



CALIFORNIA  
STATE  
UNIVERSITY,  
FRESNO

October 8, 2010

**MEMORANDUM**

**TO:** Michael Caldwell, Chair  
Academic Senate

**FROM:** Fred Schreiber, Chair  
Academic Policy & Planning Committee

**RE:** **Bachelor of Science in Nursing RN-to-BSN, Off-Campus**

At its meeting on September 30, 2010, the Academic Policy & Planning Committee passed the following motion:

MSC to approve the Bachelor of Science in Nursing RN-to-BSN, Off-Campus and forward to the Executive Committee.

If you have any questions, please contact me.

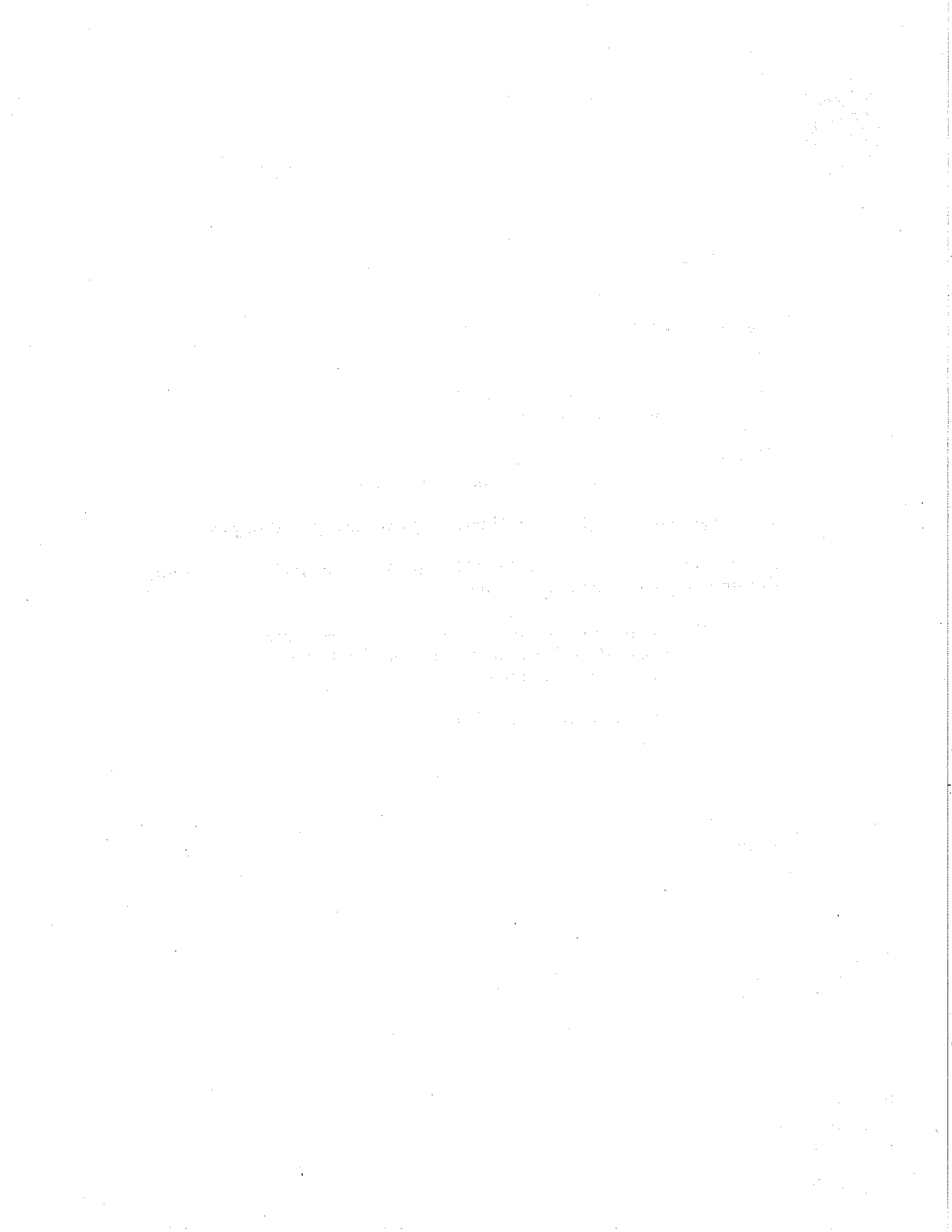
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Office of the  
Academic Senate

