

Program Review Year 2011 – 2012

Name of Program:

Nursing Associate Degree (ADN) and
Practical Nurse (PN) Options

Program Review Team Members

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DATE: February 2012

SECTION ONE: PROGRAM

I. ACCREDITATION/ APPROVAL/ CERTIFICATION

A. Does the program have external (specialized) programmatic accreditation?

Yes x No

IF NO, skip to I (B).

IF YES, please complete items 1 through 8 below.

1. What is the name of the programmatic accreditation agency?

National League for Nursing Accrediting Commission (NLNAC)

2. What is the current accreditation status of the program?

Full accreditation (eight years)

3. What date was the last accreditation status awarded?

February 2005

4. What is the anticipated date of the next accreditation action?

Spring 2013

5. How often does the program file an official report with the accrediting agency?

Annually

6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?

Year 6 of an 8 year cycle

7. What were the strengths and weaknesses of the program, as identified by the accreditation agency during the last accreditation activity? (*Base your response in this area on the citation of Standards.*)

See Attachment A

8. How has the program been revised to address the citations or recommendations?

See Attachment B

B. Does the program have external (specialized) programmatic approval or certification?

Yes No

IF NO, skip to I (C).

IF YES, please complete items 1 through 8 below.

1. What is the name of the programmatic approval or certification agency?

Massachusetts Board of Registration in Nursing

2. What is the current approval or certification status of the program?

Full approval

3. What date was the last approval or certification status awarded?

November 2006

4. What is the anticipated date of the next approval or certification action?

Spring 2013

5. How often does the program file an official report with the approving or certifying agency?

Annually

6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?

Year 6 of 8 year cycle

7. What were the strengths and weaknesses of the program, as identified by the approval or certification agency during the last approval or certification activity? (*Base your response in this area to the citation of Standards.*)

See Attachment C

8. How has the program been revised to address the citations or recommendations?

See Attachment D

C. Is there an external accrediting, certifying, or approval organization relevant to your program from which you are not currently receiving accreditation, approval or certification?

Yes _____ No x

IF NO, skip to question II.

IF YES, please complete items 1 through 3 below.

1. What is the name of this external organization?

2. What status can your program receive from this organization?

Accreditation ____ Certification____ Approval ____

3. Are you intending to apply for accreditation, certification, or approval from this organization?

Yes _____ No _____

IF NO, please explain, then go to question II.

IF YES, please complete items 4 through 7 below, then go to question II

4. Why are you intending to apply for accreditation, certification, or approval?

5. When are you intending to apply and why?

6. Are there any specific resources you will need when you go through the accreditation, certification, or approval process that you do not currently have? If yes, please describe.

7. Please provide information about any additional questions, concerns, etc. you may have with respect to your intention to apply for accreditation, certification, or approval.

II. MISSION

A. The program's mission statement is as follows:

The philosophy of the Nursing Program at Northern Essex Community College is congruent with the Mission and Core Values of the College. The Nursing Program seeks to meet the educational needs and to enhance the economic opportunities for individuals within the Merrimack Valley. Graduates of the Nursing Program at Northern Essex Community College provide quality, compassionate nursing care to the patients within the region.

B. Describe the process through which faculty developed the program mission.

In 2003, the mission statement was revised by the nursing faculty to recognize one nursing program with two options, associate degree and practical nursing certificate. During the fall of 2010, the faculty and advisory board made minor changes to reflect the patients served in regards to ethical and evidence-based practice. Over the years, similar changes have been made to reflect changes in curricular or health care trends.

C. Describe how the program's mission statement is consistent with, or aligns with, the mission of the College.

See chart on pages 7 and 8.

D. Describe how this program facilitates the accomplishment of the College's mission and core values.

The Nursing program facilitates the accomplishment of the College mission and all core values.

The Nursing program at this college is committed to the highest standards of educational excellence. This is evidenced in the reality that both ADN and PN options have met the rigorous standards of the Board of Registration in Nursing in Massachusetts and well and above this that has been accredited by the NLNAC for the ADN Option since 1972 and the PN Option since 1989.

The program is distinguished within the state of Massachusetts as one which offers seamless academic progress to its students, including the transition from PN to ADN. Looking forward, the groundwork has been paved and the first graduates of the programs have been accepted into a unique ADN to BSN program via an articulation agreement with St. Joseph's College in Maine. This program addresses the Institute of Medicine (IOM) and Nurse of the Future directives to increase the ease and access for ADN graduates to complete a Baccalaureate education in Nursing.

There are systematic and ongoing collaborative relationships developed with varied constituencies within the Greater Merrimack Valley area. This is highly visible in the development and maintenance of clinical affiliations for our students from inception to completion of their course of study. Some of the relationships that are ongoing include: Greater Lawrence Family Health Center, Home Health VNA, Lawrence Public Schools, Greater Lawrence Community Action Headstart Program, community hospitals: Steward Caritas Holy Family Hospital, Lawrence General Hospital, Merrimack Valley Hospital and Lowell General Hospital.

Annually, the Program Director participates in the Merrimack Valley Guidance Counselor regional outreach meetings. This facilitates communication and access to high school students who may have an interest in careers as nurses.

In support of the NLN Annual Survey of Schools of Nursing 2009-2010 findings, the college has responded to the call for increasing workforce diversity and achieving higher levels of educational training by maintaining a long history of partnerships and grant funded initiatives to provide the foundational principles that enhance success of students pursuing an education in the nursing program. In most instances this has been coupled with outreach to the Latino community within the Greater Merrimack Valley area.

CONGRUENCE OF COLLEGE MISSION AND CORE VALUES, AND DIVISION PHILOSOPHY TO PROGRAM PHILOSOPHY

EXCERPTS FROM COLLEGE MISSION	EXCERPTS FROM COLLEGE CORE VALUES	EXCERPTS FROM HEALTH PROFESSION DIVISION PHILOSOPHY	EXCERPTS FROM NURSING PROGRAM PHILOSOPHY
<p>The mission...is to serve the people of the Greater Merrimack Valley...as a center of educational excellence...which enhance the social, cultural and economic life of the region</p>	<p>Student Engagement We are committed to fully engaging our students as active learners by providing a diverse range of educational experiences.</p> <p>Diversity We are committed to creating an institutional climate that deepens our appreciation for diversity and for the unique attributes of each individual.</p>	<p>...providing access to the health programs for all students who are qualified for admission.</p> <p>...developing a healthcare workforce that mirrors the diversity of the communities we serve.</p>	<p>The Nursing program seeks to meet the educational needs and to enhance the economic opportunities for individuals within the Merrimack Valley.</p> <p>Graduates provide quality, compassionate nursing care to patients within the region.</p> <p>Health is a dynamic state influenced by cultural, social, economic, political, environmental and technological forces</p> <p>Nursing focuses on...health for the patient, in conjunction with the group and community in which he interacts.</p> <p>Each individual deserves respect with regard to his particular customs, beliefs and needs</p> <p>Faculty use performance-based instruction allowing all learners to assimilate and integrate content and demonstrate competency.</p>
<p>NECC...offers high quality,...adult and post secondary education through the Associate Degree level, as well as a broad range of occupational programs</p>	<p>Excellence We are committed to a high standard of educational excellence in teaching and learning. Nothing less than the best will do for and from our students and ourselves.</p>	<p>...providing a comprehensive system to facilitate achievement of the student's educational goals.</p>	<p>Nursing education prepares students to practice safely and effectively within established professional standards. Graduates are prepared to practice nursing as generalists.</p> <p>Nursing education builds upon a solid liberal arts and science foundation Faculty believe that there is a common core of knowledge and skills applicable to all aspects of nursing practice. The level of nursing education determines the role, responsibility and parameters for this scope of practice.</p>

EXCERPTS FROM COLLEGE PHILOSOPHY	EXCERPTS FROM COLLEGE CORE VALUES	EXCERPTS FROM HEALTH PROFESSION DIVISION PHILOSOPHY	EXCERPTS FROM NURSING PROGRAM PHILOSOPHY
No corresponding statement	<p>Personal and Professional Growth We are committed to the personal and professional growth of faculty, staff, and students alike. We believe that lifelong learning is essential to the personal enrichment and professional growth of each individual.</p>	<p>...providing an educational environment that instills a passion for lifelong learning.</p>	<p>The teaching/learning process fosters intellectual, social and personal growth for both the students and faculty. This process stimulates critical thinking and synthesis of knowledge and helps the individual value and pursue lifelong learning.</p> <p>The faculty believes that education is a lifelong process...the faculty advocate articulation between levels of nursing education allowing opportunity for upward mobility within the profession.</p>
No corresponding statement	<p>Respect We are committed to fostering mutual respect that enables faculty, staff, and students to grow and work together in a supportive environment of shared governance, open communication, and fairness.</p>	<p>...creating an atmosphere of mutual respect and cooperation among our colleagues, and among the faculty, communities and students we serve.</p>	<p>Faculty believe that education is a partnership between the student and the faculty where open communication, mutual respect and fairness is perpetuated in an atmosphere that promotes learning.</p>
No corresponding statement	<p>Collaboration We are committed to developing productive, collaborative relationships within the college and among our various constituencies in the greater Merrimack Valley.</p>	<p>...developing, maintaining and evaluating educational partnerships with our various communities of interest.</p> <p>...creating diversity in the faculty and establishing a culture that recognizes and values the unique pedagogical approaches to bicultural education.</p> <p>...enhances bidirectional communication with our communities of interest, thus allowing us to respond to the needs of those communities.</p>	<p>(Each) individual, as a consumer of health care, has a right to actively interact and collaborate with health care members in a plan of care that is accessible and affordable.</p> <p>Collaboration with the individual, significant support person and other members of the health care team is essential to evaluate progress toward achievement of patient outcomes.</p> <p>Graduates are prepared to practice nursing...in a variety of healthcare settings</p>

III. INSTITUTIONAL STRATEGIC PLAN

A. Describe how this program satisfies or is consistent with one or more of the College's institutional goals as defined in the Institutional Strategic Plan.

The Nursing Program acknowledges and supports the College's Strategic Plan/Directives:

1. Engage Students as Active Learners
2. Be the First and Best Resource for the Community
3. Support Leadership at Every Level
4. Embrace Diversity
5. Strive for Educational Excellence

We are particularly vested in engaging students as active learners. During 2005-2007 we conducted a needs assessment of our curriculum/resources. In 2009 we implemented a new curriculum, that is learner-centered and competency-based. Our intent was to invest our students as partners with us in the teaching-learning process and to create an atmosphere for "active Learning." Faculty have commented that the students come better prepared to class and are able to accomplish the learning activities/plans for all courses, theoretical, clinical and laboratory.

Our retention rate exceeds our thresholds for the program and the students agree that they have been able to accomplish the objectives/competencies for our program. Our clinical affiliates comment positively on the preparedness of our students and their successful performance in the affiliating agencies. We believe the graduating students are a best resource for the healthcare in the Merrimack Valley.

B. Describe how significant modification of this program would impact other programs at NECC.

Significant modification of the nursing program would affect those departments that service us. For example, during our curriculum revision, we conferred with the Science and Psychology Departments. The Nursing Program changed the science requirements so that all nursing students are required to take Anatomy and Physiology I and II thus increasing the number of sections offered. Secondly, Nursing revised the Psychology course requirements, including Lifespan Psychology and eliminating Developmental Psychology I and II. These changes alter the number of sections taught by these departments.

IV. PROGRAM POLICIES AND PROCEDURES

A. List any specific program policies and procedures, and comment on the rationale for any differences from institutional policies and procedures.

(Programs may need to develop specific policies and procedures related to the day-to-day operation of the specific program [e.g., to meet accreditation standards, to establish the parameters for clinical education experiences]. When there are specific program policies and procedures, these policies and procedures should be consistent with those of the institution. Differences between program-specific policies and institutional policies should be described within the context of the program.)

The Nursing Program adheres to all institutional policies and procedures. In addition, students have specific admission requirements which differ from the general college admission. Specifically, there are science requirements, TEAS admission testing, health, CORI/SORI and CPR requirements.

During the program students must achieve a “C” or better in all courses. This policy supports our philosophy of life long learning and transfer to other nursing programs of higher learning. Lastly, the Student Handbook details policies pertinent to clinical, additional health standards and student progress during the program.

B. Describe the mechanism used to assure that all students in the program receive copies of current program-specific policies and procedures, relevant information about the program, and information about the institutional policies and procedures.

Students receive information about the nursing program in several ways:

- a) Mandatory Nursing Information Sessions provide information pertinent to admission, readmission, health standards, and clinical and future licensing.
- b) Summer Orientation of incoming/returning students continues the process of acquainting students with program courses, instructional technologies, strategies for success and websites which detail the NECC Academic Catalog and the Code of Student Conduct.

C. Describe how the program defines “student success.” (For example, if the program facilitates student transfer, and students do indeed transfer, does this meet the program’s definition of success?)

“The Faculty believes that education is a partnership between student and faculty where open communication, mutual respect and fairness is perpetuated in an atmosphere that promotes learning...The teaching learning process fosters intellectual, social and personal growth for both the student and faculty.” (NECC Nursing Philosophy revised April 2011)

Using performance-based instruction, faculty facilitates learning allowing learners to assimilate and integrate content to demonstrate competency. The faculty believes education is a lifelong process and advocates articulation between levels of nursing education allowing opportunity for upward mobility within the profession.

Success in the Nursing Program requires meeting predetermined competency-based outcomes, substantial self-direction and personal commitment.

The Nursing Program defines student success by the:

- Achievement of course competency based outcomes.
- Demonstration of attainment of critical performance based course objectives.
- Graduation from the selected Nursing option with a minimum of 2.0 in all Nursing and Nursing Related Courses.
- Number of students who pass the State Licensing Exam for nursing as first time test takers.
- Number of students who obtain employment as nurses within a year of graduation.
- Number of students who advance their educational status within the various career ladder/articulation options available in nursing education.

Describe the program's policies, procedures and practices related to student success.

The Nursing Program has implemented a competency based curriculum where all courses must be passed with a minimum grade of "C" or 73. Students display competence in cognitive, psychomotor and affective domains. Learning activities are clearly defined and students are engaged in a partnership with faculty to attain competence. This may take the form of written, verbal, visual or psychomotor activity.

This partnership of learning begins with information sessions before admission and continues after acceptance into the program with the assignment of an individual faculty advisor. The faculty advisor-student relationship is ongoing and consistent from one stop registration to the final audit of course requirements for graduation.

Currently, the faculty and students have been engaged in use of Degree Works which facilitates and focuses students and faculty advisors on progression each semester towards attainment of all curricular components necessary for graduation. Intensive faculty advising also results in referral to available, accessible, student services and resources located in CPAC on the Lawrence Campus.

To assure that students have the cognitive, psychomotor and affective skills require to carry out their clinical nursing activities, students must also attain a "C" or 73 minimally on performance based assessment testing in the nursing laboratory (PATs). In an effort to meet the needs of students who require more time or more individualized instruction than is available in the laboratory courses, the faculty has developed the Open Lab Time Opportunity. This allows individual students to schedule up to 3 hours a week of mentored instruction in the Nursing lab on any given week of the semester.

Finally, to facilitate and foster student success related to life-long learning and advancement within the profession of nursing, several intra and extra program articulation options/agreements have been implemented. These include the Advanced Place Nursing Option (LPN to ADN), the St Joseph's College of Maine ADN to BSN articulation agreement, and a future initiative for the Fall 2012 NECC iHealth Advanced Place Nursing Option to name a few.

SECTION TWO: STUDENTS

I. PROGRAM DEMAND, COMPLETION, AND RETENTION

- A. Discuss how the program obtains data concerning student demand for the program. (See completed Chart 1 in Appendix 1.) Discuss how the data in Chart 1 was analyzed and interpreted.

The Data for Charts 1 -4 was obtained from the Dean of Institutional Research at NECC. This data was analyzed and interpreted by the Program Director for Nursing, Curriculum Coordinator for Nursing and the Associate Dean of Academic Review and Assessment.

Total Applications

	AY 2008-2009	AY209-2010	AY2010-2011	3 Yr Average
ADN	120	111	91	107
PN	34	43	41	39
Total	154	154	132	146

Overall, the total number of applicants has remained consistent with a slight decline in ADN applicants for AY 2010-2011.

This most likely correlates with the closure of the ADN Evening Option effective Fall 2009.

Demand remains high for both nursing options despite some changes in job opportunities related to the economic downturn and current health care legislation initiatives.

- B. Discuss student program completion and transfer. (See completed Chart 2 in Appendix 1.)

(If there are two or more consecutive years in which there are five (5) or fewer graduates from the program, describe the analysis conducted by faculty to determine the reason for this number of graduates. Include the action plan the faculty developed and implemented. Comment on the effectiveness of the action plan.)

Program Completion

	AY 2008-2009	AY2009-2010	AY2010-2011	3 Yr Average
ADN	48	45	36	43
PN	18	17	27	21
Total	66	62	63	64

The data above is consistent with what is apparent of the past 8-10 years. This is remarkable since each year the total graduate number was fairly consistent (66/62/63).

Also of note is the fact that in accordance with the Systematic Evaluation Plan (SEP) devised under NLNAC standards we have exceeded our expected level of achievement (ELA) Program outcomes of completion at 70% or above for all attendees.

C. Describe the demographic characteristics of students enrolled in program. (See completed Chart 3 in Appendix 1.)

The Data reviewed, irrespective of Annual Year supports the fact that the program is predominantly female and white/Caucasian. This is consistent with the nursing profession in general.

With respect to minority enrollment, the predominant minority is Hispanic which is consistent with the predominant minority population in the Greater Lawrence area.

The second most common minority is Black, representing roughly 12% of the overall total of students.

This is a significant amount of minority population that has remained consistent over the past 3 years and continues to increase tri-annually, though at a rate less than desirable. This continues to be an area we will work to magnify.

D. Discuss student retention and positive college outcomes by student demographics. (See completed Chart 4 in Appendix 1.)

1. Describe the program policies, procedures, and practices that are in place related to student retention. Discuss how are they implemented? Comment on their effectiveness.

Student Retention

	AY 2008-2009	AY209-2010	AY2010-2011
ADN	87%	81%	88%
PN	N/A	N/A	N/A
College	38%	39%	38%

The Program's retention rate is significantly higher than the college as a whole. Some of this can be attributed to additional Admission Criteria requirements specifically the Laboratory Science course requirement and TEAS entrance exam composite scores.

2. Is there evidence that any segment of the student population has a higher attrition rate from this program? If so, what action has the program taken to address this phenomenon?

Positive College Outcome

	AY 2008-2009	AY209-2010	AY2010-2011
ADN	95%	89%	93%
PN	N/A	N/A	N/A
College	64%	64%	63%

The faculty members are committed, flexible, accessible and knowledgeable. They are respected practitioners and highly credentialed. As a result of this analysis a concern arises regarding Male Minorities both in numbers retained and positive outcomes achieved. This is an area that will require more exploration and definition since the numbers are below 30 total.

