensure BSN Program Track</u> and the CNECM.</p>
<p><b>Repeating Courses and Academic Progression</b></p>	<p>A minimum grade of C is required in a nursing course to continue in the nursing major. A student whose mid-term grade is C-or below is notified, in writing, that he/she may not pass the course. If a student fails a course, the student may petition the faculty and with approval, the student may repeat the course one time only and on a space available basis. A student is not permitted to continue in the major if performance during a clinical course presents potential harm to the welfare of clients as determined by the faculty based upon documentation. Policies are described in the DON Student Nursing Handbook.</p>
<p><b>Health and Safety Requirements</b></p>	<p>In accordance with California’s Department of Health regulations the SSU requires measles, rubella and Hepatitis B virus immunizations. Students accepted into the nursing programs must meet additional health and safety requirements including background checks as specified by the clinical agencies utilized for student learning. Health and safety requirements for nursing students are described in DON Pre- and Post- licensure student packets found on the DON website. The University carries Workers’ Compensation insurance which covers nursing students in clinical areas. Information is available in the DON Student Nursing Handbook. Professional liability insurance is required of all nursing students enrolled in clinical courses. The California State University holds a blanket liability insurance policy for all nursing students in its system. Information is available in the DON Student Nursing Handbook.</p>
<p><b>Attendance</b></p>	<p>College policy states that regular and prompt class attendance is expected of all students. It is the student’s responsibility to inform the instructor of anticipated or unavoidable absences and to make up work missed as a result of absences (SSU Catalog page 420). Nursing students are instructed to check individual course syllabi for class participation requirements (SSU DON Student Handbook). Students should not provide care to patients if he/she has symptoms of or is aware of a contagious illness or infection. The policy for clinical make-ups is clearly stated in the Student handbook. On-line: Class attendance in an online course is considered in terms of assignment postings and due dates. Missed postings and assignments are the same as missing classes. Assignments postings and online exams are not</p>



	excused. All must be completed. Arrangements to submit assignments after due dates are individually determined by the instructor.
<b>Credit/no credit grades</b>	All courses required for nursing program degrees or certificates must be taken for a letter grade.

**TABLE 3.1.3** *Exceptions to University Policies for FNP Masters and PMC Students*

<b>Application Deadline</b>	<p>FNP Master’s and Post-Masters certificate: There is one University admission period for the FNP MSN program each academic year. The application period for the University starts on October 1st with the deadline being set by the individual graduate program. For both the FNP MSN programs the deadline for application is January 31<sup>st</sup>.</p> <p>There are two applications requires for admission to the FNP MSN program: one is the University application as described above and available via the CSU online Mentor process and the other one is the Nursing Department application submitted directly to the FNP MSN Program. The department direct application opens on November 1<sup>st</sup> and ends on January 31<sup>st</sup>.</p> <p>For the Post-MSN Certificate Program there is only one application to complete that is the department direct application and this opens on November 1<sup>st</sup> and ends on January 31<sup>st</sup>. Incomplete applications are not reviewed.</p>
<b>Admission/Acceptance Criteria</b>	<p>SSU’s general graduate requirements include an earned grade point average of at least 2.5 in the last 60 semester (90 quarter) units attempted in a student’s bachelors program. The department has additional competitive requirements including a minimum overall college GPA of 3.0, successful completion of a college-level statistics course, current CA RN license and a minimum of one year’s previous nursing experience. The post-masters certificate program requires the same qualifications with a GPA of 3.0 or greater in graduate course work. Pathways applicant’s additional requirements include a BA or BS and completion of a lifespan development course and community-public health nursing (with clinical component).</p> <p>The DON utilizes a systematic master’s, certificate and Pathways admissions procedure. Applicants are evaluated on their GPA, essay relating to the FNP role and ability to meet the healthcare needs of the underserved and letters of reference.</p> <p>A Mandatory Orientation day for the MSN FNP program is held in May for students entering the program each the fall. Students are informed of this orientation date at the time they apply for the MSN FNP program.</p>

<b>Repeating Courses and Academic Progression</b>	A minimum grade of B is required in a graduate nursing course to continue in the nursing major. A student whose mid-term grade is B-or below is notified, in writing, that he/she may not pass the course. If a student fails a course the process for academic progression is the same as for BSN students. Policies are described in the DON Student Nursing Handbook.
<b>Health and Safety Requirements</b>	See the BSN Table 3.1.1. Information is available in the DON Student Nursing Handbook.
<b>Attendance</b>	From DON Student Nursing Handbook: On-Line Courses: all of the didactic courses are on-line. Class attendance in an online course is considered in terms of assignment postings and due dates. Missed postings and assignments are the same as missing classes. All assignments must be completed. Arrangements to complete late assignments are individually determined by the instructor. It is important for the student to assume responsibility for maintaining close communication with the course instructor. Clinical absences are required to be made up in real time equivalent assignments/clinical to time absent. The student must contact faculty of record or clinical faculty who will also determine when too much time has been missed to allow for successful completion of the course objectives.
<b>Credit/no credit grades</b>	All courses required for nursing program degrees or certificates must be taken for a letter grade.

**Criterion 3.2 Student services are commensurate with the needs of students pursuing or completing the baccalaureate (BSN) program including those receiving instruction using alternative methods of delivery.**

**Criterion 3.2 Student services are commensurate with the needs of students pursuing or completing the masters' (MSN) program and post-masters' certificate (PC) including those receiving instruction using alternative methods of delivery.**

Sonoma State University provides a variety of support services for baccalaureate and masters students alike. All course syllabi and/or course Moodle sites have links to many of these services for student convenience and information. The following services and availability of published information identifies the location or the published information and expounds on each service across campus.

**Undergraduate Academic Advisement:** Faculty academic advisors are resource persons and advocates for the students. Each undergraduate nursing student is assigned an academic advisor who is a member of the nursing faculty. Academic advisors assist students in planning their

course of study and provide academic counsel throughout their program. The academic advisor reviews with the student his or her progress in the nursing program and determines what classes will be required for graduation. The department also provides academic advisement for all pre-nursing students.

Although faculty advisors assist with planning student progression, students are responsible for fulfilling admission requirements, removing incomplete (I) grades or failing grades (C- or lower in nursing major courses), submitting appropriate petitions, and meeting graduation requirements, as defined by the department and university. Group advisement sessions are scheduled each semester and the dates, times and locations are posted in the all program Nursing Moodle site. Students are encouraged to attend these scheduled advising meetings. Nursing faculty advisors maintain posted academic advisement hours during the academic year and may also provide a sign-up list for advising appointments. Students are expected to contact their advisor as appropriate for individual tailoring of their program of study to meet university and department graduation requirements. Undergraduate students who file for graduation by the Priority Filing Date have the benefit of receiving a Graduation Evaluation prior to registering for their final semester. DON Undergraduate students are encouraged during advising sessions to file by the Priority Filing Date.

**Graduate Academic Advisement** All graduate nursing students are advised by both the MSN FNP director and assistant director. The advisors discuss graduate nursing requirements, curriculum progression and clinical preceptor requirements at orientation sessions that are conducted on campus when each cohort is admitted. Additionally, when admitted to the program, students are sent a detailed letter outlining the curriculum of the progression indicated (Full or Part-time see Standard Four [4]) in their application, and the contingencies (primarily

pre-requisites) for admission. In May of each year the MSN-FNP team conducts a mandatory cohort advising session at the SSU campus. The day includes program orientation and advising during which each student maps out their curriculum for progression and receives a copy for their personal file. Each August an entire on campus SSU day is devoted to course technology orientation and program planning. Throughout the program students receive cohort and/or individual advising. The final semester students receive information on application for graduation as well as details on state and national certification. The advising is reinforced in N562 *Advanced Practice in Primary Care Systems* with a web-streamed video that facilitates students' preparation for graduation and professional certification.

Relevant information such as information for new FNP Masters and Post Masters Certificate students, Procedure for Clinical Site Placement for FNP Graduate Students' Preceptorships and Residencies, and establishing a clinical site are described on the DON website.

**Alternate methods of delivery** Students enrolled in on-line courses have access to the same level of service as those enrolled in a traditional course or courses. The policy for on-line learning is located at: [http://www.sonoma.edu/UAffairs/policies/online-hybrid\\_instruction.html](http://www.sonoma.edu/UAffairs/policies/online-hybrid_instruction.html). See Criterion 3.7 for additional information.

**Career Placement:** ([www.sonoma.edu/sas/crc/](http://www.sonoma.edu/sas/crc/)) Career Services is a comprehensive center that provides internship and community service opportunities, student employment, electronic information/job bulletin boards, career, graduate school, testing, and international student and national student exchange resources. Career Services assists all students with their life and career planning by offering programs and services for every phase of the career decision-making process, encompassing career planning, experiential education, and employment services. In

addition to university resources for career placement, undergraduate nursing students explore career opportunities, develop employment search skills, construct professional resumes, and discuss nursing careers in Nurs 414 (pre-licensure) and Nurs 416 (post-licensure) as part of their capstone senior clinical experience. The Nursing Department bulletin board contains recruitment and job announcements, new graduate program recruitment announcements, and graduate program announcements that are received by the department.

In addition to the services listed above, graduate students explore career opportunities, develop employment search skills, construct professional resumes and discuss nursing careers in N562 *Advanced Practice in Primary Care Systems* as part of their course work. Students have access to Typhon, the student clinical placement database, for one year post graduation so they can access clinical experiences in the program to aid in portfolio development and career advancement.

**Counseling and Psychological Services:** (<http://www.sonoma.edu/counselingctr/>). Lisa Wyatt, Ph.D., Psychologist, is the Director of Counseling and Psychological Services. Dr. Wyatt received her Ph.D. in clinical psychology with an emphasis in health psychology from the California School of Professional Psychology/ Los Angeles in 1997. In 2007, she was hired at Sonoma State University as the Director of Counseling and Psychological Services and Disability Services for Students. Counseling is provided to enrolled students who are experiencing personal difficulties that interfere with their ability to take full advantage of the university experience. There are eight staff psychologists. The counseling staff offers groups and workshops on a variety of themes with several groups ongoing throughout the semester. In addition to regular appointments, drop in/crisis hours are available daily either face to face or by

phone for distance students. Referrals are made to community agencies and private practitioners for students requiring long-term services.

**Disability Services for Students (DSS):** [www.sonoma.edu/dss](http://www.sonoma.edu/dss). Brent Boyer is the director of DSS and has been at SSU since 2001. He received his M.A. in Psychology and has worked with a diverse population of individuals to provide career planning, job placement, academic advising, and coordination of vocational and academic accommodation services. Information pertaining to disability services is found on the SSU webpage, SSU catalog and the DON Student handbook. The DSS website has links for students on the services provided such as forms for DSS services, campus resources, policies, and frequently asked questions. DSS provides students with written confirmation of a verified disability and authorizes recommended accommodations. This authorization must be presented to the instructor before specific accommodations can be made. These are done in collaboration with DSS and the testing center. Students with documented disabilities are encouraged to speak with faculty to arrange any DSS approved accommodations during the first two weeks of the semester. For on-line testing faculty has the ability to increase time allotments set by the DSS in both Moodle and the Assessment Technology Institute (ATI) proctored examinations. Additional testing accommodations are coordinated with the DSS office.

**Nursing Club at Sonoma State University (NCSSU):** (<http://ncssu.com/>). The SSU Nursing Club is open to students of Sonoma State University's nursing program (pre-nursing students interested in applying to the program can also be members of the club) under the direction of the nursing club faculty advisor. Students meet once a month to discuss various nursing events, available nursing opportunities such as rural preceptorships, and philanthropic activities. Students are involved in volunteering with many community organizations such as the National Alliance on Mental Health (NAMI), the Jewish Community Free Clinic, Expanding Your

Horizons for middle school students interested in science related careers, and the Breast Cancer Walk. NCSSU also organizes the student/student mentoring program and is involved in planning the annual nursing pinning ceremony. The NCSSU has also been very active in student outreach, orientation, and campus tours. In an effort to encourage more participation in department governance and club participation, the club is invited to the incoming class orientation sessions and pre-nursing campus decision day (Seawolf Decision Day).

**Police Services:** (<http://www.sonoma.edu/ps/>). The Interim Police Chief is Sally Miller who has been employed at SSU for the last five years. Before coming to SSU she was a sergeant at Santa Rosa Junior College for many years. Police Services is dedicated to ensuring a safe learning environment in support of the campus community. The officers are trained at a regional police academy and receive additional in-service and specialized training in first aid, CPR, firearms use, defensive tactics, legal updates, evidence gathering, traffic accident investigation, and creating a climate of safety on campus.. They are responsible for a wide range of services including all crime reports, investigations, medical emergencies, traffic accidents, and Community Oriented Partnership Policing Strategy (COPPS). The COPPS Program is designed so that police officers may educate the campus on topics such as sexual assault prevention, substance abuse, general crime prevention, and campus warnings and/or alarms. The SSU Police Department is also responsible for the Emergency management program including the SSU Alert Notification System that sends emergency alerts via cellphone texts. Students are also notified of recent campus crimes through e-mail notification. The Disclosure of Campus Security Policy and Crime Statistics Act (Jeanne Clery Act) Annual Security Report is also e-mailed to current SSU students and may be found for parents and community members at <http://www.sonoma.edu/ps/home/jeanneclery.html>.

**Student Health Center (SHC):** Website: (<http://www.sonoma.edu/shc/>). SSU maintains a fully accredited, on-campus Student Health Center that provides outpatient primary health care for regularly enrolled students from 8:00 AM to 4:30 PM, Monday through Friday, excluding campus closures and holidays. Availability in the summer varies. After hours instructions include calling 911 for emergencies. For non-emergency medical needs, students are instructed to contact a personal off-campus physician, health insurance advice line, an urgent care clinic, or an emergency room.

The Director of the SHC is Dr. Georgia Schwartz who is a Board Certified pediatrician with over 28 years of college student health experience. The professional staff of the SHC includes doctors, nurse practitioners, nurses, pharmacists, and laboratory and x-ray technologists. Care is provided for acute illnesses and injuries, limited interim or transitional care, related pharmacy, lab, x-ray, and preventative services such as immunizations, Pap smears, contraception and health education. Referrals to off-campus physicians or medical facilities are provided when needed. There are nominal fees for medications, specialized diagnostic tests, and physicals.

**Writing Center:** (<http://www.sonoma.edu/writingcenter/>). Scott Miller, a PhD specialist in the teaching of writing has been the director of the Writing Center since 1997. The SSU Writing Center provides tutoring, writing group facilitation, and workshops. Their function is to help SSU students become better writers and produce better written documents. Writing Center staff work one-on-one with individual writers and in small groups to help students develop their writing skills.

**Distance Education Students:** Distance education students, specifically those involved in the FNP Master's and Post-Master's Certificate programs have access to the same range of student



services as resident students on the SSU campus. Unique arrangements to assure this access for distance students are as follows:

**Health Services:** Distance students at the designated distance sites of Chico and Stanislaus do not have direct access to the SSU Student Health Center but do have access to the student health services on their respective campuses and access to the SSU Nurse Advice line, which provides guidance for urgent medical circumstances.

**Counseling and Psychological Services:** Psychological counseling is provided to distance students who are experiencing personal difficulties that interfere with their course work. Professional counselors and graduate interns provide consultation via phone for counseling and if necessary the counseling staff refers students to the available services at their respective distance campuses.

**Academic Advisement:** Onsite FNP Faculty Advisor/Program Coordinators are available to students on the respective distance campuses. They act as resource persons and advocates for the students. Faculty advisors support students in their course of study and provide academic guidance throughout their program of study. The faculty advisors and clinical faculty access Typhon, the student clinical placement database, to monitor progress and accrual of clinical hours/experiences. In the capstone course N562 *Advanced Practice in Primary Care Systems* a web-streamed video is available that facilitates students' preparation for graduation and professional certification.

Post licensure students receive one on one and group advising in numerous venues. These include

- At each of the five community colleges in the region from the SSU Post Licensure Director in collaboration with the CC Education Counselors

- On campus information and advising sessions
- On line information and email listserv announcements
- Personal email, phone, and face-to-face academic advising and program planning from faculty academic advisors.

**Financial Aid, Scholarships and Awards:** All financial aid services are available to distance students and students may receive assistance from a number of resources listed in the SSU Catalog Online. All distance undergraduate and graduate students are eligible for a number of University Scholarships.

**Information Technology and Library Services:** Distance graduate students have full access to the Sonoma State University library services and can request intra-library loan of books and other documents not readily available online in the same manner as on-campus students. Distance students have full free access to CINAHL and other major databases. Through cooperative agreements the students also have access to library services on their respective distance campuses. FNP Master's and Post-Master's Certificate and students have access to archived lectures that have been web-streamed in addition to an extensive library of other resources. <http://www.sonoma.edu/nursing/videos/index.shtml>. In addition Typhon is a robust database for students to manage their clinical requirements and hours. Non-matriculated students enrolled through extended education course also have full access to the university library resources. The library link is listed in all course syllabi and prominently displayed on each course Moodle home page.

**Criterion 3.3 (Baccalaureate and FNP Master’s and Post-Master’s Certificate) Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.**

All educational and financial records of any enrolled nursing student at SSU are securely managed according to the university, California, and federal regulations. Sonoma State University adheres to the federally mandated FERPA guidelines: (<https://www.sonoma.edu/registration/ferpa.html>). The university will not release personally identifiable information from a student's education record without the student's prior written consent. Parents are not permitted access to their student’s education records unless the student has provided written authorization permitting the parents' access or the student is a minor according to outlined regulations. Sonoma State University Department of Nursing Faculty and Staff have access to nursing students’ academic records accessible through the secure, password protected, SSU PeopleSoft electronic records system. Department of Nursing student academic nursing program folders are securely kept in the nursing office and can only be obtained by nursing faculty and staff members. Academic advising is documented in student folders and/or online during individual or group advising sessions. Student assistants working in the DON office have limited access to student and staff information.

**Criterion 3.4 (Baccalaureate and FNP Master’s and Post-Master’s Certificate) Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.**

State University is eligible for Title IV of the Higher Education Act (HEA) student financial aid to support the education of undergraduate students. Students may be eligible for Pell Grant, Supplemental Educational Opportunity Grant (SEOG), State University Grant (SUG), Cal Grant, EOP Grant, Federal Work-Study, Federal Perkins Loan, Federal Direct Loans, Federal

Direct PLUS (Parent) Loan. All areas of compliance are met and information related to financial aid and loan repayment can be found on the SSU website:

<http://www.sonoma.edu/finaid/>; the SSU Catalog:

<http://www.sonoma.edu/catalog/12-13/05Fees.pdf> and the DON website. Many types of financial aid are available through this office including grants, work-study and loans.

Through the SSU financial aid website students have access to government financial aid websites: <https://studentloans.gov/myDirectLoan/index.action>; Cal grants:

[http://www.sonoma.edu/finaid/apply/apply\\_for\\_cal\\_grant.html](http://www.sonoma.edu/finaid/apply/apply_for_cal_grant.html) and Disbursement calendars:

[http://www.sonoma.edu/finaid/disbursement\\_calendars/](http://www.sonoma.edu/finaid/disbursement_calendars/). A variety of financial aid forms can be found at [http://www.sonoma.edu/finaid/to\\_do\\_list\\_forms/1213\\_forms.html](http://www.sonoma.edu/finaid/to_do_list_forms/1213_forms.html). Some

financial aid is specific for healthcare students such as HRSA

(<http://www.hrsa.gov/loanscholarships/index.html>).

Once students have been accepted to SSU, the financial aid office sends out an official e-mail informing students about financial aid opportunities. Applying for financial aid is self-directed, however financial aid counseling is available on-line or in person in the financial aid office. On-campus orientation for incoming freshman and their parents occurs each summer and includes detailed information on financial aid including initial application and counseling. Graduate students receive a full overview of financial opportunities at the FNP orientation prior to entering the program.

**3.4.1 (Baccalaureate) A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.**

The SSU Financial Aid Office is responsible for all matters concerning student financial aid provides students with tools on managing repayment, direct loans, and loan consolidation.

An online financial aid help book is available on the SSU website at [http://www.sonoma.edu/finaid/help\\_book/](http://www.sonoma.edu/finaid/help_book/) . The help book includes information on loans, types, enrollment, accepting offers, and other critical elements to loans and loan applications. The Financial Aid office is centrally located on campus and takes walk in appointments as well as call in appointments. Entrance and exit counseling are required for any federal loan and are linked to StudentLoans.gov from the Financial Aid website.

### **3.4.2 (Baccalaureate) Students are informed of their ethical responsibilities regarding financial assistance.**

Students are informed of their ethical responsibilities at various points during the application and exit processes, and with the award notice. All of the program information is available on the Financial Aid web site. Students receiving loans must sign a loan repayment agreement sent to them through their MY SSU PeopleSoft account. This must be signed before disbursement by SSU financial aid begins.

### **Criterion 3.5 (Baccalaureate and FNP Master's and Post-Master's Certificate) Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.**

Accreditation information is clearly visible on the first page of the Department of Nursing website. The ACEN link and contact information is included.

Sonoma State University publishes an annual catalog that is clearly dated with the academic year for which it applies. The catalog provides general information about SSU, its programs and services. The catalog summarizes major policies and procedure of relevance to the student. The catalog provides information about curricula, programs and courses of study. The program information for each major lists the courses and electives necessary to complete each major as well as other graduation requirements. The catalog provides a section of course listings,

descriptions and prerequisites or co-requisites. Because the catalog provides general information, an opening disclaimer clearly states that information in the catalog may not be complete. The reader is then directed to consult the SSU website (<http://www.sonoma.edu/>) for updates.

SSU maintains a web site that provides general information consistent with the University Catalog. The web site provides numerous easily accessible links for prospective students, current students, parents, and faculty and staff. There are also links to the six schools, the library, events, a directory, maps, calendars, emergency preparedness, jobs and social media.

Accuracy and consistency of information about the nursing program are maintained by several means. The Nursing Department's Chairperson is responsible for maintaining consistency of Nursing Department information in the SSU Catalog, the SSU website, and on the DON website.

The current nursing curriculum and admission requirements are printed in the Catalog that is updated annually. In addition, the DON maintains a website (<http://www.sonoma.edu/nursing/>) with links for prospective and current students and faculty and staff (password protected). The website clearly states that SSU's nursing programs are approved by the California State Board of Registered Nursing and accredited by ACEN formerly known as the National League for Nursing Accrediting Commission.

The DON web site is designed and maintained by DON staff in consultation with the DON chair. The homepage links to pages containing information about applying to the nursing programs, admission requirements, current semester schedule, DON faculty contact information including credentials, and links to the School of Science and technology, the DON Student handbook (<http://www.sonoma.edu/nursing/pdf/Studenthandbook13-14.pdf>), pre-licensure

preceptor handbook and pre-licensure and post-licensure student packets. The on-line packet contains information about requirements for entering the BSN programs. The DON student handbook contains information related to the mission and vision of SSU and the DON, program objectives, admission requirements, curriculum and policies.

The following additional statement is on the Sonoma State Nursing FNP program Website:

<http://www.sonoma.edu/nursing/fnpp>

The SSU Family Nurse Practitioner option meets criteria specified in Section 1484, Title XVI of the California Administrative Code and is fully approved by the California BRN and the National League for Nursing. Graduates are eligible for and encouraged to seek national certification by taking either the American Nurses Credentialing Center (ANCC) FNP exam or the American Academy of Nurse Practitioner (AANP) exam.

**Criterion 3.6 (Baccalaureate and FNP Master's and Post-Master's Certificate)  
Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.**

University policies are published exclusively online in the 2013-2014 SSU Catalog (<http://www.sonoma.edu/catalog/>). In addition, specific nursing department policies are published in the current online DON Student Handbook that is publicly accessible from the department website. All nursing students are familiarized with the Handbooks during the official orientations that mark the beginning of their respective academic programs. The Handbook outlines specific information pertinent to nursing majors including but not limited to: academic progression, student evaluation/grading, retention, withdrawal/dismissal, graduation requirements, grievance/complaints and appeal procedures, financial aid, and health requirements. Communications from the Nursing Department are sent to all nursing students via their official university email address..

Student policy changes are usually generated at the pre-licensure, post-licensure and FNP graduate team levels although they may also be proposed at faculty meetings. A change in policy is then discussed in full faculty meetings and requires tenured and tenure-track faculty approval, through a formal vote, for its implementation. All policy changes are documented in the minutes of team level and departmental faculty meetings.

Changes in university policies are communicated to students in individual student e-mails from the Director of Communications, in the student newspaper (*The Star*), through campus postings, and in course announcements. Communications from the Nursing Department are sent to all nursing students via their official university email address. Student representatives attend and participate in departmental team and faculty meetings and provide input on, and suggestions for, potential policy changes. The student representatives also help disseminate policy change in classes.

**Criterion 3.7 (Baccalaureate and FNP Master's and Post-Master's Certificate)  
Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.**

Nursing courses use a wide variety of distributive education strategies to facilitate student learning. All nursing students receive on campus orientation to online course materials and navigation at the beginning of their programs in individual courses. There are a variety of online resources that support the Learning Management System (Moodle) and student use of the system. The Instructional Technology (IT) department is a valuable resource to identify home computer needs and to solve a variety of problems that can be encountered when informatics are used for scholarly activities. Students have access to on-campus computers in 24 hour computer labs. SSU students are encouraged to have home computers with a fast Internet connection and a web browser that works with the SSU version of Moodle. Firefox is recommended by SSU IT



Department as the preferred browser The SSU IT help desk

(<http://www.sonoma.edu/it/helpdesk/>) (707-664-HELP) is available between the hours of 8am and 7pm Monday through Thursday and from 8am and 4:30pm on Friday.