5240 N. Jackson Ave. M/S UC43  
Fresno, CA 93740-8023

559.278.2743

Fax 559.278.5745





California  
State  
University,  
Fresno

## MEMORANDUM

August 18, 2010

**TO:** Fred Schreiber, Chair  
Academic Policy & Planning Committee

**FROM:** Keith Clement, Chair *Keith E. Clement*  
Undergraduate Curriculum Subcommittee

**RE:** Transmittal

This memorandum will serve to inform the Academic Policy and Planning Committee that Dr. Dennis Nef, using the Undergraduate Curriculum Subcommittee approval, approved the following item during the summer:

Program Proposal:  
Bachelor of Science in Nursing, Off-Campus

KEC.lhg

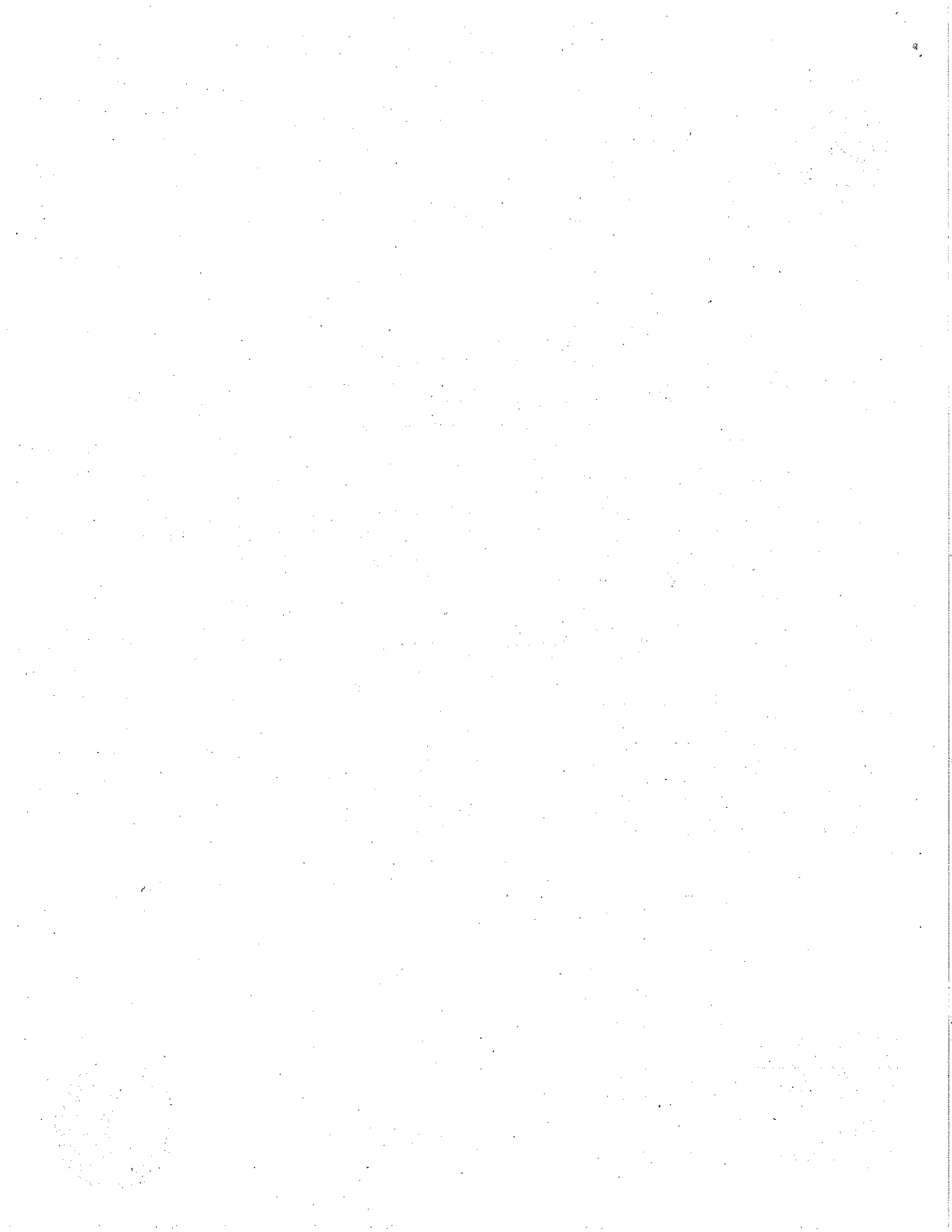
Associate Vice President and  
Dean of Undergraduate Studies