SECTION THREE: CURRICULUM

I. CONTENT, ORGANIZATION, AND DEVELOPMENT PROCESSES

A. Describe the curriculum. (You may use the same format used in the NECC Academic Catalog.)

Nursing (ADN) Day Program – Option

COURSE		Proficiency	Prerequisite
Number	Name		
<u>Year 1, Fall Semester</u>			
*BIO121	Anatomy & Physiology I	College Reading	BIO 115 Physiological Chemistry or CHM 111 Introduction to Chemistry or higher or high school chemistry in the past five years.
*ENG101	English Composition I	Basic Reading and Basic Writing	
NUR110	Nursing I		Corequisites: BIO 121 Anatomy & Physiology I, Minimum Grade of C ENG 101 English Composition I, Minimum Grade of C PSY 101 Introduction to Psychology, Minimum Grade of C NUR 111 Nursing Clinical I, Minimum Grade of C NUR 112 Nursing Lab I, Minimum Grade of C NUR 113 Pharmacology I, Minimum Grade of C
NUR111	Nursing Clinical I		Corequisites: BIO 121 Anatomy & Physiology I, Minimum Grade of C ENG 101 English Composition I, Minimum Grade of C PSY 101 Introduction to Psychology, Minimum Grade of C NUR 110 Nursing I, Minimum Grade of C NUR 112 Nursing Lab I, Minimum Grade of C NUR 113 Pharmacology I, Minimum Grade of C
NUR112	Nursing Lab I		Corequisites: BIO 121 Anatomy & Physiology I, Minimum Grade of C ENG 101 English Composition I, Minimum Grade of C PSY 101 Introduction to Psychology, Minimum Grade of C NUR 110 Nursing I, Minimum Grade of C NUR 111 Nursing Clinical I, Minimum Grade of C NUR 113 Pharmacology I, Minimum Grade of C
NUR113	Pharmacology I		Corequisites: PNS110 Practical Nursing I, Minimum Grade of C <u>or</u> NUR 110 Nursing I, Minimum Grade of C
*PSY101	Introduction to Psychology	Basic Reading and Basic Writing	

	<u>Year 1, Spring Semester</u>		
*BIO122	Anatomy & Physiology II		BIO121 Anatomy & Physiology I
*ENG102	English Composition II	Basic Reading and Basic Writing	ENG101 English Composition I, Minimum Grade of C-
NUR120	Nursing II		<p><u>Prerequisites:</u> NUR110 Nursing I, Minimum Grade of C NUR 111 Nursing Clinical I, Minimum Grade of C NUR 112 Nursing Lab I, Minimum Grade of C NUR 113 Pharmacology I, Minimum Grade of C</p> <p><u>Corequisites:</u> BIO 122 Anatomy & Physiology II, Minimum Grade of C ENG 102 English Composition II, Minimum Grade of C PSY 110 Lifespan Psychology, Minimum Grade of C NUR 121 Nursing Clinical II, Minimum Grade of C NUR 122 Nursing Lab II, Minimum Grade of C NUR 123 Pharmacology II, Minimum Grade of C</p>
NUR121	Nursing Clinical II		<p><u>Prerequisites:</u> NUR110 Nursing I, Minimum Grade of C NUR 111 Nursing Clinical I, Minimum Grade of C NUR 112 Nursing Lab I, Minimum Grade of C NUR 113 Pharmacology I, Minimum Grade of C</p> <p><u>Corequisites:</u> BIO 122 Anatomy & Physiology II, Minimum Grade of C ENG 102 English Composition II, Minimum Grade of C PSY 110 Lifespan Psychology, Minimum Grade of C NUR 120 Nursing II, Minimum Grade of C NUR 122 Nursing Lab II, Minimum Grade of C NUR 123 Pharmacology II, Minimum Grade of C</p>
NUR122	Nursing Lab II		<p><u>Prerequisites:</u> NUR110 Nursing I, Minimum Grade of C NUR 111 Nursing Clinical I, Minimum Grade of C NUR 112 Nursing Lab I, Minimum Grade of C NUR 113 Pharmacology I, Minimum Grade of C</p> <p><u>Corequisites:</u> BIO 122 Anatomy & Physiology II, Minimum Grade of C ENG 102 English Composition II, Minimum Grade of C PSY 110 Lifespan Psychology, Minimum Grade of C NUR 120 Nursing II, Minimum Grade of C NUR 121 Nursing Clinical II, Minimum Grade of C NUR 123 Pharmacology II, Minimum Grade of C</p>
NUR123	Pharmacology II		NUR 113 Pharmacology I
*PSY110	Lifespan Psychology		PSY 101 Introduction to Psychology

Year 2, Fall Semester			
*BIO220	Microbiology		BIO111 Introductory Biology I <u>or</u> BIO121 Anatomy & Physiology I <u>or</u> SCI106 Integrated Science II
NUR210	Nursing III		<p>Prerequisites: NUR 120 Nursing II, Minimum Grade of C NUR 121 Nursing Clinical II, Minimum Grade of C NUR 122 Nursing Lab II, Minimum Grade of C NUR 123 Pharmacology II, Minimum Grade of C</p> <p>Corequisites: BIO 220 Anatomy & Physiology II, Minimum Grade of C SOC 101 Introduction to Sociology, Minimum Grade of C NUR 211 Nursing Clinical III, Minimum Grade of C NUR 213 Pharmacology III, Minimum Grade of C</p>
NUR211	Nursing Clinical III		<p>Prerequisites: NUR 120 Nursing II, Minimum Grade of C NUR 121 Nursing Clinical II, Minimum Grade of C NUR 122 Nursing Lab II, Minimum Grade of C NUR 123 Pharmacology II, Minimum Grade of C</p> <p>Corequisites: BIO 220 Anatomy & Physiology II, Minimum Grade of C SOC 101 Introduction to Sociology, Minimum Grade of C NUR 210 Nursing III, Minimum Grade of C NUR 213 Pharmacology III, Minimum Grade of C</p>
NUR213	Pharmacology III		NUR 123 Pharmacology II
*SOC101	Introduction to Sociology	Basic Reading and Basic Writing	

<u>Year 2, Spring Semester</u>			
NUR205	Issues in Professional Nursing		<p><u>Prerequisites:</u> NUR 210 Nursing III, Minimum Grade of C NUR 211 Nursing Clinical III, Minimum Grade of C NUR 213 Pharmacology III, Minimum Grade of C</p> <p><u>Corequisites:</u> NUR 220 Nursing IV, Minimum Grade of C NUR 221 Nursing Clinical IV, Minimum Grade of C</p>
NUR220	Nursing IV		<p><u>Prerequisites:</u> NUR 210 Nursing III, Minimum Grade of C NUR 211 Nursing Clinical III, Minimum Grade of C NUR 213 Pharmacology III, Minimum Grade of C</p> <p><u>Corequisites:</u> NUR205 Issues in Professional Nursing, Minimum Grade of C NUR 221 Nursing Clinical IV, Minimum Grade of C</p>
NUR221	Nursing Clinical IV		<p><u>Prerequisites:</u> NUR 210 Nursing III, Minimum Grade of C NUR 211 Nursing Clinical III, Minimum Grade of C NUR 213 Pharmacology III, Minimum Grade of C</p> <p><u>Corequisites:</u> NUR205 Issues in Professional Nursing, Minimum Grade of C NUR 220 Nursing IV, Minimum Grade of C</p>

Practical Nursing (PN) Certificate Option

COURSE		Proficiency	Prerequisite
Number	Name		
Year 1, Fall Semester			
*BIO121	Anatomy & Physiology I	College Reading	BIO 115 Physiological Chemistry or CHM 111 Introduction to Chemistry or higher or high school chemistry in the past five years.
NUR113	Pharmacology I		Corequisites: PNS110 Practical Nursing I, Minimum Grade of C <u>or</u> NUR 110 Nursing I, Minimum Grade of C
PNS110	Practical Nursing I		Corequisites: BIO 121 Anatomy & Physiology I, Minimum Grade of C PSY 101 Introduction to Psychology, Minimum Grade of C PNS111 Practical Nursing Clinical I, Minimum Grade of C PNS 112 Practical Nursing Lab I, Minimum Grade of C NUR 113 Pharmacology I, Minimum Grade of C
PNS111	Practical Nursing Clinical I		Corequisites: BIO 121 Anatomy & Physiology I, Minimum Grade of C PSY 101 Introduction to Psychology, Minimum Grade of C PNS110 Practical Nursing I, Minimum Grade of C PNS 112 Practical Nursing Lab I, Minimum Grade of C NUR 113 Pharmacology I, Minimum Grade of C
PNS112	Practical Nursing Lab I		Corequisites: BIO 121 Anatomy & Physiology I, Minimum Grade of C PSY 101 Introduction to Psychology, Minimum Grade of C PNS110 Practical Nursing I, Minimum Grade of C PNS111 Practical Nursing Clinical I, Minimum Grade of C NUR 113 Pharmacology I, Minimum Grade of C
*PSY101	Introduction to Psychology	Basic Reading and Basic Writing	

Year 1, Spring Semester			
*BIO122	Anatomy & Physiology II		BIO121 Anatomy & Physiology I
NUR123	Pharmacology II		NUR 113 Pharmacology I
PNS120	Practical Nursing II		<p>Prerequisites: PNS110 Practical Nursing I, Minimum Grade of C PNS 111 Practical Nursing Clinical I, Minimum Grade of C PNS 112 Practical Nursing Lab I, Minimum Grade of C NUR 113 Pharmacology I, Minimum Grade of C</p> <p>Corequisites: BIO 122 Anatomy & Physiology II, Minimum Grade of C PSY 110 Lifespan Psychology, Minimum Grade of C PNS 121 Practical Nursing Clinical II, Minimum Grade of C PNS 122 Practical Nursing Lab II, Minimum Grade of C NUR 123 Pharmacology II, Minimum Grade of C</p>
PNS121	Practical Nursing Clinical II		<p>Prerequisites: PNS110 Practical Nursing I, Minimum Grade of C PNS 111 Practical Nursing Clinical I, Minimum Grade of C PNS 112 Practical Nursing Lab I, Minimum Grade of C NUR 113 Pharmacology I, Minimum Grade of C</p> <p>Corequisites: BIO 122 Anatomy & Physiology II, Minimum Grade of C PSY 110 Lifespan Psychology, Minimum Grade of C PNS 120 Practical Nursing II, Minimum Grade of C PNS 122 Practical Nursing Lab II, Minimum Grade of C NUR 123 Pharmacology II, Minimum Grade of C</p>
PNS122	Practical Nursing Lab II		<p>Prerequisites: PNS110 Practical Nursing I, Minimum Grade of C PNS 111 Practical Nursing Clinical I, Minimum Grade of C PNS 112 Practical Nursing Lab I, Minimum Grade of C NUR 113 Pharmacology I, Minimum Grade of C</p> <p>Corequisites: BIO 122 Anatomy & Physiology II, Minimum Grade of C PSY 110 Lifespan Psychology, Minimum Grade of C PNS 120 Practical Nursing II, Minimum Grade of C PNS 121 Practical Nursing Clinical II, Minimum Grade of C NUR 123 Pharmacology II, Minimum Grade of C</p>
*PSY110	Lifespan Psychology		PSY 101 Introduction to Psychology

	<u>Year 1, Summer Semester</u>		
PNS105	Issues and Trends in Practical Nursing		<p><u>Prerequisites:</u> NUR 123 Pharmacology II, Minimum Grade of C PNS 120 Practical Nursing II, Minimum Grade of C PNS 121 Practical Nursing Clinical II, Minimum Grade of C PNS 122 Practical Nursing Lab II, Minimum Grade of C</p> <p><u>Corequisites:</u> PNS 130 Practical Nursing III, Minimum Grade of C PNS 131 Practical Nursing Clinical III, Minimum Grade of C</p>
PNS130	Practical Nursing III		<p><u>Prerequisites:</u> NUR 123 Pharmacology II, Minimum Grade of C PNS 120 Practical Nursing II, Minimum Grade of C PNS 121 Practical Nursing Clinical II, Minimum Grade of C PNS 122 Practical Nursing Lab II, Minimum Grade of C</p> <p><u>Corequisites:</u> PNS 105 Issues and Trends in Practical Nursing, Minimum Grade of C PNS 131 Practical Nursing Clinical III, Minimum Grade of C</p>
PNS131	Practical Nursing Clinical III		<p><u>Prerequisites:</u> NUR 123 Pharmacology II, Minimum Grade of C PNS 120 Practical Nursing II, Minimum Grade of C PNS 121 Practical Nursing Clinical II, Minimum Grade of C PNS 122 Practical Nursing Lab II, Minimum Grade of C</p> <p><u>Corequisites:</u> PNS 105 Issues and Trends in Practical Nursing, Minimum Grade of C PNS 130 Practical Nursing III, Minimum Grade of C</p>

*** May be taken prior to or concurrent with course sequencing**

B. Discuss how the curriculum is an organized, sequential series of courses that progress from simple to complex learning.

The Nursing Curriculum is an organized, sequential series of courses that progress from simple to complex learning. Each course identifies the learning activities, the competency and the performance standards to be accomplished by the student. The two central components, holistic nursing care and nursing process are supported throughout the curriculum by the concepts of optimal health, communication, teaching and learning, therapeutic interventions, delegation, management of care, cultural diversity, legal-ethical standards, professional attributes and health care trends.

The implementation of the new curriculum began in fall 2009 for both options. Particular attention was given to maintaining the sequence of curriculum from simple to more complex.

The ADN and PN syllabi for NUR110 and PNS 110 are similar and prepare the ADN/PN students for the more complex material to follow in courses NUR120, NUR210 and NUR220 as well as PNS120 and PNS130.

C. Describe the curriculum development, review and revision processes used by the program to assure that the curriculum meets the needs of students and graduates. Include discussion of the mechanisms that allow input into these processes from (1) employers of program graduates and (2) schools to which students transfer (if applicable).

In the Systematic Evaluation Plan (SEP) as required and developed according to NLNAC standards and processes as the curriculum development, review and revision processes are all addressed within 8 sub criteria. These criteria address incorporation of professional standards and are reviewed by faculty for currency, appropriate practices, and the ability of learning environment to support program outcomes and validation that methodologies of evaluation are varied and measure achievement of student outcomes.

Additionally, the faculty review course outlines to determine that instructional processes reflect current educational theory, interdisciplinary collaboration and Best practice standards and evaluate student learning outcomes to organize the curriculum and guide the delivering of instruction and learning activities to ultimately evaluate student progress.

These revisions are conducted: annually, biannually or tri-annually as determined by SEP standards. Included in these reviews are responses of student evaluation related to theory, clinical and laboratory practice. Additionally, end of program and graduate surveys are administered to all students and reviewed when returned.

To date responses concur that the expected level of achievement (ELA) stated by student responses has been met at an acceptable level. Occasionally (ELAs) have not been achieved and on these instances most often physical resources (temperature, lighting and seating) in the classroom setting are the areas of concern. In all instances concerns are brought forth to administration and where feasible correction is planned or implemented.

D. How does the curriculum contribute to the student accomplishing the institutional outcomes?

The Core Academic Skills have been the focus of institutional development over years 2010-2012. Faculty have been engaged in detailed exploration and definition of the 5 core academic skills. The Committee has determined the criteria necessary for courses to comply with required standards. This Fall (2011) approval has been received to designate the following Nursing or Nursing related curricular components as Core Value Intensive. They are: Anatomy and Physiology I and II and Microbiology all (4 credit courses) as Science Intensive. NUR205 Issues in Professional Nursing as Oral Expression Intensive.

E. How does the curriculum contribute to the student accomplishing the program specific outcomes?

The evidence that the curriculum contributes to the student accomplishing the program specific outcomes is detailed in the PN and ADN Program Outcomes Maps dated November 22 and 23, 2011 that have been developed by the Program Director for Nursing and Associate Dean of Academic Review and Assessment and Curriculum Coordinator for Nursing.

See Attached in Appendix 3.

SECTION FOUR: PROGRAM RESOURCES

I. FACULTY

- A. Discuss the number of faculty assigned to the program with respect to its adequacy to complete all activities associated with maintaining a high-quality educational program. (See completed Chart 5(A), Chart 5(B), and Chart 5(C) in Appendix 1.)**

If the program holds specialized accreditation or approval, state the number of full-time faculty (or full-time equivalent faculty) required by the outside agency (_____). Write "NA" if not applicable.

See Attachment E.

- B. Indicate the percentage of faculty that are full-time, as well as the percentage of credit hours taught by full-time faculty. (See Chart 5 (D) in Appendix 1.)**

See Attachment E.

- C. Discuss how the percentage of full-time faculty, both in terms of numbers and credit hours taught, impacts the program.**

See Attachment E.

- D. For each faculty member, document their credentials and professional activities. (See the copies of Chart 6 in Appendix 1 completed for each faculty member [full, part-time, or DCE]). (Note: Each individual faculty member should complete his/her own chart and submit it to the Program Coordinator or designee.)**

Describe and summarize the credentials and the activities of program faculty with respect to maintaining their status as content experts and remaining current in their field of expertise.

See Attachment E.

II. CLASSROOMS AND LABORATORIES

Discuss whether the program has classrooms and laboratories of sufficient quality and quantity to provide an environment conducive to effective teaching and learning. (How did the program coordinator/faculty make this decision?)

There are sufficient classrooms for teaching nursing courses. At times, the available laboratory classrooms are not sufficient, particularly when conducting simulations. Additionally, there is some lack of computer classrooms to facilitate standardized testing as these classrooms have seating for 22-24 and nursing numbers are 32-40, thereby requiring two computer classrooms.

III. INSTRUCTIONAL TECHNOLOGY

Describe the instructional technology required to support the program's curriculum plan. Discuss whether the current instructional technology is of sufficient quality and quantity to provide an environment conducive to effective teaching and learning. (How did the program coordinator/faculty make this decision?)

Instructional Technology (IT) is identified in the program and includes the following:

- Smart Classrooms
- Computer Lab Classrooms
- Simulation Laboratory with internet access
- EMR
- Blackboard companion site
- The Point/online companion sites for student/faculty resources activities. (Textbook Nursing Companion sites).

Yes for the most part they are of sufficient quality and quantity to provide an environment conducive to effective teaching and learning. However, due to current space requirements we compete for use of computer laboratory with all other programs onsite. This sometimes impedes our ability to maximize student/faculty access for computer adaptive testing.

IV. LIBRARY AND RELATED LEARNING RESOURCES

Discuss whether the program has access to library and related learning resources adequate to support the curriculum plan and to provide an environment conducive to effective teaching and learning. (How does the program use the library and related learning resources in the implementation of the curriculum plan? Describe the process used by the program to determine the adequacy of library and related learning resources.)

Library is located onsite and is open and available to students at times compatible to scheduled classes and laboratory activities. Also all students have library resources accessible from their home computer or computer lab on campus.

Nursing laboratories are located onsite and open lab times are scheduled weekly allowing students access with faculty present to utilize equipment, hi and low fidelity simulation trainers and human mannequins (neonatal→adult).

Surveys completed by students and faculty are conducted each semester to validate availability, currency and adequacy of all resources. To date responses support that resources are sufficient to allow achievement of course competencies. Currency needs to be regularly monitored.

V. FINANCIAL RESOURCES

Discuss whether the program's financial resources are adequate for the program to achieve its stated mission.

(How does the program coordinator/faculty participate in developing the program/department budget?)

How does the program coordinator/faculty participate in evaluating the adequacy of the budget to support effective teaching and learning?)

The Program Director with input from Curriculum Coordinator and faculty prepare and administer the program budget. Each budget year faculty input is solicited and all suggested revisions/additions are reviewed and discussed.

The Program Director then prepares the annual budget based upon anticipated available funding for the program and suggested needs or additions from the faculty.

After presentation to the faculty the budget is forwarded to the Dean of Health Professions for review and submission to the Vice President of Academic Affairs.

To date survey responses from faculty support the fact that faculty are engaged in preparation of budget and agree that the budget is adequate to support effective teaching and learning.

VI. CONTENT EXPERTS

A. Does the program have an Advisory Committee?

Yes X No

IF NO, skip to VI (B).

IF YES, please complete items 1 through 5 below.

- 1. Insert the roster of Advisory Committee members.

NURSING ADVISORY BOARD MEMBERS
ATTENDANCE SHEET
October 18, 2011

Victoria Pike	Tewksbury	_____
Kathy DeFillipo	Law Public Schools	_____
Karen Watson	VNA Home Care	_____
Linda Elliott	Lowell Gen Hospital	_____
Connie Gagnon	Merrimack Valley	_____
Linda House	Alumnus	_____
Linda Cote	Greater Law Tech	_____
Jackie Long-Goding	NECC	_____
Isis Lucia	AHEC	_____
Gail Walker	Lawrence General	_____
Francine Pappalardo	NECC	_____
Carol Wallace	NECC	_____
Karen Warren	Caritas Holy Family	_____
Patricia Demers	NECC	_____
Mary Farrell	Salem State College	_____
Pauline Ladebauche	U Mass Lowell	_____
Donna Howie	Sunbridge Health Care	_____

Emily Gonzalez	NECC	_____
Lucie Guarino	Caritas Holy Family	_____
Pat Conway	GLFHC	_____
Lisa Bass	NECC	_____

- Report the schedule of meetings for the past three years, or as many as available if the Advisory Committee has been meeting for less than three years.

April 21, 2009	April 13, 2010	April 12, 2011
October 27, 2009	October 5, 2010	October 18, 2011

- Insert copies of the Advisory Committee minutes for the past three years. **(See Appendix 2.)**
- Describe the input of the Advisory Committee experts on program outcomes.

Attendance over the past three years has been about 50% overall and usually more attending in Fall than Spring. Members are engaged in discussion lead by the Program Director and offer input readily when solicited. This is an area for further development as we would like at least 70% attendance and will seek to diversify future membership in an attempt to achieve this desire.

- Describe the usefulness of the Advisory Committee relative to anticipating changes and challenges that need to be met by the program.

As the program strives to expand use of community resources and out patient experiences there becomes a concern that current membership is lacking in expertise. It is our intention to invite appropriate resources to meet this need.

NOW GO TO QUESTION VI (C).

B. Does the program have any plans to develop an Advisory Committee?

Yes _____ No _____

IF NO, what is the program's rationale for this decision?

IF YES, please detail below.

NOW GO TO SECTION VI (C).

C. Does the program use content experts other than those represented in an Advisory Committee?

Yes _____ No x

IF NO, skip to Section Five.

IF YES, please discuss below and then go to Section Five.

SECTION FIVE: PROGRAM OUTCOMES

I. PROGRAM OUTCOME ASSESSMENT PLAN

- A. Insert the Program Outcome Assessment Plan for the previous three years. (See Plan in Appendix 3.)**

(If the program has participated in Program Outcomes Assessment for fewer than three years, please comment on the reason and insert the number of Program Outcome Assessment plans the program has completed.)