Web accessibility uses technology to make web content accessible to persons with disabilities who may be using assistive technologies to access course sites. It is the policy of the CSU system to make information technology resources, including web sites, web applications and web content, accessible to all CSU students, staff, faculty and the general public regardless of disability. SSU web sites must conform to Section 508 of the Rehabilitation Act of 1973. The University has appointed a steering committee to develop plans for ensuring the University meets the requirements of the CSU Accessible Technology Initiative. The IT department is available to assist faculty in making web content accessible to all students.

**3. 8 (Baccalaureate FNP Master’s and Post-Master’s Certificate) Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.**

The SSU IT Website has policies regarding acceptable use, responsible use, network equipment and copyright infringement. The SSU policy for Online and/or Hybrid Instruction is located at [http://www.sonoma.edu/UAffairs/policies/online-hybrid\\_instruction.html](http://www.sonoma.edu/UAffairs/policies/online-hybrid_instruction.html). Principles for online and hybrid instruction are outlined as well as both faculty and student responsibilities while engaging in online and/or hybrid pedagogy. All SSU baccalaureate nursing courses maintain an online presence using the SSU Moodle as the Learning Management System. Course specific technology requirements and activities are included in course orientations. The majority of the post-licensure courses are delivered on-line. The SSU IT department provides students with on-line information about how to use Moodle effectively. Post-licensure students have a daylong orientation at the beginning of their program in which they are provided

information about SSU on-line resources, Moodle, and accessing the SSU library resources remotely.

The University has a “Streaming video plug-in test” page to assure students have necessary plug-ins on their personal computers to access the web-streamed content as well as the voice-over PowerPoint content. See: <http://www.sonoma.edu/it/video/streamingtest.html> .

Each August the graduate program dedicates a mandatory day long orientation devoted to course technology and program planning. Course specific technology requirements and activities are included in course orientations.

There are a variety of online resources that support the Learning Management System (Moodle) and student use of the system. The Instructional Technology (IT) department is a valuable resource to identify home computer needs and to solve a variety of problems that can be encountered when informatics are used for scholarly activities. Students have access to on-campus computers in 24 hour computer labs. SSU students working in an on-line or hybrid format for a course are encouraged to have home computers with a fast Internet connection and a web browser that works with the SSU version of Moodle. Firefox is recommended by SSU IT Department as the preferred browser The SSU IT help desk (<http://www.sonoma.edu/it/helpdesk/>) (707-664-HELP) is available between the hours of 8am and 7pm Monday through Thursday and from 8am and 4:30pm on Friday.

Web accessibility uses technology to make web content accessible to persons with disabilities who may be using assistive technologies to access course sites. It is the [policy of the CSU](#) system to make information technology resources, including web sites, web applications and web content, accessible to all CSU students, staff, faculty and the general public regardless of disability. SSU web sites must conform to [Section 508 of the Rehabilitation Act of 1973](#). The

University has appointed a steering committee to develop plans for ensuring the University meets the requirements of the [CSU Accessible Technology Initiative](#). The IT department is available to assist faculty in making web content accessible to all students.

## **STANDARD 4: CURRIULUM**

### **THE CURRICULUM PREPARES STUDENTS TO ACHIEVE THE OUTCOMES OF THE NURSING EDUCATION UNIT, INCLUDING SAFE PRACTICE IN CONTEMPORY HEALTH CARE ENVIRONMENT.**

#### **Baccalaureate Program and Masters Program**

**CRITERION 4.1 (Baccalaureate) The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.**

**CRITERION 4.1 (FNP Masters and Post Masters Certificate) Program outcomes are congruent with established professional standards, curriculum guidelines, and advanced nursing practice competencies as applicable.**

The baccalaureate nursing program consists of the Pre- and Post- licensure tracks. The Pre-licensure program track was originally established in 1996. The Post-licensure program track, previously known as the RN-BSN program, has been a nationally recognized model since its inception forty years ago. Within the Post-licensure program two program plans exist; the “Collaborative Nursing Education Continuum Model” (CNECM or CPOST) and the traditional post-licensure track (TPOST). The curriculum structure, content, and processes, revised in 2011 and implemented Fall of 2011 support and incorporate established professional standards, guidelines, and competencies as established by the Accreditation Commission for Education in Nursing (ACEN), the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education*, the Quality and Safety Education for Nurses (QSEN), and the California Board of Registered Nursing (CA-BRN).

The organizing framework provides the structure through which the Department of Nursing Philosophy, Humanistic Nursing Theory (HNT), is characterized and implemented to guide nursing practice and aligns with current standards. Identified standards are incorporated

through the nine philosophical concepts stranded through each course and the terminal objectives. Table 4.1.1 below includes the nine concepts, definitions, and terminal objectives.

**Table 4.1.1** *Nine Concepts, Philosophical Program Definition, Program Terminal Objective and BSN Application of Program Terminal Objective*

<b>Concept</b>	<b>Program Definition</b>	<b>Program Terminal Objectives</b>  <b>BSN Application of Terminal Objective</b>
<b>Caring</b>	The core of the inter-subjective relationship between the client and the nurse. Caring encompasses nurturing thoughts and behaviors that support the fulfillment of client and nurse health potentials and the outcome of choices. Caring is manifest in compassion, empathy, respect, and presence. Caring occurs through sharing and relating with clients, families, professional colleagues and other health care providers within a local and global perspective.	Program: Develop inter-subjective nurturing relationships that support the fulfillment of potential of client and nurse. (Caring)  BSN – Demonstrate the integration of respect for human diversity, social justice and self in the nursing role
<b>Critical Thinking</b>	The ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. (Facione, 1990, p3)	Make informed choices through critical analysis that promote nurse/client well-being. (Critical Thinking)  BSN – Participate in initiatives that support health promotion and disease prevention.
<b>Communication</b>	is the vehicle for inter-subjective relating between client, nurse and the greater community that fulfills health potentials.	Demonstrate humanizing interactions that are grounded in the integration of the art (subjective) and science

	Communication requires scientific and intuitive perceptions to support an exchange in which the client is heard and affirmed. Communication in nursing is a dialogue in which meeting, relating, presence; a call and response are essential (Paterson and Zderad, 1976, 1988).	(objective) of nursing. (Communication)  BSN – Communicate within a team framework to promote optimal client outcomes.
<b>Advocacy/ Social Justice</b>	is the spiritual and ethical determination of beneficence for the client, for the self and the profession. Advocacy acknowledges uniqueness and diversity and requires free choice, self-determination and self-responsibility. Social justice acknowledges just ways of care in accordance with ethical nursing practice.	Exemplify moral and ethical professional standards within a framework of equitable care. (Advocacy/social justice)  BSN –Delineate ethical principles on which to base practice decisions
<b>Teaching</b>	is a system of directed and deliberate actions that are intended to result in learning. Learning is self-active and results in a personal change mediated by an experience. The teaching-learning process is a complex, cooperative and personal relationship.	Develop directed and deliberate actions for self and clients intended to result in learning. (Teaching/Learning)  BSN – Demonstrate the role of the nurse in specific, client centered teaching.
<b>Professionalism</b>	in nursing is the embodiment of the art and science of nursing. Professionalism is a process of self-transformation which includes integrity, intellectual awareness, and commitment to the well being of client and self.	Continue the process of self-transformation in the profession of nursing and in the world community. (Professionalism)  BSN – Commit to life long learning and participation in the profession.
<b>Leadership</b>	is the ability to influence change and is guided by vision and commitment to the well being of the client as an individual, group or organization. Leadership is an active state in which the nurse is fully present in actualizing inter-subjective choices.	Actualize inter-subjective choices guided by vision and commitment to the wellbeing of the client. (Leadership)  BSN-Participate in changes to promote improvement in patient care.

<b>Research/Evidence Based Practice</b>	is a scholarly process of acquiring knowledge essential to provide evidence and theory based practice. Scholarship includes the critique and management of information and thoughtful participation in inquiry	Acquire knowledge to support theory and evidenced based practice. (Research)  BSN Demonstrate the use of theoretical foundations of nursing and engagement in scholarship to guide clinical practice
<b>Cultural Competency</b>	encompasses diverse populations of clients who need culturally sensitive care by healthcare providers. This care values and respects diversity and individual differences and treats clients as unique individuals.	Promote cultural sensitivity and cultural competent care that respects each individuals rights to be understood as a unique individual. (Culturally competent)  BSN-Demonstrate respect for the unique care of clients in all aspects of the nurse client relationship

Each concept is defined in the SSU Nursing Student Handbook and specifically applied in course objectives in each syllabus. Outcomes for each concept are measured, evaluated and foundational to course and program revision with each course offering.

The graduate program builds on baccalaureate education and leads to an advanced practice nursing role as students acquire advanced knowledge and skills as a Family Nurse Practitioner (FNP). The Masters program responds to society's needs for professional nurses who influence the structure of emerging patterns of health care practice and delivery. All SSU masters graduates are prepared to develop and refine nursing practice by participating in research, scholarship, and leadership roles within the profession. The graduate curriculum is designed to meet the needs of adult learners and courses are scheduled to accommodate students in full-time and part-time program tracks.

The organizing framework provides the structure through which the Department of Nursing Philosophy, Humanistic Nursing Theory (HNT), is characterized and implemented to guide graduate nursing practice and aligns with current standards. The nine concepts, definitions, and terminal objectives are outlined in Table 4.1.1. Each concept is clearly articulated in the student handbook and each course. They are numbered and identified with the respective learning outcome for each concept within each syllabus. Outcomes for each concept are reviewed and evaluated by the faculty and students in the course with each course offering.

**Table 4.1.2** *Nine Concepts, Philosophical Program Definition, Program Terminal Objective and FNP Masters and PMC Application of Program Terminal Objective*

<b>Concept</b>	<b>Program Definition</b>	<b>Program Terminal Objective MSN Application of Terminal Objective</b>
<b>Caring</b>	the core of the inter-subjective relationship between the client and the nurse. Caring encompasses nurturing thoughts and behaviors that support the fulfillment of client and nurse health potentials and the outcome of choices. Caring is manifest in compassion, empathy, respect, and presence. Caring occurs through sharing and relating with clients, families, professional colleagues and other health care providers within a local and global perspective.	Develop inter-subjective nurturing relationships that support the fulfillment of potential of client and nurse. (Caring)  MSN – Initiate policy and practices that demonstrate the integration of respect and social justice that consider the client, the profession and nurse



<b>Critical Thinking</b>	the ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. (Facione, 1990, p3)	Make informed choices through critical analysis that promote nurse/client well-being. (Critical Thinking)  MSN – Create and implement initiatives which support health promotion and disease prevention.
<b>Communication</b>	is the vehicle for inter-subjective relating between client, nurse and the greater community that fulfills health potentials. Communication requires scientific and intuitive perceptions to support an exchange in which the client is heard and affirmed. Communication in nursing is a dialogue in which meeting, relating, presence; a call and response are essential (Paterson and Zderad, 1976, 1988).	Demonstrate humanizing interactions that are grounded in the integration of the art (subjective) and science (objective) of nursing. (Communication)  MSN – Create a collaborative milieu in dialogue with nurses and other health care professionals to promote team decision making.
<b>Advocacy/ Social Justice</b>	is the spiritual and ethical determination of beneficence for the client, for the self and the profession. Advocacy acknowledges uniqueness and diversity and requires free choice, self-determination and self-responsibility. Social justice acknowledges just ways of care in accordance with ethical nursing practice.	Exemplify moral and ethical professional standards within a framework of equitable care. (Advocacy/social justice)  MSN- Advocate for the client, nursing profession, the organization and the global community.
<b>Teaching</b>	is a system of directed and deliberate actions that are intended to result in learning. Learning is self-active and results in a personal change mediated by an experience. The teaching-learning process is a complex, cooperative and personal relationship.	Develop directed and deliberate actions for self and clients intended to result in learning. (Teaching/Learning)  MSN – Implement curriculum for client and professional centered education and present evidenced based protocols for client and staff centered education.

<b>Professionalism</b>	in nursing is the embodiment of the art and science of nursing. Professionalism is a process of self-transformation which includes integrity, intellectual awareness, and commitment to the well being of client and self.	Continue the process of self-transformation in the profession of nursing and in the world community. (Professionalism)  MSN – Contribute to the development of organizations and the advancement of the profession.
<b>Leadership</b>	is the ability to influence change and is guided by vision and commitment to the well being of the client as an individual, group or organization. Leadership is an active state in which the nurse is fully present in actualizing inter-subjective choices.	Actualize inter-subjective choices guided by vision and commitment to the wellbeing of the client. (Leadership)  MSN- Effect improvement of patient care outcomes, systems, and policy.
<b>Research/ Evidence Based Practice</b>	is a scholarly process of acquiring knowledge essential to provide evidence and theory based practice. Scholarship includes the critique and management of information and thoughtful participation in inquiry	Acquire knowledge to support theory and evidenced based practice. (Research)  MSN - Integrate the science of nursing, advanced knowledge and practice excellence to actualize the professional roles associated with in area of role focus.
<b>Cultural Competency</b>	encompasses diverse populations of clients who need culturally sensitive care by healthcare providers. This care values and respects diversity and individual differences and treats clients as unique individuals.	Promote cultural sensitivity and cultural competent care that respects each individual’s rights to be understood as a unique individual. (Culturally competent)  MSN- Identify and initiate changes related to system health care inequities of client populations.

The FNP MSN program maintains compliance with accrediting, licensing and credentialing bodies and evolving national practice standards. The graduate program is ACEN/NLNAC accredited since 1986 and was reaccredited in 2005. The curriculum was revised to meet the 2011 American Association of Colleges of Nursing Master’s Essentials The program changes were approved by NLNAC and the California-Board of Registered Nursing (CA BRN) and implemented in Fall 2012.

The MSN program also aligns with current standards of the American Nurses Credentialing Center (ANCC), American Academy of Nurse Practitioners (AANP) and the National Organization of Nurse Practitioner Faculty (NONPF). Additionally, the curriculum is consistent with the Consensus Model for APRN Regulation and masters level competencies set by Quality and Safety Education for Nurses (QSEN).

MSN graduates are eligible for national certifications, qualified for both a Centers for Medicare and Medicaid National Provider Identifier for reimbursement, and Drug Enforcement Administration number for prescribing controlled substances and reimbursement. FNP program graduates are able to become certified to practice in the State (CA BRN) and National (ANCC or AANP) arena.

Both the graduate and pre-licensure programs conform to all requirements of the California Board of Registered Nursing. Annual reports are submitted to the CA BRN. The program BRN assigned Nursing Education Consultant evaluates all curriculum revisions. On a five year cycle the program has a site visit for evaluation of compliance with CA State Board of Nursing –Pre-licensure and Advanced Practice regulations and a self-study is prepared. Annual reports are also submitted to regulatory agencies, funded grants, and the university on program information and accomplishments.

**CRITERION 4.2 (Baccalaureate and FNP Masters and Post Masters Certificate) The curriculum is developed by the faculty and regularly reviewed for rigor and currency.**

The curriculum is developed by the faculty and is regularly reviewed for academic rigor, student outcomes, and currency. Faculty meets regularly during the semester in semester task groups by curricular tract, at the undergraduate level and/or graduate level, and as the faculty as a whole. The semester task groups meet two-three times during the semester and the Department

as a whole meets every other week. The timeline for review indicates courses are reviewed after every offering by course faculty of record. The review includes academic rigor, assignments, teaching/learning strategies, resources, required readings, course materials, alignment with standards of practice, inclusion of the HNT nine philosophical concepts, ATI results at the baccalaureate level, and current best practices. Data sources include course surveys, student work, students' input at faculty meetings, faculty and student clinical site evaluations, community agencies, administrative nursing staff, informal communication at professional meetings on a local and State level, and the Department Advisory Committee. Documentation in the "green" course folder supports minor course revisions for subsequent offerings. Green folders are maintained for each course and include course syllabus, assignments, and evaluations from each subsequent semester. Major course revisions triggered by outcomes below 90% are brought to the identified semester teams, undergraduate and/or graduate faculty and the faculty as a whole as needed. Course revisions are collaborative among semester task group faculty as they plan student activities in relation to concurrent courses. For example in the same semester students might demonstrate evidenced based practice with a written case study in one course and in another course develop an oral presentation related to a selected QSEN topic.

The most recent review of the baccalaureate nursing curriculum, completed in 2011, resulted in changes implemented Fall 2011 and addressed both rigor and currency.

### **Rigor and Academic Currency**

- Added the requirement of state Certified Nursing Assistant (CNA) training prior to beginning the first semester for the program
- Maximized the focus on upper division nursing requirements in the junior and senior years

- Combined specialty didactic and clinical coursework in single course blocks requiring successful completion of both components to progress in major
- Provided an acute care experience in each of the four semesters of the nursing major

### **Currency in the Workforce Needs**

- Supported the IOM Report (2011) to provide 80% BSN workforce by 2020
  - Provided an efficient path to the BSN for working RN's (TPOST)
  - Introduced the ADN student into the BSN curriculum early in ADN nursing education (CNECM/CPOST))
  - Streamlined the BSN program to be completed in 4 academic years shortening time to graduation. (Pre-licensure)

The first cohort of the new Pre-licensure curriculum graduated in May 2013 and the first cohort of the new Post-licensure curriculum graduated in May 2012. In Standard 6 evaluation outcomes demonstrate successful effectiveness of the new curriculum and the success of these students across both tracks.

The review of the Masters program which sparked curriculum revision implemented in Fall of 2012 addressed current trends and professional standards which included:

- The new AACN MSN Essentials criteria with curricular strands that expand curriculum content in Genomics (N501, N564), Quality Assurance/Safety (N562, N549), Ethics (all courses) and Cultural Competence and Evidenced-Based Practice (all courses) and apply all curriculum content to the specific “Direct Care” Specialty of FNP.
- The new criteria that instruct “Direct Care” Advanced Practice Programs to have the following essential entry courses Advanced Physical Assessment (SSU 509), Advanced Pharmacology (SSU 552) & Advanced Pathophysiology (SSU N540A &B).

The first cohort of the new graduate curriculum is scheduled to graduate May 2013.

Standard 6 outlines the data form the first year students in the new curriculum with all areas meeting program standards of above 90%.

**CRITERION 4.3 (Baccalaureate) The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate students' progress.**

**CRITERION 4.3 (FNP Masters and Post Masters Certificate) The curriculum is designed to prepare graduates to be information literate and to practice from an evidence-based approach in their advanced practice role.**

The design and organization of the baccalaureate curriculum, including the teaching delivery modes utilized within the curriculum, have been developed to specifically facilitate the achievement of student learning outcomes.

Data Sources: Student learning outcomes are measured within each course, at the end of each year and at the end of program using program specific surveys and tools related to the program nine concepts. ATI Assessments are used in designated courses. Evidence of learning outcomes of the graduate includes first-time NCLEX pass rate, employer and one-year post-graduate evaluations.

Process: Faculty established the program standard of 90% to cue possible issues to be addressed. Course data is reviewed at each offering by the faculty of record and issues or major revisions advanced to the semester task groups, BSN faculty and faculty of the whole as needed. Minor revisions, creative ideas or faculty suggestions are shared with team members in a collaborative manner. ATI results are used as an outside "audit" within selected courses to guide curriculum as well as evaluate student progress. The examples of ATI program outcomes and areas of improvement are listed in Table 4.3.1 below.

**TABLE 4.3.1 BSN Program Improvements Based on ATI Audit**

<b>Improvements Based on Assessment Data</b>		
<b>Assessment Data: ATI Results</b>	<b>Interpretation of Data</b>	<b>Improvement</b>
Number of students below Program Standard: <ul style="list-style-type: none"> <li>• <u>Pharmacology</u> 2010 – 0 2011 – 0 Sp2012 – 2 F2012 – 0</li> </ul>	Program Standard requires student to pass ATI exam at Level 2 or higher.  Following Implementation of Improvement strategies, Pass rates returned to 100%.	<ul style="list-style-type: none"> <li>• Case Studies including ATI concepts</li> <li>• Includes Med Lists, Quizzes on medications</li> <li>• Utilized Drug Calculation Learning Module.</li> <li>• Non-proctored practice tests given earlier in course.</li> <li>• Integrating ATI-based Learning Tools as required course resources.</li> </ul>
Number of students below Program Standard: <ul style="list-style-type: none"> <li>• <u>Nursing Care of Children</u> 2010 – 9 2011 – 7 2012 – 1</li> </ul>	Program Standard requires student to pass ATI exam at Level 2 or higher.  Following Implementation of Improvement strategies, Pass rates have increased significantly.	<ul style="list-style-type: none"> <li>• Integrate more ATI concepts in focused readings.</li> <li>• Case Studies including ATI concepts.</li> <li>• Non-proctored practice tests formally included in course.</li> </ul>

The faculty of the whole reviews program data to assure that the program standard is met. Major revisions are decided by the Faculty of the whole and proceed to the University, the BRN and NLNAC as indicated. Faculty meetings include closed sessions, without student representatives, during which individual student progress is considered in a confidential manner for the purpose of providing optimal student success.

The FNP Master’s and Post Master’s Certificate outcomes are designed to prepare graduates to function as advanced practice nurses who participate as members of an inter-professional team, who demonstrate professional behaviors, and deliver safe, high-quality,

patient-centered evidence-based advanced practice primary care. Student learning activities in all courses are successful in preparing students to communicate both verbally and in writing, participate and practice in evidence based care delivery, work with and within teams, and successfully pass the SSU FNP Culminating Experience.

Documented program completion, ANCC Exam pass rates, and job placements are critical components of the competitive grants awarded to the SSU FNP Masters and PMC Program through the Office of Statewide Health Planning and Development/Song Brown Programs and provide evidence of professional practice that includes information literacy and evidenced based practice. To support evidenced based practice in the graduate Nursing Program, in partnership with the University Library, the program established an information literacy tutorial and nursing specific web site to support course assignments. Four simulation exams occur, the first in Health Promotion Practice in Primary Care and then one in each of the three clinical practicum courses (*Clinical Practice in Primary Care I, II, and III*). The didactic courses also require students to demonstrate an evidence-based approach to the application of a case study problem solving exercises.

**Criterion 4.4 (Baccalaureate) The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.**

**Criterion 4.4 (FNP Masters and Post Masters Certificate) The curriculum is designed so that graduates of the program are able to practice in a culturally and ethnically diverse global society.**

Corresponding to the increasing social diversity of the United States, faculty at Sonoma State University are committed to addressing health care needs of a multicultural population. All university undergraduate students are required to complete one Ethnic Studies course that focuses on global perspective and cultural diversity and demonstrate an understanding of diverse cultures within and across societies. Concepts of culture, such as cultural competence,



race/ethnicity, gender, spirituality/religion, and social diversity are integrated throughout the nursing curriculum. Each syllabus exemplifies the Humanist Nursing Theory and includes the program concept of Cultural Competence as a student learning objective that directs assignments and evaluations in each course.

In the Baccalaureate Nursing program, each course integrates cultural concepts as shown in Table 4.4.1. Courses that contain a clinical component have learning outcomes for both theory and clinical.

**TABLE 4.4.1** *Integration of Cultural Competency in Undergraduate Curriculum*

<b>Course</b>	<b>Cultural Competency Learning Outcome</b>
<b>N 301</b>	Theory: Summarize and include each client’s culture in assessment, health-care planning, interventions, and evaluation in adult health care settings.  Clinical: Assess and include each client’s culture in assessment, health-care planning, interventions, and evaluation in adult health care settings.
<b>N302</b>	Theory: Deduce each client’s culture in assessment, health-care planning, interventions, and evaluation in adult and older adult health care settings.  Clinical: Recognize and relate each client’s culture in assessment, health-care planning, interventions, and evaluation in adult and older adult health care settings.
<b>N303</b>	Theory: Recognize and include women’s and families’ culture in assessment, health-care planning, interventions, and evaluation.  Clinical: Optimizes and operationalizes knowledge through informed use of evidence based research and information management to plan, implement and evaluate outcomes of care for women and families.
<b>N304</b>	Theory: Recognize and include each client’s culture in assessment, health-care planning, interventions and evaluation in psychiatric mental health care settings.  Clinical: Apply and include each client’s culture in assessment, health-care planning, interventions and evaluation in psychiatric mental health care settings.
<b>N310</b>	Describe the sensitivity needed in data collection from diverse groups, incorporating respect for generational, ethnic, religious, and sexual orientation differences.
<b>N312</b>	Analyze personal cultural makeup and develop cultural humility in all interactions, acknowledging similarities and differences.
<b>N313</b>	Acknowledge cultural factors that influence health care disparities and inequities and health care behaviors that support the goals of <i>Healthy People 2020</i> in decreasing disparities and inequities.