Harold H. Haak Administrative Center  
Henry Madden Library, Suite 4160  
5200 North Barton Avenue, MS ML54  
Fresno, CA 93740-8014

559.278.4468  
Fax 559.278.8340

[www.csufresno.edu/academics/offices/undergrad.shtml](http://www.csufresno.edu/academics/offices/undergrad.shtml)





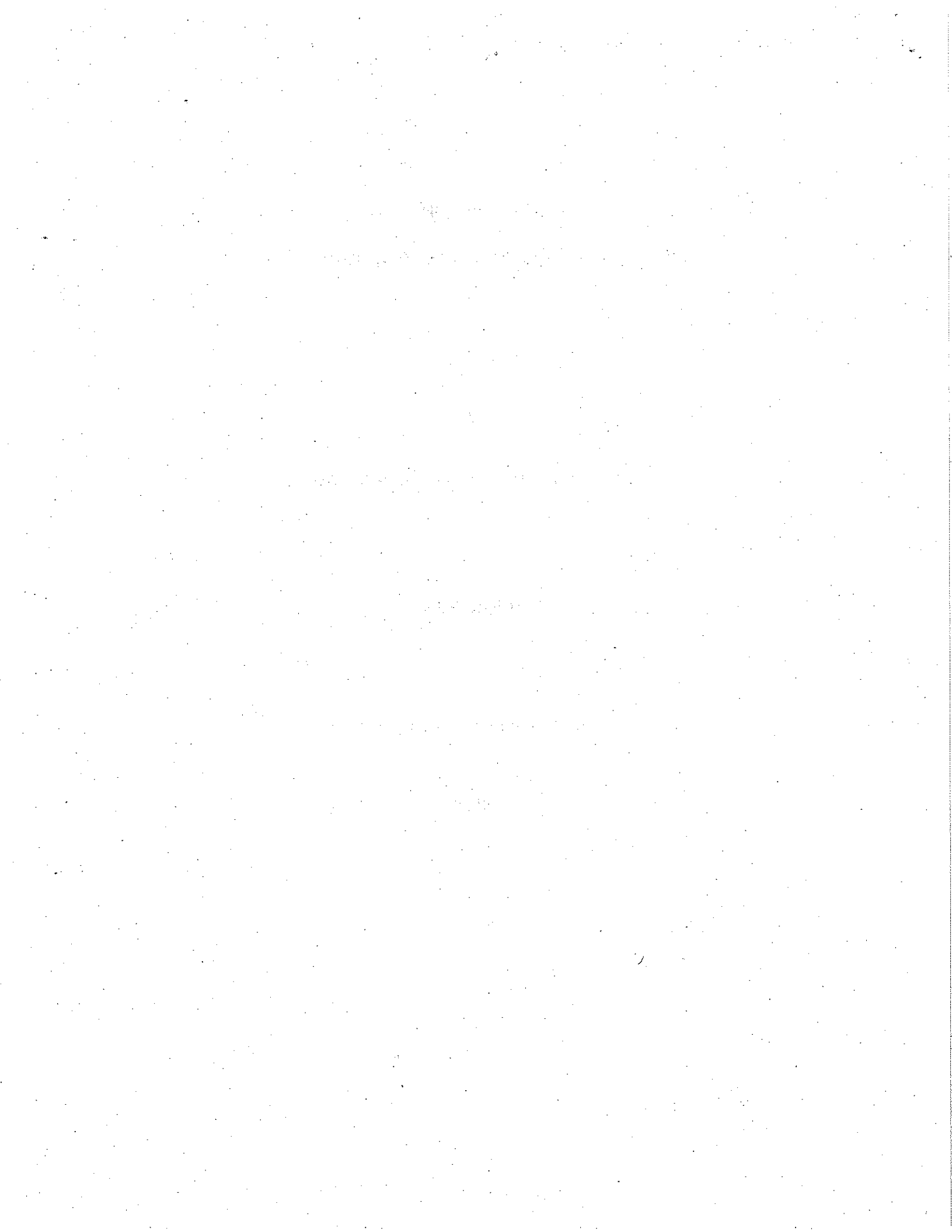
**Proposal for a Multisite  
Off-Campus Degree Program**