- B. How has the Program Review contributed to, supported, or confirmed the findings of the Program Outcome Assessment Plan activities?**

Not applicable has only been developed this Fall 2011.

SECTION SIX: SUMMARY

I. CONCLUSIONS: PROGRAM STRENGTHS AND WEAKNESSES

A. List and describe the program’s major strengths, based on information obtained in the Program Review. Cite evidence for each identified strength.

AREA OF STRENGTH	EVIDENCE
Each option in the Nursing Program has full approval/accreditation from either the Massachusetts Board of Registration in Nursing or the National League for Nursing Accrediting Commission	See Section ONE (1) A and B.
Seamless academic progress from PN to AND as a result of curricular alignment; and from ADN to BSN via articulated agreements	See Section ONE (D)
Collaborative relationships with constituencies within the Greater Merrimack Valley Area, which assist students with practical skills applications	See Section ONE (D)
Congruence with and support of NECC’s Mission, Core Values, and Strategic Plan as well as the Health Professions Division Philosophy	See Section ONE (II and III)
Solid, engaging, learner-centered and competency-based curriculum	See Section ONE (III [A]) and Section THREE
Retention rates which exceed thresholds for program	See Section ONE (III [A])
Comprehensive policies, procedures, and materials designed to support student success, including mandatory information and orientation sessions for new students, stringent completion criteria (minimum grade of C), detailed Student Handbook, and intensive faculty advising.	See Section ONE, IV (C)

Steady and strong demand for program	See Section TWO (I [A])
Good program completion rates	See Section TWO (I [B])
Highly qualified and experienced faculty	See Section FOUR (I) and Attachment E`
Strong instructional technology laboratories, including simulation laboratories with computer access and electronic medical records software	See Section FOUR (III)
Strong and systematic program outcomes assessment plan	See Section FIVE and Appendix 3

B. List and describe the program’s weaknesses or areas in which improvement is desirable, based on information obtained in the Program Review. Cite evidence for each identified weakness or area for improvement.

WEAKNESS OR AREA FOR IMPROVEMENT	EVIDENCE
Lack of masters’ degrees in Nursing for all adjunct faculty	See Attachments A and C.
Ensure currency of library holdings	See Attachments A and C; Section FOUR(IV).
Need to expand description of Advanced Place Nursing Option on website	See Attachment A and C.
Lack of gender diversity in program	See Section TWO (I [C])
Lack of computer classrooms to adequately support standardized testing	See Section FOUR (II)
Inadequate attendance by some external members at Advisory Committee Meetings; need to diversity membership to include more community outpatient resources	See Section FOUR (VI [A, 4])

II. ACTION PLAN

For each identified weakness or area in which improvement is desirable, submit an Action Plan. (When designing the Action Plan, a suggested plan would include the elements of Process Management using a Plan-Do-Study-Act (PDSA) cycle.) (Note: Add as many of the following tables as necessary.)

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Lack of masters' degrees in Nursing for all adjunct faculty	Develop plans for educational advancement	Curriculum Coordinator or designee, adjunct faculty members	First semester of adjuncts' employment	In process

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Ensure currency of library holdings	Onsite review of all holdings	Faculty sub-committee	Spring 2012	

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Need to expand description of Advanced Place Nursing Option on website	Expand description on website	Assistant Dean and Curriculum Coordinator	April 2012	

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Lack of gender diversity in program	TBD – Pending working with new recruitment director	TBD	TBD	

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Inadequate attendance by some external members at Advisory Committee Meetings; need to diversity membership to include more community outpatient resources	Solicit new memberships to address resource need Seek input from members on attendance improvement strategies	Faculty, Curriculum Coordinator Advisory Committee members	Spring 2012 April 2012 meeting	

REVIEW SUBMISSION

PROGRAM:	
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Submits this Program Review document in fulfillment of the NECC requirements for a comprehensive and systemic review of each academic program.

Individual Responsible for Completing the Program Review	
Name:	Title:
Signature:	Date:
Program Coordinator	
Name:	
Signature:	Date:
Department Chair (if appropriate)	
Name:	Title:
Signature:	Date:
Assistant Dean/Director	
Name:	Title:
Signature:	Date:
Dean of Division	
Name:	Title:
Signature:	Date:

APPENDICES

APPENDIX 1

CHARTS 1 – 6

Nursing (ADN) Day – 0213

Chart 1. Student Demand

	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	3 Year Average
Total Applications	120	111	91	107
First Time Freshmen who registered	1	6	2	3
External Transfers who registered	4	10	16	10
Internal Transfers who registered	0	0	0	0
Readmitted Students who registered	83	46	40	56
Total Students new to program	88	62	58	69
Total Unduplicated Enrollment	101	79	75	85

Chart 2. Program Completion/Student Transfer

	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	3 Year Average
Program Graduates	48	45	36	43
Students who transfer prior to graduation from program (multiple years out)	7	NA	NA	NA

Chart 3. Student Demographics

		Asian	Black	Cape Verdean	Hawaiian/ Pacific Islander	Hispanic	Native American/ Native Alaskan	White	Non- Resident Alien	Multi- Racial	Unknown	Total	Minority Percentage (unprorated)
AY 2008-2009	Male	0	1	0	0	1	0	13	0	0	0	15	13%
	Female	4	5	0	0	16	0	60	0	0	1	86	29%
	Total	4	6	0	0	17	0	73	0	0	1	101	27%
AY 2009-2010	Male	1	2	0	0	0	0	7	0	0	0	10	30%
	Female	1	3	0	0	12	0	47	1	0	5	69	23%
	Total	2	5	0	0	12	0	54	1	0	5	79	24%
AY 2010-2011	Male	1	2	0	0	0	0	7	1	0	0	11	27%
	Female	0	7	0	1	5	0	47	1	0	3	64	20%
	Total	1	9	0	1	5	0	54	2	0	3	75	21%

Chart 4. Fall to Fall Retention

* Program Retention = (Graduated from This Program + Still Enrolled in This Program)/Fall Cohort

** Positive College Outcome = (Total Graduates + Total Active)/Fall Cohort

ALL

	Fall 2008-Fall 2009		Fall 2009-Fall 2010		Fall 2010-Fall 2011	
	#	%	#	%	#	%
FALL COHORT	99	-	80	-	73	-
<u>GRADUATES</u>						
Graduated from This Program *	42	0%	40	50%	33	45%
Graduated from Any Other Program	3	0%	0	0%	2	3%
TOTAL Graduates **	45	0%	40	50%	35	48%
Graduated from This Program and then Transferred to 4-Year	7	0%	1	1%	2	3%
Graduated from Any Other Program and then Transferred to 4-Year	1	0%	0	0%	0	0%
Total Graduates who Transferred to 4-Year	8	0%	1	1%	2	3%
Graduated from this Program and Enrolled in Another NECC Program	2	0%	2	3%	2	3%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	1	1%
Total Graduates who Enrolled in Another NECC Program	2	0%	2	3%	3	4%
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	33	0%	37	46%	29	40%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	2	0%	0	0%	1	1%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	35	0%	37	46%	30	41%
<u>NON-GRADUATES - ACTIVE</u>						
Transferred to 4-Year	2	2%	1	1%	1	1%
Still Enrolled in This Program *	44	44%	25	31%	31	42%
Still Enrolled, but in Another NECC Program	3	3%	5	6%	1	1%
TOTAL Active **	49	49%	31	39%	33	45%
<u>Inactive - Did not graduate or transfer and they are not enrolled at NECC</u>						
TOTAL Inactive	5	5%	9	11%	5	7%
Program Retention	86	87%	65	81%	64	88%
Positive College Outcome	94	95%	71	89%	68	93%

MINORITY (African-American/Black; American Indian/Alaskan Native, Asian, Cape Verdean, Hispanic, Multi-racial, Native Hawaiian/Pacific Islander)

	Fall 2008-Fall 2009		Fall 2009-Fall 2010		Fall 2010-Fall 2011	
	#	%	#	%	#	%
FALL COHORT	27	-	18	-	17	-
<u>GRADUATES</u>						
Graduated from This Program *	13	0%	10	13%	9	12%
Graduated from Any Other Program	2	0%	0	0%	2	3%
TOTAL Graduates **	15	0%	10	13%	11	15%
Graduated from This Program and then Transferred to 4-Year	2	0%	0	0%	1	1%
Graduated from Any Other Program and then Transferred to 4-Year	1	0%	0	0%	0	0%
Total Graduates who Transferred to 4-Year	3	0%	0	0%	1	1%
Graduated from this Program and Enrolled in Another NECC Program	1	0%	1	1%	1	1%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	1	1%
Total Graduates who Enrolled in Another NECC Program	1	0%	1	1%	2	3%
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	10	0%	9	11%	7	10%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	1	0%	0	0%	1	1%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	11	0%	9	11%	8	11%
<u>NON-GRADUATES - ACTIVE</u>						
Transferred to 4-Year	0	0%	0	0%	1	1%
Still Enrolled in This Program *	8	8%	4	5%	4	5%
Still Enrolled, but in Another NECC Program	2	2%	2	3%	0	0%
TOTAL Active **	10	10%	6	8%	5	7%
Inactive - Did not graduate or transfer and they are not enrolled at NECC						
TOTAL Inactive	2	2%	2	3%	1	1%
Program Retention	21	78%	14	78%	13	76%
Positive College Outcome	25	93%	16	89%	16	94%

MAJORITY (W)

	Fall 2008-Fall 2009		Fall 2009-Fall 2010		Fall 2010-Fall 2011	
	#	%	#	%	#	%
FALL COHORT	71	-	58	-	51	-
<u>GRADUATES</u>						
Graduated from This Program *	28	0%	29	36%	21	29%
Graduated from Any Other Program	1	0%	0	0%	0	0%
TOTAL Graduates **	29	0%	29	36%	21	29%
Graduated from This Program and then Transferred to 4-Year	5	0%	1	1%	1	1%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Total Graduates who Transferred to 4-Year	5	0%	1	1%	1	1%
Graduated from this Program and Enrolled in Another NECC Program	1	0%	1	1%	1	1%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who Enrolled in Another NECC Program	1	0%	1	1%	1	1%
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	22	0%	27	34%	19	26%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	1	0%	0	0%	0	0%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	23	0%	27	34%	19	26%
<u>NON-GRADUATES - ACTIVE</u>						
Transferred to 4-Year	2	2%	1	1%	0	0%
Still Enrolled in This Program *	36	36%	18	23%	26	36%
Still Enrolled, but in Another NECC Program	1	1%	3	4%	1	1%
TOTAL Active **	39	39%	22	28%	27	37%
<u>Inactive - Did not graduate or transfer and they are not enrolled at NECC</u>						
TOTAL Inactive	3	3%	7	9%	3	4%
Program Retention	64	90%	47	81%	47	92%
Positive College Outcome	68	96%	51	88%	48	94%

FEMALE

	Fall 2008-Fall 2009		Fall 2009-Fall 2010		Fall 2010-Fall 2011	
	#	%	#	%	#	%
FALL COHORT	84	-	69	-	62	-
<u>GRADUATES</u>						
Graduated from This Program *	34	0%	36	45%	30	41%
Graduated from Any Other Program	2	0%	0	0%	2	3%
TOTAL Graduates **	36	0%	36	45%	32	44%
Graduated from This Program and then Transferred to 4-Year	5	0%	1	1%	1	1%
Graduated from Any Other Program and then Transferred to 4-Year	0	0%	0	0%	0	0%
Total Graduates who Transferred to 4-Year	5	0%	1	1%	1	1%
Graduated from this Program and Enrolled in Another NECC Program	1	0%	2	3%	2	3%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	1	1%
Total Graduates who Enrolled in Another NECC Program	1	0%	2	3%	3	4%
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	28	0%	0	0%	0	0%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	2	0%	0	0%	0	0%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	30	0%	0	0%	0	0%
<u>NON-GRADUATES - ACTIVE</u>						
Transferred to 4-Year	2	2%	0	0%	1	1%
Still Enrolled in This Program *	41	41%	23	29%	26	36%
Still Enrolled, but in Another NECC Program	2	2%	4	5%	0	0%
TOTAL Active **	45	45%	27	34%	27	37%
<u>Inactive - Did not graduate or transfer and they are not enrolled at NECC</u>						
TOTAL Inactive	3	3%	6	8%	3	4%
Program Retention	75	89%	59	86%	56	90%
Positive College Outcome	81	96%	63	91%	59	95%

MALE

	Fall 2008-Fall 2009		Fall 2009-Fall 2010		Fall 2010-Fall 2011	
	#	%	#	%	#	%
FALL COHORT	15	-	11	-	11	-
<u>GRADUATES</u>						
Graduated from This Program *	8	0%	4	5%	3	4%
Graduated from Any Other Program	1	0%	0	0%	0	0%
TOTAL Graduates **	9	0%	4	5%	3	4%
Graduated from This Program and then Transferred to 4-Year	2	0%	0	0%	1	1%
Graduated from Any Other Program and then Transferred to 4-Year	1	0%	0	0%	0	0%
Total Graduates who Transferred to 4-Year	3	0%	0	0%	1	1%
Graduated from this Program and Enrolled in Another NECC Program	1	0%	0	0%	0	0%
Graduated from Any Other Program and Enrolled in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who Enrolled in Another NECC Program	1	0%	0	0%	0	0%
Graduated from this Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	5	0%	4	5%	2	3%
Graduated from Any Other Program, but did not Transfer to 4-Year or Enroll in Another NECC Program	0	0%	0	0%	0	0%
Total Graduates who did not Transfer to 4-year or Enroll in Another NECC Program	5	0%	4	5%	2	3%
<u>NON-GRADUATES - ACTIVE</u>						
Transferred to 4-Year	0	0%	1	1%	0	0%
Still Enrolled in This Program *	3	3%	2	3%	5	7%
Still Enrolled, but in Another NECC Program	1	1%	1	1%	1	1%
TOTAL Active **	4	4%	4	5%	6	8%
<u>Inactive - Did not graduate or transfer and they are not enrolled at NECC</u>						
TOTAL Inactive	2	2%	3	4%	2	3%
Program Retention	11	73%	6	55%	8	73%
Positive College Outcome	13	87%	8	73%	9	82%

Practical Nursing - 0209

Chart 1. Student Demand

	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	3 Year Average
Total Applications	34	43	41	39
First Time Freshmen who registered	0	5	1	2
External Transfers who registered	0	6	9	5
Internal Transfers who registered	0	0	0	0
Readmitted Students who registered	28	24	24	25
Total Students new to program	28	35	34	32
Total Unduplicated Enrollment	35	49	53	46

Chart 2. Program Completion/Student Transfer

	AY 2008- 2009	AY 2009- 2010	AY 2010- 2011	3 Year Average
Program Graduates	18	17	27	21
Students who transfer prior to graduation from program (multiple years out)				

Chart 3. Student Demographics

		Asian	Black	Cape Verdean	Hawaiian/ Pacific Islander	Hispanic	Native American/ Native Alaskan	White	Non-Resident Alien	Multi-Racial	Unknown	Total	Minority Percent age (unprorated)
AY 2008-2009	Male	0	2	0	0	0	0	3	0	0	0	5	40%
	Female	0	1	0	0	2	0	25	2	0	0	30	10%
	Total	0	3	0	0	2	0	28	2	0	0	35	14%
AY 2009-2010	Male	0	1	0	0	0	0	2	1	0	1	5	20%
	Female	1	4	0	0	2	0	32	2	0	3	44	16%
	Total	1	5	0	0	2	0	34	3	0	4	49	16%
AY 2010-2011	Male	0	1	0	0	1	0	2	1	0	0	5	40%
	Female	0	5	0	1	7	0	34	0	0	1	48	27%
	Total	0	6	0	1	8	0	36	1	0	1	53	28%

APPENDIX 2
ADVISORY COMMITTEE MINUTES

NORTHERN ESSEX COMMUNITY COLLEGE
Nursing Program
Nursing Advisory Committee

Date: April 12, 2011 **Recorder:** Pat Demers

Time: 4:00 pm-6:00 pm **Chair:** Pat Demers

Location: L 144

Present: Karen Watson, Linda Cote, Jackie Long-Goding, Gail Walker, Francine Pappalardo, Patricia Demers, Mary Farrell, Pauline Ladebauche, Emily Gonzalez, Lucie, Guarino, Lisa Bass, Pat Conway, Sheila Kane

Absent: Victoria Pike, Kathy DeFillipo, Linda Elliott, Connie Gagnon, Linda House, Isis Lucia, Carol Wallace, Karen Warren, Donna Howie

Topic	Discussion	Outcome
I. Welcome & Introductions	Pat Conway is new to the group.	FYI
II. Review of Minutes – October 5, 2010	Reviewed.	Accepted as written.
III. Community of Interest Report: <ul style="list-style-type: none"> • Interdisciplinary Simulation 	<p>P. Demers showed the DVD representing the interdisciplinary work of the Health Professions at NECC. The (8) eight minute video was previously shown to the Board of Trustees. The students in Respiratory and Nursing previously recorded a simulation in the spring of 2010.</p> <p>Students enjoyed the experience as well as faculty and staff. We look forward to more interdisciplinary simulations particularly with the purchase of Meti-man and the increased lab space in the new building.</p>	Informational
<ul style="list-style-type: none"> • IOM Report 	<p>P. Demers reviewed the key IOM messages and recommendations. In particular, the recommendation pertinent to the increase of registered nurses with BSN by 2020. This represented an important aspect for discussion in the group, particularly as more of the Merrimack Valley Hospitals are beginning to hire BSN graduates as a preference.</p> <p>Highlights from the (6) competencies were reflected as evident in the</p>	

Topic	Discussion	Outcome
<ul style="list-style-type: none"> QSEN 	<p>NECC Nursing Philosophy. The faculty was recommending addition of the phrase "...to utilize information management tools to optimize patient outcomes of care..." (See attached)</p> <p>Further review of the philosophy was accomplished. One additional recommendation was made by Pat Conway to include language pertinent to ethics and the clinical decision-making regarding bio-ethical concerns</p>	<p>The Advisory Group agreed with the additional phrase.</p> <p>Advisory Group agreed that faculty develop language pertinent to ethical decision-making. Revision will be brought to the fall meeting of the Advisory Committee.</p>
<ul style="list-style-type: none"> NLN Outcomes and Competencies 	<p>P. Demers reviewed the newly published (10/2010) NLN Outcomes and Competencies report. She distributed the schema and graduate competencies for PN through Doctorate preparation. There was discussion among the group as well as reference to the Nurse of the Future Competencies. P. Demers acknowledged that the faculty is reviewing the report and will develop a crosswalk to examine NECC competencies against NLN graduate competencies.</p>	<p>Crosswalk review to be presented in October 2011.</p>
<p>V. Update from Advisory Committee Members</p>		
<p>Caritas Holy Family</p>	<p>Lucy Guarino reported that the hospital's mission will continue as before although (under new ownership) there are Catholic and Secular hospitals.</p> <p>CHFH is scheduled to update to 6.0 Meditech for the EMR. Additionally, nursing has implemented new online education for competencies.</p> <p>A new Interpreter System has also been implemented which includes face-to-face as well as video translation. Sign language is now also part of the system.</p>	<p>Informational</p>

Topic	Discussion	Outcome
Home Health VNA	<p>Karen Watson reports much work is being undertaken to improve patient outcomes and decrease hospital readmissions. There continues to be changes in care provided, particularly PTA/COTA visits and reimbursement for these services.</p> <p>Additionally, "Health Literacy" is being targeted to help with patient education strategies. Staff are able to utilize their tablets to bring on-line education into the patient's home. This is a definite asset to help with teaching patients.</p> <p>The electronic medical record is also enabled to connect with the Lahey system. This upgrade to the system helps home care staff to efficiently send "485" and other physician and/or practitioner orders for electronic signature and updates for care. Looking to enable more practitioners to wirelessly participate.</p>	Informational
U Mass Lowell	<p>Pauline Ladebauche discussed enrollment and stated the University has received 1,000 applications for 100 BSN spots. The University is no longer accepting transfers unless you begin as a freshman. The University has also eliminated the undeclared health option as of this September.</p> <p>The new building will be breaking ground in two weeks.</p> <p>The Nursing Department is working to develop an online/hybrid for the RN to BSN students.</p> <p>Hire Right is being utilized for CORI. Drug policy continues to be worked on.</p>	P. Ladebauche will send the Hire Right to NECC.
Greater Lawrence Family Health Center	<p>Pat Conway reports that visits will be up by 5000 this year. Park Street site has doubled in size. The clinic is now staffing exam rooms at LGH and CHFH.</p> <p>On July 1st a new EMR will begin as well as new initiative known as Patient Centered Medical Home. This is a demonstration site to enable care to be managed and designated by a team to improve patient outcomes.</p>	Informational