<b>N407</b>	<p>Theory: Individualize and incorporate each client’s culture in assessment health-care planning, interventions, and evaluation in complex adult and older adult health care settings.</p> <p>Clinical: Adopt and incorporate each client’s culture in assessment, health-care planning, interventions, and evaluation in complex adult and older adult health care settings.</p>
<b>N409</b>	<p>Theory: Identify health-care planning, interventions, and evaluation to consider culturally specific care to children and families.</p> <p>Clinical: Individualize health-care planning, interventions, and evaluation to provide culturally specific care to children and families.</p>
<b>N410</b>	<p>Incorporate systems to include diversity of thought, background and culture when assuming the leadership role.</p>
<b>N412</b>	<p>Theory: Identifies public health nursing practice that acknowledge and respect differences values, beliefs, and preferences.</p> <p>Clinical: Develops approaches to problems that take into account cultural differences and demonstrates the ability to interact effectively with people of different cultures.</p>
<b>N414</b>	<p>Participate in the development of care which identifies, respects and addresses differences in patients’ values, beliefs, preferences and culturally influenced health behaviors. Demonstrate respect for the unique care of clients in all aspects of the nurse client relationship</p>
<b>N416</b>	<p>Participate in the development of care that identifies, respects and addresses differences in patients’ values, beliefs, preferences and culturally influenced health behaviors. Demonstrate respect for the unique care of clients in all aspects of the nurse client relationship</p>

Given the geographical area covered by the program and the cultural mix of the population, students are afforded practice opportunities with diverse clients and families involved with many annual multicultural events such as The Latino Family Health Faire, Caesar Chávez Health Faire, and the Jewish Community Free Clinic. Each student has a formulated clinical experience that consists of a component that includes diverse and underrepresented populations. These include The Jewish Community Free Clinic, The Living Room and, the homeless shelter. Activities include health education, medication review, and direct patient care. Students and faculty

developed a Personal Health Record for clients without a medical home to assist them in obtaining appropriated care in different locations.

Concepts of culture, ethnicity, and diversity are integrated throughout the graduate program. Each course characterizes the Humanist Nursing Theory and includes the Program concept *Cultural Competence* as a student learning objective that directs assignments. Cultural competence is included in course, program and employer evaluations with the requirement of 90% as an indicator of success. Table 4.4.2 indicates course didactic and clinical content related to cultural concepts in the FNP Masters and Post Masters certificate Program.

**TABLE 4.4.2** *Course and Cultural Concepts in Graduate Education*

<b>Course</b>	<b>Cultural Concepts</b>
Theory: N501, N564, N552, N540AB Clinical: N549, N550B	Socially and empirically derived understanding of complex causes of disparities
Theory: N501, N509, , N540AB, Clinical: N509 Lab, N549, N550ABC	Appreciating culture and implementing culturally competent nursing care
Theory: N564 Clinical: N550B, N549	Addressing social justice
Theory: N564, N501 Clinical: N549, N550B	Advocating for patients and policies that advance health care and right disparities
Theory: N501, N564, Clinical: N549, N550B	Developing competency in collaboration with patients, key persons, agencies, and various stakeholders
Clinical: N549, N550B	Attitude modification and personal transformation
Theory: N560, N564	Contributing to culturally competent scholarship

Upon admission to the program all graduate students are introduced to resources available that connect students with opportunities of working in diverse areas in the community. These include but are not limited to:

- Cal-SEARCH: Cultivate a dynamic workforce to meet the needs in California's diverse population. <http://www.oshpd.ca.gov/HWDD/Cal-SEARCH/> [Cal-SEARCH@oshpd.state.ca.us](mailto:SEARCH@oshpd.state.ca.us)
- Minority Mentorship: Dr. Wendy Smith is identified as a Minority Mentor for the National Health Service Corp.

In addition, the curriculum offers a series of assignments and clinical opportunities that broaden the perspective of each student. Case studies based on core and specific cultural competencies established for *Cultural Competence in Master's and Doctoral Nursing Education* are incorporated into assignments and simulated exams of particular relevance to FNP practice. Clinical mnemonics from other disciplines that are implemented in the clinical assessment process include the BATHE and RESPECT models.

Working with medically underserved populations is a strong focus of the program; there is a specific requirement of 200 hours in our community linkage sites such as the Jewish Community Free Clinic, the Modesto Gospel Mission, and the SSU Health Maintenance Center. All students are placed in a National Health Service Corp, Federally Qualified Health Center, Community Health Center, Migrant Health, Homeless Clinics approved National Health Service Corps site and other similar clinical settings that provide care to underserved populations.

The SSU FNP program and FNP students have a superlative experience in meeting the primary health care needs of culturally diverse clients and their families. This is evident in the evaluation and outcomes of those graduates employed in rural/underserved populations.

Graduates adequate preparation to practice in **culturally and ethnically diverse populations** is **supported with** employer data indicating that 62% of SSU master's graduates work with rural/underserved populations.

**CRITERION 4.5 (Baccalaureate and FNP Masters and Post Masters Certificate)  
Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.**

A variety of evaluation methodologies have been developed to measure student learning and program outcomes and are based on established professional and practice competencies in all programs. In the Baccalaureate Program professional competencies and standards established by National Council of State Boards of Nursing, the Accreditation Commission for Education in Nursing, the AACN Essentials of Baccalaureate Education for Professional Nursing Practice and the QSEN Competencies inform the curriculum and evaluation. Students' performances are evaluated in the didactic and clinical components of each course and include direct patient care observation, student self and course evaluation, course and Assessment Technologies Institute (ATI) exams, NCLEX modeled multiple choice exams, case studies, concept mapping, discussion board assignments, group projects, oral presentations, debates, evidence based summary briefs, varied individual written assignments and laboratory demonstrations. Evaluations are based on course specific learning outcomes in each syllabus that support program outcomes (Table 4.2.1)

The grading scale and minimum grade for passing has been approved by Faculty, is used consistently in all courses and is published in syllabi and the student handbook. The faculty developed and approved the Clinical Performance Evaluation instruments used to evaluate student success in demonstrating practice competence in the program's nine concepts. The Clinical Performance Evaluation instruments also specifies critical indicators for safe nursing

practice that must be met at all times for success in the program. The process for addressing critical indicator incompetency includes a Clinical Performance Contract that ensures student awareness of the issue, a proactive plan to correct the incompetency and possible consequences if not corrected. Students may continue in the program with only one course failure if the course is repeated successfully. Two course failures results in dismissal from the program. A process for petition and faculty review of failures supports student rights and is consistent with University policy.

The use of these varied and substantive requirements is evident in NCLEX-RN first-time pass rates of 98-100% (N= 70 success and N=1 failure, pass on retake, N=1 failure twice N= 0). over the last three academic years. The faculty developed an ATI policy that includes “high stakes” testing and remediation for students that may fail the ATI exam on the first attempt. The remediation procedure provides an additional learning opportunity and a second evaluation for competency in the subject. To date no student has repeated a course due to ATI results exclusively. Most recently ATI has added two new tools to their repertoire to include decision-making case studies and communication modules. The faulty will use these for the first time Fall 2013 in the identified content areas.

ATI is used for both admission selection and throughout the curriculum. The admission selection includes the TEAS as part of the ranking of each candidate. Student performance on the ATI is evaluated in courses indicated in Table 4.5.1.

**TABLE 4.5.1** *Course Number and Name and Corresponding ATI Content Mastery Exam*

<b>Course</b>	<b>ATI Content Mastery Exam</b>
NURS 301 Nursing Care of the Adult I	Fundamentals
NURS 302 Nursing Care of the Adult II	Adult Medical-Surgical
NURS 303 Maternity & Women's Health Nursing	Maternal Newborn
NURS 304 Psychiatric & Mental Health Nursing	Mental Health
NURS 407 Nursing Care of the Adult II	Pharmacology
NURS 409 Nursing Care of Child in Family	Nursing Care of Children
NURS 410 Nursing Power, Policy & Politics	Leadership
NURS 412 Community/Public Health Nursing	Community Health
NURS 414 Clinical Nurse Preceptorship	NCLEX Comprehensive Predictor

The FNP Master and Post Masters Certificate Program utilize evaluation methods, which are varied and reflect professional practice competencies in alignment with measurable student learning outcomes. The program prepares graduate students in current professional and practice competencies as determined by AACN, ANCN, AANP and NOPF.

The masters program embraces the current department vision, mission, and conceptual model that produce a curriculum in which courses build on previous courses, and integrate to expand perspectives specific to the FNP advanced practice nurse role. The philosophical foundation of the SSU Department of Nursing is based upon Humanistic Nursing Theory (HNT) (Paterson & Zderad, 1988). Departmental values are based in HNT from which faculty tailor curriculum and pedagogical methods. All course objectives and outcomes reflect HNT and the curricular content/strands as indicated.

The revised curriculum is based on the new AACN Masters Essentials criteria with curricular strands that expand curriculum content in Genomics, Quality Assurance/Safety, Ethics, Cultural Competence and Evidenced-Based Practice and apply all curriculum content to the specific “Direct Care” Specialty of FNP. The curriculum is based on the criterion that instructs “Direct Care” Advanced Practice Programs to have the following essential entry courses: Advanced Physical Assessment, Advanced Pharmacology & Advanced Pathophysiology.

The curriculum meets the needs of working nurses, minimizes seat time on campus and driving time through the use of innovative educational technology and pedagogy. This provides access to those students in underserved areas (medically and geographically) and maintains a two year (full time) and three year (part time) progression plan. Additionally, these criteria are important indicators for success in extramural funding at the State and Federal levels. Most importantly, as evidenced by our Song Brown data, the curriculum and its graduates meet the broad range of diverse health care needs of the California population.

Clinical course units depict a steady progression of knowledge accumulation that reflects the workload and content for students (4 units per semester for each of three clinical courses N550ABC: *Clinical Practice in Primary Care I, II, and III*). The N566 *Culminating Experience*, is the capstone course for an MSN FNP. The educational preparation of Advanced Practice Nurses, specifically FNPs at SSU, promotes knowledge that reflects the ANP role as a critical consumer of research. FNPs apply and initiate evidenced-based care with a focus on critical appraisal and application of research in primary care. The Culminating Experience consists of a Clinical Simulated Exam (CSE) based on a standardized client. There are three parts to the



Culminating Experience that simulate a clinical encounter and assess competency in client care.

The student must:

- 1) Demonstrate the ability to gather subjective and objective data from a client.
- 2) Develop and present a logical assessment and plan for a client.
- 3) Apply theoretical principles to client care in a scholarly manner.

A variety of evaluation methodologies have been developed to measure student learning and program outcomes these include both formative and summative assessment techniques for all courses and programs. Evaluation methods are consistent with course outcomes and reflect professional and practice competencies. Students' performances are evaluated in the didactic and clinical components of each course. Learning outcomes are presented in each syllabus; these are based on outcomes presented in Table 4.1.2. Program evaluation methodologies include course evaluations, instructor evaluations, program evaluations, employer evaluations, and one-year post graduation evaluations that assess professional and practice competencies. Additionally, qualitative feedback is collected regarding graduate competencies and performance from employers, the employer/principles of practices, and the department community advisory committee.

Students are evaluated by a multitude of modalities that include direct observation of clinical performance at their clinical site by program faculty in each semester. Clinical preceptors also have an opportunity to evaluate student performance. In clinical courses competencies are assessed by the standardized testing at the various clinical levels i.e. N549, N550ABC. Evaluation methodologies of student work in didactic courses include written papers, case-studies (electronically mediated), online presentations using PowerPoint platform and also by objective testing format. All didactic and clinical courses have clearly established

objectives reflective of the nine concepts of HNT, and program outcomes. Student evaluation methodologies are clearly described in all syllabi, which are assessed for alignment with program outcomes each semester for each course at least each year for the overall program. A failed graduate nursing course may be repeated only one time; failure of any graduate nursing course for a second time results in dismissal from the program.

**CRITERION 4.6 (Baccalaureate and FNP Masters Certificate Program) The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practices standards while allowing for innovation, flexibility, and technological advances.**

The educational theory that provides the foundation for the curriculum and instructional processes recognizes the learner's ability need and desire to take responsibility for learning. By embracing the andragogy model of assumptions (Knowles, 1980) along with the nursing practice Humanistic Nursing Theory (Patterson and Zderad, 1976), faculty offer best practice standards in a collaborative, growth-producing environment.

Knowles (1980) Basic Assumptions of the Adult Learner

1. Student self-concept moves from dependency to independency or self-directedness.
2. Students accumulate a reservoir of experiences that can be used as a basis on which to build learning.
3. Student readiness to learn becomes increasingly associated with the developmental tasks of acquiring (nursing) social roles.
4. Student time changes from postponed to immediacy of action
5. Student curricular perspectives change subject-centeredness to performance-centeredness

Both in the classroom and clinical setting, faculty provide activities that allow students to move toward independence or self-directedness, develop rapport to encourage inquiry, provide

timely and constructive feedback, and engage in meaningful experiences through reflective and expressive learning.

The SSU Nursing Research Resources link URL: <http://libguides.sonoma.edu/nursing> from the University library was collaboratively developed by nursing faculty and university librarians to teach information literacy and evidenced based practice specific to nursing. All students have an introduction to this resource in the first semester with two information literacy modules that support seeking, appraising and incorporating current research and literature into all assignments. The move to more performance centered instruction occurs in the second semester in which a third module guides the summation of research to answer a clinically based hypothesis and produce a professional poster to be displayed at campus and community research events. Courses in the second year can expand the reservoir of experiences that build competency in nursing content and skill in applying evidence in practice.

Students are encouraged to self-select topics of interest and include personal style in presentations and academic papers. Faculty collaboration in planning professional learning activities (presentations, evidenced based summary briefs, specific assignments) during the semester but varied in semester courses prevents unnecessary repetition and insures a broad range of learning activities.

Educational research and best practice standards in education are drawn from journals, conferences, and national organizations. The free online in-service education offerings from the American Association of Colleges of Nursing have been a source of current educational best practice standards and innovative faculty discussions. In addition, the SSU on-line/hybrid instructional policy and the CSU Quality On-line Learning and Teaching (COLT) program have outlined best practice standards in distance education and this information is used as a guide in

evaluation of online offerings. The COLT offers detailed assessment instruments used for reevaluation on online and hybrid courses.

At the beginning of each course, faculty review the syllabus, including methods of instruction, students responsibilities, evaluation methods, course and unit outcomes, and course supplemental materials with students. Each faculty member uses a variety of teaching/learning methods. For courses with a clinical component, faculty review the clinical expectations within that course with students. Faculty are committed to providing students with the necessary skills to deliver safe, patient centered care in response to established professional competencies and standards. Best nursing practices, taught by faculty, also guide lecture, lab, and clinical activities.

Faculty stay current on best practice standards through library resources, attendance at local, regional, national, and international nursing conferences, enrollment in formal courses, journal subscriptions, and active clinical practice. In the lecture setting, faculty integrate information about best practices. Students learn from lectures, readings, and the use of case studies. Some faculty members require library and Internet searches for related evidence-based research.

Interprofessional learning is valued within the program and the School of Science and Technology. Collaboration is structured into clinical and classroom activities and assignments across the curriculum. These activities include interprofessional rounds at clinical facilities, case meetings, and post conference activities scheduled with the interprofessional team members.

Faculty integrate technology into the classroom and clinical experience with the use of the Moodle learning management system, simulated electronic medical records, as well as other

alternate methods of instructional delivery such as ATI and other online interactive case modules. Students are oriented to the requirements of specific Electronic Medical Records systems at clinical institutions.

Faculty continue to move from teaching content to providing learning experiences that move the student from a passive to a more active role in the learning process. Faculty focus efforts on integrating methods of delivering content with learning activities that promote critical thinking, sound reasoning, and decision-making skills. Content delivery, both in the classroom and online, is consistent with various learning styles including visual and auditory styles.

Students practice in clinical settings under the supervision and guidance of faculty members or clinical preceptors. Practice settings allow students to incorporate activities learned in the classroom and laboratory settings into situations in which they are assigned patient care. Faculty stay current on best practice standards through attendance at local, regional, national and international nursing conferences, nursing practice, academic and continuing education courses and review of publications.

The process of knowledge acquisition and skill building and application is a hallmark of the graduate program. Students proceed from beginning didactic and skills in the beginning of the program to the more complex didactic and skills as they progress through the program and students demonstrate competency of didactic and clinical confluence in the Culminating Experience N566.

In the first semester of clinical coursework, in addition to the intensive clinical lab, students are concurrently enrolled in Advanced Health Assessment. During the second semester they begin their clinical preceptorships (*550A Clinical Practice in Primary Care*). During the first year, students combine health maintenance theory and research with history taking and

physical assessment skills to arrive at a health maintenance/prevention diagnosis. Potential interventions are planned, and client teaching is an integral part of the process. A particular focus is the value of the health care team approach in which mutual respect for the variety of health care providers providing primary care is explored. Practice similarities and differences are investigated and guest speakers include physicians, physician assistants, nurse practitioners and nurse midwives.

The program has an excellent working relationship with clinical sites where medical residents are educated such as the Santa Rosa Family Practice Residency at the Santa Rosa Community Health Centers. It is extremely important to the welfare of integrated primary care team to include FNP students alongside family practice Residents, where the collaboration of multiple primary care caregivers is experienced and valued.

*In Pathophysiological Concepts in Primary Care I and II (N540A and B)* Nurse Practitioners, Nurse Specialists, Family Practice and Specialty Physicians deliver digitally recorded and web streamed didactic content. All FNP students have access to the Live and Archived lectures as well as face to face attendance. At many clinical placement sites, FNP students are engaged in learning experiences and collaborative practices with students from other disciplines including Physician Assistants, Social Work, Clinical Nurse Leader, Physical Therapy, and Resident Physicians. These settings include the Santa Rosa Family Practice Residency Program operated out of the Santa Rosa Community Clinics, Jewish Community Free Clinic, Santa Rosa Community Health Clinics, Russian River/West County Health Centers, Santa Rosa Homeless clinic and several Urgent Care Clinics.

At the Stanislaus site, students engage in similar learning experiences alongside physician assistant students and residents at the French Camp Family Practice Residency Program at the

San Joaquin County Hospital and at the Merced Family Practice Residency site. The Chico and Stanislaus clinical placement sites provide FNP students with learning experiences at collaborative practices with a variety of intraprofessional providers. These experiences occur at sites such as The Livingston Clinic, Golden Valley Clinics, Mountain Health Associates, Emergency Room and Urgent Care Clinics, Enloe Medical Center, Mercy Medical Center Clinics, and Veterans Administration outpatient settings.

The graduate program accepts a limited number of registered nurses with a bachelor's degree in a discipline other than nursing into the Pathways Option. Admission to the Department of Nursing's Master of Science program requires the foundation and skills equivalent to a Bachelor of Science degree in nursing. For those registered nurses who hold a baccalaureate degree in a field other than nursing, the department offers an option in preparation for admission to the master's program.

This option provides an individualized plan of study formulated from transcript assessment. The program is based on the concept that a previous undergraduate education and an Associate Degree pre-licensure education constitute a strong and credible basis for bridging to the graduate degree. Experience has shown that on evaluation of transcripts the majority of applicants have deficiencies in Community/Public Health Nursing and Lifespan Development content. Most Pathways students complete Nurs 412 *Community/Public Health Nursing* a five unit course with a supervised clinical component that is including in the SSU BSN Curriculum. This course explores population-focused nursing in the context of health promotion and protection for individuals, families, and communities. A course or content equal to lifespan development content must be on the student transcript. Applicants must fulfill the requirement either by CLEP exam or course acquisition. Once completed the student begins the graduate

level FNP curriculum. These students do not meet the CSU requirements to be awarded the BSN degree as a second baccalaureate.

**CRITERION 4.7 (Baccalaureate) Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.**

**CRITERION 4.7 (FNP Masters and Post Masters Certificate) Program length is congruent with the attainment of outcomes.**

Key improvements in the 2011 baccalaureate curriculum revision addressed the issue of program length. The program graduates Pre-licensure students more efficiently, introduces BSN education early in the ADN education and recognizes previous education. Post-licensure students are able to complete university requirements in two semesters of full-time enrollment. The BSN program requires 120 credit hours, consistent with the policies of the University, California Education Code and national standards, and best practices. Tables 4.7.1, 4.7.2, 4.7.3, and 4.7.4 illustrate the programs of study for the Pre-licensure program track, the full-time and part-time traditional Post-licensure track and the CNECM (CPOST) Post-licensure students. Note that all baccalaureate degrees meet the requirement of 120 units and satisfy three of the required nine units of upper division general education plan for the California State University System.



**TABLE 4.7.1** *Pre-licensure Baccalaureate Program Plan*

<b>First Year</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
Biol 115 Intro to Biology	3u	Biol 220 Human Anatomy	4u
Chemistry 105	5u	Math 165 Statistics	4u
Critical Thinking	4u	GE Area A <sub>2</sub> Fund of Communication	4u
GE Area D <sub>1</sub>	3-4u	GE Area C <sub>1</sub>	4u
Total	15-16u	Total	16u
<b>Second Year</b>			
Biol 224 Human Physiology	4u	Biol 224 General Microbiology	4u
GE Area C <sub>2</sub>	4u	Psyc 302 Development of the Person	3u
GE Area C <sub>3</sub>	4u	GE Area D <sub>3</sub>	3u
GE Area D <sub>2</sub>	3u	GE Area D <sub>4</sub>	3-4u
Total	15u		13-14u
<b>Third Year</b>			
NURS 301 Nursing Care of Adult I [Theory(5)/Clinical(4)]	9u	NURS 302 Nursing Care of Adult II [Theory(4)/Clinical(2)]	6u
NURS 303 Maternity & Women's Health Care [Theory(4)/Clinical(2)]	6u	NURS 304 Psychiatric & Mental Health Nursing [Theory(4)/Clinical(2)]	6u
		NURS 310 Nursing Research & Evidence-Based Practice [Theory(3)]	3u
Total	15u	Total	15u
<b>Fourth Year</b>			
NURS 407 Nursing Care of Adult III [Theory(3)/Clinical(3)]	6u	NURS 410 Nursing Power, Policy & Politics[Theory(5)]	5u
NURS 409 Nursing Care of Child in Family[Theory(4)/Clinical(2)]	6u	NURS 412 Community/Public Health Nursing [Theory(3)/Clinical(2)]	5u
GE, D5 Social/Behavioral Science UUDGE	3u	NURS 414 Clinical Nursing Preceptorship [Theory(1)/Clinical(4)]	5u
Total	15u	Total	15u
<b>BSN Total</b>			
<b>120u</b>			

**TABLE 4.7.2** *Traditional Post-licensure Full-Time Baccalaureate Program Plan (TPOST)*

<b>Full-Time Enrollment (One year for completion)</b>			
Transfer Credit from Community College			70 u
Transcript validation for up to 20 units of NCLEX-RN Credit			20 u
<b>Fall Semester</b>		<b>Spring Semester</b>	
NURS 312 Baccalaureate Perspectives I	4u	NURS 410 Nursing Power, Policy, and Politics	5u
NURS 313 Baccalaureate Perspectives II	4u	NURS 412 Community/Public Health Nursing [Theory(3)/Clinical(2)]	5u
NURS 310 Nursing Research and Evidence Based Practice	3u	NURS 416 Applications of Baccalaureate Perspectives [Clinical(3)]	3u
UDGE, Area C <sub>1</sub> Arts	3u	UDGE, Area C <sub>2</sub> Humanities or Elective	3u
Total	14u	Total	16u
BSN Total 120u			

**TABLE 4.7.3** *Traditional Post-licensure Part-Time Baccalaureate Program Plan (TPOST)*

<b>Part-Time Enrollment (Two years for Completion)</b>			
Transfer Credit from Community College			70 u
Transcript validation for up to 20 units of NCLEX-RN			20 u
<b>Summer Term</b>	NURS 312 Baccalaureate Perspectives I		4u
<b>First Year</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
NURS 313 Baccalaureate Perspectives II	4u	UDGE, Area C <sub>2</sub> Humanities or elective	3u
NURS 310 Nursing Research and Evidence Based Practice	4u	UDGE, Area C <sub>1</sub> Arts	3u
Total	8u	Total	6u
<b>Second Year</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
NURS 412 Community/Public Health Nursing [Theory(3)/Clinical(2)]	5u	NURS 410 Nursing Power, Policy, and Politics	5u
		NURS 416 Application of Baccalaureate Perspectives [Clinical(3)]	3u
Total	5u	Total	8u
BSN Total 120			

The Collaborative Nursing Education Model (CNECM) aims to streamline the ADN to BSN education pathway by eliminating overlaps and clearly identifying degree requirements at both educational levels. The educational plan “roadmaps” developed for each in area community college ADN program will assist students, early in their collegiate education, to effectively chart their continuing professional nursing education from the ADN to the BSN. Recent updates to the BSN curriculum have also streamlined the educational pathway for already licensed California RNs to achieve the BSN at SSU.

The CNECM supports an educational continuum model that allows qualified ADN students to enroll in BSN courses at Sonoma State University while obtaining the Associate Degree in Nursing at their home community college. By so doing, ADN students may complete one-third (8 units) of the required upper division nursing coursework (24 units) for the BSN at SSU while enrolled in the ADN program. Table 4.7.4 outlines the model.