**Bachelor of Science in Nursing**

**RN-to-BSN**

**California State University, Fresno**

**Fall 2010**



## 1. Program Type

Self-Support  
Online Program

## 2. Program Identification

- a. Campus  
California State University, Fresno
- b. Full and exact degree designation and title  
Bachelor of Science in Nursing
- c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan  
Not applicable
- d. Term and academic year of intended implementation  
Fall 2010
- e. Total number of units required for graduation  
Transfer of 60-70 lower division GE units  
57 units in residence
  - 26 units of the nursing major
  - 12 units of UEDGE coursework
  - 19 units of upper division units of validated credit for equivalent nursing coursework
- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility  
Department of Nursing
- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program  
Mary D. Barakzai, EdD, FNP-C, CNM, CNS  
Director, Central California Center for Excellence in Nursing  
Associate Professor

- h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs

See attached letters of support from the Deans of Health and Human Services and Continuing and Global Education (Appendix A)

- i. Any other campus approval documents that may apply (e.g., curriculum committee approvals).

Curriculum committee approval

- Nursing Baccalaureate Committee
- Nursing Faculty Council
- College of Health and Human Services Curriculum Committee

Letters of support from faculty and chairs (Appendix B)

- j. Please specify whether this proposed program is subject to WASC Substantive Change review

No, this program will be less than 50% online and the distance sites are all within 25 miles of campus, pending obtaining WASC approval for recognition of the Fresno State Center at College of Sequoias.

- k. Optional: Proposed Classification of Instructional Programs Code and CSU Degree Program Code

### 3. Program Overview and Rationale

- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the programs at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods.

The Department of Nursing at California State University, Fresno proposes to offer a Bachelor of Science degree in Nursing in the RN-to-BSN track at multiple sites throughout the Central San Joaquin Valley. Sites may include, but are not limited to the Fresno State Center located on the College of the Sequoias (COS) campus in Visalia, California, Saint Agnes Medical Center, Madera Community Hospital, Children's Hospital Central California, and Community Regional Medical Center.

Although the recommended level of preparation for entry to practice is the baccalaureate degree, 71% of RNs in the Central San Joaquin Valley are either



graduates of diploma or associate degree programs. This represents a substantial mismatch between the educational preparation of the current workforce and what employers want. The demand for nurses with baccalaureate and master's degrees continues to rise, while the demand for associate nurses is decreasing (National League for Nursing, 2003). This increased demand is due not only to the complexity of healthcare today, but also to the need for nurses with specialty training to work in intensive care units, emergency rooms, and other specialized areas (Keating & Sechrist, 2001). Therefore, there is a strong national movement to increase the number of baccalaureate prepared nurses. Research has shown that patients in hospitals with a higher proportion of baccalaureate prepared nurses have fewer complications and have lower rates of death than those in hospitals with fewer nurses with BSN degrees (Aiken, Clarke, Cheung, Sloane, & Silber, 2003). These findings, among others, prompted the National Advisory Council on Nurse Education and Practice (NACNEP) to recommend to Congress and the U.S. Secretary of Health that at least two-thirds of the nursing workforce have at least a baccalaureate degree by 2010. NACNEP based this recommendation on the belief that BSN education with its much broader, more scientific base is necessary to address current complex health needs (NACNEP, 2001).

There are at present four RN-to-BSN programs in the Valley which allow associate degree nurses to build on their previous educational and work experiences. These programs are located at CSU, Stanislaus; CSU, Bakersfield; CSU, Fresno; and a new program at Fresno Pacific University.