Topic	Discussion	Outcome
Lawrence General Hospital	<p>Gail Walker related that the new CFO will be announced shortly. The ER is the third largest in Massachusetts and the recent Joint Commission survey visit was very successful.</p> <p>Gail is requesting that all students who will be coming to the hospital must bring their picture student ID. The hospital will no longer provide. Students may also park in the lot across from the hospital.</p>	<p>Informational</p> <p>P. Demers will advise all HP Coordinators this week of this change.</p>
Salem State University	<p>Mary Farrell reports NEASC visit has just been completed. Assessment was one area requiring continued improvement. The library is scheduled to be built and the old building is being demolished.</p> <p>CCNE accreditation visit is scheduled for fall 2012. Mary will be stepping down as Chair and Ellen Eaton has been elected to assume Chair in July 2011.</p> <p>Nursing student enrollment continues at approximately 800. There are less freshmen being accepted but transfer students continue to be accepted into the other classes.</p>	
Northern Essex Community College	<p>Jackie Long-Goding reports the new building is progressing and the bids for demolition of the old town mall are open. On May 1st, hazmat abatement will begin for (4) four months. Hopefully, building will be open September 2013.</p> <p>Jackie also reported that NECC has interest in beginning PTA/COTA program. She identified several areas in the new building including simulation, classrooms and conference space. NECC will also be moving forward to develop community activities so that the simulation resources can be shared and maximally utilized for continued education.</p> <p>J. Long-Goding asked all members about Workforce development needs in the next three to five years:</p> <p>Dean Long-Goding requested information pertinent to Hire Right. NECC has been advised that some of our current agencies will now require CORI/SORI for students not only at their current address but also any states they have resided in during the past 5 or 7 years.</p> <p>Most acknowledged that hiring in the 3-5 year term will depend upon the economy, nursing retirements and patient census needs.</p>	

Topic	Discussion	Outcome
	<p>Specifically Home Care VNA is hiring but does not hire new graduates. CHFH has also hired but decisions are driven by census and this will continue in the near future. LGH has also hired but has given preference to employees who have returned to school. LGH and CHFH have also seen a preference in hiring to BSN graduates, particularly if organization is contemplating Magnet or Baldrige Certification.</p> <p>Lucie Guarino acknowledged to Dean Long-Goding that from an employer perspective the BSN hiring is growing. However, there are not many employer sponsored incentives for graduates of ADN to pursue BSN education.</p> <p>The committee did discuss academic progression and acknowledged that there is a need to find strategies to help graduates pursue BSN education.</p>	
NECC Science Department	<p>Emily Gonzalez reports that there is an increase in Chemistry classes; secondary to Chemistry as a prerequisite to Anatomy and Physiology.</p> <p>Faculty is also noting that as more students participate in Chemistry classes, there is a need for students to develop math skills.</p>	
NECC Nursing Faculty	<p>Lisa Bass reported that changes recommended by the Advisory Committee have been accomplished for the Graduate Surveys for the classes of 2010.</p> <p>Sheila Kane was present to answer questions about the Interdisciplinary Simulation and thanked committee members for their input regarding the continued need to calculate IV drip rates and manual auscultation of blood pressure.</p>	
Merrimack Valley Hospital	<p>Kathleen Soraghan reported that the hospital would become part of Stavard as of May 1, 2011. Additionally, the HER implementation from this past fall has been going very well</p>	
		<p>Meeting adjourned at 6:10 pm.</p> <p>Next meeting is scheduled for October, 2011.</p> <p>Respectfully submitted, Patricia M. Demers</p>

**NORTHERN ESSEX COMMUNITY COLLEGE
Nursing Program
Nursing Advisory Committee**

Date: October 18, 2011 **Recorder:** Pat Demers

Time: 4:00 pm-6:00 pm **Chair:** Pat Demers

Location: L 244

Present: Karen Watson, Connie Gagnon, Jackie Long-Goding, Gail Walker, Patricia Demers, Ellen Eaton, Lucie Guarino, Lisa Bass, Emily Gonzalez

Absent: Victoria Pike, Kathy DeFillipo, Linda Elliott, Linda House, Isis Lucia, Francine Pappalardo, Carol Wallace, Karen Warren, Pauline Ladebauche, Donna Howie, Pat Conway

Topic	Discussion	Outcome
I. Welcome & Introductions	All the group was invited to introduce themselves.	Informational.
II. Review of Minutes – April 12, 2011	The minutes of April 12, 2011 were reviewed with minor corrections.	Accepted.
III. Updates from Advisory Members	November 1, 2011 will be live date for electronic medical record documentation. Students will be able to give meds until 11/7/11 and some paper documentation. New CMO has just been appointed and is also CMIO.	Informational
<ul style="list-style-type: none"> • Lawrence General 	<p>Affiliation with Floating Hospital has been successful and we are renovating pediatrics. EMR is in all nursing rooms. PEDI asthma protocol has been instituted and mimics state guidelines.</p> <p>Star Program is being utilized to eliminate readmissions in medical-surgical area.</p>	
<ul style="list-style-type: none"> • Home Care VNA 	Healthwise is the EMR at VNA. Beginning to use pathways and will be reeducating for nursing process. Education is planned to design nursing plans of care and outcomes. Have hired one new graduate who had been a home health aide	
<ul style="list-style-type: none"> • Merrimack Valley Hospital 	Officially became part of Steward in May, 2011. The challenge is to find ways to centralize. Ten hospitals are in the system and this is a for-profit organization.	
	Four graduates have been hired at this time.	

Topic	Discussion	Outcome
<ul style="list-style-type: none"> <li data-bbox="170 170 365 201">Holy Family 	<p data-bbox="609 170 954 226">Will be celebrating one year anniversary with Steward.</p> <p data-bbox="609 264 1060 386">We now have a Bariatric Clinic, and working with Norwood Hospital. Will be bringing back endocrinology services.</p> <p data-bbox="609 424 1057 577">Medi tech 6.0 implementation has been done and many of the screens have been changed or upgraded. ER was opened 8/4. Looking to increase census.</p> <p data-bbox="609 615 1073 737">Ten new grads started last week, two were over hires expecting losses. An orientation program is planned for the ten.</p> <p data-bbox="609 774 1081 961">Three mandates from CNO: 1. Technology competency. 2. BSN within three years (Have been working with LaBoure for BSN program). 3. Physical competency to do work.</p>	
<ul style="list-style-type: none"> <li data-bbox="170 999 370 1031">Salem State 	<p data-bbox="609 999 1084 1155">CCNE next fall. New curriculum plans may not all be implemented secondary to many more students than able to place. Will be doing a search for an associate Dean for Nursing.</p>	
<ul style="list-style-type: none"> <li data-bbox="170 1209 414 1266">NECC Faculty Emily Gonzalez 	<p data-bbox="609 1209 1073 1362">Chemistry faculty have seen many students not passing secondary to math difficulties. Younger students in some classes have a lack of ability in math and other areas.</p>	
<p data-bbox="121 1388 553 1419">V. Communities of Interest Report</p>		
<ul style="list-style-type: none"> <li data-bbox="170 1419 300 1451">QSEN 	<p data-bbox="609 1419 1084 1669">P. Demers reported that Eva Beliveau and Sheila Kane have participated in QSEN education in Boston during June 2011. The intent was to educate faculty throughout the country about QSEN and incorporating these competencies into nursing curriculum.</p>	<p data-bbox="1112 1419 1572 1606">E. Beliveau will begin first activity in January through a clinical activity at Methuen Village. More activities tied to competencies will be planned and implemented over the next two semesters.</p>
<ul style="list-style-type: none"> <li data-bbox="170 1709 462 1740">NCLEX Pass Rates 	<p data-bbox="609 1709 1084 1892">P. Demers reported the first time pass rate for May 2011 ADN graduates is 32/35 or 92%. PN first time pass rates are not complete secondary to testing is not complete. 20 of 29 graduates have taken the exam.</p>	<p data-bbox="1112 1709 1555 1766">Awaiting national mean to compare our rates. Will report in April 2012.</p> <p data-bbox="1112 1803 1507 1860">Will report PN rate and national comparison in April 2012</p>

Topic	Discussion	Outcome
<ul style="list-style-type: none"> Rolling Admissions 	<p>This will begin this fall on October 20, 2011. Once an applicant meets the criteria and packet is complete they are eligible for admissions based upon first in line. The class size for each option is as follows:</p> <p>ADN 32/12 (waitlist) PN 32/12 (waitlist) Advanced Placement 8/6 (waitlist)</p>	
<ul style="list-style-type: none"> Systematic Evaluation Plan 	<p>P. Demers reviewed SEP 1.3, 6.2, 6.4, 6.5.3 and 6.5.4. The only area of concern is the continued low results of Employer Survey responses. P. Demers briefly reviewed a new approach utilizing "A Guided Interview Approach." This will be implemented by the faculty this fall and then respondents will be asked to come to a dinner meeting late January or early February to discuss results. More to be discussed regarding selection of agencies and the list of the recent graduates.</p>	<p>Advisory report agreed that faculty will participate in Guided Interviews with employers.</p> <p>Three members of the advisory group relate that they did not receive surveys for the class of 2010. These will be resent.</p>
<ul style="list-style-type: none"> iHealth @ NECC 	<p>Dean Long-Goding reviewed the new partnership with HE Partners, Inc. and the implementation of several health programs. The refurbished building on 52 Franklin St was opened on 10/28/11.</p> <p>P. Demers reported that the Nursing Program has begun to request a Substantive Change to NLNAC for the Advanced Placement in the iHealth option. If approved this new instructional modality for Advanced Placement will offer 16 more seats to the LPN to RN option.</p> <p>We are in receipt of a letter from the MA BORN approving the modality change. This letter is the first step for the Substantive Change (#14 policy) received by NLNAC for the distance education modality.</p>	<p>Informational.</p> <p>Advisory Committee are in agreement with this modality change to support Advanced Placement.</p> <p>P. Demers and the faculty will finalize request to NLNAC and submit by late December.</p> <p>Meeting adjourned at 6:10 pm.</p> <p>Next meeting is scheduled for April 2012.</p> <p>Respectfully submitted, Patricia M. Demers</p>

APPENDIX 3
OUTCOMES AND ASSESSMENT PLAN

I. RELATIONSHIP BETWEEN PN PROGRAM OBJECTIVES AND COURSE COMPETENCIES

COURSE COMPETENCIES			
	NUR113	NUR123	PNS105
1	Calculate drug dosage using one of the following methods: formula, ratio/proportion, dimensional analysis	Calculate doses for medications given via multiple routes across the lifespan.	Examine the nurse practice act as it relates to the LPN
2	Explain basic pharmacology principles related to medication management	Apply the nursing process to the administration of common respiratory drugs	Analyze ethical and legal dilemmas in health care
3	Interpret symbols and abbreviations related to pharmacology	Apply the nursing process to the administration of common cardiovascular drugs	Explore the LPN's role of delegation in nursing practice
4	Convert approximate equivalents between metric, apothecary, and household systems of measurement	Apply the nursing process to the administration of common anti-infective drugs	Identify current and future healthcare trends
5	Examine legal, ethical, social, and cultural issues related to medication administration	Apply the nursing process to the administration of antidiabetic drugs	Develop a plan for the transition from student to practicing LPN
6	Apply measures for safe medication administration	Apply the nursing process to the administration of common musculoskeletal drugs	Investigate political and professional organizations related to the LPN
7	Explore technology related to medication administration	Apply the nursing process to the administration of drugs for the perioperative patient	Explore the role of the nurse in improving the quality of health care
8	Differentiate drug classifications	Apply the nursing process to the administration of common neurological drugs	
9	Utilize references for medication management	Apply the nursing process to the administration of common immunizations	
10	Analyze the effects of vitamins, herbal supplements, and over the counter medications	Apply the nursing process to the administration of common gastrointestinal drugs	
11	Perform weight based and IV fluid and drug calculations		
12	Apply the nursing process to the administration of common medications to control pain		

PROGRAM OBJECTIVES (PO)

Upon completion of the PN Option the graduate will:

- A. Utilize holistic nursing care in meeting the basic needs of patients and families from diverse populations across the lifespan.
- B. Implement safe therapeutic interventions to promote optimal health for patients and families under the supervision of the registered nurse or other members of the health care team.
- C. Demonstrate caring behaviors of the nurse.
- D. Utilize critical thinking in the application of the nursing process to provide basic, patient-centered care.
- E. Provide basic therapeutic communication techniques with patients, families, and members of the health care team.
- F. Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care.
- G. Employ principles of teaching and learning principles to reinforce a plan of care to meet the needs of individuals and families in a variety of settings.
- H. Direct aspects of the delivery of patient-centered care for individuals and groups of patients to unlicensed assistive personnel.
- I. Use informatics, quality improvement, and evidence-based practice to provide basic patient-centered care.

COURSE COMPETENCIES' RELATION TO PROGRAM OBJECTIVES:			
PO	NUR113	NUR123	PNS105
A			
B	X	X	
C			
D	X	X	
E			
F	X	X	X
G	X	X	X
H	X	X	X
I	X	X	X

COURSE COMPETENCIES			
	PNS110	PNS111	PNS112
1	Incorporate the concept of holism and caring into nursing care	Utilize holistic nursing care in meeting the basic needs of patients and families from diverse populations across the lifespan	Demonstrate infection control measures
2	Use therapeutic communication skills	Implement safe therapeutic interventions to promote optimal health for patients and families under the supervision of the registered nurse or other members of the health care team	Measure vital signs
3	Explore methods to promote healthy lifestyle practices	Demonstrate caring behaviors of the nurse	Manage safe feeding modalities
4	Characterize culturally sensitive care	Utilize critical thinking in the application of the nursing process to provide basic patient-centered care	Assist patient with elimination needs
5	Identify safety practices related to the health care environment	Provide basic therapeutic communication techniques with patients, families, and members of the health care team	Demonstrate techniques to promote healthy movement
6	Identify ethical and legal issues in health care	Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care	Use the electronic medical record
7	Apply the nursing process	Employ principles of teaching and learning to reinforce a plan of care to meet the needs of individuals and families in a variety of settings	Perform adult physical assessment
8	Demonstrate various methods of documentation in healthcare	Direct aspects of the delivery of patient-centered care for individuals and groups of patients to unlicensed assistive personnel	Administer medications (excluding IV meds)
9	Identify components of a general health assessment	Use informatics, quality improvement, and evidence based practice to provide basic patient-centered care	Demonstrate care of non-surgical wound
10	Explore methods to promote healthy physiologic responses: oxygenation	Utilize holistic nursing care in meeting the basic needs of patients and families from diverse populations across the lifespan	Demonstrate sterile technique
11	Explore methods to promote healthy physiologic responses: fluid and electrolyte/acid base balance	Implement safe therapeutic interventions to promote optimal health for patients and families under the supervision of the registered nurse or other members of the health care team	Maintain peripheral IV therapy

COURSE COMPETENCIES			
	PNS110	PNS111	PNS112
12	Explore methods to promote healthy physiologic responses: nutrition	Demonstrate caring behaviors of the nurse	Manage oxygen therapy
13	Explore methods to promote healthy physiologic responses: elimination	Utilize critical thinking in the application of the nursing process to provide basic patient-centered care	
14	Explore healthy psychosocial responses	Provide basic therapeutic communication techniques with patients, families, and members of the health care team	
15	Integrate principles of teaching and learning into patient care	Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care	
16	Differentiate health care delivery systems and the roles and functions of the various health care team members	Employ principles of teaching and learning to reinforce a plan of care to meet the needs of individuals and families in a variety of settings	
17	Identify basic community health concepts	Direct aspects of the delivery of patient-centered care for individuals and groups of patients to unlicensed assistive personnel	
18		Use informatics, quality improvement, and evidence based practice to provide basic patient-centered care	

PROGRAM OBJECTIVES (PO)

Upon completion of the PN Option the graduate will:

- A. Utilize holistic nursing care in meeting the basic needs of patients and families from diverse populations across the lifespan.
- B. Implement safe therapeutic interventions to promote optimal health for patients and families under the supervision of the registered nurse or other members of the health care team.
- C. Demonstrate caring behaviors of the nurse.
- D. Utilize critical thinking in the application of the nursing process to provide basic, patient-centered care.
- E. Provide basic therapeutic communication techniques with patients, families, and members of the health care team.
- F. Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care.
- G. Employ principles of teaching and learning principles to reinforce a plan of care to meet the needs of individuals and families in a variety of settings.
- H. Direct aspects of the delivery of patient-centered care for individuals and groups of patients to unlicensed assistive personnel.
- I. Use informatics, quality improvement, and evidence-based practice to provide basic patient-centered care.

COURSE COMPETENCIES' RELATION TO PROGRAM OBJECTIVES:			
PO	PNS110	PNS111	PNS112
A	X	X	
B	X	X	X
C	X	X	
D	X	X	X
E	X	X	X
F	X	X	X
G	X	X	
H	X	X	X
I		X	X

COURSE COMPETENCIES			
	PNS120	PNS121	PNS122
1	Utilize holistic nursing care in meeting the needs of the patient and family during pregnancy	Utilize holistic nursing care in meeting the basic needs of patients and families from diverse populations across the lifespan	Administer intravenous medications
2	Utilize holistic nursing care in meeting the needs of the patient and family during birth	Implement safe therapeutic interventions to promote optimal health for patients and families under the supervision of the registered nurse or other members of the health care team	Perform urinary catheter insertion
3	Utilize holistic nursing care in meeting the needs of the patient and family after birth	Demonstrate caring behaviors of the nurse	Perform a post-partum assessment
4	Utilize holistic nursing care in meeting the needs of the neonate	Utilize critical thinking in the application of the nursing process to provide basic, patient-centered care	Perform a newborn assessment
5	Utilize holistic nursing care in meeting the needs of the developing well child and family	Provide basic therapeutic communication techniques with patients, families, and members of the health care team	Perform pediatric health screenings
6	Utilize holistic nursing care in meeting the needs of the pediatric patient with common problems of oxygenation: transport	Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care	Perform pediatric health assessment
7	Utilize holistic nursing care in meeting the needs of the pediatric patient with common problems of oxygenation: perfusion	Employ principles of teaching and learning to reinforce a plan of care to meet the needs of individuals and families in a variety of settings	Perform tracheostomy care
8	Utilize holistic nursing care in meeting the needs of the pediatric patient with common problems of oxygenation: ventilation	Direct aspects of the delivery of patient-centered care for individuals and groups of patients to unlicensed assistive personnel	Perform oropharyngeal, nasopharyngeal and tracheal suctioning
9	Utilize holistic nursing care in meeting the needs of the pediatric patient with common problems of the gastrointestinal and genitourinary systems	Use informatics, quality improvement, and evidence based practice to provide basic patient-centered care	Perform ostomy care
10	Utilize holistic nursing care in meeting the needs of the pediatric patient with common problems of the neurologic, musculoskeletal and integumentary systems		Administer medications via multiple routes
11	Utilize holistic nursing care in meeting the needs of patients with common problems in reproductive mechanisms		Integrate multiple basic and complex nursing skills into the care of adult and pediatric patients.
12	Utilize holistic nursing care in meeting the needs of perioperative patients		
13	Utilize holistic nursing care in meeting the needs of patients with common problems in oxygenation: ventilation		
14	Utilize holistic nursing care in meeting the needs of patients with common problems in oxygenation: perfusion		
15	Utilize holistic nursing care in meeting the needs of patients with common problems in movement and coordination: musculoskeletal		

16	Utilize holistic nursing care in meeting the needs of patients with common problems of ingestion, digestion, absorption and elimination		
17	Utilize holistic nursing care in meeting the needs of patients with common problems in urinary function		
18	Utilize holistic nursing care in meeting the needs of patients with common problems in carbohydrate metabolism		

PROGRAM OBJECTIVES (PO)

Upon completion of the PN Option the graduate will:

- A. Utilize holistic nursing care in meeting the basic needs of patients and families from diverse populations across the lifespan.
- B. Implement safe therapeutic interventions to promote optimal health for patients and families under the supervision of the registered nurse or other members of the health care team.
- C. Demonstrate caring behaviors of the nurse.
- D. Utilize critical thinking in the application of the nursing process to provide basic, patient-centered care.
- E. Provide basic therapeutic communication techniques with patients, families, and members of the health care team.
- F. Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care.
- G. Employ principles of teaching and learning principles to reinforce a plan of care to meet the needs of individuals and families in a variety of settings.
- H. Direct aspects of the delivery of patient-centered care for individuals and groups of patients to unlicensed assistive personnel.
- I. Use informatics, quality improvement, and evidence-based practice to provide basic patient-centered care.