**TABLE 4.7.4 CNECM Post-licensure Baccalaureate Program Plan (CPOST)**

<b>Summer Term Between 1<sup>st</sup> and 2<sup>nd</sup> Year of ADN Program</b>		NURS 312 4u	
<b>Summer Term Following Graduation from ADN Program</b>		NURS 313 4u	
Transfer Credit from Community College		70u	
Transcript validation for up to 20 units of NCLEX-RN credit		20u	
<b>Senior Year</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
NURS 310 Nursing Research and Evidence Based Practice	3u	NURS 410 Nursing Power, Policy, and Politics	5u
NURS 412 Community/Public Health Nursing [Theory(3)/Clinical(2)]	5u	NURS 416 Application of Baccalaureate Perspectives [Clinical(3)]	3u
UDGE, Area C <sub>1</sub> Arts	3u	UDGE, Area C <sub>2</sub> Humanities or elective	3u
<b>Total</b>	<b>11u</b>	<b>Total</b>	<b>11u</b>
BSN Total 120			

The 46 unit FNP Masters program meets numerous needs of working individuals wishing to pursue advanced practice nursing. The program is available for students in underserved areas and offers a two (full-time) or three year (three year) program plan progression. Additionally, these characteristics are important indicators for success in extramural funding at the State or Federal level. The program length must meet the educational needs of the population of BSN and Post MSN registered nurses whose life and responsibilities can accommodate a full-time trajectory or the BSN registered nurse whose life and responsibilities are better suited to a part-time trajectory. Program outcomes are the identical in both MSN-FNP progressions. Both academic program progression plans:

- Embrace the current vision, mission and conceptual model that results in a curriculum in which courses build on previous courses/integrate new content and content that will focus

and expand perspectives specifically on role of the advanced practice nurse, namely Family Nurse Practitioners. The philosophical foundation of the SSU Department of Nursing is based upon Humanistic Nursing Theory (HNT) (Paterson & Zderad, 1988). Departmental values are based in HNT from which faculty tailor curriculum and pedagogical methods. All course objectives and outcomes reflect HNT and the curricular content/strands as indicated.

- Conform to 2011 and maintain standards set by:
  - American Association of Colleges of Nursing (AACN Master’s Essentials, 2011)
  - American Nurses Credentialing Center (ANCC)
  - American Academy of Nurse Practitioners (AANP)
  - The National Organization of Nurse Practitioner Faculty Evaluation Criteria for Nurse Practitioner Programs (2011)
  - The accreditation bodies accept NONPF evaluation criteria (CCNE, ACEN)
  - The Consensus Model for APRN Regulation.

The proposed curriculum also maintains compliance with accrediting bodies in order that graduates may be eligible for national exams, receive The Center for Medicare and Medicaid Services (CMS) PIN for reimbursement, awarding of Drug Enforcement Administration number for prescribing and reimbursement, and certified to practice in State (BRN) and/or National (ANCC or AANP) regions.

Tables 4.7.5, 4.7.6 and 4.7.7 depict the program progression plans for FNP Masters Full-Time, FNP Masters Part-Time, and Post-Masters FNP Certificate students.

**TABLE 4.7.5 FNP Masters Full-time Curriculum Plan**

<b>Fall Semester I</b>	
N501 Health Promotion Theory in Persons, Families and Communities (4)	
N509 Health Assessment and Maintenance(4) Lab/Clinical	
N549 Health Promotion Practice in Primary Care (3) Clinical	
	TOTAL 11 units
<b>Spring Semester II</b>	
N540A Pathophysiological Concepts in Primary Care I (3)	
N552 Pharmacology in Primary Care (3)	
N550A Clinical Practice in Primary Care I (4) Clinical	
	TOTAL 10 units
<b>Fall Semester III</b>	
N540B Pathophysiological Concepts in Primary Care II (3)	
N560 Research and Theory applied to Primary Care (4)	
N550B Clinical Practice in Primary Care II (4) Clinical	
	TOTAL 11 units
<b>Spring Semester IV</b>	
N562 Advanced Nursing Practice in Primary Care Systems (4)	
N564 Health Policy, Advocacy & Ethics in Primary Care (4)	
N550C Clinical Practice in Primary Care III (4) Clinical	
N566 Culminating Experience (2)	
	TOTAL 14 units
	DEGREE TOTAL 46 units

**TABLE 4.7.6** *FNP Masters Part-time Curriculum Plan*

<b>Fall Semester I</b>	
N501 Health Promotion Theory in Persons, Families and Communities (4)	
N560 Research and Theory applied to Primary Care (4)	
	TOTAL 8 units
<b>Spring Semester II</b>	
N509 Health Assessment and Maintenance(4) Lab/Clinical	
N564 Health Policy, Advocacy & Ethics in Primary Care (4)	
	TOTAL 8 units
<b>Fall Semester III</b>	
N549 Health Promotion Practice in Primary Care (3) Clinical	
Optional Elective (3-4): e.g., Spanish, Education, Teaching	
	TOTAL 6-7 units
<b>Spring Semester IV</b>	
N540A Pathophysiological Concepts in Primary Care I (3)	
N552 Pharmacology in Primary Care (3)	
N550A Clinical Practice in Primary Care I (4) Clinical	
	TOTAL 10 units
<b>Fall Semester V</b>	
N540B Pathophysiological Concepts in Primary Care II (3)	
N550B Clinical Practice in Primary Care II (4) Clinical	
	TOTAL 7 units
<b>Spring Semester VI</b>	
N562 Advanced Nursing Practice in Primary Care Systems (4)	
N550C Clinical Practice in Primary Care III (4) Clinical	
N566 Culminating Experience (2)	
	TOTAL 10 units
	DEGREE TOTAL 46 units

**Table 4.7.7** *FNP Post Masters Certificate Program Curriculum Plan*

<b>Fall Semester I</b>	
N501 Health Promotion Theory in Persons, Families and Communities (4)	
N509 Health Assessment and Maintenance(4) Lab/Clinical	
N549 Health Promotion Practice in Primary Care (3) Clinical	
	TOTAL 11 units
<b>Spring Semester II</b>	
N540A Pathophysiological Concepts in Primary Care I (3)	
N552 Pharmacology in Primary Care (3)	
N550A Clinical Practice in Primary Care I (4) Clinical	
	TOTAL 10 units
<b>Fall Semester III</b>	
N540B Pathophysiological Concepts in Primary Care II (3)	
N550B Clinical Practice in Primary Care II (4) Clinical	
	TOTAL 7 units
<b>Spring Semester IV</b>	
N562 Advanced Nursing Practice in Primary Care Systems (4)	
N550C Clinical Practice in Primary Care III (4) Clinical	
	TOTAL 8 units
	DEGREE TOTAL 36 units



**CRITERION 4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure protection of students.**

**4.8.1 (Baccalaureate) Student clinical experiences reflect current best practices and national established patient health and safety goals.**

**4.8.1 (FNP Masters and Post Masters Certificate) Student clinical experiences are evidence-based and reflect contemporary practice.**

Practice learning environments are selected based on the appropriate health and practice focus in each clinical nursing course across the baccalaureate and masters tracks. Each supports the achievement of student learning and program outcomes. Factors that are considered when selecting a clinical site include appropriate local, state or national accreditation, type, variety, sufficient patient or client population, appropriate clinical experiences and opportunities for student learning, positive interaction between agency contact personnel and College administration/faculty. Selected clinical agencies have physical characteristics that provide safe environments for student clinical practice.

Formal agreements include a Clinical Affiliation Agreement or a Letter of Agreement between the agency and the University indicating respective responsibilities. The California State University System provides a “boiler plate” Clinical Agency Affiliation that includes university responsibilities, agencies responsibilities, insurance, and general provisions in keeping with assuring safety and limiting liability (Appendix 4). Clinical Agency Affiliation agreements are on file in the University Contracts and Procurement Department with copies sent to the Department Chair. The Department Chair is responsible to verify that students and agencies are in compliance with contract stipulations, thus assuring student and patient protection and safety.

Each clinical course has clearly defined objectives, evaluation criteria and grading rubrics. A Graduate Clinical Handbook that contains a clear concise description of each clinical course

and outcome objectives must accompany all clinical experiences and students must present the handbook and review the learning objectives with their preceptor. The handbook is available for students to download from [www.sonoma.edu/nursing/fnpp](http://www.sonoma.edu/nursing/fnpp) and present to their preceptor.

Each graduate student is placed in a one-to-one preceptorship with a primary care practice physician (or combination of specialists) and/or with a family nurse practitioner or Nurse Midwife in office or clinic practice. Suitable preceptor sites are made available through the coordinators at each of the practice sites. The program has developed an extensive list of preceptors who have worked with students and shares this list with students. The qualifications of potential preceptors are examined, and the practice settings reviewed for appropriateness. Preceptors must be in good standing in the health care community, as appraised by FNP and MD adjunct faculty who teach in the program. Their practices must provide an adequate range of clinical problems for family practice and they must be willing to provide learning opportunities for students to assess and manage patient problems with appropriate levels of independence. Each semester the students evaluate the clinical sites and the preceptors for teaching abilities and access, appropriateness of types of clients and space/facilities. Additionally, the preceptor evaluates the student and the preceptor's evaluation is configured into the clinical grade of each student.

Each graduate clinical course is based on a 1unit: 3 hour ratio per week of student practice and each clinical semester is 16 weeks as noted in table 4.8.1 for a total of 816 hours of student practice experience for the program (see Table 4.8.1). Each clinical course has clearly defined objectives, evaluation criteria and rubrics.

**TABLE 4.8.1** *FNP Masters and Post Masters Certificate Required Clinical Courses*

Course Number	Course Name (Clinical)	Units
Nursing 509	Advanced Health Assessment (2 lab)	2
Nursing 549	FNP Health Maintenance Practicum	3
Nursing 550A	FNP Preceptorship I	4
Nursing 550B	FNP Preceptorship II	4
Nursing 550C	FNP Preceptorship III	4
Total		17
Total = 816 clinical hours (17 units x 3 hours per unit x 16 wks (clinical semester))		
Total Required Master's Units = 46		

In all coursework whether didactic or clinical the goal is to model the importance of the use of standard of care guidelines/evidence based practice in the context of the patient as a unique individual. The department philosophy, the conceptual framework, the outcome objectives of the program and the individual course objectives and evaluation data reflecting implementation of EBP as integral to the curriculum evidence this. Clinical assignment rubrics (N549, N550ABC) require that the clinical decision presented reflects a plan of care utilizing evidence-based clinical practice guidelines and students must cite reference for the respective EBP/Clinical guideline. All assessments of student clinical competency, whether direct observation of care, site visiting faculty, or testing of clinical competency via simulated exam revolves around the utilization of clinical guidelines/EBP in the development of the plan of care. Use of resources such as electronic (computer or handheld) or hardcopy are cited in each instance of an assessment of competency as described above.

**CRITERION 4.9 Post-Master's certificate programs follow national standards and guidelines and demonstrate that students have sufficient didactic and clinical experiences to meet role expectations and certification requirements.**

The Post-Master's certificate program is a 36 unit- 4 semester option (19 units of didactic = 285 hours and 17 units of clinical= 816 hours). Clinical course requirements are in Table

4.8.1. The Certificate program was developed in 1994 for Master's prepared nurses who seek Advanced Practice Education namely Family Nurse Practitioner. The Post-Master's certificate program follows the same rigor and national standards and guidelines and exceeds the California State Board of Nursing's required minimum of 30 hours. Student transcripts are evaluated for past courses in research, theory and health policy content. If congruent with program standards the corresponding three courses in the FNP Masters curriculum are not required (10 units). Post-Master's Certificate FNP students must complete all other MSN FNP content (36 units). They complete the final competency simulated exam as part of the N550C requirement (they complete part one and two of the Culminating Experience but do not need to complete part three as they have already demonstrated application of research and theory to practice as assessed by their transcript evaluation and previous award of the MSN degree.

**CRITERION 4.9 (Baccalaureate) 4.10 (FNP Masters and Post Masters Certificate)**  
**Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.**

Students in the baccalaureate nursing education tracks are afforded a wide variety of clinical and academic activities supported by the University Library, up to date textbooks, and faculty prepared instructional materials. Activities are selected to promote Knowles (1980) assumptions of the adult learner as applied to becoming a baccalaureate prepared nurse (6.4) Clinical activities include the development of care plans, concept maps, patient teaching exercises for individuals and populations, clinical journals and self-evaluation. Clinical journals are guided by the nine philosophical concepts for the purpose of connecting theory to actual patient, point of care experiences. Clinical progress is evaluated using the BSN Clinical Evaluation tool that is aligned with the nine philosophical concepts and indicates critical indicators for patient safety.

Academic or content related learning activities include papers, oral presentations, online discussion forums, debates, exams with formative feedback and summative exams including ATI. Academic activities include the provision for literacy in information, writing and documentation of resources. The ATI testing process includes a remedial opportunity when needed. Evaluation is provided for all required activities in each course and success on the ATI exam. The ATI testing process includes a remedial opportunity when needed and a testing follow up.

Foundational course materials such as syllabi, weekly or modular reading assignments, course calendars and methods for communication for onsite and online courses are available in course Moodle sites for courses taught in person and online. Onsite classroom instruction is thus augmented by electronic availability of materials, student and faculty communication. Faculty are experienced in developing online materials and strategies and have the assistance of the University Informational Technology Team online and in person as needed. Instructional designers are available for new teachers. Within the Moodle learning environment, faculty can select several tools for creating remote presentations and training materials that align with a variety of student learning styles. Questions regarding online course communication and Moodle navigation are included in the SETE evaluations and provide information for improvement.

The SSU FNP Masters and Post-Master's Certificate Program operates from the SSU home site and has distance education sites within the California State University (CSU) system. Current distant sites are located in the area of California State University, Chico in North Central California and California State University, Stanislaus in the Central Valley. Also supported is the cohort of students from areas in the North West of the State (Humboldt, Del Norte, and

remote areas of Mendocino counties). The enrollment focus is the population of working, frontier and rural BSNs who wish to become MS FNP and MS-prepared RNs who wish to obtain a post-masters FNP certificate. An additional focus is to support via faculty/providers and student providers patient care at clinic preceptorship sites that meet the needs of underserved populations.

Grant funding helps us continue to enhance our ability to serve the advanced education needs of working nurses in rural, frontier and medically underserved communities in California by: 1) using a variety of existing and new distance learning technologies, and 2) maintaining established clinical linkages in community clinics serving underserved populations. The high quality program is maintained by providing streaming technology and a majority of the didactic coursework is delivered either totally on-line or in a hybrid format. All students complete the required clinical hours in their own communities and a high percentage of graduates live and work in the areas in which they were educated.

The FNP Program Director, the Assistant Director and MSN FNP Faculty have extensive experience in distance learning modalities that include synchronous and asynchronous formats and can effectively trouble-shoot all aspects of design and delivery of all courses in the program. The program has been involved in distance learning via synchronous audio and video format for 18 years. The SSU site has a spacious, ultra-modern classroom-studio as part of the CSU system. The overall FNP program is supported by an extensive web page at <http://www.sonoma.edu/nursing/fnpp> . It is an attractive site that gives the students, faculty and preceptors access to library and on-line resources, administrative materials, course syllabi and evaluation materials and direct access to faculty and administrative staff.

Many of the campuses within the CSU System use distance technology to teach all levels and varieties of courses. In the areas of our rural students Stanislaus and Chico are among the leaders in the CSU system and utilize, microwave, CODEC, satellite and on-line modalities. Faculty and student participants in the program have computers with Internet access at their respective campuses, and student are highly recommended to have computer workstations that they can access for schoolwork at either work or home. Because the program is delivered over the Internet, both Apple and PC platforms are supported. A robust computer with High speed Internet access and basic computer literacy are conditions of enrollment. Annual assessment of computer/online learning experiences occurs. On the SSU campus, the existing technology infrastructure is sufficient to handle course participation. The on-line courses and the computer-enhanced course work are housed on the SSU servers. Moodle 2 was used during the AY 2012 - 2013 to serve the interactive nature of coursework and interface with the SSU campus IT-web streaming digitizing services, this process permits lectures to be recorded and uploaded to the server available to students in synchronous or archived format.

The Chico area distance learning site operates out of the School of Nursing that is housed in Holt Hall, with a large skills lab, a computer lab and a “smart” classroom (Internet computer with video projector). The campus provides excellent support for applications of technology in teaching, such as PowerPoint, WebCT, Moodle, Horizon Live and teleconferencing capabilities. Two rooms for synchronous web streaming are available in the library. The classrooms are equipped with interactive systems, high quality cameras, an ELMO overhead, projection system, sound directed microphones, and wide screen monitors. The campus maintains a well-qualified staff of experts in technology and learning applications who serve as resources for faculty. Chico

Faculty include two FNPs with current clinical practices serve as the clinical lab supervisors, clinical link coordination, and site visitors.

The Stanislaus distance learning site, because of its rural setting and large service area has had extensive experience with distance education. The Computer Science Building is the home of the Distance Learning Center that is used for the development of Regional Television/Streaming course distribution. This building is where the distance classroom/studio is located for direct synchronous streaming of lectures to students. The Student Services Building includes a classroom that seats up to sixteen (16), a laboratory, and site coordinator's office for secure student files and curricular material. In addition, there are two (2) interview rooms used for simulated/standardized exams. The health assessment lab is well supplied with nine (9) student stations, including three private rooms. Each Station is equipment to emulate an office exam room. The seminar area is equipped with a blackboard, a whiteboard, television, video cassette recorder, and digital video device player, and internet access. The program faculty includes several masters prepared community Family Nurse Practitioners with advanced practice teaching experience and ten years experience with the program.

The clinical placement sites at each collaborating campus are carefully chosen; while we encourage the student to assist the program in placement we do not rely only on the student to locate quality sites which align with the program criteria. The program has developed an extensive list of preceptors and sites that have experience with students. The program shares this list with applicants. The qualifications of potential preceptors are examined, and the practice setting reviewed for its appropriateness. Physician preceptors must be in good standing in the health care community, as appraised by FNP faculty and Board of Medical Quality Assurance. Nurse preceptors must be in good standing in the health care community, as appraised by FNP



faculty and CA. BRN. Their practices must provide an adequate range of clinical patients and they must be willing to provide learning opportunities for students to assess and manage patient problems with appropriate levels of independence. Students evaluate each preceptor and site each semester and our database reflects a wide range of clinical placement sites.

The FNP clinical faculty conduct observational and evaluative site visits to all students at preceptorship sites at least once a semester. FNP Faculty on-site make ongoing observations of students in the Health Maintenance Center, the Jewish Community Free Clinic, the Modesto Gospel Mission, and the Torres Shelter clinical settings. During site visits student performance is assessed through observation, chart audit, and conferences with student and preceptor and on campus through a standardized patient assessment. On-site clinical teaching is provided both by the preceptor and faculty advisor. The faculty assumes ultimate responsibility for evaluating student progress, with input from the preceptor.

## **STANDARD 5: RESOURCES**

### **FISCAL, PHYSICAL, AND LEARNING RESOURCES PROMOTE THE ACHIEVEMENT OF THE GOALS AND OUTCOMES OF THE NURSING EDUCATION UNIT.**

#### **Baccalaureate and Master's Programs**

##### **Criterion 5.1 Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.**

Funding to the nursing unit comes primarily from the University with substantial support in grant awards, gifts, extended education and clinical course fees. Funds are used to cover the current department requirements for salaries, benefits, travel, instructional material and operational costs. There are sufficient fiscal allocations and solicited outside monies available to the department to meet the department's educational outcomes.

The allocation of resources to the University starts with the annual state budget. The state of California provides funding to the CSU Chancellor's office to disperse the annual budgets to each CSU campus. Funding for each CSU is determined by previous and projected Full-Time Equivalent Student (FTES). (See SSU 2011-2012 Expenditure Plan).

Over the last 3 years the California state budget has reduced funding to higher education resulting in reduction in the CSU operating budgets and increases in students fees. The 2010/11 State General Fund Allocations to the CSU were \$2.79 billion and in 2012/13 the state Budget Act cut the CSU General Fund appropriation by \$750 million to a level of \$2.06 billion.

<http://www.calstate.edu/budget/fybudget/2013-2014/executive-summary/funding.shtml>

As evident in the graph below, budget amounts since 2008 are nearly one-third below the peak level of state support of \$2.97 billion (2013-2014 SUPPORT BUDGET, Pg. 3). In 2012 further reductions ("trigger") were planned however a proposition was passed in November 2012

that prevented further state budget reductions to the CSU annual budget. The Governor has made it clear the CSU must run more efficiently to achieve measurable outcomes such as increasing graduation targets and not merely resume spending based on number of full time students.

**TABLE 5.1.1** *State Appropriation and Full Time Equivalent Students from 1998 to 2012/13*

STATE APPROPRIATION AND FTES FROM 1998/99 TO 2012/13



In 2011/12, the SSU Operating Fund had a net decrease with budget cuts, enrollment increases, and other adjustments of \$1.85 million (SSU 2011-2012 Expenditure Plan, Pg. 1-2). In 2012/13, the SSU Operating fund had an additional net decrease of \$3.08 million largely due to budget cuts (University Budget Office, 3/6/13).

Sonoma State University begins each budget year with the prior year’s allocation and makes adjustments for changes. Campus priorities and demands are analyzed by the President’s Budget Advisory Committee (PBAC) and recommended to the President. The budget is then

distributed to or cut to from the campus Divisions. Increases or decreases associated with enrollment growth are distributed based on the CSU marginal cost formula. Non-enrollment growth related changes are distributed based on share of campus budget or other methodology determined by the President and the PBAC.

The Dean of the School of Science and Technology meets individually with each department chair to discuss upcoming needs on the department and assists in identifying what resources will be required to meet those needs. The Dean also confers with the Council of Department Chairs to gain further understanding of program needs across the school and to identify possible strategies and priorities for the budget. Departments are given enrollment targets and part-time lecturer cost targets based on analyses of actual metrics of the prior two years and known changes in staff and curriculum.

Funding for department operational needs, in addition to salaries and wages, are allocated from the operating expenses (OE) by the School Of Science and Technology. The department OE funds are spent on supplies, instructional materials and certain travel, equipment servicing and other miscellaneous items. Laboratory supplies and equipment are paid in part with fees charged to students in certain clinical courses (N301, N303 N509, and N549).

The department funding from the University is from the General Fund. Variations in the department budget from 2009 to 2012 in Table 5.1.2 reflect program changes and subsequent expansion or contraction of enrollment. The information presented also includes the trend of full time equivalent faculty related to the number of full time equivalent students. These numbers do not include pre-nursing students but are limited to majors only. Nursing faculty are responsible for all pre-nursing advising, admission counseling, and Freshman orientation for 80-150 pre-nursing students across campus.

**TABLE 5.1.2** *Department Budget Academic Years 2009-10, 2010-11 and 2011-12*

<b>Academic Year (AY)</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>
<b>No. Students Enrolled</b>	224	252	247
<b>FTES</b>	188.38	185.29	204.92
<b>FTEF</b>	14.98	15.97	15.81
<b>General fund total:</b>	892,479	803,409	880,137
	9,315	9,315	9,315
<i>Operating Expense Salaries and wages</i>	883,164	794,094	870,822

Department Funding Sources by AY are displayed in Table 5.1.3. Sources of monies outside of state funding, such as grants; gifts and self-supported course fees are significant. Department faculty have aggressively pursued and obtained funding to enhance current educational outcomes and to support programs such as the Family Nurse Practitioner educational track. Selected courses are provided through Extended Education and are considered “self-supported” meaning the fees charged to students cover the cost of faculty salaries and are not state funded.

**TABLE 5.1.3** *Department Funding Sources by Academic Year*

<b>Funding Source</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>
<b>State Fund</b>	\$ 892,479	\$ 803,409	\$ 880,137
<b>Song- Brown</b>	\$238,181	\$ 169,145	\$ 169,999
<b>Extended Education Disbursements</b>	\$11,496	\$ 11,136	\$10,427
<b>Other grants</b>	\$12,238	\$ 00.00	\$ 00.00
<b>Course Fees</b>	\$11,970	\$8,566	\$9,752

Comparisons of institutional funding (excluding grants and other outside monies) between similar departments within the University for Academic Year 2011-2012 are shown in Table

5.1.4. Operational Expenses among similar departments reflect allocations to Nursing are commensurate.

**TABLE 5.1.4** *Budget Comparison between Departments within the University (AY 2011-12)*

<b>Department</b>	<b>Full-time TT Faculty</b>	<b>FTEs</b>	<b>FTEF</b>	<b>SFR</b>	<b>TT Faculty Salaries</b>	<b>OE</b>
<b>Nursing</b>	9.5	204.92	15.81	12.98	793014	9315
<b>Business Admin &amp; Economics</b>	23.5	770.41	26.55	29.04	2323830	3884
<b>Education</b>	21.75	526.33	27.32	19.26	1661442	4000
<b>Kinesiology</b>	7	226.72	14.04	16.13	552744	12992
<b>Computer Science</b>	5.5	128.46	5.55	23.19	532320	8950
<b>Engineering</b>	4.75	44.81	3.75	12.07	233388	5000
<b>Biology</b>	11.5	348.13	15.72	22.12	906058	23624

Faculty development is supported by a variety of sources from the California State University system, the University, the School of Science and Technology, as well as grants and other department discretionary funding. Funds for faculty development, instruction supplies, and technology are listed in Table 5.1.5. Faculty development funds are used for faculty travel, conference fees, presentation materials and continuing education. Mini- grants can be awarded for the development of new pedagogical approaches, support for research and other innovative instructional endeavors.

**TABLE 5.1.5** *Funds Spent on Faculty Development, Instruction Supplies, and Technology*

<b>Funding Category</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>
<b>Faculty development Avg per FT faculty</b>	\$15,523 (travel, conf.)	\$15,620 (travel, conf.)	\$6,013 (travel, conf.)
<b>Instructional supplies &amp; technology</b>	\$29,732	\$26,767	\$25,076

The fiscal resources available to the department are dependent upon the state allocations and success in obtaining extramural funds. The department OE from the School of Science and

Technology is sufficient according to the Dean's metrics for allocation of monies between departments. External funds (grants, extended education disbursements and course fees) augmented the general funding that enabled the Nursing Department to meet the goals and outcomes of the educational programs.

**Criterion 5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.**

Currently classroom, laboratory, and office space utilized in the delivery of the Nursing Department are sufficient to meet the needs of the program goals and outcomes. The physical resources required by the department are varied according to pedagogical focus. Classroom space is determined by a metric, which considers, class size, frequency of sessions, and equipment requirements. The department submits a schedule of classroom needs to the university each semester and classroom space is assigned.