The multisite Bachelor of Science in Nursing RN-to-BSN program will be offered by the regular faculty of the Department of Nursing in cooperation with the Division of Undergraduate Studies and the Division of Continuing and Global Education. The program is designed to meet the needs of practicing associate degree-prepared registered nurses in the Central Valley who want to obtain a Bachelors of Science in Nursing. Because of the shift work schedule and distance from campus, these nurses are often unable to regularly attend traditionally scheduled and delivered coursework. These off-campus programs are expected to serve approximately 20-25 students at each site, who will proceed through the program as a cohort. Cohorts will be admitted on a rolling basis. Courses will be offered as hybrids, with some classes delivered via computer based learning modalities and some held at the practice site or at the Fresno State Center on the College of the Sequoias campus. The program is intended to be ongoing and self-supporting. It will consist of a 38-unit offering with the same entrance and graduation requirements as the RN-to-BSN program offered on the Fresno State Campus. The student population will be drawn from

associate-prepared registered nurses from Fresno, Madera, Tulare, Kings, and Kern counties.

Currently, several hospitals in the area will only hire baccalaureate prepared nurses. In addition, Community Regional Medical Center has recently decided that ADN nurses cannot advance beyond Staff Nurse 1 without a baccalaureate degree. This should increase demand for RN to BSN coursework significantly.

- b Proposed catalog description, including program description, degree requirements, and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirements.

#### Catalog description

The California State University, Fresno, Department of Nursing offers opportunity for advanced placement in the baccalaureate program for applicants who have earned an Associate Degree in Nursing (ADN) and hold a Registered Nurse (RN) license. The curriculum is designed to emphasize theory-based practice in nursing and provide the foundation for graduate study in nursing. Advanced placement students are required to meet the same requirements for the baccalaureate degree as generic students. The program will be offered via a number of distance modalities as well as face-to-face classroom seminars at multiple sites.

#### Degree requirements

NURS 134, 135, 136, 137, 141, 141L, 145, 150, 151, 153

#### Admission requirements:

Admission criteria for the multisite program will be the same as those of the on-campus RN-to-BSN program. Students must be admitted to the California State University, Fresno, Division of Undergraduate Studies and have a California registered nurse license. In addition, applicants must have an overall GPA of 2.5 with a 3.0 in their nursing courses; current malpractice insurance, and current CPR certification.

Applicants must complete a Department of Nursing application and a University application. Students will be selected through evaluation of academic performance and work experience. California State University, Fresno has been authorized to admit upper division transfer students, who are otherwise qualified but lack the required general education requirements in critical thinking or math and quantitative reasoning, on a case by case basis to our nursing program. All program units will be taken through the Division of Continuing and Global

Education. Students will not be required to take any portion of their coursework on the California State University, Fresno campus.

#### 4. Curriculum

- a. Goals of the (1) program and (2) student learning outcomes. Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.

Program goals:

- a) enhance knowledge of communication techniques
- b) develop critical thinking skills
- c) incorporate the use of technology in clinical practice
- d) develop leadership skills

Student Learning Outcomes:

- a) critically analyze and apply nursing theory
- b) Evaluate the influence of nursing research on current nursing and health care practices
- c) Apply the ethical decision making process to specific ethical issues encountered in clinical practice
- d) discuss and demonstrate the qualities and behaviors that contribute to effective leadership
- e) Provide culturally competent care to diverse client groups
- f) Apply and demonstrate effective communication techniques.