COURSE COMPETENCIES' RELATION TO PROGRAM OBJECTIVES:			
PO	PNS120	PNS121	PNS122
A	X	X	
B	X	X	X
C	X	X	
D	X	X	X
E	X	X	X
F	X	X	X
G	X	X	X
H		X	
I	X	X	X

COURSE COMPETENCIES			
	PNS130	PNS131	
1	Identify the role of the practical nurse in health restoration, disability prevention and maintenance of optimal health for individuals, families, and groups in a variety of community and healthcare settings.	Utilize holistic nursing care in meeting the basic needs of patients and families from diverse populations across the lifespan.	
2	Utilize holistic nursing care in meeting the needs of patients with common problems in movement and coordination: neurologic.	Implement safe therapeutic interventions to promote optimal health for patients and families under the supervision of members of the health care team.	
3	Utilize holistic nursing care in meeting the needs of patients with common problems in mental health across the lifespan: alteration in coping.	Demonstrate caring behaviors of the nurse.	

COURSE COMPETENCIES			
	PNS130	PNS131	
4	Utilize holistic nursing care in meeting the needs of patients with common problems in cellular function.	Utilize critical thinking in the application of the nursing process to provide basic, patient-centered care.	
5	Utilize holistic nursing care in meeting the needs of patients with common problems in mental health across the lifespan: alteration in mood.	Provide basic therapeutic communication techniques with patients, families, and members of the health care team.	
6	Utilize holistic nursing care in meeting the needs of patients with common problems in mental health across the lifespan: alterations in perception.	Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care.	
7	Utilize holistic nursing care in meeting the needs of patients with common problems in mental health across the lifespan: alterations in family functioning/domestic violence.	Employ principles of teaching and learning to reinforce a plan of care to meet the needs of individuals and families in a variety of settings.	
8	Utilize holistic nursing care in meeting the needs of patients with common problems in mental health across the lifespan: childhood disorders.	Direct aspects of the delivery of patient-centered care for individuals and groups of patients to unlicensed assistive personnel.	
9	Utilize holistic nursing care in meeting the needs of patients with common problems in mental health across the lifespan: substance abuse.	Use informatics, quality improvement, and evidence based practice to provide basic patient-centered care.	
10	Utilize holistic nursing care in meeting the needs of patients requiring end of life care.		
11	Utilize holistic nursing care in meeting the needs of patients with common problems in oxygenation: perfusion.		
12	Utilize holistic nursing care in meeting the needs of patients with common problems in oxygenation: ventilation.		
13	Utilize holistic nursing care in meeting the needs of patients with common problems of the endocrine system (pituitary, thyroid, parathyroid, adrenal).		
14	Utilize holistic nursing care in meeting the needs of patients with common problems in digestion: accessory organs.		
15	Utilize holistic nursing care in meeting the needs of patients with common problems in the integumentary system.		
16	Utilize holistic nursing care in meeting the needs of patients with common problems in protection: immunity.		
17	Utilize holistic nursing care in meeting the needs of patients with common problems in oxygenation: transport (hematologic).		
18	Utilize holistic nursing care in meeting the needs of patients with common problems in altered sensory output: eye and ear.		

COURSE COMPETENCIES			
	PNS130	PNS131	
19	Utilize holistic nursing care in meeting the needs of patients requiring rehabilitative care.		
20	Examine emergency nursing and disaster preparedness plans.		

PROGRAM OBJECTIVES (PO)

Upon completion of the PN Option the graduate will:

- A. Utilize holistic nursing care in meeting the basic needs of patients and families from diverse populations across the lifespan.
- B. Implement safe therapeutic interventions to promote optimal health for patients and families under the supervision of the registered nurse or other members of the health care team.
- C. Demonstrate caring behaviors of the nurse.
- D. Utilize critical thinking in the application of the nursing process to provide basic, patient-centered care.
- E. Provide basic therapeutic communication techniques with patients, families, and members of the health care team.
- F. Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care.
- G. Employ principles of teaching and learning principles to reinforce a plan of care to meet the needs of individuals and families in a variety of settings.
- H. Direct aspects of the delivery of patient-centered care for individuals and groups of patients to unlicensed assistive personnel.
- I. Use informatics, quality improvement, and evidence-based practice to provide basic patient-centered care.

COURSE COMPETENCIES' RELATION TO PROGRAM OBJECTIVES:			
PO	PNS130	PNS131	
A	X	X	
B	X	X	
C	X	X	
D	X	X	
E	X	X	
F	X	X	
G	X	X	
H		X	
I	X	X	

I. RELATIONSHIP BETWEEN ADN PROGRAM OBJECTIVES AND COURSE COMPETENCIES

COURSE COMPETENCIES			
	NUR110	NUR111	NUR112
1	Incorporate the concept of holism and caring into nursing care	Utilize holistic nursing care in meeting the comprehensive needs of patients and families from diverse populations across the lifespan	Demonstrate infection control measures
2	Use therapeutic communication skills	Provide safe therapeutic interventions to promote optimal health for individuals and groups of patients in collaboration with the health care team	Measure vital signs
3	Explore methods to promote healthy lifestyle practices	Integrate caring behaviors into nursing practice	Manage safe feeding modalities
4	Characterize culturally sensitive care	Utilize critical thinking in the application of the nursing process to develop a comprehensive plan of care	Assist patient with elimination needs
5	Identify safety practices related to the health care environment	Employ effective communication techniques with patients, families, and members of the health care team	Demonstrate techniques to promote healthy movement
6	Identify ethical and legal issues in health care	Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care	Use the electronic medical record
7	Apply the nursing process	Integrate teaching and learning principles into a plan of care to meet the needs of individuals and groups of patients in a variety of settings	Perform adult physical assessment
8	Demonstrate various methods of documentation in healthcare	Manage the delivery of patient-centered care for individuals and groups of patients in a variety of settings	Administer medications (excluding IV meds)
9	Identify components of a general health assessment	Integrate informatics, quality improvement and evidence based practice to provide patient-centered care	Demonstrate care of non-surgical wound
10	Explore methods to promote healthy physiologic responses: oxygenation		Demonstrate sterile technique
11	Explore methods to promote healthy physiologic responses: fluid and electrolyte/acid base balance		Maintain peripheral IV therapy
12	Explore methods to promote healthy physiologic responses: nutrition		Manage oxygen therapy
13	Explore methods to promote healthy physiologic responses: elimination		
14	Explore healthy psychosocial responses		
15	Integrate principles of teaching and learning into patient care		
16	Differentiate health care delivery systems and the roles and functions of the various health care team members		
17	Identify basic community health concepts		

PROGRAM OBJECTIVES (PO)

Upon completion of the ADN Option the graduate will:

- A. Utilize holistic nursing care in meeting the comprehensive needs of patients and families from diverse populations across the lifespan.
- B. Provide safe therapeutic interventions to promote optimal health for individuals and groups of patients in collaboration with the health care team.
- C. Integrate caring behaviors into nursing practice.
- D. Utilize critical thinking in the application of the nursing process to develop a comprehensive plan of care.
- E. Employ effective communication techniques with patients, families, and members of the health care team.
- F. Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care.
- G. Integrate teaching and learning principles into a plan of care to meet the needs of individuals and groups of patients in a variety of settings.
- H. Manage the delivery of patient-centered care for individuals and groups of patients in a variety of settings.
- I. Integrate informatics, quality improvement and evidence-based practice to provide patient centered care.

COURSE COMPETENCIES' RELATION TO PROGRAM OBJECTIVES:			
PO	NUR110	NUR111	NUR112
A	X	X	
B	X	X	X
C	X	X	
D	X	X	X
E	X	X	X
F	X	X	X
G	X	X	
H	X	X	X
I		X	X

COURSE COMPETENCIES			
	NUR113	NUR120	NUR121
1	Calculate drug dosage using one of the following methods: formula, ratio/proportion, dimensional analysis	Utilize holistic nursing care in meeting the needs of the patient and family during pregnancy	Utilize holistic nursing care in meeting the comprehensive needs of patients and families from diverse populations across the lifespan
2	Explain basic pharmacology principles related to medication management	Utilize holistic nursing care in meeting the needs of the patient and family during birth	Provide safe therapeutic interventions to promote optimal health for individuals and groups of patients in collaboration with the health care team
3	Interpret symbols and abbreviations related to pharmacology	Utilize holistic nursing care in meeting the needs of the post partal patient and family	Integrate caring behaviors into nursing practice
4	Convert approximate equivalents between metric, apothecary, and household systems of measurement	Utilize holistic nursing care in meeting the needs of the neonate	Utilize critical thinking in the application of the nursing process to develop a comprehensive plan of care
5	Examine legal, ethical, social, and cultural issues related to medication administration	Utilize holistic nursing care in meeting the needs of the developing well child and family	Employ effective communication techniques with patients, families, and members of the health care team

COURSE COMPETENCIES			
	NUR113	NUR120	NUR121
6	Apply measures for safe medication administration	Utilize holistic nursing care in meeting the needs of the pediatric patient with common problems of oxygenation: transport	Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care
7	Explore technology related to medication administration	Utilize holistic nursing care in meeting the needs of the pediatric patient with common problems of oxygenation: perfusion	Integrate teaching and learning principles into a plan of care to meet the needs of individuals and groups of patients in a variety of settings
8	Differentiate drug classifications	Utilize holistic nursing care in meeting the needs of the pediatric patient with common problems of oxygenation: ventilation	Manage the delivery of patient-centered care for individuals and groups of patients in a variety of settings
9	Utilize references for medication management	Utilize holistic nursing care in meeting the needs of the pediatric patient with common problems of the gastrointestinal and genitourinary systems	Integrate informatics, quality improvement and evidence based practice to provide patient-centered care
10	Analyze the effects of vitamins, herbal supplements, and over the counter medications	Utilize holistic nursing care in meeting the needs of the pediatric patient with common problems of the neurologic, musculoskeletal and integumentary systems	
11	Perform weight based and IV fluid and drug calculations	Utilize holistic nursing care in meeting the needs of patients with common problems in reproductive mechanisms	
12	Apply the nursing process to the administration of common medications to control pain	Utilize holistic nursing care in meeting the needs of perioperative patients	
13		Utilize holistic nursing care in meeting the needs of patients with common problems in oxygenation: ventilation	
14		Utilize holistic nursing care in meeting the needs of patients with common problems in oxygenation: perfusion	
15		Utilize holistic nursing care in meeting the needs of patients with common problems in movement and coordination: musculoskeletal	
16		Utilize holistic nursing care in meeting the needs of patients with common problems of ingestion, digestion, absorption and elimination	
17		Utilize holistic nursing care in meeting the needs of patients with common problems in urinary function	
18		Utilize holistic nursing care in meeting the needs of patients with common problems in carbohydrate metabolism	

PROGRAM OBJECTIVES (PO)

Upon completion of the ADN Option the graduate will:

- A. Utilize holistic nursing care in meeting the comprehensive needs of patients and families from diverse populations across the lifespan.
- B. Provide safe therapeutic interventions to promote optimal health for individuals and groups of patients in collaboration with the health care team.
- C. Integrate caring behaviors into nursing practice.
- D. Utilize critical thinking in the application of the nursing process to develop a comprehensive plan of care.
- E. Employ effective communication techniques with patients, families, and members of the health care team.
- F. Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care.
- G. Integrate teaching and learning principles into a plan of care to meet the needs of individuals and groups of patients in a variety of settings.
- H. Manage the delivery of patient-centered care for individuals and groups of patients in a variety of settings.
- I. Integrate informatics, quality improvement and evidence-based practice to provide patient centered care.

COURSE COMPETENCIES' RELATION TO PROGRAM OBJECTIVES:			
PO	NUR113	NUR120	NUR121
A		X	X
B	X		X
C			X
D	X	X	X
E			X
F	X		X
G	X		X
H	X		X
I	X		X

COURSE COMPETENCIES			
	NUR122	NUR123	NUR205
1	Administer intravenous medications	Calculate doses for medications given via multiple routes across the lifespan.	Examine the nurse practice act as it relates to the RN
2	Perform urinary catheter insertion	Apply the nursing process to the administration of common respiratory drugs	Explore the RN's management role in nursing practice
3	Perform a post-partum assessment	Apply the nursing process to the administration of common cardiovascular drugs	Identify current and future healthcare trends
4	Perform a newborn assessment	Apply the nursing process to the administration of common anti-infective drugs	Assess the impact of the team and system resources on patient outcomes
5	Perform pediatric health screenings	Apply the nursing process to the administration of antidiabetic drugs	Analyze ethical and legal dilemmas in health care
6	Perform pediatric health assessment	Apply the nursing process to the administration of common musculoskeletal drugs	Apply technology and information management tools to support processes of care and evaluate impact on patient outcomes
7	Perform tracheostomy care	Apply the nursing process to the administration of drugs for the perioperative patient	Develop a plan for the transition from student to practicing RN
8	Perform oropharyngeal, nasopharyngeal and tracheal	Apply the nursing process to the administration of common neurological drugs	Describe the nursing context for quality improvement and

COURSE COMPETENCIES			
	NUR122	NUR123	NUR205
	suctioning		safety related to patient outcomes
9	Perform ostomy care	Apply the nursing process to the administration of common immunizations	Investigate political and professional organizations related to the RN
10	Manage central lines	Apply the nursing process to the administration of common gastrointestinal drugs	
11	Integrate multiple nursing skills into the care of adult and pediatric patients		

PROGRAM OBJECTIVES (PO)

Upon completion of the ADN Option the graduate will:

- C. Integrate caring behaviors into nursing practice.
- D. Utilize critical thinking in the application of the nursing process to develop a comprehensive plan of care.
- E. Employ effective communication techniques with patients, families, and members of the health care team.
- F. Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care.
- G. Integrate teaching and learning principles into a plan of care to meet the needs of individuals and groups of patients in a variety of settings.
- H. Manage the delivery of patient-centered care for individuals and groups of patients in a variety of settings.
- I. Integrate informatics, quality improvement and evidence-based practice to provide patient centered care.

COURSE COMPETENCIES' RELATION TO PROGRAM OBJECTIVES:			
PO	NUR122	NUR123	NUR205
A			
B	X	X	
C			
D	X	X	
E	X		
F	x	x	X
G	x	x	X
H	X	X	X
I	x	x	X

COURSE COMPETENCIES			
	NUR210	NUR211	NUR213
1	Utilize holistic nursing care in meeting the needs of patients with alterations in coping	Utilize holistic nursing care in meeting the comprehensive needs of patients and families from diverse populations across the lifespan	Apply the nursing process to the administration of pituitary, thyroid and adrenal drugs
2	Utilize holistic nursing care in meeting the needs of patients with alterations in oxygenation: ventilation (respiratory)	Provide safe therapeutic interventions to promote optimal health for individuals and groups of patients in collaboration with the health care team	Apply the nursing process to the administration of selected classes of respiratory drugs
3	Utilize holistic nursing care in meeting the needs of patients with alterations in oxygenation: perfusion (cardiovascular)	Integrate caring behaviors into nursing practice	Apply the nursing process to the administration of selected classes of cardiovascular drugs

COURSE COMPETENCIES			
	NUR210	NUR211	NUR213
4	Utilize holistic nursing care in meeting the needs of patients with alterations in movement and coordination: neuro	Utilize critical thinking in the application of the nursing process to develop a comprehensive plan of care	Apply the nursing process to the administration of selected classes of neurological drugs
5	Utilize holistic nursing care in meeting the needs of patients with visual and auditory alterations.	Employ effective communication techniques with patients, families, and members of the health care team	Apply the nursing process to the administration of selected classes of renal drugs
6	Utilize holistic nursing care in meeting the needs of patients with alterations in mood	Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care	Apply the nursing process to the administration of selected classes mental health drugs
7	Utilize holistic nursing care in meeting the needs of patients with alterations in cellular function	Integrate teaching and learning principles into a plan of care to meet the needs of individuals and groups of patients in a variety of settings	Apply the nursing process to the administration of selected classes of sensory drugs
8	Utilize holistic nursing care in meeting the needs of patients requiring end of life care	Manage the delivery of patient-centered care for individuals and groups of patients in a variety of settings	Apply the nursing process to the administration of hematological drugs
9	Utilize holistic nursing care in meeting the needs of patients with alterations in thought	Integrate informatics, quality improvement and evidence based practice to provide patient-centered care	Apply the nursing process to the administration of altered cellular function drugs
10	Utilize holistic nursing care in meeting the needs of patients with substance abuse		Apply the nursing process to the administration of selected classes of emergency drugs
11	Utilize holistic nursing care in meeting the needs of patients with alterations in oxygenation: transport (RBC, WBC)		
12	Utilize holistic nursing care in meeting the needs of patients with alterations in immunity		
13	Utilize holistic nursing care in meeting the needs of patients with alterations in the integumentary system.		
14	Utilize holistic nursing care in meeting the needs of patients with alterations in liver, gallbladder and pancreatic function.		

PROGRAM OBJECTIVES (PO)

Upon completion of the ADN Option the graduate will:

- A. Utilize holistic nursing care in meeting the comprehensive needs of patients and families from diverse populations across the lifespan.
- B. Provide safe therapeutic interventions to promote optimal health for individuals and groups of patients in collaboration with the health care team.
- C. Integrate caring behaviors into nursing practice.
- D. Utilize critical thinking in the application of the nursing process to develop a comprehensive plan of care.
- E. Employ effective communication techniques with patients, families, and members of the health care team.
- F. Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care.
- G. Integrate teaching and learning principles into a plan of care to meet the needs of individuals and groups of patients in a variety of settings.
- H. Manage the delivery of patient-centered care for individuals and groups of patients in a variety of settings.
- I. Integrate informatics, quality improvement and evidence-based practice to provide patient centered care.

COURSE COMPETENCIES' RELATION TO PROGRAM OBJECTIVES:			
PO	NUR210	NUR211	NUR213
A	X	X	
B	x	X	
C	x	X	
D	x	X	X
E	x	X	
F	x	X	
G	x	X	
H		X	X
I	x	X	

COURSE COMPETENCIES			
	NUR220	NUR221	
1	Examine the nurse's role in critical care	Utilize holistic nursing care in meeting the comprehensive needs of patients and families from diverse populations across the lifespan	
2	Utilize holistic nursing care in meeting the needs of patients with mental health crises	Provide safe therapeutic interventions to promote optimal health for individuals and groups of patients in collaboration with the health care team	
3	Utilize holistic nursing care in meeting the needs of patients with complex alterations in oxygenation: ventilation (respiratory)	Integrate caring behaviors into nursing practice	
4	Utilize holistic nursing care in meeting the needs of patients with complex alterations in oxygenation: perfusion	Utilize critical thinking in the application of the nursing process to develop a comprehensive plan of care	
5	Utilize holistic nursing care in meeting the needs of patients with complex alterations in movement and coordination: neuro	Employ effective communication techniques with patients, families, and members of the health care team	
6	Utilize holistic nursing care in meeting the needs of patients with complex alterations in cognition	Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care	
7	Utilize holistic nursing care in meeting the needs of patients with complex alterations in family functioning	Integrate teaching and learning principles into a plan of care to meet the needs of individuals and groups of patients in a variety of settings	
8	Utilize holistic nursing care in meeting the needs of patients with complex alterations in renal function	Manage the delivery of patient-centered care for individuals and groups of patients in a variety of settings	
9	Utilize holistic nursing care in meeting the needs of patients with complex alterations in regulatory mechanisms (endocrine)	Integrate informatics, quality improvement and evidence based practice to provide patient-centered care	
10	Utilize holistic nursing care in meeting the needs of patients with complex alterations in personality		
11	Utilize holistic nursing care in meeting the needs of patients with complex alterations in tissue perfusion		
12	Examine emergency nursing and disaster preparedness plans		

PROGRAM OBJECTIVES (PO)

Upon completion of the ADN Option the graduate will:

- A. Utilize holistic nursing care in meeting the comprehensive needs of patients and families from diverse populations across the lifespan.
- B. Provide safe therapeutic interventions to promote optimal health for individuals and groups of patients in collaboration with the health care team.
- C. Integrate caring behaviors into nursing practice.
- D. Utilize critical thinking in the application of the nursing process to develop a comprehensive plan of care.
- E. Employ effective communication techniques with patients, families, and members of the health care team.
- F. Integrate the legal-ethical standards and professional attributes in the delivery of patient-centered care.
- G. Integrate teaching and learning principles into a plan of care to meet the needs of individuals and groups of patients in a variety of settings.
- H. Manage the delivery of patient-centered care for individuals and groups of patients in a variety of settings.
- I. Integrate informatics, quality improvement and evidence-based practice to provide patient centered care.

COURSE COMPETENCIES' RELATION TO PROGRAM OBJECTIVES:			
PO	NUR220	NUR221	
A	X	X	
B	x	X	
C	x	X	
D	x	X	
E	x	X	
F	x	X	
G	x	X	
H		X	
I	x	X	

ATTACHMENT A

Nursing: Associate Degree and Practical Nursing Options

**Strengths and Areas Needing Development as Identified by the
National League for Nursing Accrediting Commission**

ATTACHMENT A

The following are strengths and areas needing development as identified by the National League for Nursing Accrediting Commission during the last accreditation activity.