Challenges are assuring that the unique pedagogical physical space needs associated with nursing education are achieved. Unique aspects to the department include the use of clinical space, specialized equipment, supplies and both human and artificial models. Advanced and careful planning of the use of the skills lab (Nichols 149) determines how courses and clinical activities are scheduled. Another aspect of the program is considering travel time of faculty and students coming from clinical areas to meet on-campus.

The challenges of scheduling have been mitigated with pre-semester planning and collaboration by faculty to develop a master schedule of lecture and clinical time slots and space assignments that meet all individual course and program needs.

There are situations where the needs of a department course for classroom space are not met by the University metric for classroom allotment. In these situations the department rents an

on campus space to accommodate course sessions which are typically once or twice course meetings for orientations, testing, student presentations, and guest speakers.

**TABLE 5.2.1** *Classroom/Clinical Learning Area Characteristics*

<b>Classroom</b>	<b>Seats</b>	<b>Type of Equipment</b>	<b>Fee</b>
<b>Darwin 30</b>	40	White board, computer USB drive CD/DVD/LCD	No
<b>Nichols 262</b>	15	White board, computer USB drive CD/DVD/LCD	No
<b>Nichols 149 Skills lab</b>	8	White board, computer USB drive CD/DVD/LCD	No
<b>Multipurpose room</b>	100	White board, CD/DVD/LCD	\$57/hour
<b>Terrance room</b>	25	Portable LCD	No
<b>Shultz 1121</b>	50	Connections for computer/ data projector	No
<b>Stevenson 1034</b>	60	Video Conferencing/ Web-streaming	No
<b>Salazar 2009A</b>	40	VCR, DVD, DP, PC	No
<b>Stevenson 2044</b>	33	33 iMacs with both Mac OSX and Windows	No
<b>Stevenson 2055</b>	30	30 iMacs with both Mac OSX and Windows	No
<b>Shultz 1014</b>	16	16 iMacs with both Mac OSX and Windows	No
<b>Shultz 2010</b>	26	26 iMacs with both Mac OSX and Windows	No

Physical space required by FNP courses held at distant sites is hosted on the campuses of both Chico and Stanislaus State Universities. The Chico distance site operates out of the School of Nursing that is housed in Holt Hall, with a large skills lab, a computer lab and Internet computer with video projector. The student computer lab has access to the data-linkages maintained by the library. Two teleconferencing classroom are available in the library. The



classrooms are equipped with interactive systems, high quality cameras, an ELMO overhead, projection system, sound directed microphones, and wide screen monitors. The campus maintains a well-qualified staff of experts in technology and learning applications who serve as resources for faculty.

The Stanislaus distance campus, because of its rural setting and large service area has had extensive experience with distance education. Television Distance Learning Center and is where the distance classroom/studio is located for use by MSN FNP students and faculty. The Professionals Schools building is where the nursing FNP classes are taught and includes state-of-the-art computer labs, health assessment labs and nursing faculty offices. The health assessment lab is well supplied: there are eight student stations each with an exam table, exam light, oto-ophthalmoscope, sink, and privacy drapes. The lab is also used as a classroom and has a data projector, ELMO, white board, large screen TV/VCR unit and a large projection screen.

The Marin Simulation Center (a regional partnership) was initiated in 2007 but was dissolved due to lack of funding in 2012. The department has state-tagged materials purchased by SSU and is in negotiations for a new collaborative partnership in which the department-owned simulation materials can be housed in a acute care facility in exchange for regular access by faculty and clinical students.

**TABLE 5.2.2** *Durable Clinical Instructional Equipment Purchased 2009- 2012*

<p style="text-align: center;"> IV Poles  Male &amp; Female perineum  Blood Pressure Cuffs  Bedside commode  Tube feeding pump  Stethoscopes  Walker  Simulation male  Digital thermometers  Arm for IV insertion </p>
--

Simulation female with birth canal PDAs, Notebook Computers NG insertion Oto-ophthalmoscopes 2 I Pads
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In addition to the instructional spaces previously described, other areas available for student use are the Schultz Information Center, Writing Center, Testing Center, Student Center and the Multi-Cultural Center. Both the SSU library and Writing Center are accessible online and by phone to distance students (See SSU Map).

The department solicits its community partners for donations of clinical equipment and materials such as IV machines and hospital beds. Expired consumables for student practice such as urine catheter and dressing kits are also received as donations. Specific clinical courses may require that students purchase their own laboratory practice supplies and the price and contents of the kits vary.

In addition to instructional spaces, areas for faculty and department administrative staff to conduct their work are also available. Table 5.2.3 lists all department office space; each member of the department has access to computers and phone with voice mail capacity. A centralized fax and printer are also available. Every faculty has assigned office space, which allows confidential meetings with a student or student groups. In the event of shared offices, office hours are staggered to avoid overlap and additional areas such the conference room or empty office is easily arranged to assure faculty are able to meet privately with their students.

**TABLE 5.2.3 Staff and Faculty Office Space**

<b>Office</b>	<b>Use</b>	<b>Space (sq ft)</b>	<b>Desks/chairs</b>
<b>Nichols 234</b>	Faculty	7x14=98	2 desks, 4 chairs
<b>Nichols 236</b>	Faculty	7x14=98	2 desks, 4 chairs
<b>Nichols 244</b>	Faculty	7x14=98	2 desks, 4 chairs
<b>Nichols 246</b>	Faculty	7x14=98	2 desks, 4 chairs
<b>Nichols 254</b>	Faculty	7x14=98	2 desks, 4 chairs
<b>Nichols 256</b>	Staff/main office	12x20=240	3 desks,4 chairs
<b>Nichols 262A</b>	Chair	14x14=196	2 desks, 4 chairs 1 table
<b>Nichols 270</b>	Faculty	7x14=98	2 desks, 4 chairs
<b>Nichols 272</b>	Faculty	7x14=98	2 desks, 4 chairs
<b>Nichols 274</b>	Faculty	7x14=98	2 desks, 4 chairs
<b>Nichols 276</b>	Faculty	7x14=98	2 desks, 4 chairs
<b>Nichols 278</b>	Faculty	7x14=98	2 desks, 4 chairs

Evaluations of the adequacy of physical facilities utilized by students and faculty are conducted in every course. In team, and full faculty meetings, the evaluative feedback is analyzed to either maintain and or change to improve the learning spaces as indicated. Differences between main campus and distant students were not identified; Students at distant sites rate satisfaction with their learning environments at 90% or better which is equivalent to the feedback from students at on the SSU campus.

The department assures that class (clinical) sizes meet student learning and safety measures in all programs. Faculty ensure security of students by following safety measures such as adhering to room capacity per fire marshal regulations, reviewing evacuation procedures in clinical agencies and discussing safe driving practices to and from clinical sites.

The Student Handbook also contains policies designed to protect students and patients. The handbook includes guidelines about practicing procedures, health, immunization, background and drug screening requirements, standards of professional and safe practice and regulations on social media which are in place to safeguard faculty, students and patients. Reported student

injuries and patient care incidents (such as a medication error) are analyzed in faculty meetings and improvements in policies and/or procedures occur accordingly.

Patient safety is foremost in the determination of all student-faculty ratios. The overall average for student-faculty ratio is 12.98 (Table 5.1.4), numbers of students per faculty in clinical courses are determined by level of direct patient care and types of interventions to be taught. The ability of learners to safely practice is included in course and program competencies and documented in each student's clinical evaluation, simulation score and standardized ATI testing.

**Criterion 5.3 Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.**

Student learning needs drive the department's process in the selection of and efforts to maintain accessible, broad, and a current range of instructional materials and technology. In both team and full faculty meetings recommendations for upgrading or adoption of new learning resources are made. Faculty determine funding priorities for either the department to buy or required for students to purchase. Faculty gives input in the development and maintenance of learning resources and technology at the department, school, university and statewide CSU levels. Faculty hold a number of committee positions related to Academic Technology (see STD 2 Faculty Profiles) and have also professionally presented their work in developing new online pedagogies.

A library faculty liaison to the Nursing Department works collaboratively with nursing faculty to develop the collection to meet the curricular needs of on-campus and distant students and the instructional and research needs of faculty. The department also has a faculty liaison to work with the library representative to review and make recommendations to assure nursing resources are sufficient, up-to-date and comprehensive.

The Schultz Information Center houses the University Library, Information Technology, a 24 computer lab, over 1000 study seats and an art gallery. The University Library has a collection of more than 470,000 print volumes, with approximately 3,000 new titles added each year. To better meet the demands of working students, the library has moved its collections increasingly to electronic formats. The Library's collection is enhanced by the library's participation in two consortia: the California State University's (CSU) System wide Digital Library Content and the Statewide California Electronic Library Consortium. These consortia facilitate the collectively negotiated purchase of and access to many full-text databases, ebooks, and other electronic resources.

The SSU library still maintains core titles in nursing in its print collection, however, the recent focus has been on adding key eBook titles accessible to the range of on- and off-campus students. To that end, the Library now has more than 121,000 titles in its eBook collection, including several thousand titles in Nursing and allied disciplines and from key publishers such as Sigma Theta Tau. These titles are easily supplemented through various interlibrary loan (ILL) programs, which provide currently registered students and faculty access to the monographic holdings in libraries throughout the CSU and University of California systems, as well as other universities. There are no student fees for the ILL service, and materials are delivered to a CSU library within days, most often within less than 24 hours. The Link+ system additionally provides SSU student's access to the collections of over 55 other academic and public libraries in California and Nevada, with delivery within 2-3 days.

The SSU library currently subscribes to over 40,000 journals, with over 99% of current titles in electronic format. Students, faculty, and staff have access to these electronic journals and databases both on-site and remotely. The library offers over 150 databases and Table 5.3.1

lists some of the most useful databases to support nursing students and faculty in meeting educational outcomes.

**TABLE 5.3.1** *Professional Journal Databases Available*

<i>CINAHL</i>
<i>Cochrane Library</i>
<i>Health Reference Center</i>
<i>Ovid Nursing Full-Text Plus: 45 journals from LWW</i>
<i>PubMed</i>
<i>Virginia Henderson International Nursing Library</i>
<i>PsycInfo &amp; PsycArticles: published by APA; access to psychological research.</i>
<i>Health &amp; Wellness: includes Fitness, Pregnancy, Medicine, Nutrition, Diseases, Public Health, Occupational Health &amp; Safety, Alcohol &amp; Drug abuse, etc.</i>
<i>Mental Measurements Yearbook with Tests in Print</i>
<i>PILOTS Database: post-traumatic stress disorder (PTSD) and other mental-health issues resulting from traumatic events.</i>
<i>Academic Search Premier: interdisciplinary, full-text access to over 4600 publications, including nearly 4000 peer-reviewed journals.</i>
<i>Business Source Premier – business, management, organizational development</i>
<i>SocIndex: 860 journals</i>
<i>Sage Journals: 450 peer-reviewed journals, particularly in social sciences.</i>
<i>Wiley Online Library: 1500 peer-reviewed journals</i>
<i>Ethnic NewsWatch: full-text collection of newspapers, magazines and journals of the ethnic, minority and native press.</i>
<i>GenderWatch: women's and gender issues across a broad spectrum of subject areas, including health care.</i>
<i>Elsevier Science Direct: several hundred full-text journals in nursing, psychology, psychiatry, behavior, child &amp; adult development, and more.</i>
<i>Web of Science</i>

The Library has over 62,000 media items. Additionally, it has more than 10,000 streaming videos available primarily through VAST Academic Video Online and Films on Demand with over 1800 streaming videos on health-related topics. The Nursing Department Home page (<http://sonoma.edu/nursing/resources/>) has links for students to additional media resources:

- Bates Visual Guide to Physical Examination
- Concept Media Collection
- Concept Media Quickies - Acid/pH
- Nursing Classroom Lectures

- Miscellaneous Video Collection

The Information Center is open every day for a total of 92 hours per week. During the ten days before until the last day of finals, the Library keeps the first floor open 24 hours as a study hall.

Instruction services include workshops and training in library research and resources, as well as specialized sessions for specific classes at the request of instructors. Librarians work regularly with nursing instructors to provide instruction (both on campus and online) to students and faculty in the access, selection, and evaluation of education resources, as well as to develop skills for successful completion of assignments and research projects. Librarians hold office hours and regularly meet with individual students regarding their research topics. Online research guides (<http://libguides.sonoma.edu/nursing>) and tutorials (<http://library.sonoma.edu/howdoi/>) are also available to the students from the library's web site. Research help is available at the main service desk, via a 24/7 chat reference service, or by appointment.

The University has wireless computer access throughout the campus. The library provides 160 public workstations, which include basic productivity software (Microsoft Office) as well as specialized packages, such as SPSS and Mathematica. The Library also has 30 laptops, which are available for checkout by students. An additional 45 laptops are used in one of the Library's teaching labs, while 33 desktop dual-boot computers are located in a second teaching lab, which is open to student use when not scheduled for classes. As more students rely on their own laptops and digital devices, the Library is expanding the power access as well as the number of study stations. A presentation rehearsal room is available for students needing space with a computer and projector to practice their presentations.

Computer technology is a large part of the department's learning landscape and faculty give ongoing input to assure the computer technology used is accessible and current. All students are assigned a SSU email and have Internet access to the University online learning management system (Moodle) when they enroll and register for courses.

Faculty introduce Moodle (and other course web-based resources such as ATI) on their course websites during on-campus orientation sessions. The department utilizes web-based learning and faculty resources in all programs, a selection of web-based resources that are depicted in Table 5.3.2. A Nursing Majors Moodle site was developed to better connect the student community; the site is used by faculty and students post cyber announcements and opportunities of interest to students in all programs.

Information literacy is a key component of all nursing programs. Instructional modules created and maintained in collaboration between nursing faculty and librarians are found on the Library website and are used to orient students to methods of developing research skill. In all courses delivered online, both the Macintosh and IBM platforms are supported. A robust computer with Internet access and basic computer literacy are encouraged. A self-help tutorial (<http://www.gcflearnfree.org/computers>) is available over the Internet for those who need to upgrade their computer and Internet skills prior to starting an online course. A SSU Computer technology HELP line (707-664-4357 or 664-HELP) is available for computer related questions that do not involve Moodle.



**TABLE 5.3.2** *Web-based Learning and Faculty Resources*

<b>Resource</b>	<b>Program Used</b>	<b>Features</b>
<b>Assessment Technologies Institute (ATI)</b> <a href="http://atitesting.com">atitesting.com</a>	BSN	NCLEX preparation Case Studies, Practice & Proctored Tests, Real Life Simulation, Nurses' Touch Interactive Videos, Individual Reports, Group Comparison Reports
<b>Elsevier Text Companion (Evolve) Websites</b> <a href="http://evolve.elsevier.com">evolve.elsevier.com</a>	BSN	Case studies, quizzes, links to resources, slides for each chapter, chapter summaries
<b>Typhon Group</b> <a href="http://typhongroup.com/npst.htm">typhongroup.com/npst.htm</a>	MSN-FNP	Clinical encounter tracking, ICD & CPT Coding, Individual Reports, Group Comparison Reports, Clinical Site Database, Patient Demographics for Grant Reporting
<b>Turn-It-In</b> <a href="http://turnitin.com">turnitin.com</a>	All	Originality check of papers for students and faculty, online grading feature for faculty, available in LMS.

**Criterion 5.4 Fiscal, physical, technological and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.**

The department distant education component has sufficient fiscal, physical, and technological support and learning resources. Distance education faculty and students, who are not located on the SSU campus, are provided with commensurate fiscal, physical and technical resources and attain similar outcomes. There is no significant difference in funding of salaries, travel and professional development in comparing onsite SSU and distant faculty.

Course evaluations, faculty feedback and outcomes measures indicate the physical space, technology support for the SSU FNP Masters and Post Certificate courses delivered on the campuses of both Chico and Stanislaus State Universities are adequate and meet student learning outcomes. Students in Chico and Stanislaus have access to host CSU onsite libraries as well as SSU electronic library resources including 24/7 library assistance via phone and Internet. Other

support services such as financial aid, Disability services, the Writing Center are also available to offsite students as outlined in Standard 2. All faculty including those at CSU Chico and CSU Stanislaus, have access to academic technology training and trouble-shooting through the IT HELP desk, both face to face or by phone. Regularly scheduled trainings for basic and intermediate use of Moodle are offered. Online tutorials and podcasts are available to all faculty. Small group and individual appointments can be made with an instructional technologist via phone.

## **STANDARD 6 OUTCOMES**

**EVALUATION OF STUDENT LEARNING DEMONSTRATES THAT GRADUATES HAVE ACHIEVED IDENTIFIED COMPETENCIES CONSISTENT WITH THE INSTITUTIONAL MISSION AND PROFESSIONAL STANDARDS AND THAT THE OUTCOMES OF THE NURSING EDUCATION UNIT HAVE BEEN ACHIEVED.**

### **Baccalaureate Program and Masters Program**

**Criterion 6.1 (Baccalaureate) The Systematic plan for evaluation emphasizes the ongoing assessment and evaluation of student learning and program outcomes of the nursing education unit and NLNAC standards.**

**Criterion 6.1 (FNP Masters and Post Masters Certificate) Program assessment is ongoing and findings demonstrate the achievement of the student learning and program outcomes of the nursing education unit and NLNAC standards.**

The university has a commitment to ongoing systematic assessment in accordance with the Western Association of Schools and Colleges Educational Effectiveness Plan. The University and College support this effort through scheduled program review cycles with associated resource allocation. The Department of Nursing baccalaureate program has a systematic plan for evaluating student learning and outcomes that align the program philosophy, and terminal objectives, and standards and criteria set forth by the National League for Nursing Accrediting Commission (NLNAC) 2008. The systematic evaluation plan includes a timeline and tools as outlined in TABLE 6.1.1 for faculty and student course evaluation, and employer, clinical site, preceptor and alumni evaluation. Data from NCLEX results, Assessment Technology Institute (ATI) and Educational Benchmarking (EBI) augment department data collection. The EBI service was first used in 2011-2012 and will likely be continued on a three-year timeline.

Course evaluations are based on adherence to the nine concepts from the program philosophy and support for the terminal objectives for each BSN program track (Pre-Licensure and Post-Licensure). The complexity of concept development is indicated using Bloom's taxonomy.

**TABLE 6.1.1** *Evaluation Systematic Plan: Baccalaureate Nursing Program*

<b>Evaluation Form</b>	<b>Responsible Party</b>	<b>Course</b>	<b>Dates/ Frequency</b>	<b>Format</b>
<b>Individual Course</b>	Faculty of record	301, 302, 303, 304, 310, 312, 313, 407, 409, 410, 412, 414 and 416	Last three weeks of semester	Moodle Survey
<b>End of year one Pre-licensure</b>	Evaluation Coordinator	310	Last three weeks of semester	Moodle Survey
<b>End of year one post-licensure</b>	Evaluation Coordinator	310	Last three weeks of semester	Moodle Survey
<b>End of program pre-licensure</b>	Evaluation Coordinator	414	Last three weeks of semester	Moodle Survey
<b>End of program post licensure</b>	Designated Faculty	416	Last three weeks of semester	Moodle Survey
<b>Student evaluations of preceptor</b>	Evaluation Coordinator & Designated Faculty	412 and 414	Last three weeks of semester	Paper copy last clinical meeting
<b>Evaluation of preceptor experience by preceptor</b>	Evaluation Coordinator & Designated Faculty	412 and 414	Last three weeks of semester	Paper copy last clinical meeting
<b>Student evaluation of clinical site</b>	Faculty of record	301, 302, 303, 304 407, 409, 412, and 414	Last three weeks of semester	Moodle Survey
<b>Faculty evaluation of clinical site</b>	Faculty of record	301, 302, 303, 304 407, 409, 412, and 414	Last three weeks of semester	Paper copy by each clinical faculty
<b>Employer Survey</b>	Designated Faculty	Advisory Meeting	Once per Spring Semester	Survey emailed/ distributed to each advisory member
<b>Alumni Survey</b>	Chair/Alumni	Email survey	Every Three Years	Survey distributed to alumni with plan for future survey in 2015 in conjunction with SSU Alumni Association

The program assessment for the masters program is ongoing and the learning and program outcomes adhere to the 2008 NLNAC standards. The SSU Department of Nursing has an evaluation plan that is used systematically for continuous program improvement in all programs. Program improvement is ongoing and faculty meeting minutes indicate discussion regarding program improvements relative to the formal evaluation plan and outcomes. Yearly reports are formulated, presented and approved with comments for improvement first to the FNP team and then to the faculty of the whole. The Program Evaluation Summary indicates trends relative to the program standard for each item.

The role of the FNP Program Evaluation Coordinator was created to coordinate the various facets of the Program's evaluation schema including: the development and refinement of evaluation tools, data collection, data analysis, and the feedback system to provide continuous quality performance data for planning purposes. The Evaluation Coordinator works with the FNP Program Director and faculty to assure that the program is being evaluated in a systematic way. The Evaluation Systematic Plan is outlined in Table 6.1.2.

**TABLE 6.1.2** *Evaluation Systematic Plan: FNP Masters and Post Master Certificate Program*

<b>Process/ Instrument</b>	<b>Responsibility</b>	<b>Timetable</b>	<b>Use of Data &amp; Expected Outcome</b>
<b>1. Faculty Evaluating Program</b>			
1. Curriculum as a whole, Course Summary Annual Evaluation	Evaluation Coordinator/Program Director/Coordinator Faculty of Record (FOR)	Annual & end of each course	Evaluation consistency with Nursing dept. philosophy, conceptual framework and make revisions. Complete evaluation feedback loop. Program standards, 100% of evaluation outcomes are discussed in team faculty and Department meeting annually and responses noted in minutes and changes or adaptations implemented as necessary within one semester. Consistency with Department Conceptual Framework and Philosophy, outcomes $\geq 90\%$ Consistently
2. Student Profile, Minority enrollment	Evaluation Coordinator/Program Director/Coordinator	Annually	Minority/underserved status on file. Signatures on file “meet underserved pop when grad”. Report to faculty and make admissions and progressions revisions data on file outcome $\geq$ and 90% sign agreement to serve underserved see also- Song Brown/ HRSA Progress Reports.
3. Certification Scores	Evaluation Coordinator/Program Director/Coordinator	Annually	Report to faculty and make curriculum revisions. Program standard $\geq 90\%$ pass rate.
4. Agency/Preceptor Evaluations	FOR	Each clinical semester	Faculty discusses data at designated level and brings select items to full faculty for revision. $\geq 90\%$ preceptor sites reviewed, contracts on file and $\geq 90\%$ are meeting all criteria for educating FNP students.
<b>2. Faculty Evaluating Students</b>			
1. Course Grades	FOR	Each	FOR develops trend data, faculty

<b>Process/ Instrument</b>	<b>Responsibility</b>	<b>Timetable</b>	<b>Use of Data &amp; Expected Outcome</b>
		Semester	review and make teaching strategy decisions. All grades for all courses entered into "PeopleSoft" database by deadline, necessary student conferences completed by end of exam week. Program standard 90% complete.
2. Staff/Preceptor Evaluation of student	FOR	Each clinical semester	Evaluation used in student review, placed in student file. Preceptor evaluation of student returned to faculty by end of exam week.
<b>3 &amp; 4. Students Evaluating Program/Courses &amp; Faculty</b>			
1. Faculty Meetings & Level Team Meetings	Evaluation Coordinator/Student Representative	Permanent Agenda Item	Students attend at least 90% of dept and/or team meetings, offer feedback. This continues to be a challenge for the FNP Team Meetings due to the fact that our program is a distance/online program many students are not local so attendance at meetings is not possible, but they are invited to attend.
2 MSN Course Evaluations – online	FOR & Evaluation Coordinator/ Program Director/Coordinators	Each semester	100% of the FNP courses will provide for student feedback. 90% student responses will agree or strongly agree that the instruction & content helped them meet the course objectives and are relevant and were met in the course of instruction.
3. SETE evaluations	FOR	End of each course	Faculty and Program Director use data for faculty evaluation.
4. Student Evaluation of Clinical Site (per site)	Evaluation Coordinator	Each semester	Level and program faculty discuss data and make revisions. Program standard $\geq$ 90% of Clinical site/s is/are effective and supportive to learning.

<b>Process/ Instrument</b>	<b>Responsibility</b>	<b>Timetable</b>	<b>Use of Data &amp; Expected Outcome</b>
5. Evaluation of Preceptor	Evaluation Coordinator	Each semester	Level and program faculty discuss data and make revisions. Program standard $\geq$ 90% of Preceptor effective and supportive to learning.
6. Evaluation of Distance Technology	Evaluation Coordinator	Annually in Spring semester	Data discussed and reported to faculty and revisions made. 90% of student response will agree that the experience was very satisfactory or satisfactory.
7. Exit Questionnaire - End of Program survey	Evaluation Coordinator	Prior to Grad	Data discussed and reported to faculty revisions made. 90% of grad responses will agree or strongly agree that program met personal and professional needs and level of satisfaction.
8. 1-YR Post Graduation Survey	Evaluation Coordinator	1 yr post grad	Data discussed and reported to faculty, revisions made. 90% of grad responses will agree or strongly agree that program met personal and professional needs and level of satisfaction.
9. DON - Review	Nursing Chair	Annually or Per Faculty Affairs	Retention, Tenure, Promotion, Rehire. Attrition rate for the FNP courses will be no greater than 10% secondary to ineffective teaching/instruction or content.
<b>5. Community Evaluating Program</b>			
1. Employer Survey 1 yr post graduation	Evaluation Coordinator	1 yr post grad	Faculty and Program Director use data for curriculum revisions. Program standard $\geq$ 90% agree
2. Certifying Exam Data	Evaluation Coordinator	Annually	Report to faculty and make curriculum revisions as required.
3. Patient evaluation of services in HMC/JCFC.	Evaluation Coordinator	Annually	Report to Faculty use data to evaluate quality of service Program standard at 90% "satisfaction with car", "would return" and "would recommend to others".