- b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the program to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses

Program goals:

- a) Exit evaluations
- b) Employer surveys
- c) Alumni surveys

Student learning outcomes:

- a) Student clinical evaluations: direct measure
- b) Exit interview: indirect measure

- c) Simulated clinical evaluations direct measure
  - d) Alumni survey direct
  - e) Student portfolio
  - f) Leadership project
- c Total number of units required for graduation  
127 units
- d Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units.  
The RN to BSN program is reflective of the requirements for the generic baccalaureate students RN to BSN students transfer 60-70 units of lower division and nursing specific content from a community college with 57 - 59 units required at California State University, Fresno State The total number of units reflects the essential content for nursing programs established by the California Board of Registered Nursing.
- e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully Optional You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table If you do not find an appropriate CSU degree program code at: [http://www.calstate.edu/app/documents/HEGIS-CIP2000\\_102406.xls](http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls) , you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to help identify the code that best matches the proposed curriculum.  
None
- f A list of all courses *required* for the major, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no "hidden" prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).  
See Appendix C
- g List of *elective* courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses For graduate program proposals, identify whether each course is a graduate or undergraduate offering

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content

None

- h. List of any new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering  
None
- i. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.  
See Appendix D
- j. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.  
Not applicable
- k. Admission criteria, including prerequisite coursework.  
The following eight prerequisite courses must be completed prior to entry into the nursing program:
- General Education (GE) Area A1,
  - Oral Communication, COMM 3, 7, or 8 (3 units)
  - GE Area A2, English Composition, ENGL 5B or ENGL 10 (3 units)
  - GE Area A3, Critical Thinking\* (3 units)
  - GE Area B4, Quantitative Reasoning/Math\* (3 units)
  - Functional Human Anatomy, BIOL 64 (3 units) **and**
  - Human Physiology, BIOL 65 (5 units),
- or** a one-semester combined anatomy/physiology course with lab will be accepted in place of two separate courses for applicants who hold a current RN license
- General Chemistry, CHEM 3A (4 units)
  - Microbiology, BIOL 20, (4 units)
- Total 25-28 units**

\*For Area A3 and B4 approved courses, see

<http://www.csufresno.edu/studentaffairs/programs/advising/files/GE%2012.01.08.pdf>  
or consult your local California community college

#### Admission requirements

Admission criteria for the multisite program will be the same as those of the on-campus RN-to-BSN program. Students must be admitted to the California State University, Fresno, Division of Undergraduate Studies and have a California

registered nurse license. In addition, applicants must have an overall GPA of 2.5 with a 3.0 in their nursing courses, current malpractice insurance, and current CPR certification.

Applicants must complete a Department of Nursing application and a University application. Students will be selected through evaluation of academic performance and work experience. California State University, Fresno has been authorized to admit upper division transfer students, who are otherwise qualified but lack the required general education requirements in critical thinking or math and quantitative reasoning, on a case by case basis to our nursing program. All program units will be taken through the Division of Continuing and Global Education. Students will not be required to take any portion of their coursework on the California State University, Fresno campus.

- l. **Criteria for student continuation in the program**  
Criteria for retention, progression, and graduation from the program include a minimum grade of C in each required course and each nursing course offered for a grade and credit in courses offered for CR/NC grading only. Nursing and required courses may be repeated only once to achieve a C or credit grade. Any student who receives less than a C grade (or no credit) in two nursing courses will not be permitted to continue in the major.
- m. For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.  
RN to BSN students generally transfer in with 33-36 units of nursing coursework already completed at the community college level in addition to lower division GE for a total of approximately 60-70 units. Registered Nurses with an Associate Degree may articulate at the junior level.
- n. If there is a Lower-Division Transfer Pattern (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: <http://www.calstate.edu/AcadAff/ldtp.shtml>  
Students can transfer in 60-70 units from a community college.
- o. Advising "roadmaps" that have been developed for the major  
Not applicable
- p. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

Next CCNE visit is due in November 2010, and the next BRN accreditation visit is in Spring 2011.

*Fast-track proposals*

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency

**5. Need for the Proposed Degree Major Program  
(CPEC "Societal Need," "Number of Existing Programs in the Field," and  
"Advancement of the Field")**

- a. List of other California State University campuses currently offering or projecting the proposed degree major program, list of neighboring institutions, public and private, currently offering the proposed degree major program

The RN to BSN option is offered throughout the CSU campuses with campuses typically having both a generic and an RN to BSN option. Locally there are several competing institutions, including National University; University of Phoenix; Fresno Pacific University; and California State Universities, Stanislaus, Bakersfield, and Dominguez Hills

- b. Differences between the proposed program and programs listed in Section 5a above

The primary difference between the proposal multi-site program and those listed above is the focus on hospital-based and off-campus cohorts

- c. List of other curricula currently offered by the campus that are closely related to the proposed program

The proposed multi-site RN to BSN program has the same curriculum as our stateside RN to BSN program.