Standard I. Mission and Governance

Strengths:

- Opportunity for faculty and student input into the governance structure.
- Mutual respect between the Director of the Nursing Program and the Dean of the Health Professions.
- Vice President of Academic Affairs indicated that the nursing program was a jewel of the College.

Compliance:

The Program is in compliance with the Standard with the following area needing development (ADN and PN):

- Review and revise job descriptions for the director and chairperson positions to clarify roles and differentiate one from the other. (A/P)

Standard II. Faculty

Strengths:

- There appears to be adequate coordination and consistency between the day and evening ADN program options.
- Faculty demonstrate a high level of commitment to the nursing program and the education of nursing students and are committed to ongoing improvement in the curriculum.

Compliance:

The Program is in compliance with the Standard with the following areas needing development:

- Implement strategies to facilitate the timely completion of graduate study for the faculty who currently do not hold at a minimum a master's degree with a major in nursing. (A/P)
- Develop and implement strategies to hire and retain academically and experientially qualified faculty. (A/P)

ATTACHMENT A

Standard III. Students

Strengths:

- Education and support services to promote student learning.
- Faculty and staff are committed to student success.

Compliance:

The Program is in compliance with the Standard with the following area needing development:

- Develop and make accessible a 'written' (paper and electronic) admission selection policy and procedure. (A/P)

Standard IV. Curriculum

Strengths:

- A shared philosophy and conceptual framework for the practical and registered nursing programs have been developed by the full-time faculty. The faculty have operationalized both the philosophy and the conceptual framework to reflect differential levels of practice.

Compliance:

The Program is in compliance with the Standard with the following area needing development:

- Course descriptions as listed in the catalogue and course syllabi; e.g. NUR-102 and 104; PNS-101 and 102 should reflect the conceptual framework of the program to include specific reference to holistic nursing care and the nursing process.

Standard V. Resources

Strengths:

- Ability to obtain grant funding to meet the capital equipment needs for the program.

Compliance:

The Program is in compliance with the Standard.

- Develop and implement a process for ongoing review of library holdings for possible deletion. (A)

ATTACHMENT A

Standard VI. Integrity

Compliance:

The Program is in compliance with the Standard with the following area needing development:

- Review and revise the information (paper and electronic) on the LPN-to-ADN Advanced Option for clarity, accuracy, completeness and consistency, including the credit/non-credit course option status. (A)

Standard VII. Educational Effectiveness

Strengths:

- Faculty were able to articulate the purposes and goals of the systematic evaluation plan for both the PN and ADN programs.

Compliance:

The Program is in compliance with the Standard with the following area needing development:

- Implement strategies to insure consistent documented evidence of ongoing data collection, aggregation, analysis, trending, and use to inform decision making. (A/P)

RECOMMENDATION FOR ACCREDITATION STATUS:

Program 1: ADN

Recommendation:

Continuing Accreditation as the program is in compliance with all accreditation standards. Next visit in eight (8) years.

Program 2: PN

Recommendation:

Continuing Accreditation as the program is in compliance with all accreditation standards. Next visit in eight (8) years.

ATTACHMENT B

Nursing: Associate Degree and Practical Nursing Options

How the program has been revised
to address the citations or recommendations identified by the National
League for Nursing Accrediting Commission

ATTACHMENT B

The Nursing Program made the following revisions to address the citations or recommendations identified by the National League for Nursing Accrediting Commission during the last accreditation activity (see Attachment A for detail).

Standard I. Mission and Governance

Responsibilities for the director and chairperson were revised in 2005 and gain in 2008.

- Reference A identifies the duties of the Assistant Dean/Program Director.
- Reference B identifies the duties of the Curriculum Coordinator (previously the Chair).

Standard II. Faculty

All full-time faculty currently hold a minimum of a master's degree with a major in nursing.

Standard III. Students

Admission selection policy is written and available for all students (paper and electronic). See Attachments G-K.

Standard IV. Curriculum

Course descriptions reflect concepts from the organizational framework including holistic nursing care and nursing process. See the following course descriptions for the Associate Degree Option and the Practical Nurse Option:

Course Descriptions – Associate Degree Option

NUR 010 - Nursing Transition LPN to RN

The transition course is designed for students accepted for advanced placement into the third semester of the ADN Option. The course explores the NECC Nursing program, philosophy, objectives and holistic nursing care and nursing process. Nursing concepts designed to prepare the LPN for success in the program will be explored. This course must be successfully completed prior to enrolling into the second year of the ADN Option.

1.000 Credit hours

1.000 Lecture hours

Levels: Undergraduate - Credit

Schedule Types: Lecture

Health Professions Division

Nursing Department

Course Attributes:

Open Elective

NUR 110 - Nursing I

An introductory course which focuses on the foundational skills and principles needed to provide safe, holistic patient-centered care in basic nursing situations. Students will explore methods of optimal health promotion and disease

ATTACHMENT B

prevention. Content includes nursing process, therapeutic interventions, culturally sensitive care, and the role of the associate degree nurse in a variety of healthcare settings.

4.000 Credit hours

4.000 Lecture hours

Levels: Undergraduate - Credit

Schedule Types: Lecture

Health Professions Division

Nursing Department

Course Attributes:

Open Elective, Reading Content Course

NUR 111 - Nursing Clinical I

This clinical focuses on fundamentals skills and principles of administering holistic nursing care to adult patients in a variety of healthcare settings. Emphasis is placed on developing caring nurse patient relationships, utilizing nursing process, and providing personal care needs to a diverse population. Health maintenance strategies are also examined. PLEASE NOTE: CORI (Criminal Offender Record Information), CHRI (Criminal Records Central Repository) and/or SORI (Sex Offender Record Information) checks are required prior to participation in this course.

3.000 Credit hours

150.000 Other hours

Levels: Undergraduate - Credit

Schedule Types: Lab

Health Professions Division

Nursing Department

Course Attributes:

Background Check Required, Open Elective

NUR 112 - Nursing Lab I

This laboratory course focuses on developing competency in the fundamental nursing skills needed to provide holistic nursing care to adults. Emphasis is placed on safety, use of technology, data collection and varied documentation methods, including an electronic medical record.

1.000 Credit hours

2.000 Lab hours

Levels: Undergraduate - Credit

Schedule Types: Lab

Health Professions Division

Nursing Department

Course Attributes:

Open Elective

ATTACHMENT B

NUR 113 - Pharmacology I

This introductory course provides the theoretical background that enables nursing students to provide safe, effective and holistic nursing care related to medications and natural products given to diverse patients throughout the lifespan. Basic concepts and techniques of dosage calculations and medication administration by a variety of routes will be explored. Learners will apply the steps of the nursing process when administering medications. Emphasis is placed on developing critical thinking skills when using pharmacological information sources and technology.

1.000 Credit hours

1.000 Lecture hours

Levels: Undergraduate - Credit

Schedule Types: Lab

Health Professions Division

Nursing Department

Course Attributes:

Open Elective, Reading Content Course

NUR 120 - Nursing II

This course focuses upon the holistic nursing care of the child-bearing and child-rearing family and the adult patient experiencing common health problems. The role of the associate degree nurse in the identification of health problems, risk assessment, health maintenance and restoration is explored and developed utilizing nursing process.

4.000 Credit hours

4.000 Lecture hours

Levels: Undergraduate - Credit

Schedule Types: Lecture

Health Professions Division

Nursing Department

Course Attributes:

Open Elective, Reading Content Course

NUR 121 - Nursing Clinical II

This course continues to build on the theoretical and clinical foundation developed in Nursing level I courses. The focus is to further develop assessment skills and interventions appropriate to the associate degree nurse role to promote and restore the health of culturally diverse patients across the lifespan utilizing holistic nursing care and nursing process. PLEASE NOTE: CORI (Criminal Offender Record Information), CHRI (Criminal Records Central Repository) and/or SORI (Sex Offender Record Information) checks are required prior to participation in this course.

3.000 Credit hours

150.000 Lab hours

Levels: Undergraduate - Credit

Schedule Types: Clinical

Health Professions Division

Nursing Department

ATTACHMENT B

Course Attributes:

Background Check Required, Open Elective

NUR 122 - Nursing Lab II

The laboratory course focuses on developing more complex skills needed to care for the pediatric, maternity and adult populations. Experience with simulation and the use of the electronic medical record are integrated with skills development.

1.000 Credit hours

30.000 Lab hours

Levels: Undergraduate - Credit

Schedule Types: Lab

Health Professions Division

Nursing Department

Course Attributes:

Open Elective

NUR 123 - Pharmacology II

This course builds upon the concepts introduced in Pharmacology I (NUR 113). The nursing student is introduced to the calculation methods and nursing concepts for safe and effective administration of medications via the peripheral IV route. The nurse's role in pharmacotherapeutics is explored in the context of both therapeutic and pharmacological medication classes. Emphasis will be placed on the therapeutic use of medications and natural products for diverse patients across the lifespan. The nursing process will be utilized to guide students as they provide holistic nursing care.

1.000 Credit hours

1.000 Lecture hours

Levels: Undergraduate - Credit

Schedule Types: Lecture

Health Professions Division

Nursing Department

Course Attributes:

Open Elective, Reading Content Course

NUR 205 - Issues in Professional Nursing

Students critically examine contemporary issues and trends in nursing practice to facilitate transition into the professional registered nurse role. Topics include legal responsibilities, ethical decision-making and political forces affecting the practice of nursing. Emphasis is given to quality improvement, patient outcomes, informatics, and systems-based practice.

2.000 Credit hours

2.000 Lecture hours

Levels: Undergraduate - Credit

Schedule Types: Lecture

Health Professions Division

Nursing Department

ATTACHMENT B

Course Attributes:

Open Elective, Reading Content Course

NUR 210 - Nursing III

This course focuses upon the holistic nursing care of patients and families from culturally diverse populations with acute physical and mental health alterations. The course further develops the role of the associate degree nurse and continues to incorporate critical thinking in the development of a comprehensive plan of care. Emphasis is placed upon assessment and interventions for patients experiencing multiple health alterations. Interdisciplinary collaboration will be examined.

4.000 Credit hours

4.000 Lecture hours

Levels: Undergraduate - Credit

Schedule Types: Lecture

Health Professions Division

Nursing Department

Course Attributes:

Open Elective, Reading Content Course

NUR 211 - Nursing Clinical III

This course builds on the theoretical and clinical foundation developed in Nursing Level II courses. The focus is on managing the care of groups of patients in collaboration with families and the health care team. Students use critical thinking to promote holistic, comprehensive care in the management of patients with physical and mental health alterations. PLEASE NOTE: CORI (Criminal Offender Record Information), CHRI (Criminal Records Central Repository) and/or SORI (Sex Offender Record Information) checks are required prior to participation in this course.

5.000 Credit hours

225.000 Lab hours

Levels: Undergraduate - Credit

Schedule Types: Clinical

Health Professions Division

Nursing Department

Course Attributes:

Background Check Required, Open Elective

NUR 213 - Pharmacology III

This course expands upon the foundational concepts provided in the Pharmacology I (NUR 113) and II (NUR 123) courses. The focus is on the role of the student in the safe and effective administration of medications and natural products to diverse patients throughout the lifespan. The nursing student will be introduced to the calculation and administration techniques of complex intravenous infusions via peripheral and central venous routes. Holistic nursing care and nursing process will provide the framework for administration of medications and natural products to patients with complex health alterations.

1.000 Credit hours

1.000 Lecture hours

Levels: Undergraduate - Credit

ATTACHMENT B

Schedule Types: Lecture

Health Professions Division
Nursing Department

Course Attributes:

Open Elective, Reading Content Course

NUR 220 - Nursing IV

This course emphasizes the holistic nursing care of patients and families from culturally diverse populations with complex physical and mental health problems. Focused topics include patients with multi-system failure, emergency and disaster preparedness, and the use of evidence-based practice to improve patient outcomes. The course further develops the role of the associate degree nurse in synthesizing information for the implementation of a comprehensive plan of care. Interdisciplinary collaboration will be emphasized to evaluate patient outcomes.

5.000 Credit hours

5.000 Lecture hours

Levels: Undergraduate - Credit

Schedule Types: Lecture

Health Professions Division
Nursing Department

Course Attributes:

Open Elective, Reading Content Course

NUR 221 - Nursing Clinical IV

This course builds on the theoretical and clinical foundation developed in Level III nursing courses. The focus is on interdisciplinary and holistic management of groups of patients with complex and/or unstable physical and mental health alterations. Within the role of the associate degree nurse the concepts of collaboration, delegation, and evidence-based practice are utilized to prepare the student for entry into practice. PLEASE NOTE: CORI (Criminal Offender Record Information), CHRI (Criminal Records Central Repository) and/or SORI (Sex Offender Record Information) checks are required prior to participation in this course.

5.000 Credit hours

225.000 Lab hours

Levels: Undergraduate - Credit

Schedule Types: Clinical

Health Professions Division
Nursing Department

Course Attributes:

Background Check Required, Open Elective

ATTACHMENT B

Course Descriptions – Practical Nurse Option

PNS 105 - Issues and Trends in Practical Nursing

Students critically examine contemporary issues and trends in nursing practice to facilitate transition into the Licensed Practical Nursing role. Topics include legal responsibilities, ethical-decision-making, and political forces affecting the practice of nursing. Emphasis is also given to quality improvement, patient outcomes and informatics.

1.000 Credit hours

1.000 Lecture hours

Levels: Undergraduate - Credit

Schedule Types: Lecture

Health Professions Division

Practical Nursing Department

Course Attributes:

Open Elective, Reading Content Course

PNS 110 - Practical Nursing I

An introductory course which focuses on the foundational skills and principles needed to provide safe, holistic patient-centered care in basic nursing situations. Students will explore methods of optimal health promotion and disease prevention. Content includes the nursing process, therapeutic interventions, culturally sensitive care and the role of the practical nurse in a variety of healthcare settings. (This course requires a minimum of 75 hours of classroom instruction).

5.000 Credit hours

5.000 Lecture hours

Levels: Undergraduate - Credit

Schedule Types: Lecture

Health Professions Division

Practical Nursing Department

Course Attributes:

Open Elective, Reading Content Course

PNS 111 - Practical Nursing Clinical I

This clinical course focuses on fundamental skills and principles of administering holistic nursing care to adult patients in a variety of healthcare settings. Emphasis is placed on developing caring nurse- patient relationships, utilizing the nursing process and providing personal care needs to a diverse population. Health maintenance strategies are also examined. (This course requires a minimum of 195 hours of clinical experience). PLEASE NOTE: CORI (Criminal Offender Record Information), CHRI (Criminal Records Central Repository) and/or SORI (Sex Offender Record Information) checks are required prior to participation in this course.

4.000 Credit hours

195.000 Lab hours

Levels: Undergraduate - Credit

Schedule Types: Clinical

Health Professions Division

ATTACHMENT B

Practical Nursing Department

Course Attributes:

Background Check Required, Open Elective

PNS 112 - Practical Nursing Lab I

This laboratory course focuses on developing competency in the fundamental nursing skills needed to provide holistic nursing care to adults. Emphasis is placed on safety, use of technology, data collection and varied documentation methods, including an electronic medical record. (This course requires a minimum of 45 hours of laboratory experience).

1.000 Credit hours

45.000 Lab hours

Levels: Undergraduate - Credit

Schedule Types: Lab

Health Professions Division

Practical Nursing Department

Course Attributes:

Open Elective

PNS 120 - Practical Nursing II

This course focuses on the holistic nursing care of the child-bearing and child-rearing family and the adult patient experiencing common health problems. The role of the practical nurse in the identification of health problems, risk assessment, health maintenance and restoration is explored and developed utilizing nursing process. (This course requires a minimum of 75 hours of classroom instruction).

5.000 Credit hours

5.000 Lecture hours

Levels: Undergraduate - Credit

Schedule Types: Lecture

Health Professions Division

Practical Nursing Department

Course Attributes:

Open Elective, Reading Content Course

PNS 121 - Practical Nursing Clinical II

This course continues to build on the theoretical and clinical foundation developed in Practical Nursing level I courses. The focus is to further develop assessment skills and interventions appropriate to the practical nurse role to promote and restore health of culturally diverse patients across the lifespan utilizing holistic nursing care and nursing process. (This course requires a minimum of 195 hours of clinical experience). PLEASE NOTE: CORI (Criminal Offender Record Information), CHRI (Criminal Records Central Repository) and/or SORI (Sex Offender Record Information) checks are required prior to participation in this course.

4.000 Credit hours

195.000 Lab hours

ATTACHMENT B

Levels: Undergraduate - Credit

Schedule Types: Clinical

Health Professions Division
Practical Nursing Department

Course Attributes:

Background Check Required, Open Elective

PNS 122 - Practical Nursing Lab II

This laboratory course focuses on developing more complex skills needed to care for the pediatric, maternity and adult populations. Experience with simulation and the use of the electronic medical record are integrated with skills development. (This course requires a minimum of 45 hours of laboratory experience).

1.000 Credit hours

45.000 Lab hours

Levels: Undergraduate - Credit

Schedule Types: Lab

Health Professions Division
Practical Nursing Department

Course Attributes:

Open Elective

PNS 130 - Practical Nursing III

This course focuses on the delivery of holistic nursing care to culturally diverse patients with common physical and mental health problems. The role of the practical nurse as a participant in the development of a comprehensive plan of care is explored. Emphasis is placed on the concepts of disability prevention, rehabilitation and end of life care. (This course requires a minimum of 90 hours of classroom instruction).

6.000 Credit hours

6.000 Lecture hours

Levels: Undergraduate - Credit

Schedule Types: Lecture

Health Professions Division
Practical Nursing Department

Course Attributes:

Open Elective, Reading Content Course

ATTACHMENT B

PNS 131 - Practical Nursing Clinical III

This course builds on the theoretical and clinical foundation developed in Practical Nursing courses at level II. Clinical opportunities are provided to holistically care for patients with physical and mental health problems that may be acute or chronic. Within the role of the practical nurse, the concepts of delegation, collaboration and evaluation of patient care are also emphasized for entry into practice. (This course requires a minimum of 180 hours of clinical experience). PLEASE NOTE: CORI (Criminal Offender Record Information), CHRI (Criminal Records Central Repository) and/or SORI (Sex Offender Record Information) checks are required prior to participation in this course.

4.000 Credit hours

180.000 Lab hours

Levels: Undergraduate - Credit

Schedule Types: Clinical

Health Professions Division

Practical Nursing Department

Course Attributes:

Background Check Required, Open Elective

ATTACHMENT B

Standard V. Resources

A subscription to Doody's Core Titles has been purchased by the Northern Essex Community College Library. Nursing faculty have adopted a list of holdings and this has been implemented in the Lawrence Library. An ongoing review of holdings is conducted minimally every other year. The next scheduled review is fall 2011.

Standard VI. Integrity

The Advanced Placement Option has revised information (paper and electronic) pertaining to admission and selection criteria.

Standard VII. Educational Effectiveness

The Systematic Evaluation Plan was revised in 2009. A calendar for collection, aggregation, analysis and trending is developed and, the results are presented to faculty/advisory board so that informed decision-making occurs. (See Reference C for Calendar.)

ATTACHMENT B

JOB TITLE: Assistant Dean Health Professions

NAME OF ADMINISTRATOR: Patricia M. Demers

GENERAL STATEMENT OF DUTIES: Responsible for the implementation of the Nursing Program and Medical Assisting Program. The Assistant Dean is responsible for oversight of the above programs budget, outcome assessment and acts as liaison with other programs/areas of the College and external community. The Assistant Dean provides intellectual leadership and visionary direction while fostering a positive atmosphere that emphasizes learning-centered teaching and professional growth.

SUPERVISION RECEIVED: Reports to the Dean of Health Professions.

SUPERVISION EXERCISED: Supervises all personnel assigned to the Nursing Program and Medical Assisting Program.

EXAMPLES OF DUTIES (not intended to be an exhaustive list):

1. Ensures the integrity of the Nursing and Medical Assisting curricula offerings, Day and DCE, within the framework of Academic Affairs. Ensures on-going programmatic accreditation and compliance with regulations promulgated by the Commonwealth of Massachusetts Board of Registration in Nursing for the Nursing Program. Ensures on-going programmatic accreditation and compliance with CAAHEP for the Medical Assisting Program.
2. Coordinates the development of the Nursing and Medical Assisting Program budget for both Day and DCE.
3. Recommends to the Dean of Health Professions those individuals for appointments to faculty positions in the Nursing and Medical Assisting programs.
4. Coordinates and submits to the Dean program course schedules to be incorporated into the Master Schedule each semester.
5. Supervises the development of instructional materials and assists in conducting research on the effectiveness of the instructional program consistent with the mission of the College and the requirements of external and/or regulatory agencies.
6. Supervises and evaluates all full-time and part-time faculty assigned to the Nursing and Medical Assisting programs.
7. Prepares work load assignments (instructional and non-instructional) for each faculty member of the Nursing and Medical Assisting programs and submits them to the Dean of Health Professions.
8. Acts as a liaison between the health programs and external agencies for the implementation of nursing and medical assisting.