Process/ Instrument	Responsibility	Timetable	Use of Data & Expected Outcome
4. Advisory Committee & Informal Feedback	Evaluation Coordinator & Committee Members Faculty & Staff interactions at Participating Agencies	Annual & Ongoing	Information discussed by faculty and revisions made to curriculum. Anecdotal data discussed in faculty/level meetings and used for revisions. Ongoing informal feedback. Program Director and faculty attend community related meetings, Advisory Committee Meeting and receive feedback from preceptors at site visits.

**Criterion 6.2 (Baccalaureate and FNP Masters and Post Masters Certificate Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes.**

Aggregate findings to improve student learning outcomes begin at the baccalaureate course level. Tables 6.2.1-6.2.2 in the following criterion indicate all course evaluations and action plans by year and in relation to the nine concepts from the program philosophy that guide program and course design. Information collected from the ATI results, EBI assessment data, NCLEX results, end of program, one year post graduation, and employer evaluations as well community input is used to inform the faculty for curriculum improvement, teaching/learning methods, use of instructional technology, textbook and instructional materials, and nursing department policies.

Each program has dedicated time to discuss outcomes, data collection, and analysis of findings at the end of each term for program and course improvement in time for the next academic cycle. Team meetings, which include all faculty assigned to the courses for that term, also dedicate time for discussion of course and program specific evaluation results.

Key concerns in the previous 2.5-3 year period determined through data collected and faculty and student input at team and faculty meetings included:

- An unrealistic four-year academic plan that required students to complete all pre-requisite courses in one year
- Didactic and theory coursework as separate, discrete courses
- Acute care medical surgical clinical experience time gaps disruptive to a contiguous curriculum
- Semesters of nursing major course enrollment in less than 12 units which interrupts financial aid
- The most recent comprehensive curriculum review, completed in 2011, resulted in restructuring and implementation of a new four year academic plan for the Pre-Licensure BSN track and a one year full-time plan for the Post-Licensure BSN track in Fall 2011. The new curriculum was designed to address key concerns and maximize learning opportunities. Changes implemented include: Added the requirement for state Certified Nursing Assistant (CNA) training prior to beginning nursing program
- Streamlined the BSN program to be completed in four academic years shortening actual time to graduation without compromising program outcomes.
- Maximized the focus on upper division nursing requirements in the junior and senior year Combine specialty didactic and clinical coursework into single course blocks requiring successful completion of both components to progress in major
- Provide an acute care clinical experience in each of the four semesters of the nursing major
- Diversity within programs (Appendix 5)
- 

TABLE 6.2.1 demonstrates each course evaluation summary over the past three years.

Both the new and old curriculum are outlined. Faculty agreed on 90% or 4 out of 5 students' rating on scale "effective or very effective" to meet outcome goals for course and program standard.

**TABLE 6.2.1** *Baccalaureate Systematic Evaluation Plan: Summary and Action Plan for 2010-2013*

Course	2010/2011	2011/2012	2012/2013	*Action Plan
200 Nursing in Health and Illness	<b>MET</b>	--	--	
203 Basic Pharmacology for Nurses	<b>MET</b>	--	--	
205 Skills in Professional Nursing Practice	<b>MET</b>	--	--	
206 Psychiatric/Mental Health Nursing	<b>MET</b>	--	--	
208 Nursing Applications of Pathophysiology	<b>MET</b>	--	--	
210A Clinical Practicum I	<b>MET</b>	--	--	
210B Clinical Practicum II	<b>NOT MET</b>	--	--	<b>N=6 Plan Curriculum Revision</b>
300 Introduction to Nursing Research	<b>MET</b>	--	--	
301 Nursing Care of the Adult I	--	<b>MET</b>	<b>MET</b>	
302 Nursing Care of the Adult II	--	<b>MET</b>	<b>MET</b>	
303 Maternity & Women's Health Nursing	--	<b>MET</b>	<b>MET</b>	
304 Psychiatric & Mental Health Nursing	--	<b>ND</b>	<b>MET</b>	
310 Research and Evidence Based Practice	--	<b>MET</b>	<b>MET</b>	
312 Baccalaureate Perspectives I	<b>MET</b>	<b>MET</b>	<b>MET</b>	
313 Baccalaureate Perspectives I	<b>MET</b>	<b>MET</b>	<b>MET</b>	
340 Women's Health in the Expanding Family	<b>MET</b>	--		
342 Child Health in the Expanding Family				
345 Clinical Practicum with Expanding Families	<b>MET</b>	<b>MET</b>	--	
380 Care of Individuals & Families with Complex Needs	<b>MET</b>	<b>MET</b>	--	

Course	2010/2011	2011/2012	2012/2013	*Action Plan
385 Clinical Practicum in Complex Needs	<b>MET</b>	--	--	
404 Community Health Nursing Theory	<b>MET</b>	--	--	
405 Community Health Nursing Practicum	<b>ND</b>	<b>MET</b>	<b>MET</b>	
407 Nursing Care of the Adult II	--	<b>ND</b>	<b>MET</b>	
409 Nursing Care of Child in Family	--	<b>ND</b>	<b>NOT MET*</b>	<b>*N=3, Increase response rate.</b>
410 Nursing Power, Policy & Politics	--	<b>NOT MET</b>	<b>NOT MET</b>	<b>*Revisions on evaluation strategy made from 11/12. Plan to revisit before next year.</b>
412 Community/Public Health Nursing	--	--	<b>MET</b>	
414 Clinical Nurse Preceptorship	--	<b>ND</b>	<b>MET</b>	
415 Theory in Nursing Practice	<b>MET</b>	<b>MET</b>	--	
416 Application of Baccalaureate Perspectives	--	<b>NOT MET*</b>	<b>NOT MET**</b>	<b>*Communication &lt;90%. Work on Writing Skills. ** Plan to include more information on culture as related to leadership.</b>
425 Senior Clinical Study	<b>ND</b>	--	--	<b>*End of Curriculum</b>
440 Nursing Leadership and Management	<b>MET</b>	<b>MET</b>	--	
450 Nursing in a Sociopolitical Environment	<b>MET</b>	--	--	
ND=No Evaluation Data Available. "--" = Course not taught. Shading indicates course offered in old curriculum				

An independent organization, Educational Benchmarking, Inc. completed a survey of all baccalaureate nursing alumni from 1974-2012. The result was reported in five timeframe groups based on graduation year. The survey collected data on 15 factors. The data were analyzed with the Factor 15 “Overall Program Effectiveness” as the dependent variable. Two key factors, Factor 1 and Factor 10, were identified as predictors for Overall Program Effectiveness. Results were compared to 23 other institutions in the same Carnegie Class. Table 6.2.2 indicates statistical significance in overall program effectiveness and the effectiveness of promoting a successful career.

**TABLE 6.2.2** *EBI Data: Overall Program Effectiveness*

<b>EBI Survey Factor</b>	<b>SSU Mean(sd)</b>	<b>Carnegie Class Mean(sd)</b>	<b>*Statistical Significance</b>
<b>Overall Program Effectiveness</b>	5.70(1.27) N=131	5.23(1.34)	p<0.001
<b>Factors predicting “Overall Program Effectiveness”</b>			
<b>Nursing Program Promoted Successful Career (Factor 1)</b>	5.81(1.19) N=132	5.46(1.33)	p<0.01
<b>Enhanced Professional Relationships (Factor 10)</b>	5.41(1.36) N=122	5.42(1.36)	Not Significant
<b>All other factors were equal or better than the Carnegie Class results.</b>			
<b>*Significance of Difference between Means of SSU and Carnegie Class.</b>			

Additional results from the EBI data for groups by alumni graduation year can be found in the EBI Binder in the Documents review Room.

Aggregated evaluation findings inform the masters curriculum and us to address student learning outcomes. Program improvement is ongoing and faculty meeting minutes indicate faculty discussion relative to the formal evaluation plan as indicated in the Master Plan and Evaluation Schedule. Following are examples of ongoing development that results from the collection of evaluation data.

In response to qualitative comments on course evaluations the FNP team faculty identified learning activities that could decrease student stress during the first 2 – 4 weeks of online course work. The FNP team agreed that individual assignments/homework activities may be more suited to the first few weeks of a course, while group work is better suited once students feel comfortable with the course content and flow. Student response documented in course evaluation (green folders) indicates satisfaction. The team also agreed that student self-selection of topics, interest areas and groups would enhance learning.

An additional day of program and technology orientation for new students was added as a requirement. This allowed students to get library identification numbers as well as complete library modules on information literacy, obtain picture id/security badges, meet with faculty, access and navigate online courses, register for Typhon (Patient database) and peruse the Family Nurse Practitioner Program web site [www.sonoma.edu/nursing/fnpp](http://www.sonoma.edu/nursing/fnpp) under faculty guidance.

Based on previous feedback on program exit surveys billing and coding content was added to the first clinical (N549) and students will be required to include ICD9 or 10 Codes on all diagnoses and assessments related to assignments. Content on accessing and reviewing process protocols in clinical sites for currency and/or presence on site was also included.

To assist with student clinical evaluation and to offer clinical sites with direct faculty supervision, the FNP team maintains the use of two clinical sites in addition to the cadre of

established sites with preceptors. The first is at the Jewish Community Free Clinic (JCFC) in Rohnert Park; this clinic serves underserved populations through donations and State funding and provides primary care and a one day a week well care clinic. SSU Faculty serve as preceptors at the JCFC. The second is at the Modesto Gospel Mission in Stanislaus; the Mission is a site for homeless and underserved populations and students provide care in the medical clinic while being supervised by a clinical FNP faculty member. In addition, the FNP team continues to supervise students in providing low cost physicals to community members through the Health Maintenance Center on the Sonoma State Campus.

Each year, the employers of our FNP graduates are surveyed, most recently in 2012. The results have shown that the targeted program goals of a 90% satisfaction rate for the areas of Communication, Technical Skills, Assessing Patient Needs, Critical Thinking, Leadership, Implementing Care (therapeutic/Caring), and desirability of SSU FNP graduates for employment have been consistently met.

The Program Evaluation Summary of all instruments used for program evaluation indicate maintenance of the program standard of 90% met over the last three years with the exception of individual course success in addressing select concepts in 09-10. As outlined in Table 6.2.3. Corrections were made and subsequent program standards were met for 10-11 and 11-12.

**TABLE 6.2.3** *FNP Masters and Post Masters Certificate Program Evaluation Summary  
Trend Data*

<b>Admissions and Progressions</b>				
<b>Instrument/Process/Respondent</b>	<b>Target/Expected Level of Achievement</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Course Summary (faculty) End of semester</b>	Attrition rate for FNP courses no greater than 10%	Met	Met	Met
<b>Exit Survey (Program director)</b>	Less than 10% of those students leaving the program due to problems with the program or faculty.	Met	Met	Met
<b>Student Profile (Program Director)</b>	Program Admission Standards met 100%	Met	Met	Met
<b>Graduation Rates</b>	90% of students enrolled at census date graduate	Met	Met	Met
<b>Job Placement Rate</b>	100% for those who seek employment as FNP	Met with 95.2% working as FNPs	Met with 88.6% working as FNP	Met with 90.5% working as FNPs
<b>Student Performance</b>				
<b>Advisory Committee/ Community Feedback</b>	Ongoing informal feedback. Program Director and faculty attend community related meetings.	Met	Met	Met
<b>Agency/Preceptor Evaluation of Clinical Performance</b>	90% agree or strongly agree	Met	Met	Met
<b>FNP Certification</b>	100% of those who take the exam pass	100% Met	95% Met	90% Met
<b>Curriculum</b>				



<b>Course Evaluations (students)</b>  <b>Students identify concept emphasis in courses.</b> <ul style="list-style-type: none"> <li>• <b>Caring</b></li> <li>• <b>Research/Evidence-Based Practice</b></li> <li>• <b>Communication</b></li> <li>• <b>Teaching/Learning</b></li> <li>• <b>Professionalism</b></li> <li>• <b>Advocacy/Social Justice</b></li> <li>• <b>Critical Thinking</b></li> <li>• <b>Leadership</b></li> <li>• <b>Cultural Competency</b></li> </ul>	100% of FNP courses provide students opportunity for feedback  90% of responses will be agree or strongly agree See data for course specifics.	Met  Some not met, see individual course evaluations. Level minutes for discussion	Met	Met
<b>Advisory Committee/Community Feedback</b>	Ongoing communication	Met	Met	Met
<b>Employer Survey Graduate is prepared to practice as FNP.</b>	90% of employers agree or strongly agree	Met	Met	Met
<b>Course Evaluations</b>	100% of course evaluations are discussed in level or faculty meetings annually.	Met	Met	Met
<b>Clinical Facilities</b>				
<b>FNP Student Evaluation of Clinical Site</b>	90% level for responses (Always or almost Always)	Met	Met	Met
<b>FNP Student Evaluation of Preceptor</b>	90% level for responses (Always or almost Always)	Met	Met	Met
<b>Exit Survey (students)</b>	90% of responses to all questions will rate agree or strongly agree	Met	Met	Met

<b>Clinical experiences supported role development</b>	90% of responses rate agree or strongly agree.	Met	Met	Met
<b>Advisory Committee/Community Feedback</b>	Ongoing feedback received	Met	Met	Met
<b>Learning Resources</b>				
<b>Course Evaluations (online-students)</b>	100% of the FNP courses provided students opportunity for feedback.	Met	Met	Met
<b>Exit survey</b>	90% of responses to all questions will rate agree or strongly agree.	Met	Met	Met
<b>Distance Learning Technology (FNP)</b>	90% find experience very satisfactory or satisfactory	Met	Met	Met
<b>Faculty/Administrative Performance</b>				
<b>SETE Evaluations</b>	Faculty rating will average in the third quartile.	Met	Met	Met
<b>End of Program Survey</b>	90% of responses to all questions will rate agree or strongly agree	Met	Met	Met
<b>1 year Post graduation survey</b>	90% of responses will rate satisfied or very satisfied	Met	Met	Met

**Criterion 6.3 (Baccalaureate and Masters) Evaluation findings are shared with communities of interest.**

The department of nursing baccalaureate program shares assessment information with the entire faculty of the department, the School of Science and Technology, and students.

Department faculty inform students, and staff personnel in clinical agencies where students complete their clinical experiences about program details that affect placement within these

agencies including but not limited to policies, procedures, scheduling, and all other items that influence the relationship between the agency and the student.

Beginning in the 2012-2013 academic year joint BSN-ADN advisory meetings were scheduled biannually to share information with clinical affiliates. Prior to this year, meetings were held independently for each program, on a bi-annual basis. *The Nursing Advisory Council Survey information* is obtained at these meeting to increase the return rate of valuable information for ongoing program and partnership improvement. All attendees are asked for feedback about the programs as a qualitative assessment measure.

The faculty of each course shares information that directly affects students. Dissemination of this information is through face-to-face classroom time, Moodle, and a Nursing Moodle website for all faculty and currently registered students. Evaluations of students, faculty, clinical agencies, and their representatives are managed as confidential and anonymous information. This is shared with only those affected and the integrity of all data collected is maintained. Changes in policy, procedures, and program information are clearly communicated to all faculty and students at meetings, via Moodle, in classroom, and in clinical settings to assure complete dissemination of current information.

**TABLE 6.3.1** *Evaluation Findings from Nursing Advisory Council Survey (2011-2012) and Actions Taken to Address*

<b>Community Comment Survey Areas that need improvement</b>	<b>Action Taken to Address</b>
Improve skills in computerized charting	Limit number of facility rotations for students to develop skills and practice those skills from semester to semester.
Understand facility regulatory requirements	Participate in mock accreditation visits and review standards in didactic, post-conference, and clinical settings.
Multi-disciplinary collaboration	Simulated skills
Time management	Exercises both in clinical in classroom address multi-patient assignments
“Soft” skill acquisition	“Nurse Touch” to improve communication skills, customer service, and conflict management
Medication administration	Discussion with agency on use of Pyxis and Diebold for students.

**TABLE 6.3.2** *Evaluation Findings Nursing Advisory Council Survey (2013) and Actions Taken to Address*

<b>SSU Graduate Professional Behavior</b>	<b>90% agree/ strongly agree</b>	<b>Action to Address</b>
SSU graduates are able to demonstrate caring theory and skills in their nursing practice within six months of hire.	met	
SSU students recognize the patient or designee as full partners in providing patient care.	met	
SSU graduates advocate well for their patient.	met	
SSU graduates are well prepared for medication administration.	met	
SSU graduates handle conflict effectively.	met	
SSU graduates work effectively as team members fostering collegiality and shared decision making.	met	
SSU graduates problem-solve effectively.	met	
SSU graduates report their errors in a timely and effective that reflects integrity.	met	
□he depth of pathophysiology knowledge and application is adequate for the safe delivery of care.	met	
SSU graduates demonstrate knowledge of informatics to collect data, manage knowledge, mitigate error and support decision making.	met	
SSU graduates apply plans of care that meet the diverse needs of their patient population.	met	
SSU graduates are performing at the level you anticipated.	met	

The evaluation findings from the graduate programs are shared with the University Graduate Advisory Committee when addressing curriculum revisions. Student feedback to improve individual courses and the curriculum is emphasized. The FNP team is active in the California Association for Nurse Practitioners (CANP) which allows for professional information exchange and informal sharing of SSU FNP evaluation findings. The most important communication regarding evaluation and program improvement occurs as a result of the long-term relationships between nurse practitioners and preceptors at the clinical sites and

faculty. The information exchange in these encounters supports continuous improvement and facilitates smoother entrance for students into the clinical setting.

**Criterion 6.4 (Baccalaureate) Graduates demonstrate achievement of competencies appropriate to role preparation.**

**Criterion 6.4 (FNP Masters and Post Masters Certificate) The program demonstrates evidence of achievement in meeting the following program outcomes:**

- **Performance on licensure**
- **Performance on certification exams**
- **Program Completion**
- **Program satisfaction**
- **Professional/Job placement**

Baccalaureate graduates demonstrate achievement of competencies appropriate to role preparation as predicted by ATI Comprehensive Scores, NCLEX pass rate, student exit surveys and employer response one-year post-graduation. To complete the program and pass Nursing 414 students must achieve a score of 91% probability of passing NCLEX on the ATI Comprehensive Predictor. The ATI Comprehensive Predictor exam is used to initiate remediation as needed to promote first-time pass success on NCLEX. Table 6.4.1-indicates the RN Comprehensive Predictor Scores for the past three years.

**TABLE 6.4.1** *ATI RN Comprehensive Predictor Success and Remediation*

<b>ATI RN Comprehensive Predictor Scores</b>			
<b>Year</b>	<b>Number of Students</b>	<b>Percentage of students scoring at or above Program Standard of 91%</b>	<b>Number of Students Successfully Remediated</b>
<b>2011</b>	19	89	2
<b>2012</b>	16	88	2
<b>2013</b>	24	100	0

Data from 2013 Student Exit Surveys indicate two outcomes below the program standard of 90% effectively or higher response to survey questions. All other outcomes for years 2011 and 2012 indicate the program standard was met. Data from 2013 show results in two areas below 90%. Faculty action regarding *communication within a team* resulted in online ATI simulated patient care scenarios “*Real Time*” being incorporated to specifically address teamwork and interprofessional collaboration toward patient outcomes. Faculty action regarding *demonstration of engagement in scholarship* included the department dedication of additional resources to re-engage students in the scholarship and research activities in the Sonoma County area including the county-wide research conference. This activity includes poster presentations and scholarship by each student as well as theory and research activities within the region. The terminal objectives and responses from exit surveys for the last three academic years are in Tables 6.4.4-6.4.6.

**TABLE 6.4.2** Exit Survey Results for Baccalaureate class of 2013 (New Curriculum) N=24  
Pre-Licensure

<b>Key for Tables 6.4.4 – 6.4.6</b>	
I Ineffectively SE Somewhat Effectively ME Moderately Effective E Effectively VE Very Effectively	Program Standard 90% Effectively or Higher

<p><b>Directions for Students:</b> As you complete your coursework for the program at SSU your experience with the program is requested for ongoing improvement. Please check the box that best describes your rating for each of the concepts within the SSU Department of Nursing philosophy.                      “Following graduation of the undergraduate nursing curriculum I am able to:”</p>						
Outcome	I	SE	ME	E	VE	%
<b>demonstrate the integration of respect for human diversity, social justice and self in the nursing role</b>	0	0	1	12	11	95.8
<b>to participate in <i>initiatives</i> that support health promotion and disease prevention.</b>	1	0	1	12	10	91.6
<b>communicate within a team framework to promote optimal client outcomes.</b>	1	0	2	9	12	87.5
<b>delineate ethical principles on which to base practice decisions</b>	1	0	1	9	13	91.6
<b>demonstrate the role of the nurse in specific, client centered teaching</b>	1	0	1	11	11	91.6
<b>commit to lifelong learning and participation in the profession</b>	1	0	0	13	10	95.8
<b>participate in changes to promote improvement in patient care</b>	1	1	0	12	10	91.6
<b>demonstrate the use of theoretical foundations of nursing and engagement in scholarship to guide clinical practice<sup>[SEP]</sup></b>	1	1	1	12	9	87.5
<b>demonstrate respect for the unique care of clients in all aspects of the nurse client relationship</b>	1	0	0	13	10	95.8



**TABLE 6.4.3** Exit Survey Results for Baccalaureate Class of 2012 (Prior Curriculum) N=22

Directions for Students: As you complete your coursework for the program at SSU your experience with the program is requested for ongoing improvement. Please check the box that best describes your rating for each of the concepts within the SSU Department of Nursing philosophy. “Following graduation of the undergraduate nursing curriculum I am able to:”						
Outcome	I	SE	ME	E	VE	%
<b>demonstrate the integration of respect for human diversity, social justice and self in the nursing role</b>	0	0	0	4	8	100
<b>to participate in <i>initiatives</i> that support health promotion and disease prevention.</b>	0	0	0	3	9	100
<b>communicate within a team framework to promote optimal client outcomes.</b>	0	0	0	4	8	100
<b>delineate ethical principles on which to base practice decisions</b>	0	0	0	2	10	100
<b>demonstrate the role of the nurse in specific, client centered teaching</b>	0	0	0	3	9	100
<b>commit to life long learning and participation in the profession</b>	0	0	0	1	11	100
<b>participate in changes to promote improvement in patient care</b>	0	0	0	2	10	100
<b>demonstrate the use of theoretical foundations of nursing and engagement in scholarship to guide clinical practice<sup>[SEP]</sup></b>	0	0	0	3	9	100
<b>demonstrate respect for the unique care of clients in all aspects of the nurse client relationship</b>	0	0	0	4	8	100

**TABLE 6.4.4** Exit Survey Results for Baccalaureate Class of 2013 (New Curriculum) N=22

<b>Directions for Students:</b> As you complete your coursework for the program at SSU your experience with the program is requested for ongoing improvement. Please check the box that best describes your rating for each of the concepts within the SSU Department of Nursing philosophy. “Following graduation of the undergraduate nursing curriculum I am able to:”						
<b>Outcome</b>	<b>I</b>	<b>SE</b>	<b>ME</b>	<b>E</b>	<b>VE</b>	<b>%</b>
<b>demonstrate the integration of respect for human diversity, social justice and self in the nursing role</b>	1	0	0	8	13	95.4
<b>participate in <i>initiatives</i> that support health promotion and disease prevention.</b>	1	0	0	7	14	95.4
<b>communicate within a team framework to promote optimal client outcomes.</b>	1	0	0	7	14	95.4
<b>delineate ethical principles on which to base practice decisions<sup>[SEP]</sup></b>	1	0	0	7	14	95.4
<b>demonstrate the role of the nurse in specific, client centered teaching</b>	1	0	0	7	14	95.4
<b>commit to lifelong learning and participation in the profession</b>	1	0	0	7	14	95.4
<b>participate in changes to promote improvement in patient care</b>	1	0	0	7	14	95.4
<b>demonstrate the use of theoretical foundations of nursing and engagement<sup>[SEP]</sup> in scholarship to guide clinical practice</b>	1	0	0	7	14	95.4
<b>demonstrate respect for the unique care of clients in all aspects of the nurse client relationship</b>	1	0	0	7	14	95.4

**TABLE 6.4.5** *EBI Map-Works, LLC. Exit Survey Results for Baccalaureate Class of 2011 (Prior Curriculum) N=22*

Key to Performance Standard		
Issue	0-70%	Needs Work 71-74% Good 75-100%

Factor	Performance	Action Taken
Factor 1 Quality of Instruction <i>Indicators Not Met</i> <ul style="list-style-type: none"> <li>Feedback on assignment</li> <li>Accessibility outside of class</li> </ul>	73.5%	Assignment return, if submitted on time, prior to next assignment. Office hours posted in syllabus, department bulletin board, and office door.
Factor 2 Work and Class size	78.8%	Standard met
Factor 3 Course Lecture & Interaction	84%	Standard met
Factor 4 Facilities and Administration <i>Indicator Not Met</i> <ul style="list-style-type: none"> <li>Fees, Financial Aide and advising.</li> </ul>	72%	Fees have increased in the CSU System by as much 29% over a two year period. With the passing of Proposition 30 in California students will be receiving a tuition rebate for one year increases. Financial aid and scholarship information is sent to all students and posted in the department.
Factor 5 Classmates	75.3%	Standard met
Factor 6 Professional Values	90.8%	Standard met
Factor 7 Core Competencies	88.2%	Standard met
Factor 8 Technical Skills	75.7%	Standard met
Factor 9 Core Knowledge	80.8%	Standard met
Factor 10 Role Development	80.2%	Standard met
Factor 11 Overall Program Effectiveness <i>Indicators in each category</i> <ul style="list-style-type: none"> <li>Investment into future</li> <li>Sub category Met</li> <li>Recommend to a friend</li> <li>Met or Exceeded Expectations</li> </ul>	67.2%  75% 55% met 45% exceeded	Once again the substantial fee increases had a significant effect and the value of an investment into ones future.