- d. Community participation, if any, in the planning process. This may include prospective employers of graduates.

The Nursing Department has met with the Chief Nursing Officers and education teams at Madera Community Hospital, Community Regional Medical Center, Saint Agnes Medical Center, Children's Hospital Central California, and Kaweah Delta Hospital. All hospitals are supportive of this program and are prospective employers of its graduates. Currently, several hospitals in the area will only hire baccalaureate-prepared nurses. In addition, Community Regional Medical Center has recently decided that ADN nurses cannot advance beyond Staff Nurse 1 without a baccalaureate degree.

- e. Applicable workforce demand projections and other relevant data

Despite predictions by the Health Resources & Services Administration (HRSA) that nursing will experience more growth than any other health related occupation, the number of vacancies nationally is expected to increase yearly. Although this increase will initially be relatively slow until about 2010, it is predicted that the national shortage will increase to over 350,000 full-time equivalent (FTE) nurses by 2012 (Hecker & Frank, 2004). Despite efforts to educate more nurses, the gap between supply and demand will widen, resulting in a national shortage of 29% resulting in more than 800,000 unfilled FTE nursing positions by 2020 (Health Resources & Services Administration, 2002). Although healthcare has weathered nursing shortages in the past, the current lack of nurses in the San Joaquin Valley is rapidly reaching crisis proportions. As the baby boomers age, the demand for health care is increasing at the same time that the size of the nursing workforce is shrinking due to retirement and attrition. Although nursing education programs in the Valley have expanded enrollment in response to the shortage, these nine schools would need to graduate 132% more nurses annually to achieve even 90% of the current national average of nurses per 100,000 population by 2020 (Jones, 2006).

- f If the program was proposed to meet society's need for the advancement of knowledge, please specify the need and explain how the program meets that need

**Note: Data Sources for Demonstrating Evidence of Need**

APP Resources Web <http://www.calstate.edu/app/resources.shtml>

US Department of Labor, Bureau of Labor Statistics

California Labor Market Information

Labor Forecast

See 5e above

**6. Student Demand (CPEC "Student Demand")**

- a Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys, petitions, lists of related associate degree programs at feeder community colleges, reports from community college transfer centers, and enrollments from feeder baccalaureate programs, for example.

More than seventy percent of the nurses in California are associate degree prepared. As hospitals move toward magnet status, a renewed interest is being placed on baccalaureate and advanced degrees in nursing. Recent discussions with local healthcare agencies reflect a growing need for access to baccalaureate education for staff RNs. There are several factors influencing this, including recent research which indicates that baccalaureate education results in improved patient outcomes and the more complex nature of current health care (Keating & Sechrist, 2001). Feeder community colleges (Fresno City College, Merced



Junior College, Bakersfield College, West Hills Community College, College of the Sequoias, Modesto Junior College, Porterville Junior College, San Joaquin Valley College, etc.) graduate almost 1,000 associate degree-prepared nurses annually, and 90% of their students indicate that they want to obtain a baccalaureate degree.

b Issues of access considered when planning this program

Practicing associate degree-prepared registered nurses in the Central Valley are often unable to access traditionally scheduled campus-based baccalaureate education because of the shift work schedule and distance from campus

c. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

Not applicable

d. Professional uses of the proposed degree program

The Baccalaureate Degree allows the registered nurse to expand practice roles, including becoming a public health nurse, a school nurse, staff educator, administrator. Additionally this is the entry level for advanced practice nursing, including nurse practitioner.

e The expected number of majors in the year of initiation and three years and five years thereafter The expected number of graduates in the year of initiation, and three years and five years thereafter

Year 1 20 majors and 20 graduates

Year 3 40 majors and 35 graduates

Year 5 60 majors and 45 graduates

**7. Existing Support Resources for the Proposed Degree Major Program (CPEC "Total Costs of the Program")**

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

a Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master's degrees, include faculty publications or curriculum vitae

**Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff.**

(Code Memo EP&R 85-20)

The Multisite RN-to-BSN program will be taught by the same faculty who teach in the on-campus program. Teaching in the program will be voluntary, and faculty will be paid through their DCGE contracts, which will reflect the salary level of each individual faculty based on rank and enrollment.