ATTACHMENT B

- 9. Acts as a liaison between the health programs and other programs/areas of the College.
- 10. Coordinates the nursing curriculum revision and prepares materials for submission to the Massachusetts Board of Registration in Nursing, National League for Nursing Accrediting Commission, Inc and the College's Academic Affairs Committee.
- 11. Coordinates the implementation of the electronic medical record for use in the health programs.
- 12. Participates in research to identify new programs options.
- 13. Participates in grant writing and administering grant funded projects related to nursing and medical assisting.
- 14. Works with other areas of the College to promote strategic plan and mission.
- 15. Teaches an average of fifteen hours per calendar year.
- 16. Works to create and support a student centered environment that meets the needs of a culturally diverse student population.
- 17. Serves as liaison between the College's health programs and community constituencies such as hospital partnerships for educating incumbent workers to become nurses and allied health care professionals.
- 18. Other duties as assigned.

Signature of Supervisee

Date

(Indicates a meeting has taken place between the Supervisee and the Immediate Supervisor to review and discuss the job description but does not imply agreement or disagreement with the job description.)

Signature of Immediate Supervisor

Date

Signature of Vice President

Date

Signature of Intermediate

Date

Signature of President

Date

ATTACHMENT B

JOB DESCRIPTION Curriculum Coordinator, Allied Health Programs Division of Health Professions Northern Essex Community College

Purpose Statement:

This job description clarifies the role of the Curriculum Coordinator for the programs in the Division of Health Professions, specifically delineating the duties assigned to the Curriculum Coordinator versus those assigned to the Department Chair or Program Administrator (e.g., in the nursing program). Each specific program accreditation agency identifies, through its' Standards and Guidelines, the role-specific requirements for insuring a high-quality experiential learning experience for the profession. Therefore, each program will expand these general statements to address specific requirements of the specialized accreditor.

I. The curriculum coordinator plans the implementation of the holistic curriculum by:

- 1) Preparing and submitting to the Department Chair or Assistant Dean/Dean of Health Professions (as appropriate) the proposed program course schedule for each year in accordance with the timelines established by the NECC master schedule calendar.
- 2) Submitting the preferred class schedule for members of the program unit to the Department Chair or Assistant Dean/Dean of Health Professions (as appropriate).
- 3) Participating in the formulation of the program's budget and administering it within the prescribed limits established by the College.
- 4) Planning and implementing workshops, institutes, and other programs designed to improve the overall quality of the academic program.
- 5) In cooperation with the Assistant Dean/Dean of the Division of Health Profession, develops the agenda for the program's Advisory Committee and schedules bi-annual meetings.

II. The curriculum coordinator monitors the effectiveness of the implementation of the holistic curriculum plan by:

- 1) Advising the Department Chair and Assistant Dean/Dean of Health Professions about the instructional competency of all applicants for vacant positions within the program.
- 2) Serving as the liaison between the program faculty and the Department Chair and the Assistant Dean/Dean of Health Professions when providing information about the instructional competency of all applicants for vacant positions within the program.
- 3) Ensuring the implementation of all program policies, standards and pedagogy in professional development and program courses.
- 4) Acting as a resource to faculty on issues pertinent to the comprehensive curriculum plan.
- 5) Coordinating the process for selection of textbooks, equipment, and instructional supplies.
- 6) Coordinating the development of and ensuring the accuracy and timely submission of course materials (e.g., course packs, team developed syllabi).
- 7) Compiling minutes and recommendations from the program's Advisory Committee to be disseminated to the faculty and incorporated into the program's systematic evaluation plan.
- 8) Cooperating with other programs/departments and units within the College.
- 9) Orienting new faculty to the program policies, standards and pedagogies inherent in the curriculum.

ATTACHMENT B

- III. The curriculum coordinator evaluates the effectiveness of the holistic curriculum plan by:
- 1) Coordinating the evaluation of program options, objectives and outcomes.
 - 2) Coordinating written documentation that is required by the program's accreditation, Standards and Guidelines, the College, or the Department Chair/Assistant Dean/Dean of Health Professions as part of the documentation used to support the systematic program evaluation plan.
 - 3) Participating in the clinical/lab evaluation of faculty in the department.
 - 4) Coordinating the course evaluation forms and advising the Department Chair/Assistant Dean/Dean of Health Professions regarding strengths and areas for improvements as applicable to the systematic evaluation plan.
 - 5) Ensuring review of results from standardized testing, for required changes/improvements to the curriculum plan.

ATTACHMENT B**Northern Essex Community College
Nursing Program****Systematic Plan for Program Evaluation and Assessment of Outcomes****Frequency of Assessment**

Criteria	Responsibility	Frequency of Assessment	Due Date	Designee
1.1	Curriculum Committee	Every four years (Spring) 2011, 2015, 2019		
1.2	Program Administrator Curriculum Coordinator Curriculum Committee	Every two years (Fall) 2010, 2012, 2014, 2016, 2018		
1.3	Program Administrator Program Committee	Every two years (Fall) 2009, 2011, 2013, 2015, 2017, 2019		
1.4	Program Administrator Dean, Health Professions	Every three years (Fall) 2009, 2012, 2015, 2018		
1.5	Dean, Health Professions Program Administrator	Every three years (Spring) 2011, 2014, 2017 Every two years (Spring) 2010, 2012, 2014, 2016, 2018		
1.6	Dean, Health Professions Program Administrator	Every three years (Spring) 2011, 2014, 2017		

Approved 05/09; revised 05/10

ATTACHMENT B

Criteria	Responsibility	Frequency of Assessment	Due Date	Designee
1.7	Program Administrator Program Committee	Annually (Spring) 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019		
1.8	Program Administrator Curriculum Coordinator	Every three years (Spring) 2010, 2013, 2016, 2019		
1.9	Program Administrator Dean, Health Professions	Every two years (Fall) 2010, 2012, 2014, 2016, 2018		
1.10	Distance Education	Not Applicable		
2.1 2.1.1 2.1.2	Program Administrator Faculty	Upon hire and every two years (Fall) 2010, 2012, 2014, 2016, 2018		
2.2	Program Administrator	Upon hire and every two years (Fall) 2010, 2012, 2014, 2016, 2018, 2020		
2.3	Program Administrator	Upon hire and every two years (Spring) 2010, 2012, 2014, 2016, 2018, 2020		
2.4	Program Administrator	Every three years (Fall) 2009, 2012, 2015, 2018		
2.5	Program Administrator	Every two years (Fall) 2010, 2012, 2014, 2016, 2018		

ATTACHMENT B

Criteria	Responsibility	Frequency of Assessment	Due Date	Designee
2.6	Dean, Health Professions Program Administrator	Every three years (Fall) 2009, 2012, 2015, 2018		
2.7	Program Administrator	Every two years (Fall) 2009, 2011, 2013, 2015, 2017, 2019		
2.8	Program Administrator	Every three years/annually (Spring) 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019		
2.9	Dean	Annually (Spring) 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019		
2.10	Distance Education	No Applicable		
3.1	(2) Faculty Curriculum Coordinator Program Administrator	Annually (Spring) 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019		
3.2	Curriculum Coordinator Program Administrator	Every three years (Fall) 2011, 2014, 2017		
3.3	Registrar Program Administrator Associate Director – Financial Aid	Every three years (Fall) 2011, 2014, 2017		
3.4 3.4.1 3.4.2	Associate Director – Financial Aid Program Administrator	Every three years (Fall) 2009, 2012, 2015, 2018		

ATTACHMENT B

Criteria	Responsibility	Frequency of Assessment	Due Date	Designee
3.5	(2) Faculty Curriculum Coordinator Program Administrator	Annually (Spring) 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019		
3.6	(2) Faculty	Annually (Fall) 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019		
3.7	Program Administrator Nursing Faculty Curriculum Coordinator	Every two years (Fall) 2010, 2012, 2014, 2016, 2018		
3.8	Distance Education	Not Applicable		
4.1	Curriculum Committee Program Administrator Curriculum Coordinator	Every three years (Spring) 2011, 2014, 2017		
4.2	Curriculum Committee Program Administrator Curriculum Coordinator	Every three years (Spring) 2011, 2014, 2017		
4.3	Curriculum Coordinator Program Administrator Curriculum Committee	Every three years (Spring) 2011, 2014, 2017		
4.4	Curriculum Committee Curriculum Coordinator	Every three years (Spring) 2011, 2014, 2017		
4.5	Curriculum Committee Curriculum Coordinator	Every three years (Spring) 2011, 2014, 2017		

ATTACHMENT B

Criteria	Responsibility	Frequency of Assessment	Due Date	Designee
4.6	Curriculum Committee	Every three years (Spring) 2011, 2014, 2017		
4.7	Curriculum Committee Curriculum Coordinator	Every four years or with changes in MA BORN or college requirements for associate and/or certificate programs (Spring) 2010, 2014, 2018		
4.8 4.8.1	Curriculum Committee Curriculum Coordinator	Every three years or if changes in learning environments (Fall) 2010, 2013, 2016, 2019		
4.9	Distance Education	Not Applicable		
5.1	Program Administrator Dean	Annually (Spring) 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019		
5.2	Curriculum Committee Dean Selected Faculty	Every year or when changes in the physical plant (Spring) 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019		
5.3	Curriculum Coordinator Faculty	Annually (Fall) 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019		
5.4	Distance Education	Not Applicable		

ATTACHMENT B

Criteria	Responsibility	Frequency of Assessment	Due Date	Designee
6.1	Program Administrator Nursing Program Committee	Every three years unless there is a change in NLNAC Standards and/or Criteria (Fall) 2012, 2015, 2018		
6.2	Curriculum Committee Curriculum Coordinator Evaluation Chair Program Administrator	Annually (Fall) 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019	11/09	
6.3	Program Administrator Curriculum Committee Curriculum Coordinator Evaluation Chair	Annually (Fall) 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019	11/09	
6.4	Program Administrator Nursing Program Committee Evaluation Chair	Annually (Fall) 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019	11/09	
6.5 6.5.1 6.5.2 6.5.3 6.5.4	Program Administrator Curriculum Coordinator Curriculum Committee Evaluation Chair	Annually (Fall) 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019	11/09	
6.6	Distance Education	Not Applicable		

ATTACHMENT C

Nursing: Associate Degree and Practical Nursing Options

**Recommendations by the Massachusetts Board of
Registration in Nursing**

ATTACHMENT C

The following are recommendations by the Massachusetts Board of Registration in Nursing during the last accreditation activity.

Associate in Science Nursing Program
Practical Nursing Certificate Program
Northern Essex Community College

244 CMR 6.06(2): Waiver of 244 CMR 6.06(1) (a) Site Survey

Recommendations to the Board of Registration in Nursing:

- | Yes | No | |
|-------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Grant waiver of 244 CMR 6.06(1) (a) to the Northern Essex Community College Associate of Science Degree and Practical Nursing Certificate Programs, based on the review of the findings and recommendations of the Board-recognized accrediting agency in nursing, and the Program's Annual Report to the Board, with recommendations: |
| | | <ul style="list-style-type: none">▪ Development and implementation of a systematic evaluation plan for all components of the program, including:<ul style="list-style-type: none">▪ Responsibilities of the director and chairperson of the nursing program▪ Hiring and retaining academically and experientially qualified faculty▪ Faculty orientation process and ongoing faculty mentoring; the results of which should be used for the development, maintenance and revision of the program [ref 244 CMR 6.04(1) (e)];▪ Publish current policies which describe the specific nondiscriminatory criteria for admission, advanced placement, and educational mobility, including the LPN advanced placement option [ref: 244 CMR 6.04 (3)(a)]; and▪ Provide for current and comprehensive learning resources developed with faculty input including a process for ongoing review of library holding for possible deletion [ref: 244 CMR 6.04 (5)(c)]. |

In taking this action, the Board directs the program submit a report addressing its compliance with above recommendations. This report is to be included with the *2005 Annual Report to the Board of Registration in Nursing* for the academic year 2005-2006.

ATTACHMENT D

Nursing: Associate Degree and Practical Nursing Options

How the program has been revised
to address recommendations by the Massachusetts Board of
Registration in Nursing

ATTACHMENT D

The Nursing Program made the following revisions to address recommendations by the Massachusetts Board of Registration in Nursing during the last accreditation activity (see Attachment C for detail).

Northern Essex Community College
Associate in Science Nursing Program
Practical Nursing Certificate Program

244 CMR 6.06 (2): Waiver of 244 CMR 6.06 (1)(a) Site Survey

Recommendations from the Board of Registration in Nursing:

- Development and implementation of a systematic evaluation plan for all components of the program, including:
- *Responsibilities of the director and chairperson of the nursing program.*
 - Attachment B: Reference A identifies the duties of the Director.
 - Attachment B: Reference B identifies the duties of the Chairperson.
- *Hiring and retaining academically and experientially qualified faculty.*
 - One full-time faculty member teaching in the PN Option will be completing an MSN from Rivier College, in May 2007.
 - One part-time clinical instructor teaching in the ADN Option and granted a waiver, 244 CMR 6.04 (2)(b)3 from 8/25/04 - 5/08, will be completing an MSN in May 2007, from University of New Hampshire.
 - A second part-time clinical instructor, teaching in the ADN Option and granted a waiver, 244 CMR 6.04 (2)(b)3 from 2/9/05 - 1/26/09, will be completing an MSN in June 2007, from University of Phoenix.
 - An additional part-time clinical instructor, teaching in the PN Option will be completing an MSN in May 2007, from University of New Hampshire.
- *Faculty orientation process and ongoing faculty mentoring; the results of which should be used for the development, maintenance and revision of the program [ref 244 CMR 6.04 (1)(e)].*
 - A detailed "Faculty Resource Guide" has been developed by the Nursing Program. This Guide includes objectives for orientation, and a timeline for identified orientation activities and responsible personnel. Also contained in this Guide are documents related to the NECC Nursing Program Organization and

ATTACHMENT D

Administration, Faculty, Clinical, Students, Curriculum and Recommended References. (Attachment B: Reference C). All new faculty are given a copy of the guide. It is anticipated that revisions and additions will be made to maintain the currency and usefulness of this resource on an annual basis.

- All new faculty are mentored by the Program Director, Chairperson and Course Coordinator. The Program Chairperson also has reassigned time to oversee the entire mentoring program.
- In addition, the College is in its second year of requiring all new full-time faculty to participate in a weekly, two hour Orientation Program covering topics regarding College-Wide Resources and Student Service. This Program is scheduled for the length of the Fall semester.
- *Publish current policies which describe the specific nondiscriminatory criteria for admission, advanced placement, and educational mobility, including the LPN advanced placement option [ref: 244 CMR 6.04 (3)(a)].*
 - All policies regarding admission, advanced placement and educational mobility, including the LPN Advanced Placement Option are available on-line at www.necc.mass.edu/healthprofessions/index.php. These policies are reviewed and revised as needed on an annual basis in the spring.
- *Provide for current and comprehensive learning resources developed with faculty input including a process for ongoing review of library holding for possible deletion [ret: 244 CMR 6.04 (5)(c)].*
 - The Nursing Program has revised its By-Laws to identify the Curriculum Committee as the responsible group to review library holds for currency and comprehensive in conjunction with the Lawrence Campus librarian on a two year cycle.

ATTACHMENT E

Nursing: Associate Degree and Practical Nursing Options

Alternate Response to Section Four: Program Resources

1. Faculty A, B, C and D

ATTACHMENT E

Response for Section for 1. Faculty: A, B, and C.

There are ten full-time faculty and four part-time clinical faculty. One Assistant Dean – Division of Health Professions is designated as the Program Administrator. The National League for Nursing Accrediting Commission (NLNAC) requires a full-time Program Administrator while the Massachusetts Board of Registration in Nursing (MA BORN) has set a maximum ratio in nursing of ten students to each faculty in laboratory and/or clinical settings.

While faculty in other divisions of the college have primary course responsibilities, the faculty in the Nursing Program team teach; therefore, nursing courses and credits are divided amongst the teams. There are three teams in the Nursing Program and each team has three full-time faculty and one or two part-time clinical instructors. The tenth faculty member is the primary faculty who organizes the laboratory courses and teaches Pharmacology I and II. Additionally, this faculty member is also responsible for assisting and/or implementing simulations and electronic health record use in nursing and other division programs.

The nursing faculty have workloads that are consistent with the requirements of the Massachusetts Community College Contract. Each faculty is appropriately prepared to teach their assigned content and clinical specialty.

There is a Curriculum Coordinator who is a team member on Level I ADN. A three-credit course release has been approved in order to meet the demands of ongoing curriculum revision/updating as well as oversight and implementation of program, accrediting agency (NLNAC) and MA BORN reporting assessment and evaluation activities.. This is the aspect of the program that has insufficient time to accomplish the Systematic Evaluation of the program as prescribed by the National League for Nursing Accrediting Commission.

The full-time faculty teach 100% of the nursing courses (16) and 61% (18) of the clinical courses. The ratio of faculty to student in lab and clinical is 1 to 8. In the next few years, the clinical ratio will be 1 to 6 as the hospitals are decreasing the number of students per unit. This trend has started in the Boston hospital's and will continue.

Response for 1. Faculty 5 D.

All faculty members are registered nurses. It is an expectation of the Massachusetts Board of Registration in Nursing and NLNAC that all nursing faculty members have a Masters Degree in Nursing and specific related clinical experience in the subject area in which they teach. Furthermore Massachusetts BORN and NLNAC require nursing faculty to complete performance development activities annually and show evidence of these activities (CEUs). See completed Chart 6 for specific details.

PART III: Faculty Credentials Chart 6

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Lisa Bass, MSN, CRNI, CNE						
Current Academic Rank:	Assistant Professor	Tenure Status			Tenured []	Not Tenured [x]
Academic Degrees:						
Bachelor Degree BA [] BS [] BSN [x]	Concentration:		Nursing			
Institution Granting Degree:		University of Lowell				
Masters Degree: Concentration:	MA []	MS []	MEd []	MBA []	MPH []	Other MSN [x] :
Institution Granting Degree		Salem State College				
Doctorate: Concentration:	PhD []	EdD []	JD []	Other:		
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
Certified Nurse Educator		National League of Nursing			9/2011	
Certified Registered Nurse Infusion		Infusion Nurse Society			9/1996	
Membership in Professional Organizations				Awards		
National League of Nursing						
Infusion Nurses Society						
Sigma Theta Tau						
Phi Kappa Thi						
Publications (relevant to teaching responsibilities)				Presentations (relevant to teaching responsibilities)		
"Health Literacy: Implications for Teaching the Adult Patient," Journal of Nursing 28:1 Jan/Feb 2005				IV Therapy – Greater Lawrence Family Health Center		
Author: Chapter 48 "The aminoglycosides"						
Pharmacology for Nursing Practice: Partners in Therapeutic Care, McGraw-Hill, 2011.						
Reviewer for Medical Surgical Nursing Care, 3 rd ed.						

CHART 6 (CONTINUED)

NAME: Lisa Bass, MSN, CRNI, CNE		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
Certified Nurse Educator Review	Nurse Tim	8/6/11
Infusion Nurses Society Annual Meeting	Infusion Nurses Society	2011
NLN Annual Meeting	National League for Nursing	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Jill Becker						
Current Academic Rank:		Associate Professor	Tenure Status		Tenured [x]	Not Tenured []
Academic Degrees:						
Bachelor Degree BA [] BS [x]		Concentration:		Nursing		
Institution Granting Degree:		University of Iowa				
Masters Degree: Concentration:	MA []	MS [x] Nursing	MEd []	MBA []	MPH []	Other :
Institution Granting Degree		University of Cincinnati				
Doctorate: Concentration:		PhD []	EdD []	JD []	Other:	
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
Certified Nurse Educator		NLN			9/2011	
Membership in Professional Organizations			Awards			
NLN						
Association of Women's Health, Obstetric & Neonatal Nurses						
Publications (relevant to teaching responsibilities)			Presentations (relevant to teaching responsibilities)			
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)						
Type		Sponsoring Agency			Date	
Post Master's Certification in Nursing Education		Rutger's University			6/2010	
Teaching Techno Saavy Student		MARILN				
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.						
ATI Item Writing Workshops						

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Allison Belmonte						
Current Academic Rank:		Adjunct Clinical Instructor	Tenure Status		Tenured []	Not Tenured [x]
Academic Degrees:						
Bachelor Degree BA [] BS [] BSN [x]		Concentration:		Nursing		
Institution Granting Degree:		Simmons College				
Masters Degree: Concentration:	MA []	MS [x] Nursing	MEd []	MBA []	MPH []	Other MSN [] :
Institution Granting Degree		University of Phoenix				
Doctorate: Concentration:		PhD []	EdD []	JD []	Other:	
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
CPN Certified Pediatric Nurse		Association of Pediatric Nurse & Nurse Practitioner				
Membership in Professional Organizations			Awards			
National League for Nursing (NLN)						
Massachusetts Nurses Association (MNA)						
Honor Society in Nursing (Sigma Theta Tau)						
Publications (relevant to teaching responsibilities)			Presentations (relevant to teaching responsibilities)			
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)						
Type		Sponsoring Agency			Date	
MNA Conference		Massachusetts Nursing Association			5/13/2011	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.						
My practicum for my Masters in Nursing Education was on pediatric ear infections and how they affect children attending childcare facilities and day school. I presented this practicum to three groups of school nurses in Lawrence, Gloucester and Worcester. The attendees were awarded CEUs. All the appropriate paperwork for accreditation for CEUs was processed.						