**Criterion 6.4.1 For entry-level master’s programs, the program licensure exam pass rates will be at or above the national mean.**

All students entering the FNP Masters or Post Masters Certificate Program have an RN license to be eligible for admission.

**Criterion 6.4.2 Eighty percent of first-time candidates for certification exams will pass the Exams.**

Graduates from FNP programs in the State of California are not required to obtain a national FNP certification. Table 6.4.2 indicates the SSU pass rate of 80% or higher for those graduates taking the examination compared to the national pass rates.

**TABLE 6.4.2.1 SSU FNP Graduates and National AACN Certification Pass Rates 2010-2012.**

AACN National Certification Results		
Year	SSU Pass Rate	National Pass Rate
2010	90.6%	N/A
2011	87.5%	80.25%
2012	89.47%	86.04%

**Criterion 6.4.3 Eighty percent of the students will graduate from their program within 1 ½ times the length of the program.**

For the last two FNP cohorts admitted to the Masters program the evidence demonstrates a 9-9.3 percent attrition rate (Table 6.4.3.1).. For those who completed the program, all finished within 1.5 times the length of either the full-time or part-time track.

**TABLE 6.4.3.1 FNP Attrition Rates for 2009-2012**

Year Admitted	Beginning No. of Students (PT & FT)	Total No. of Withdrawals	Academic Withdrawals	Withdrawals for Other Reasons	Readmits	Attrition Rate for cohort (%)
2009-2010	22	2	0	2	0	9
2010-2011	42	3	0	3	0	9.3
2011-2012	80	2	0	2	0	In progress

**Criterion 6.4.4 Eighty percent of the graduates and their employers will express satisfaction with the program**

Program satisfaction is measured one-year post graduation by surveys mailed to graduates and employers. The number of FNP graduate responses has increased significantly with the various social media available for contacting students. In 2012 a 97% graduate response rate was achieved with employer response rate at approximately 50%. Faculty receive employer feedback and share evaluation data through informal channels as a result of long term community involvement and/or employment as FNPs. The survey tool for FNP graduates will be revised in 2013 to reflect curriculum changes. General program satisfaction remains at the program goal of 90% agreeing or strongly agreeing which exceeds the ACEN standard of 80% warranting no action at this time.

**TABLE 6.4.4.1** *Program Satisfaction - FNP Graduates*

<b>Satisfied with Program Target program standard 90% of qualifiers in 4 or 5 on scale of 1- 5</b>	<b>Grad 2010 N=25 rr=19(76%)</b>	<b>Grad 2011 N= 56 rr=47(84%)</b>	<b>Grad 2012 N=37 rr=23(62%)</b>
<b>Met Personal Needs</b>	Met	Met	Met
<b>Met Professional Needs</b>	Met	Met	Met
<b>Fostered Empowerment</b>	Partly Met*	Partly Met*	Met
<b>Met Professional Goals</b>	Met	Met	Met
<b>Fostered Life-long learning</b>	Met	Met	Met
<b>Engendered client advocacy</b>	Not Met	Partly Met*	Met
<b>Communication</b>	Met	Met	Met
<b>Therapeutics (Caring)</b>	Met	Met	Met
<b>Critical Thinking</b>	Met	Met	Met

\*multiple part question, program standard met in some areas but not met in others; question needed reworking to reflect client advocacy in Primary Care setting.

**TABLE 6.4.4.2** *Program Satisfaction – FNP Employers*

<b>Nursing Graduates Practice: Program satisfiers Target Program standard 90% V Good or Good</b>	<b>Grad 2010 Surveyed N=12 rr= 6 (50%)</b>	<b>Grad 2011 Surveyed N =21 rr= 9 (43%)</b>	<b>Grad 2012 Surveyed N= 39 rr=14 (36%)</b>
<b>Communication</b>	Met	Met	Met
<b>Technical skills</b>	Met	Met	Met
<b>Assessing patient needs</b>	Met	Met	Met
<b>Critical thinking</b>	Met	Met	Met
<b>Leadership</b>	Met	Met	Met
<b>Implementing Plan of Care (Therapeutic/Caring)</b>	Met	Met	Met
<b>Are SSU FNP graduates desirable employees</b>	Met	Met	Met

**Criterion 6.4.5** *Eighty percent of those seeking employment will be involved in role-related professional practice at one year post-graduation.*

The program evaluation reflects excellent job placement in the FNP role for the graduates.

Table 6.4.5.1 indicates job placement rates for the years 2009-2012.

**TABLE 6.4.5.1** *Job Placement Rates for FNP Practice for Years 2009-2012*

Grad 2009 N= 21	Grad 2010 N = 44	Grad 2011 N= 21	Grad 2012 N = 15
20/21 = 95.2%	39/44 = 88.6%	19/21= 90.5%	13/15 = 87%

**Criterion 6.5 (Baccalaureate) The program demonstrates evidence of achievement in meeting the following program standards:**

- **Performance on licensure exam**
- **Program Completion**
- **Program satisfaction**
- **Job Placement**

The program demonstrates a record of NCLEX-RN achievement that exceeds the state and national averages, a retention rate that demonstrates a successful selection process and an education pedagogy that supports program completion and satisfaction. Job placement rates in the region have fluctuated with the economy. All graduating students seeking employment were able to find employment in the RN role within six months of graduating with one exception in the last three years. Employers include acute care, community clinics, public/community health, long-term care, psychiatric/mental health inpatient and outpatient, clinic practice. An average of one graduate from each class (10%) has ventured out of state for family/personal reasons and/or commitment to military service.

**Criterion 6.5.1 The licensure exam pass rates will be at or above national mean.**

Table 6.5.1.1 demonstrates the SSU BSN Program NCLEX-RN pass rates for 2011-2013. Results for first-time testers indicate rates that consistently exceed the national mean.

**TABLE 6.5.1.1** *NCLEX-RN Pass Rates SSU, CA and National*

Quarter	N	SSU BSN Pass Rate	CA State BSN Programs	National BSN Programs
1/11-3/11	14	<b>100%</b>	87.9%	91 %
4/11-6/11	4	<b>100%</b>		92.6%
7/11-9/11	3	<b>100%</b>		86%
10/11-12/11	1	<b>100%</b>		84.5%
1/12-3/12	18	<b>100%</b>	88.7%	93 %
4/12-6/12	2	<b>100%</b>		94%
7/12-9/12	2	<b>100%</b>		89%
10/12-12/12	2	<b>50%</b>		87%
1/13-3/13	21	<b>100%</b>	Not Available	91.7%

**Criterion 6.5.2** Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.

The baccalaureate nursing curriculum is developed to be completed within eight (8) semesters or four (4) academic years of full-time study. The first two years consist of prerequisites and general education at the lower division level. Once admitted to the nursing major, students complete the next two years in nursing courses at the upper division level. Based on past data the expected graduation rate, once admitted to the nursing major, is 96% of our pre-licensure population. See table 6.5.2.1 for retention and graduation rates.

**TABLE 6.5.2.1** *Retention and Graduation Rates  
Pre-Licensure BSN Students Admitted Fall 2010 -- Fall 2012*

Year Admitted	Number Admitted	Graduated on Time	Graduation Rate	Graduated Later	Did Not Complete
<b>F 2010</b>	<b>24</b>	<b>23</b>	<b>96%</b>	<b>1</b>	<b>0</b>
<b>F 2011</b>	<b>24</b>	<b>23</b>	<b>96%</b>	<b>0</b>	<b>1</b>
<b>F 2012</b>	<b>24</b>	<b>To graduate May 13, 2014</b>			<b>1</b>



The Post-Licensure BSN program track (“RN to BSN”) for the Traditional Post-Licensure student (“TPOST” university matriculation after graduation from ADN program and RN licensure) can be completed in two full-time semesters, (one academic year), or four semesters (two academic years). The Collaborative Nursing Education Continuum Model (CNECM) program track (“CPOST”) completes eight (8) units of upper division nursing prior to university matriculation and is scheduled to complete in one academic year. Retention and on-time graduation rates among these two populations are affected by student attrition due to course failure (in BSN and/or ADN curriculum), failure to pass NCLEX and obtain licensure by published deadlines (TPOST and CPOST), distant relocation for work, illness and other major family events and situations, and a variety of work demands. One major obstacle to on-time graduation for Post-Licensure BSN students is timely access to the required Upper Division GE units in residence at SSU (not offered online and often waitlisted). Nursing faculty are exploring a variety of options to remediate this problem such as Intrasystem Visitor or Concurrent Enrollment at other CSU campuses that offer online UDGE. Table 6.5.2.2 reflects admission and graduation rates for the Post-Licensure BSN Program for Fall 2010 – Fall 2013 university matriculation.

**TABLE 6.5.2.2** *Retention and Graduation Rates*  
*Post-Licensure BSN Students Admitted Fall 2010 -- Fall 2012*

<b>Year Admitted</b>	<b>Admission Number</b>	<b>Graduated on Time</b>	<b>Graduation Rate</b>	<b>In Progress towards graduation</b>	<b>Did not complete</b>
<b>F 2010</b>	<b>23 TPOST</b>	<b>10</b>	<b>43%</b>	<b>4</b>	<b>10</b>
<b>F 2011</b>	30 TPOST	19	63%	7	4
	14 CPOST	7	50%	4	3
	<b>44 TOTAL</b>	<b>26</b>	<b>59%</b>	<b>11</b>	<b>7</b>
<b>F 2012</b>	25 TPOST	13	52%	10	2
	21 CPOST	13	62%	6	2
	<b>46 TOTAL</b>	<b>26</b>	<b>56%</b>	<b>16</b>	<b>4</b>

**Criterion 6.5.3 Program satisfaction measures (qualitative and quantitative) address graduates and their employers.**

For the years 2012 and 2013 the baccalaureate program assessed measures of the student's belief they accomplished program goals related to the terminal objectives. Students in the new curriculum were surveyed at the end of year one and upon exiting the program. A program standard of 90% responses of effectively-very effectively was reached in 100% of the responses after the first year and the results of three years of exit surveys are listed in table 6.4.4 through 6.4.7. When the standard of 90% was not met in two cases where one student in each case lowered the standard below 90%, a plan was implemented program wide to increase satisfaction with meeting program goals. In the alumni survey, graduates were assessed from 12-48 months or more since graduation. Program satisfaction and effectiveness is demonstrated in table 6.4.7

**Criterion 6.5.4 Job placement rates are addressed through qualified measures that reflect program demographics and history.**

The job market in the bay area has been up and down. All students that remained in the area were able to find employment in their field within six months of graduation. Graduates have sought employment in another location within the state while others have moved to another

state due to military or partner relationships. Table 6.5.4.1 outlines the employment of pre-licensure graduates over the last three years.

**TABLE 6.5.4.1** *Job Placement Rates of Pre-licensure Graduates 2011-2013*

<b>Year of Graduation</b>	<b>Employment in 6 months</b>	<b>Employment after 6 months</b>
2011	100%	0
May 2012	100%	0
December 2012	98%	2%
May 2013	TBA	

**Criterion 6.6 (Baccalaureate)** The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program standards are comparable for all students.

**Criterion 6.5 (FNP Masters and Post Masters Certificate)** The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.

All students are based on the SSU Campus and all courses use distance education technology (Moodle) for instruction and evaluation to some degree. All students in all courses complete survey tools as indicated in TABLE 6.1.1. Post-Licensure BSN track courses N312, N313, N310 and N416 are delivered exclusively online and data regarding course success in meeting course objectives indicate that all items are met.

All students complete the Student Evaluation of Teacher Effectiveness (SETE) survey which includes questions about the online components of the course, required readings on websites, and the Moodle site layout and navigation. The SETE evaluation results are used by faculty to improve courses and solve problems related to online course delivery. Typically faculty bring individual concerns or creative ideas to each other or the Moodle IT team in an

informal manner. The University maintains a Moodle site for all faculty to exchange ideas and find solutions to electronic challenges.

The FNP Masters and Post Masters Certificate Program have all evaluation instruments on Moodle in an online format available to all students. Evaluation instruments and the evaluation process are the same for all full and part time students in all locations. Results are tabulated together for FNP team consideration. The N549 content is online so distance and “onsite” students have identical experiences. The difference in the “health maintenance experience” is in location only. Stanislaus students are at the Modesto gospel Clinic and “onsite” students at the SSU Health Maintenance Clinic and the Jewish Community Free Clinic. Program outcomes are commensurate for all students including onsite, distant sites and rural frontiers.

## Appendix 1

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### PERSONAL INFORMATION

*Positions* Professor and Chair, Department of Nursing, School of Science and Technology,  
Sonoma State University, Rohnert Park, CA

Clinical Director, Jewish Community Free Clinic (JCFC), Rohnert Park, CA

### EDUCATION BACKGROUND

2002 Doctor of Education in Educational Leadership: University of LaVerne  
1991 Master of Science in Nursing: California State University, Chico  
1980 Bachelor of Science in Nursing: California State University, Chico

### CREDENTIALS, LICENSES AND CERTIFICATIONS

2011 Introduction to Teaching Moodle  
2010 Faculty Learning Community Cultural Diversity  
2010-2013 Quality and Safety in Nursing Education (QSEN) Fellow  
2009 Actualizing Cultural Competence Fellow  
2009 Geriatric Nursing Education (GNEC) Fellow  
1980-present California Registered Nursing License, Number 320864  
1980-present Certified Public Health Nurse  
1981-present California Community College Teaching Credential, Life

### PRINCIPAL POSITIONS HELD

2012-present Professor and Chair, Department of Nursing, Sonoma State University,  
Rohnert Park, CA.

2010-Present Pediatric clinical consultant Sutter Hospital Santa Rosa Directing  
care and education of pediatric nursing staff to maintain  
and ensure quality patient care

2007-2012 Associate Professor, tenured, Baccalaureate & Masters of Nursing  
Sonoma State University, Rohnert Park, CA. Full-time Acting Chair

Spring 2009, Co-Chair 2009-present, Director Pre-licensure Program, Sophomore Team Coordinator, Nursing Masters Education Director.

Course teaching/development including, Medical-Surgical Nursing didactic and clinical, Professional Nursing, Nursing Fundamental Skills, Nursing of Infants and Children in the Community didactic and clinical, Nursing Pathophysiology, Nursing in a Sociopolitical Environment, and Nursing Education Masters Curriculum Coordinator/Faculty.

- 2007-Present Clinical Director Jewish Community Free Clinic Rohnert Park, CA Directing Clinical Care to population of uninsured in the North Bay area. Includes funding, management of budget, audit of care provided, patient follow-up, community liaison and development and direct patient care during clinic hours.
- 2005-2007 Assistant Professor Baccalaureate of Nursing Humboldt State University, Department Chair, Assistant Chair Lecture/Clinical Medical Surgical Nursing, Nursing of Infants and Children, Nursing Research, Community Health Nursing, Nursing Theory, RN-BSN Nursing Theory and Clinical Practice
- 2004-2005 Professor 2004/2005 Baccalaureate of Nursing HSU Program Lecture/Clinical Medical Surgical Nursing Nursing Assessment, Research, Nursing Leadership and Stress and Wellness
- 2001-2004 Humboldt State University, Arcata, CA Lecturer
- 1989-2001 Shasta Community College, Redding, CA Tenured Instructor, Associate Degree Nursing, Medical-Surgical, Pediatric, Geriatric, Leadership, Pharmacology and Obstetrical Nursing Theory and Clinical
- 1991-2000 State University, Dominguez Hills Dominguez Hills, CA Instructor, Baccalaureate of Nursing Program, Lecturer Culture and Health Care, Nursing Research and Patient Education
- 1979-2001 Catholic Health Care West Staff Nurse/Nursing Supervisor Medical/Surgical Nursing, Pediatric Nursing, Home Health/Hospice, Recovery Room, Ambulatory Surgical Services, Emergency Room, Oncology and Orthopedics
- 1988-1998 California State University, Chico Chico, CA

Instructor, Baccalaureate of Nursing Program, Clinical Medical-Surgical Nursing  
 Masters of Nursing Program, Master Teacher Theory and Clinical Medical-Surgical Nursing

1999-2001 National University, Redding, CA  
 Instructor, Business and Education, Children's Health

## MENTORING

2012-present Ryan Roberts SSU MSN Thesis project advisor  
 2012-present Judy Gallagher SSU MSN Thesis project advisor  
 2012 Timothy Hayes USF faculty preceptor JCFC  
 2012 Kathy Kladar SSU FNP student JCFC  
 2011 Christi Tays MSN student Dominican University Faculty Preceptor JCFC  
 2011 Faculty CSU mentor Viki Chaudrue PhD candidate Walden University  
 2011 Faculty Teaching Preceptor Krista Wolcott MSN candidate SSU  
 2011 William Conde PharD student UCSD faculty preceptor JCFC  
 2011 Joshua Dagcuta RN-BSN student SSU Faculty Preceptor JCFC  
 2011 Rose Bjornstrom Graffio RN-BSN student SSU Faculty Preceptor JCFC  
 2011 Lynda Bayless RN-BSN student SSU Faculty Preceptor JCFC  
 2010-2011 Patti Baragan and Melissa Calderon Social Work students PUC  
 2010 Sarah Sally Angulo-Curry RN-BSN student SSU Faculty Preceptor JCFC  
 2010 Ashley McClintock RN-BSN student SSU Faculty Preceptor  
 2010 Suki Spillner MSN pathways student SSU Faculty Preceptor JCFC  
 2010 Catilina Tamayo MSN pathways student SSU Faculty Preceptor JCFC  
 2010 Faculty Teaching Preceptor Karen Canepa MSN candidate SSU  
 2010 Lisa Fredrickson, Cheryl Closser, Daphne Waldo, and Ariane Rasori MSN/CNL Students SSU Faculty Preceptor JCFC  
 2010 Sherry Hamilton MSN/CNL student USF Faculty Preceptor JCFC  
 2009 Jamie Baker RN-BSN student SSU Faculty Preceptor JCFC  
 2009 Kerri Harris MSW student CSULB Faculty Preceptor JCFC  
 2009 Sean Upton MSN/FNP student SSU Preceptor JCFC  
 2009 Andrea DeMesquita MPH Touro University Faculty Preceptor  
 2009-2010 Faculty CSU mentor Lynn Macleod DNP candidate 2008-2010  
 2009-present Faculty mentor Judith Baker MPH Touro University  
 2009 Faculty Teaching Preceptor Karen Canepa MSN candidate SSU  
 2009 Faculty Teaching Preceptor Anna Maria Antonio PhD candidate UNLV  
 2008-2011 Faculty CSU mentor Johnna Edmonds PhD candidate UNLV  
 2007-present Faculty mentoring of new faculty Nancy Shaffer, Michelle Kelly, Celeste Eggink Maguire, Judy Greenwald & Barb Ryan

## PUBLICATIONS AND PRESENTATIONS

2012 Roberts, D.A. and Upton, S. Invited presentation "Service Learning Partnerships to care for the Underserved. 14<sup>th</sup> Annual Continuums

2012 Taber's Cyclopedia Medical Dictionary, 22<sup>nd</sup> Edition. Invited Consultation and item writer due for publication Fall 2012

- 2012 Roberts, D.A., Community Engagement: Ensuring Care for the Uninsured, submitted for publication to California Wellness Foundation.
- 2012 Roberts, D.A., "Moving beyond a not so perfect world: Preparing the student utilizing a metacognition approach." *Journal of Nursing Education*, Submitted for publication.
- 2012 Roberts, D.A., "Expanding Pediatric Student Placements through a Service Learning Model." *Pediatric Nursing*, approved for publication.
- 2011 Roberts, D.A., "Pediatric Ethics, Issues, & Commentary, New Readings in Ethics and policy." *Pediatric Nursing* Vol 37. No 4. pp 213-214

#### Invited Peer Reviewed Presentations

- 2013 Kelly, M.D. and Roberts, D.A. "'Valued Added: Using Your Online Learning Management System in the Program Review Process". Presentation 16th Annual CSU Teaching Symposium.
- 2012 Acre, E., Close, L., Kasan, N., and Roberts, D.A. "Making the dream come true: Educating in place to increase numbers and diversity in the California workforce. Presentation to 2012 Association of California Nurse Leaders Annual Program.
- 2010 Roberts, Deborah. "Community based projects and collaborations with academic institutions." California Wellness Conference on Work and Health April 2010, Los Angeles, California.
- 2010 Roberts, Deborah. "Building academic partnerships to improve clinic outcomes". National Association of Free Clinics October 2009, San Diego California.
- 2009 Plank, Tino (student) and Roberts, Deborah. "Beyond partnerships, how to hit the trifecta." Partnering for Success May 2009, Sacramento, California.
- 2009 Roberts, Deborah. "Partnering for Healthy Children in Your Community" 12th Annual Continuums of Service Conference April 16-18, 2009. Seattle, Washington. Including students Wes Ernst and Ali Gilmore.
- 2008 Roberts, Deborah. "Selection Criteria for Success." California Community College Nursing Directors/Deans Cabinet. Invited testimony September 2008.

#### Invited Lectures/Key notes

- 2011 Immigration: Humanity on the Move. Sonoma State University



- 2008 Roberts, Deborah. "Seven Habits of Highly Effective Nursing Graduates." Keynote address Humboldt State University Nursing Graduation Ceremony. May 2008.
- 2008 Roberts, Deborah. "Healthcare in the Millennium: Crisis and Opportunity" Opening address Sonoma State University Project Censored. April 2008.

#### Invited Reviews

- 2013 Chapter 4: Respiratory Disorders, *Richardson's Pediatric Success*
- 2011 Chapter 4: Genetic and Genomic Influences for Ball, Bindler, & Cowen's *Child Health Nursing: Partnering with Children & Families*, 3e.
- 2011 Chapter 7: Pediatric and Newborn Assessment for Ball, Bindler, & Cowen's *Child Health Nursing: Partnering with Children & Families*, 3e. Review
- 2011 Chapter 6: Child and Family Communication for Ball, Bindler, & Cowen's *Child Health Nursing: Partnering with Children & Families*, 3e. Review
- 2011 Manuscript ID JSPN-OM-10-099.R1 entitled "How effective is a short-term educational and support intervention for families of an adolescent with type 1 diabetes?" for the *Journal for Specialists in Pediatric Nursing*. Review
- 2008 Chapter 2 Nursing Education, Past, Present and Future for Roux and Halstead's *Issues and Trends in Nursing: Essential Knowledge for Today and Tomorrow*. Review
- 2008 Chapter 3 Understanding the NCLEX-RN for Roux and Halstead's *Issues and Trends in Nursing: Essential Knowledge for Today and Tomorrow*. Review
- 2008 Chapter 16 Legal Issues in Nursing for Roux and Halstead's *Issues and Trends in Nursing: Essential Knowledge for Today and Tomorrow*. Review
- 2008 Chapter 21 Health Technologies for Roux and Halstead's *Issues and Trends in Nursing: Essential Knowledge for Today and Tomorrow*. Review

#### **RESEARCH ACTIVITIES**

- 2011 Baker, J., Roberts, D. A., Program Evaluation of the Adolescent Immunization as Part of the Jewish Community Free Clinic's (JCFC) Well Child Immunization Program.
- 2010 Roberts, D.A., Advocates in the leap for a healthy transition. Jewish Community Free Clinic.

## GRANTS

- 2011-13 Principal Investigator Joseph and Vera Long Foundation of Walnut Creek. Principle Work Reentry and School Enrollment Support for the Underserved. Invited application submitted \$20,000 – awarded twice
- 2011 Principal Investigator Health Resources and Services Administration HRSA-11-041 BHPR: Nurse Education, Practice, Quality and Retention Objective Review Committee Not Recommended for Approval Application Number: 88721 Amount Requested \$548,843
- 2010 Principal Investigator California Endowment Big 4 Providing a Health Home for all Children. Understanding Barriers to Clinic Leaping Behavior Not Recommended for approval Amount Requested \$137,000
- 2008 California Wellness Foundation, Grant making for a healthier California. Jewish Community Free Clinic. Application number 2008-069 Amount Awarded \$250,000 over 36 months
- 2008 Department of Health and Human Services, Mental Health Division Providing Leadership Development for County Managers in a Hybrid Format 120,000 award remains under request

## SERVICE

### Department of Nursing

- 2007-2008 Baccalaureate Sophomore Team Coordinator
- 2008-present Department of Nursing Handbook author
- 2008-present Department of Nursing Contracts Procurement and Coordinator
- 2008-present Baccalaureate Nursing Program Director 2008-present
- 2008-Present Undergraduate Pinning Advisor 2008- present
- 2008-present Department of Nursing pre-licensure admissions committee Chair
- 2008-present SOAR Pre-nursing advisor
- 2009 Board of Registered Nursing Self-Study report for program approval
- 2009 Marin Simulation Center Coordination Committee
- 2009-present Department of Nursing RTP Committee
- 2009-present Faculty Part-Time pool selection
- 2010 Baccalaureate Curriculum Revision Chair
- 2011 Department of Nursing Search Committee Chair
- 2011 Department of Nursing Faculty Meeting Chair/Facilitator

### Sonoma State University

- 2013 University RTP Committee

2011-present	Academic Planning Committee Chair
2011-present	Senate Budget Committee
2010-2012	School of Science and Technology Curriculum Committee
2010-present	WEPT Reader
2010-present	Accessible Technology Committee Member
2010	Established FIG Pre-nursing
2010-present	Graduation Initiative Committee
2010-present	Department of Engineering Science RTP Committee
2011	APC co-chair
2011	Executive Committee Member
2011-present	Academic Senator At-large
2011	Department of Engineering Science Search Committee
2011	Counselor Connection-Health Professions
2011	The Institute of Medicine Initiative on the Future of Nursing California Regional Action Coalition
2011	Peer Review for RTP Dr. Rebecca Bryan Kinesiology
2008-present	Commencement Marshall/Name Reader
2008-present	Expanding Your Horizons Leader/Group Coordinator
2008-2009	ATAC Committee
2008-present	SOAR advising School of Science and Technology Summer
2009-2010	Member APC & JCAP
2009	Participant in SSU Faculty Learning Community, EnACT Year 3
2009	Access by Design Faculty Learning Community Member
2009	L4 Proposal Development School of Science and Technology

### **PUBLIC SERVICE AND SERVICE TO THE COMMUNITY: *Sonoma County***

2013	YMCA Diabetes Prevention Board
2010-present	Expert Consultant Sutter Hospital Pediatrics Unit
2010-present	Council on Aging Board member and Secretary
2010-present	Council on Aging Chair Board Recruitment and Retention Committee
2010-present	Education and Standards Committee Redwood Community Health Coalition
2009	Communities are Responding Everyday Clinic: Kansas City, Kansas
2009	Continuums of Service proposal review committee
2007-present	Jewish Community Free Clinic Clinical Director
2007-present	Jewish Community Free Clinic Board Member

### **PROFESSIONAL AFFILIATIONS**

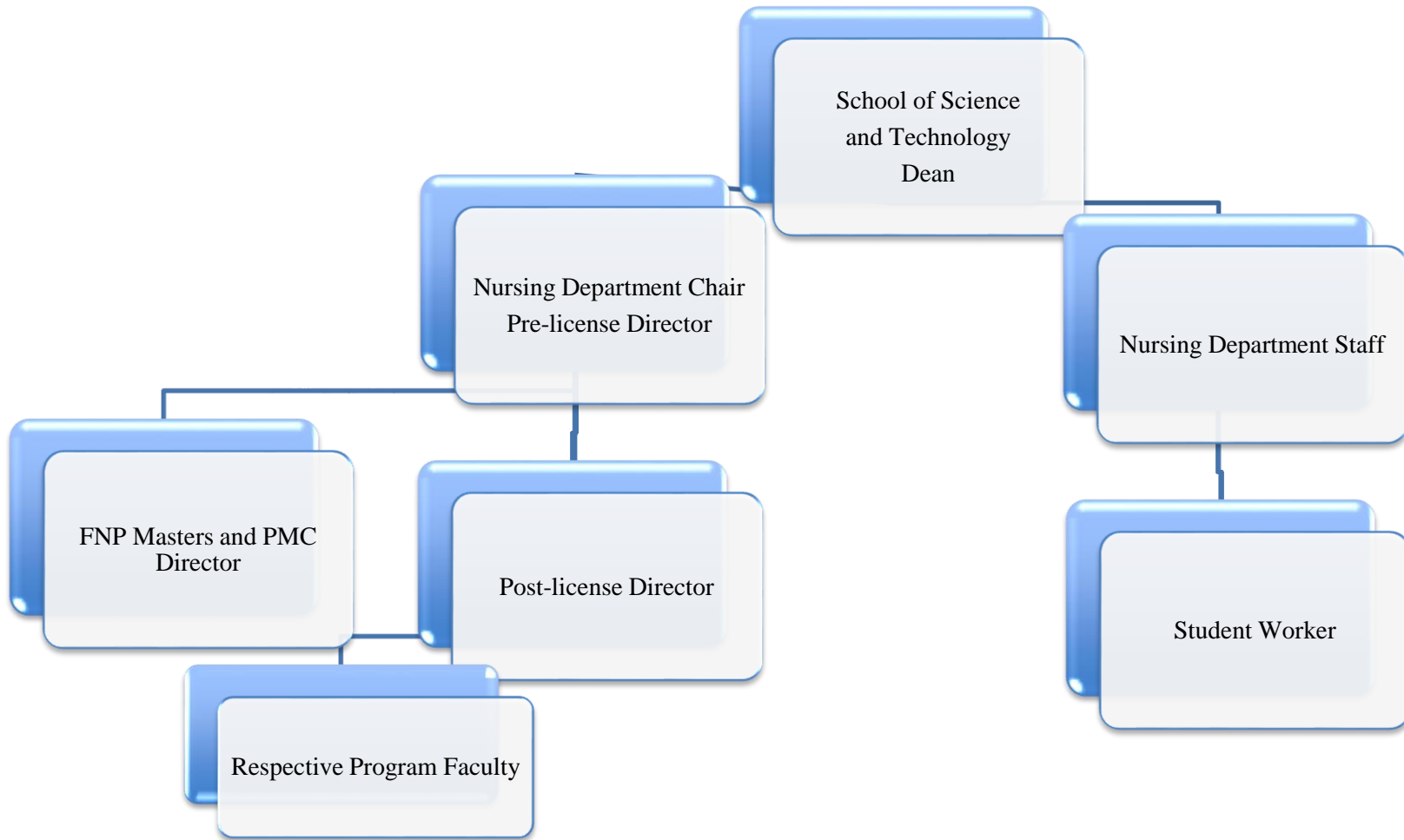
1981-present	California State University Alumni Association
1998-present	Sigma Theta Tau, Kappa Omicron Chapter Sigma Theta Tau, Omicron Omega
1989-present	Chapter Director and Treasurer, Lambda Gamma Chapter Membership
1989-present	National Teachers Association
1989-present	California Teachers Association
2002-present	Modeling and Role Modeling Society

2001-present Faculty Association of California State University  
2003-present Society for Pediatric Nurses, Member and Research Committee Member  
2008-present National Association of Free Clinics member  
2011-present Charter Member newly formed bay area chapter Society for Pediatric  
Nurses

# Sonoma State University: Department of Nursing Organizational Chart

Students and Communities of Interest Inform at All levels.

## Appendix 2



SONOMA STATE UNIVERSITY  
DEPARTMENT OF NURSING  
JOB DESCRIPTION

**Appendix 3**

DEPARTMENT CHAIR

Revised July 20, 2013  
Approved: May 20, 1996

The primary responsibility of the Department Chair is to facilitate effective operation of the department to achieve its stated mission, purpose and goals. The Department Chair serves as a liaison to the School, the University and the community. The functions of the Department Chair are to:

Community

- Represent the department at community and/or professional meetings at the local, regional, state and national level.
- Convene the Department Advisory Board at regular intervals to maintain informed cooperative working relationships with major collaborators in the health care community.
- Participate in professional activities at the local, regional, state and national level to keep the department apprised of major trends and issues in health care and nursing education.
- Work with the university and the community in developing strategies for fundraising for the department.
- Provide leadership and encourage faculty, staff and students to be active participants in community building.

School/University

- In collaboration with the Dean of the School of Science and Technology and the faculty of the department, prepare an annual budget for the department.
- In collaboration with the faculty of the department and the Dean of the School of Science and Technology, prepares an annual schedule of classes and faculty assignments.
- As a member of the School of Science and Technology Council of Department Chairs, represent and advocate for the faculty and students of the department.
- Promote a cooperative climate with other departments in the University in support of meeting the programmatic needs of the Nursing Department.

Department

- Provide leadership in the development, implementation and evaluation of department policies and procedures.
- Be responsible for the effective operation of the Department Office
- Administer the department's resources effectively, including budget, foundation accounts and development money, equipment and lab in consultation with faculty and the SST Office.

- Serve as Director of the pre-licensure track in the Baccalaureate program, accountable to the California State Board of Registered Nursing for faculty qualifications, curriculum and clinical agencies compliance with California Nurse Practice Act, and legal contracts with collaborating agencies.
- Accountable to assure that the department fulfills its legal responsibilities regarding faculty rights, students' rights, Americans with Disabilities Act, Workmen's Compensation and workplace safety.
- Coordinate the department's response to annual reports, BRN, NLN, ACEN and the University catalog revisions biannually.
- Coordinate and plan department processes for major accreditation reports of the California State Board of Registered Nursing  
Accreditation Commission for Education in Nursing  
SSU Educational Policies Committee  
WASC
- Coordinate and oversee the department's evaluation plan in achieving designated outcomes that express the department's mission.
- Initiate and monitor departmental search committees for both tenure track and part-time positions and serve on respective search committees.
- Coordinate with the department RTP committee for the evaluation of all tenure track faculty, post-tenure reviews and part-time faculty evaluations.
- Coordinate with the University, School and faculty of the department an effective program of academic advising.
- Search for potential funding sources for department programs in collaboration with the faculty and/or community representatives.
- Provide departmental support, review and endorsement for contracts and grants.
- Foster faculty development in teaching excellence, research and scholarship.
- Encourage faculty creativity and entrepreneurial endeavors that support the department mission and goals.
- Orient new faculty to department, school and university policies and procedures.
- Serve as liaison to the University Admissions and Records Office, the Development Office and Student Affairs Office and other campus resources involved in student recruiting.
- Coordinate department marketing/student recruiting efforts.

### Students

- With faculty and staff, create an atmosphere that is respectful and responsive to student learning.

- Provide counsel and guidance to faculty and students when issues, problems or grievances arise.
- Encourage student participation in departmental meetings and processes.
- Provide leadership in the recruitment, retention and orientation of new students.



## CLINICAL EDUCATION AFFILIATION AGREEMENT/ NURSING STUDENT EDUCATION AGREEMENT

---

**THIS AGREEMENT**, made and entered into this day , by and between **Sonoma State University** (hereinafter referred to as “**UNIVERSITY**”), and located in (hereinafter referred to as “**AGENCY**”).

The parties agree as follows:

### **I. GENERAL INFORMATION**

- a. Agency owns and operates a general acute care facility and skilled nursing clinic as well as various outpatient clinics.
- b. University operates fully accredited undergraduate and graduate nursing programs.
- c. The parties will both benefit by making a clinical training program (“Program”) available to University students at Agency.
- d. The starting date and length of each Program training period shall be determined by mutual agreement.
- e. The maximum number of students who may participate in the Program during any specified term shall be mutually agreed upon by AGENCY and UNIVERSITY at least thirty (30) days prior to beginning of any such term.

### **II. UNIVERSITY RESPONSIBILITIES**

- a. Student Profiles. UNIVERSITY shall supply the AGENCY with a student profile, which shall include the student's name, address and telephone number prior to the beginning date of each student's participation at the Facility. The AGENCY shall regard this information as confidential and shall use this information only as a source of identification for student.
- b. Program Coordinator. UNIVERSITY shall designate a faculty member to collaborate with a designee of the AGENCY in the planning, implementing and coordination the Program. This person will be responsible for ongoing communication between the UNIVERSITY and AGENCY relating to changes or issues involving staff, curriculum, new programs and policies and/or procedures. Mutual periodic evaluation of the clinical experiences will be performed by this person.
- c. Faculty. UNIVERSITY shall provide instructor(s) who shall supervise all instruction and clinical experience for the program except for particular course(s) that use clinical preceptors. UNIVERSITY instructors shall attend an orientation provided by Agency, and

shall provide a similar orientation to students at the beginning of their enrollment in the Program.

- d. Clinical Preceptors. AGENCY shall provide qualified nursing staff to provide appropriate supervision in course(s) requiring a clinical preceptor(s) but UNIVERSITY will provide a faculty who will plan, coordinate, provide oversight supervision, and be responsible for grading and implementing the program's courses.
- e. Records. UNIVERSITY shall maintain all personnel records for its staff and all academic records for its students.
- f. Student Responsibilities. UNIVERSITY shall notify students that they are responsible for:
  - 1. Complying with AGENCY's clinical and administrative policies, procedures, rules and regulations;
  - 2. Arranging their own transportation and living arrangements if not provided by UNIVERSITY;
  - 3. Assuming responsibility, for their personal illness, necessary immunizations, tuberculin test, and annual health examinations;
  - 4. Maintaining the confidentiality of patient information:
    - 4.1 No student shall have access to or have the right to receive any medical record, except when necessary in the regular course of the clinical experience. The discussion, transmission, or narration in any form by students of any individually identifiable patient information, medical or otherwise, obtained in the course of the Program is forbidden except as a necessary part of the practical experience;
    - 4.2 Neither University nor its employees or agents shall be granted access to individually identifiable information unless the patient has first given consent using a form approved by Agency that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act ("HIPAA") and its implementing regulations;
    - 4.3 Agency shall reasonably assist University in obtaining patient consent in appropriate circumstances. In the absence of consent, students shall use de-identified information only in any discussions about the clinical experience with University, its employees, or agents
  - 5. Complying with Agency's dress code and wearing name badges identifying themselves as students;
  - 6. Attending an orientation to be provided by their University instructor(s);

7. Notifying Agency immediately of any violation of state or federal laws by any student; and;
  8. Providing services to Agency's patients only under the direct supervision of Agency's professional staff.
- g. **Payroll Taxes and Withholdings.** University shall be solely responsible for any payroll taxes, withholdings, workers' compensation and any other insurance or benefits of any kind for University's employees and agents, if any, who provide services to the Program under this Agreement. Students are not employees or agents of the University and shall receive no compensation for their participation in the Program, either from University or Agency. For purposes of this agreement, however, students are trainees and shall be considered members of Agency's "workforce" as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103. University shall bear all costs associated with providing workers' compensation coverage for student trainees.

### **III. AGENCY RESPONSIBILITIES**

- a. **Clinical Experience.** AGENCY shall accept from UNIVERSITY the mutually agreed upon number of students enrolled in the Program and shall provide the students with an instructor-supervised clinical experience.
- b. **AGENCY Designee.** AGENCY shall designate a member of its staff to collaborate with UNIVERSITY'S designee in planning, implementing and coordinating the Program.
- c. **Orientation Program for UNIVERSITY Instructors.** AGENCY shall provide an orientation for UNIVERSITY instructors who will oversee students in the Program, and shall include all information and materials that UNIVERSITY instructors are to provide during the student orientation.
- d. **Access to Facilities.** AGENCY shall permit students enrolled in the Program supervised access to AGENCY facilities as appropriate and necessary for their Program, provided that the students' presence shall not interfere with the AGENCY activities.
- e. **Withdrawal of Students.** AGENCY may request that UNIVERSITY withdraw from the program any student who the AGENCY determines is not performing satisfactorily, refuses to follow the AGENCY's administrative policies, procedures, rules and regulations or violates any federal or state laws. Such requests must be in writing and must include a statement as to the reason or reasons for AGENCY's request. UNIVERSITY shall comply with the written request within five (5) days after actually receiving it.
- f. **Emergency Health Care/First Aid.** AGENCY shall, on any day when a student is receiving training at its facilities, provide to that student necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, AGENCY shall have no obligation to furnish medical or surgical care to any student.

- g. Student Supervision. AGENCY shall permit students to perform services for patients only when under the supervision of a licensed Registered Nurse on Agency's staff and/or a licensed Registered Nurse Faculty member employed by the UNIVERSITY. Students shall work, perform assignments, and participate in ward rounds, clinics, staff meetings, and in-service educational programs at the discretion of their Faculty and/or Agency-designated supervisors. Students are to be regarded as trainees, not employees, and are not to replace AGENCY's staff.
- h. AGENCY Confidentiality Policies. As trainees, students shall be considered members of AGENCY's workforce, as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103, and shall be subject to AGENCY's policies respecting confidentiality of medical information. In order to ensure that students comply with such policies, AGENCY shall provide students with substantially the same equivalent training and orientation that it provides to its regular employees.
- i. Adequate Staffing for Safe Patient Care: AGENCY shall provide staff that is adequate in number and quality to ensure safe and continuous health care services to patients that is accordance with mandated standards.

#### **IV. AFFIRMATIVE ACTION AND NON-DISCRIMINATION**

The parties agree that all students receiving clinical training pursuant to this Agreement shall be selected without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age or veteran status.

#### **V. STATUS OF UNIVERSITY AND AGENCY**

The parties expressly understand and agree that the students enrolled in the Program are in attendance for educational purposes, and such students are not considered employees of either AGENCY or UNIVERSITY for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. Students are, however, considered members of AGENCY's "workforce" for purposes of HIPAA compliance.

#### **VI. INSURANCE**

- a. UNIVERSITY Insurance. UNIVERSITY shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by UNIVERSITY's employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage shall be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. The UNIVERSITY shall maintain and provide evidence of workers' compensation and disability coverage as required by law. UNIVERSITY shall provide AGENCY with evidence of the insurance coverage required under this paragraph, which shall provide for not less than thirty (30) days notice of cancellation to Agency. UNIVERSITY shall promptly notify AGENCY

of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

- b. Student Insurance. UNIVERSITY shall ensure that each student in the Program procures and maintains in force during the term of this Agreement, at the student's sole cost and expense, professional liability insurance in amounts reasonably necessary to protect the student against liability arising from any and all negligent acts or incidents caused by the student. Coverage under such professional liability insurance shall not be less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A or better by AM Best. UNIVERSITY shall require each student in the program to present evidence of his or her professional liability coverage to Agency upon request.
- c. AGENCY Insurance. AGENCY shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts that are reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by its employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. AGENCY shall also maintain and provide evidence of workers' compensation and disability coverage for each employee as required by law. AGENCY shall provide UNIVERSITY with evidence of the insurance coverage required by this paragraph, which shall provide for not less than thirty (30) days notice of cancellation to Agency. AGENCY shall promptly notify UNIVERSITY of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

## VII. INDEMNIFICATION

- a. UNIVERSITY agrees to indemnify, defend and hold harmless AGENCY and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney's fees, arising out of or resulting from the UNIVERSITY's sole negligence, or in proportion to the UNIVERSITY's comparative fault.
- b. AGENCY agrees to indemnify, defend and hold harmless UNIVERSITY and its affiliates, directors, trustees, officers, agents and employees against all claims, demands, damages, costs, expense of whatever nature, including court costs and reasonable attorney's fees, arising out of or resulting from AGENCY's sole negligence, or in proportion to the AGENCY's comparative fault.

## VIII. TERM AND TERMINATION

- a. Term. This agreement shall be in effect for an initial period beginning October 14<sup>th</sup>, 2009 through termination by either party, and may be extended on an annual basis thereafter, upon mutual consent of the parties in writing.

- a. Term. This term of this agreement shall commence on October 14<sup>th</sup>, 2009 and shall continue in full force and effect until terminated in writing by either party.
- c. Termination. This Agreement may be terminated at any time by the written agreement or upon 30 days advance written notice by one party to the other, PROVIDED, HOWEVER, that in no event shall termination shall take effect with respect to currently enrolled students, who shall be permitted to complete their training for any semester in which termination would otherwise occur.

## IX. GENERAL PROVISIONS

- a. Amendments. **In order to ensure compliance with HIPAA, the following provisions of this Agreement shall not be subject to amendment by any means during the term of this Agreement or any extensions: Section II, paragraph f, subdivision 4.1), and 4.2); Section II, paragraph g, to the extent it provides that students are members of Agency's workforce for purposes of HIPAA; Section III, paragraphs g and h; and Section V.** This Agreement may otherwise be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties. Notwithstanding the foregoing should any provision of this Agreement be in conflict with a governing State or Federal law, it shall be reduced to writing and signed by the parties.
- b. Assignment. Neither party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other party's prior written consent. Any purported assignments in violation of this Section shall be voided.
- c. Captions. Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.
- d. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.
- e. Entire Agreement. This Agreement is the entire agreement between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.
- f. Governing Law. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.
- g. Notices. Notices required under this Agreement shall be sent to the parties by certified or registered mail, return receipt requested, postage prepaid, at the addresses set forth below:

**TO UNIVERSITY:**

*Attn:* Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Sonoma State University  
1801 E. Cotati Avenue, Salazar 2051  
Rohnert Park, CA 94928

**TO AGENCY:**

*Attn:* Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**X. EXECUTION**

By signing below, each of the following represent that they have authority to execute this Agreement and to bind the party on whose behalf their signature is made.

**UNIVERSITY**

**AGENCY**

*By:* \_\_\_\_\_ *By:* \_\_\_\_\_

*Date:* \_\_\_\_\_ *Date:* \_\_\_\_\_

**Nursing Student Demographics: Incoming Baccalaureate Program Students Appendix 5**

Program/ entry year	Pre- licensure 2008 N= 24 (%)	Post- licensure 2008 N= 8 (%)	Pre- licensure 2009 N= 21 (%)	Post- licensure 2009 N= 5 (%)	Pre- licensure 2010 N= 23 (%)	Post- licensure 2010 N= 7 (%)
Gender						
Female	16 (67%)	6 (75%)	19 (90%)	5 (100%)	19 (83%)	7 (100%)
Male	8 (33%)	2 (25%)	2 (10%)	0 (0%)	4 (17%)	0 (0%)
Ethnicity						
Asian	3 (13%)	2 (25%)	2 (10%)	1 (20%)	0 (0%)	0 (0%)
African American	1 (4%)	1 (12.5%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)
Latino	3 (13%)	1 (12.5%)	1 (5%)	0 (0%)	6 (26%)	1 (14%)
Caucasian	17 (70%)	4 (50%)	18 (85%)	4 (80%)	16 (70%)	5 (71%)
Native American	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other/ unknown	0	0	0 (0%)	0 (0%)	1 (4%)	0 (0%)
Age						
mean	27	34	27	32	23	43
range	19-53	26-48	20-44	28-44	21-43	26-59

**Sonoma County and SSU Student Demographics**

Demographics	Ethnicity	Gender	Age
Sonoma County: The 2010 (the latest statics) Demographic information <a href="http://edb.sonoma-county.org/documents/2011/economic_demographic_profile_2011.pdf">http://edb.sonoma-county.org/documents/2011/economic_demographic_profile_2011.pdf</a>	Caucasian: 66% Hispanic: 24% Asian: 4.7% multi-race: 2.2%, African American: 1.6% Native American: 1%.	Not applicable	Not applicable
SSU: Fall 2011 (the latest statics) demographics for SSU students <a href="http://www.sonoma.edu/about/#ethnicity">http://www.sonoma.edu/about/#ethnicity</a> Gender (2012): <a href="http://www.sonoma.edu/aa/ir/enrollment/">http://www.sonoma.edu/aa/ir/enrollment/</a>	Caucasian: 65%, Hispanic: 15 % Asian: 5%, multi-race: 6%, African American: 1% Native American: 1%	Undergraduate: Female: 59.9% Male: 40.1%	SSU mean age: 20.7



### Nursing Student Demographics: Master's and Post Masters Certificate Programs

Program/ entry year	Master's 2008 N= 28 (%)	Post- master's 2010 N= 7 (%)	Master's 2009 N= 25 (%)	Post- master's 2011 N= 4 (%)	Master's 2010 N= 21 (%)	Post- master's 2012 N= 6 (%)
Gender						
Female	23 (82%)	6 (86%)	20 (80%)	4 (100%)	16 (76%)	6 (100%)
Male	5 (18%)	1 (14%)	5 (20%)	0 (0%)	5 (24%)	0 (0%)
Ethnicity						
Asian	5 (18%)	0 (0%)	3 (12%)	1 (25%)	3 (14%)	2 (33%)
African American	0 (0%)	1 (14%)	1 (4%)	0 (0%)	2 (6%)	0 (0%)
Latino	1 (4%)	2 (28%)	3 (12%)	0 (0%)	2 (6%)	1 (17%)
Caucasian	21 (75%)	4 (56%)	18 (72%)	3 (75%)	13 (62%)	3 (50%)
Other/ unknown	1 (4%)	0 (0%)	0 (0%)	0 (0%)	1 (3%)	0 (0%)
Native American	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Age						
mean	38	55	39	45	39	39
range	26-57	44-63	29-55	42-48	27-56	27-55

### Sonoma County and SSU student demographics

Demographics	Ethnicity	Gender	Age
Sonoma County: The 2010 (the latest statics) Demographic information <a href="http://edb.sonoma-county.org/documents/2011/economic_demographic_profile_2011.pdf">http://edb.sonoma-county.org/documents/2011/economic_demographic_profile_2011.pdf</a>	Caucasian: 66% Hispanic: 24% Asian: 4.7% multi-race: 2.2%, African American: 1.6% Native American: 1%.	Not applicable	
SSU: Fall 2011 (the latest statics) demographics for SSU students <a href="http://www.sonoma.edu/about/#ethnicity">http://www.sonoma.edu/about/#ethnicity</a> Gender (2012): <a href="http://www.sonoma.edu/aa/ir/enrollment/">http://www.sonoma.edu/aa/ir/enrollment/</a>	Caucasian: 65%, Hispanic: 15 % Asian: 5%, multi-race: 6%, African American: 1% Native American: 1%	Graduate: Female: 71.5% Male: 28.5%	SSU Mean: 33.8