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Eva Beliveau						
Current Academic Rank:		Associate Professor	Tenure Status		Tenured [x]	Not Tenured []
Academic Degrees:						
Bachelor Degree BA [] BS [x] BSN []		Concentration: Nursing				
Institution Granting Degree:		Salem State College				
Masters Degree: Concentration:	MA []	MS [x] Nursing Education	MEd []	MBA []	MPH []	Other MSN [] :
Institution Granting Degree		Salem State College				
Doctorate: Concentration:		PhD []	EdD []	JD []	Other:	
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
ACLS (Advanced Cardiac Life Support)		American Heart Association				
ACLS: BLS Instructor		American Heart Association				
Membership in Professional Organizations			Awards			
Sigma Theta Tau Internation Honor Society of Nursing			Nursing Excellence Award – Sigma Theta Tau			
National League of Nursing			Academic Excellence Award – Salem State			
Massachusetts/Rhode Island League of Nursing						
Publications (relevant to teaching responsibilities)			Presentations (relevant to teaching responsibilities)			
Nursing Care of the Hospitalized Older Adult, Wiley Blaukwell Publishing Co, Ames, Iowa, Authored 2 chapters.						

CHART 6 (CONTINUED)

NAME: Eva Beliveau		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
NLN Summit	National League for Nursing	9/2011
ATI Item Writing Workshop	ATI	2007
Teaching Strategies for Nurse Education	Pedi Health	7/2011
QSEN Training Workshop	Federal Government	6/2011
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		
Mentoring/Precepting graduate students receiving their MSN with concentration in Nursing Education – 1/10 – 5/10; 1/11 – 5/12.		

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Diane Cocca-Spofford						
Current Academic Rank:		Tenure Status		Tenured []	Not Tenured [x]	
Academic Degrees:						
Bachelor Degree BA [] BS [] BSN [x]		Concentration: Nursing				
Institution Granting Degree:		Boston College				
Masters Degree:	MA []	MS [x]	MEd []	MBA []	MPH []	Other [x]
Concentration:		MHA Health Administration:				
Institution Granting Degree		Suffolk University				
Doctorate:		PhD []	EdD []	JD []	Other:	
Concentration:						
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
Registered Nurse		Commonwealth of Massachusetts			1983-present	
Membership in Professional Organizations			Awards			
Publications (relevant to teaching responsibilities)			Presentations (relevant to teaching responsibilities)			
American Heart Journal Nov 1998, Vol 136 #5 pgs 769-777						
American Heart Journal Feb 1993, Vol 125 pgs 423-429						
Chest Nov 1991 Vol 100 pgs 125-129						
Children's Book – The Goodbye Game – 1998 Infinity +1						
Children's Book – Do You Love Me? – 2000 Infinity +1						
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)						
Type		Sponsoring Agency			Date	
Ongoing CEU as it relates to Cardiology		Mass General Hospital				
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.						

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Catherine Dabrowski						
Current Academic Rank:		Professor		Tenure Status		Tenured [x] Not Tenured []
Academic Degrees:						
Bachelor Degree BA [] BS [] BSN []			Concentration:			
Institution Granting Degree:						
Masters Degree: Concentration:		MA []	MS [x] Nursing	MEd []	MBA []	MPH [] Other MSN [] :
Institution Granting Degree			Boston College			
Doctorate: Concentration:		PhD []	EdD []	JD []	Other:	
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
BLS Certified		American Heart Association				
Membership in Professional Organizations				Awards		
American Psychiatric Nurses Association						
NLN						
Publications (relevant to teaching responsibilities)				Presentations (relevant to teaching responsibilities)		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)						
Type		Sponsoring Agency			Date	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.						
Provide consultation on a part-time basis for an adult in-patient unit and a child in-patient psychiatric unit.						

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Patricia M. Demers						
Current Academic Rank:		Administrator		Tenure Status		Tenured [] Not Tenured [x]
Academic Degrees:						
Bachelor Degree BA [] BS [] BSN [x]		Concentration: Nursing				
Institution Granting Degree:		St Anselm College				
Masters Degree: Concentration:	MA []	MS [x] Parent-Child Health Nursing	MEd []	MBA []	MPH [x] Health Services	Other [] :
Institution Granting Degree		Boston University				
Doctorate: Concentration:		PhD []	EdD []	JD []	Other:	
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
Nurse Executive – Board Certified		American Nurse’s Association			2003-2113	
Certified Nurse Educator		National League for Nursing			2011-2016	
Registered Nurse		Massachusetts, New Hampshire			1974	
Membership in Professional Organizations			Awards			
MA Public Health Association			Who’s Who Among Students in American Universities and Colleges			
MA/RI League for Nursing						
NE Society for Adolescent Medicine						
Sigma Theta Tau						
Publications (relevant to teaching responsibilities)			Presentations (relevant to teaching responsibilities)			
Book Reviewer for Pediatric Nursing by Adams and Towie 2009			“Vision for Health Care” – Greater Lawrence Family Health Center – May 13, 2011			
			“Elements for Grading a Clinical Course” – Community College of Rhode Island – Oct 5, 2010 – Educator Enrichment Conference			
			“Use of Pediatric Clinical Simulation” – Northeastern University - Dec 11-13, 2008 – Sixteenth Caring for the Underserved Conference - A Global Perspective			

CHART 6 (CONTINUED)

NAME: Patricia M. Demers		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
Policy Analysis of Health Care Reform	Nursing Economics	01/28/2010
Educating Nurses: A Call for Radical Transformation	Maine Medical Center	05/25/2010
Creativity and Connections: A Framework for the Future of Nursing Education and Practice	MONE	11/19/2010
Implementing New Educational Paradigms into Pre-Licensure Nursing Curricula	DB Productions	2/25-2/26/2010
Certified Nurse Educator Prep Course	DB Productions	6/14/2011
Self-Study Forum	NLNAC	9/29-9/30/2011
Looking at the Evidence in Evidence-Based Nursing Education	DB Productions	07/12/2011
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Carol Dowling						
Current Academic Rank:		Adjunct Faculty		Tenure Status		Tenured [] Not Tenured [x]
Academic Degrees:						
Bachelor Degree BA [] BS [] BSN [x]		Concentration: Nursing				
Institution Granting Degree:		St Anselm College, Manchester, NH				
Masters Degree: Concentration:	MA []	MS [x] Nursing Maternal/Child Health	MEd []	MBA []	MPH []	Other :
Institution Granting Degree		Boston University, Boston, MA				
Doctorate: Post Grad 12 courses Concentration:		PhD []	EdD []	JD []	Other:	
Institution Granting Degree		University of Massachusetts, Amherst, MA				
Certifications						
Type		Issuing Agency			Date	
Certified Rehabilitation Registered Nurse		CRRN			8/2007	
Certified Brain Specialist		CBIS			2/2009	
Membership in Professional Organizations				Awards		
Publications (relevant to teaching responsibilities)				Presentations (relevant to teaching responsibilities)		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)						
Type		Sponsoring Agency			Date	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.						

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Sharon Eileen Hamel						
Current Academic Rank:	Adjunct Clinical Instructor	Tenure Status			Tenured []	Not Tenured [x]
Academic Degrees:						
Bachelor Degree BA [] BS [x] BSN []		Concentration: Nursing				
Institution Granting Degree:		Salem State University, Salem, MA				
Masters Degree: Concentration:	MA []	MS []	MEd []	MBA []	MPH []	Other MSN [] :
Institution Granting Degree						
Doctorate: Concentration:		PhD []	EdD []	JD []	Other:	
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
BCLS Provider/Instructor		American Heart Association			3/5/11	
ACLS Provider/Instructor		American Heart Association			3/23/11	
Membership in Professional Organizations			Awards			
Emergency Nurses Association			Merrimack Valley Nursing Task Force Award "Outstanding Nurse" 1998			
Sigma Theta Tau International Honor Society Nursing			Sigma Theta Tau International ETA Tau 2003			
NLN Member			Grace Nagle Award for Nursing Excellence Salem State College 5/2003			
International Association of Reiki Professionals						
Publications (relevant to teaching responsibilities)			Presentations (relevant to teaching responsibilities)			
			ACLS Instructor, BCLS Instructor, Past: Pals, Enpc Instructor			
			Mediteen Implementation Nursing Informatics SMC Lowell, MA			
			Nurse Educator SINMC 1994-2009			
			Anticoagulation Manager, Educator MVCA 2005-2009			

CHART 6 (CONTINUED)

NAME: Sharon Eileen Hamel		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
Reiki Practitioner Level Two 7.0 CEUs	Insdie Out, Byfield, MA	10/7/2011
“Judgement Day” The Trauma Triad” 3.17 CEUs	Emergency Nursing Association	6/22/2011
Reiki Practitioner Level One 7.0 CEUs	Inside Out, Byfield, MA	5/25/2011
ACS Postoperative Data Collection 2.50 CEUs	American Nurses Credentialling Center	10/2009
ACS BSCN Preoperative, Intraoperative Data 2.5 CEUs	ANCCN	10/2009
ACS BSCN Overview of ACS 1.25 CEUs	ANCCN	10/2009
Prepare for Surgery Heal Faster 13.5 CEUs	ANCCN	4/17, 4/18, 2010
Cardiovascular Nursing Conference 6.0 CEUs	ANCCN	9/2008
Managing Patient Taking Warfarin 6.0 CEUs	ANCCN	8/20/2008
12 Lead ERS (Cardiac Diagnostics, Interventive) 6.3 CEUs	Pesi	2/25/2000
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		
<p>ACLS Instructor 1992 – current BCLS Instructor 1992 – 2011 ENPC Instructor 1995 – 2006 PASL Instructor 1999 – 2006 Certified Emergency Nurse 1994 – 2010 CISM Certification – 1996</p> <p>Current: MSN Program – St Joseph’s College of Maine – pursuing Master’s in Nursing Education.</p>		

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Sheila Kane						
Current Academic Rank:		Professor		Tenure Status		Tenured [x] Not Tenured []
Academic Degrees:						
Bachelor Degree BA [] BS [x] BSN []		Concentration: Nursing				
Institution Granting Degree:		Rhode Island College				
Masters Degree: Concentration:	MA []	MS [x] Maternal Child Health Nursing- Teaching Concentration	MEd []	MBA []	MPH []	Other MSN [] :
Institution Granting Degree		Boston University				
Doctorate: Concentration:		PhD []	EdD []	JD []	Other:	
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
Certified Nurse Midwife		American College of Nurse-Midwives			August 1978	
Women's Health Care Nurse Practitioner		National Certification Corporation			1980	
Certified Nurse Educator		National League for Nursing			9/30/2011	
Membership in Professional Organizations				Awards		
National League of Nursing				NIS09 2009 Excellence Award (National Institute for Staff and Oragnizational Development)		
Publications (relevant to teaching responsibilities)				Presentations (relevant to teaching responsibilities)		

CHART 6 (CONTINUED)

NAME: Sheila Kane		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
Completed 3 of 4 courses toward Healthcare – Informatics Graduate Certificate	UMass Lowell	2007-2009
WIDS Curriculum Design Training of Assessing Learning	Worldwide Instructor Design System	2009
Training in Academic Education Solutions	Cerner Corporation	2008
QSEN Workshop		2011
Understood Infant Adoption Training Workshop		2/25/2010
Innovative Teaching Strategies for Techno-Savy Students	MARILN	2010
Certified Nurse Educator Prep Course		6/2011
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		
Preceptor for MSN student at Framingham State College Spring 2010. Will Preceptor another student Spring 2012.		

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Kristen Michaud						
Current Academic Rank:		Associate Professor	Tenure Status		Tenured [x]	Not Tenured []
Academic Degrees:						
Bachelor Degree BA [] BS [x] BSN []		Concentration: Nursing				
Institution Granting Degree:		Fitchburg State College				
Masters Degree:	MA []	MS [x]	MEd []	MBA []	MPH []	Other []
Concentration:		Nursing Education				:
Institution Granting Degree		Rivier College, Nashua, NH				
Doctorate:		PhD []	EdD []	JD []	Other:	
Concentration:						
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
Certified Nurse Educator		NLN				
Membership in Professional Organizations				Awards		
National League for Nursing						
Publications (relevant to teaching responsibilities)				Presentations (relevant to teaching responsibilities)		
Medical-Surgical Nursing, 3 rd ed. (Burke, Brown, Eby)						
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)						
Type		Sponsoring Agency			Date	
Nurse Tim Webinar					07/2011	
CNE Test Prep					09/2011	
Innovative Teaching Conference		MARILN			05/2010	
Rising Star		Lowell General Hospital			02/2010	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.						

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Francine Pappalardo						
Current Academic Rank:		Professor		Tenure Status		Tenured [x] Not Tenured []
Academic Degrees:						
Bachelor Degree BA [] BS [] BSN [x]		Concentration: Nursing				
Institution Granting Degree:		Boston College				
Masters Degree: Concentration:	MA []	MS []	MEd []	MBA []	MPH []	Other MSN [x] :
Institution Granting Degree		Salem State College				
Doctorate: Concentration:		PhD []	EdD []	JD []	Other:	
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
Certified Nurse Educator		National League for Nursing				
Certified Occupational Educator		Commonwealth of Massachusetts			1972	
Registered Nurse		State of New Hampshire and Massachusetts			1970-present	
Membership in Professional Organizations				Awards		
National League Nursing				AHEC Award for Nursing Excellence		
MARILN PN Educator Council (Mass/RI League PN Educator Council)				NISOD Award for Teaching Excellence		
MTA/MCCC Member						
Am Association of University Women						
Publications (relevant to teaching responsibilities)				Presentations (relevant to teaching responsibilities)		
(Author) Developed "Conceptual Framework" for NECC PN Program Submitted to NLN Accreditation				Mass Board of Registration Annual Conference (1990) Topic: "Item Writing for NCLEX PN).		
				Panel Member Northern Essex Community College "Future Projections and Changes in Nursing Education."		
				Mass AMCOA Annual (2011) at Greenfield Community College "Assessment of Learning Outcomes in Associate Degree Nursing."		

CHART 6 (CONTINUED)

NAME: Francine Pappalardo		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
CoChair MARILN PN Council – Nurse Educator	Mass RI league for Nursing	2008-2010
Assessment Technologies Item Writer for Content Exams	Assessment Technologies Institute	2006-2007
Ambassador for NLN	National League for Nursing	2008-present
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		
<p>Attendance at national League for Nursing Summits – 2006, 2007, 2008, 2009, 2010 Item Written for the first national nurse education certification exam sponsored by NLN in 2005 Served as a preceptor for BSN →MSN in Nursing Education program candidate Fall of 2011 Continue to serve on Lawrence Head Start Advising Board Continue to serve on Task Force of State Wide Nurse Educators Partnering with Mass Senior care to prepare nursing students for professional positions in long-term care settings.</p>		

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Kathleen Pender-Phaneuf						
Current Academic Rank:		Assistant Professor		Tenure Status		Tenured [] Not Tenured [x]
Academic Degrees:						
Bachelor Degree BA [] BS [x] BSN []		Concentration: Nursing				
Institution Granting Degree:		University of Lowell				
Masters Degree: Concentration:	MA []	MS [x] Family and Community Health Nursing	MEd []	MBA []	MPH []	Other [] :
Institution Granting Degree		University of Lowell				
Doctorate: Concentration:		PhD []	EdD []	JD []	Other:	
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
Family Nurse Practitioner		ANCC				
National Certified School Nurse		NCSN				
Membership in Professional Organizations				Awards		
Sigma Theta Tau-Eta Omega				Clinical Excellence in CHN-AHEC Award 1988		
American Nurse Credentialing Center						
Publications (relevant to teaching responsibilities)				Presentations (relevant to teaching responsibilities)		

CHART 6 (CONTINUED)

NAME: Kathleen Pender-Phaneuf		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)		
Type	Sponsoring Agency	Date
Cultural Competency Training Faculty Workshop	UMass Lowell	05/27/2008
NLN Develop Standardized Nursing Curricula	NLN	12/26/2008
Immunization 2009 CDC Issues Guidelines for Treatment	Medscape	01/18/2010
Maternal Benefits Breastfeeding	Medscape	01/18/2010
Infant Adoption Training	Spaulding for Children	04/14/2010
Innovative Teaching Strategies for the Techno-Savvy Student	Mass/RI League of Nursing	05/07/2010
Survival Workshop for Nurse Educators	St Anselm's College	08/27/2010
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.		

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Maria H. Saia						
Current Academic Rank:		Tenure Status		Tenured []	Not Tenured [x]	
Academic Degrees:						
Bachelor Degree BA [] BS [x] BSN []		Concentration: Nursing				
Institution Granting Degree:		Boston College				
Masters Degree: Concentration:	MA []	MS [x] Nursing & Education	MEd []	MBA []	MPH []	Other [] :
Institution Granting Degree		University of Pheonix				
Doctorate: Concentration:		PhD []	EdD []	JD []	Other:	
Institution Granting Degree						
Certifications						
Type		Issuing Agency			Date	
ACLS		AHA			10/2011	
BLS		AHA			10/2011	
Membership in Professional Organizations				Awards		
Sigma Theta Tau Honor Society/Omicron Delta Chapter						
Publications (relevant to teaching responsibilities)				Presentations (relevant to teaching responsibilities)		
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)						
Type		Sponsoring Agency			Date	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.						

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Gail Tangard						
Current Academic Rank:		Professor		Tenure Status		Tenured [x] Not Tenured []
Academic Degrees:						
Bachelor Degree BA [] BS [x] BSN []		Concentration:		Nursing		
Institution Granting Degree:		Lowell State College				
Masters Degree: MA []		MS [x]	MEd []	MBA []	MPH []	Other []
Concentration:		Med-Surg CS		:		
Institution Granting Degree		Boston University				
Doctorate: PhD []		EdD []		JD []		Other: Graduate Certificate Clinical Pathology
Concentration:						
Institution Granting Degree		UMass Lowell				
Certifications						
Type		Issuing Agency				Date
BLS		AHA				8/2010
ACLS		AHA				11/2010
Membership in Professional Organizations			Awards			
NLN			AHEC Award for Nursing Excellence			
Publications (relevant to teaching responsibilities)			Presentations (relevant to teaching responsibilities)			
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)						
Type		Sponsoring Agency			Date	
Conference “Rebuilding Your Nursing Curriculum to Reflect Today’s Practice”		NLN (Indianapolis)			2008	
WIDS Workshop		NECC			2008	
Primed Conference (Primary Care Conference)					2007, 2008, 2009, 2010	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.						

CHART 6: FACULTY CREDENTIALS
Complete one chart for each member of the faculty

(Note: Each individual faculty member should complete this form and return it to the Program Coordinator, or designee.)

NAME: Rose Yates						
Current Academic Rank:	Assistant Professor	Tenure Status	Tenured []	Not Tenured [x]		
Academic Degrees:						
Bachelor Degree BA [] BS [x] BSN []	Concentration:	Nursing				
Institution Granting Degree:		Fitchburg State College				
Masters Degree: MA []	MS [x]	MEd []	MBA []	MPH []	Other []	
Concentration:	Nursing	:				
Institution Granting Degree		Northeastern University				
Doctorate: PhD []	EdD []	JD []	Other:			
Concentration:						
Institution Granting Degree						
Certifications						
Type	Issuing Agency				Date	
BLS Instructor, AED Certified						
Licensed Registered Nurse	Massachusetts and New Hampshire					
Membership in Professional Organizations			Awards			
National League for Nursing (NLN)						
Publications (relevant to teaching responsibilities)			Presentations (relevant to teaching responsibilities)			
Continuing Education Activities/Professional Development (For past 3 years, or of major significance prior to this time and related to area of teaching responsibility)						
Type		Sponsoring Agency			Date	
Lessons Learned from a Life in Long Term Care					04/08/09	
Practical Nurse Educators Conference-Innovative Teaching Strategies for the Clinical Educators					05/07/09	
NLN Preparation Course for Certification as a Nurse Educator					06/01/09	
Innovative Teaching Strategies for the Techno-Savvy Student					05/07/10	
Other information which you believe demonstrates your academic and experiential qualifications, and maintenance of expertise in your area of educational responsibility.						