Curricula vitae of the following faculty who have volunteered to teach in the program are included in Appendix E.

<i>Name</i>	<i>Rank</i>	<i>Hire date</i>
DeFede, Kathryn	Lecturer (Full-Time)	1996
Fraser, Dorothy	Lecturer (Full-Time)	2005
Griffin, Ndidì	Professor	January 1993
Ivan, Mary Ruth	Professor	1985
Ortiz, Christine	Assistant Professor	August 2001
Spencer, Janine	Associate Professor	August 1998

- b. Space and facilities that would be used in support of the proposed program  
 The Fresno State Center at COS is an off-campus center of California State University, Fresno. The Center will provide use of their facilities at no cost. They have two new distance learning classrooms with web-conferencing capability which can each accommodate 30-35 students. These classrooms also have internet hook-ups for personal computers. Each hospital partner has also agreed to provide meeting space for 30 to 35 students at no cost.
- c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate)  
 Current academic and nursing professional literature will be available to students through the Henry Madden Library at California State University, Fresno. The library has established an infrastructure which provides online access to a large number of journals and other forms of information for use by Fresno State faculty, staff, and students. Students will also have access to interlibrary loan services and e-reserves.

d Existing academic technology, equipment, and other specialized materials currently available

Students in the multisite RN-to-BSN program will be required to have access to the internet in order to access the library and other information services and to participate in online coursework. At the COS-Fresno State Center, there are more than 35 computers available for student use in the library. In addition, two new distance learning classrooms are available, each with web-conferencing capabilities and internet hook-ups for personal computers. In addition, all hospital partners will provide meeting space for cohorts. All students will be assigned a California State University, Fresno student account which will allow them access to Lennon e-mail and the Blackboard Course Management System. Student-faculty interaction outside the classroom will take place through email and discussion boards as well as more traditional methods. Students will have access to the Fresno State Help Desk for computer and systems assistance.

**8. Additional Support Resources Required  
(CPEC "Total Costs of the Program")**

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.  
None
- b. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.  
None
- c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.  
In consultation with CHHS liaison, Jane Magee, resources continue to be excellent and there is no need for additional library resources.
- d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

The Department anticipates that the opening of the dedicated nursing lecture hall and nursing simulation center will play a significant role in the increased use of educational technology in distance learning techniques for the RN to BSN cohorts. These facilities are scheduled to open in late fall 2010 and early spring 2011.

#### References

- Aiken, L.H., Clarke, S.P., Cheung, R.B., Sloane, D.M., & Silber, J.H. (2003). Educational levels of hospital nurses and surgical patient mortality. *Journal of the American Medical Association*, 290(12), 1617-1623.
- Health Resources & Services Administration. (2002). *Projected Supply, Demand, and Shortages of Registered Nurses, 2000-2020*. Available November 14, 2006 from [http://www.ahca.org/research/rnsupply\\_demand.pdf](http://www.ahca.org/research/rnsupply_demand.pdf)
- Hecker, D.E. & Frank, D.S. (2004). Employment outlook: 2002-12 Occupational employment projections to 2012. *Monthly Labor Review* February 2004, 80-105
- Jones, D. (2006). *Setting Educational Targets: San Joaquin Valley. A Report Update on the Projected Shortage & Educational Capacity Targets*. Presentation at the Central California Center for Excellence in Nursing, Fresno, CA. November 2006
- Keating, S.B. & Sechrist, K. R. (2001). The nursing shortage in California. The public policy role of the California Strategic Planning Committee for Nursing. *Online Journal of Issues in Nursing* Vol #6, No #1, Manuscript 2. Available September 30, 2009 from [http://www.nursingworld.org/ojin/topic14/tpc14\\_2.htm](http://www.nursingworld.org/ojin/topic14/tpc14_2.htm)
- National Advisory Council on Nurse Education and Practice. (2001). *First Report to the Secretary of Health and Human Services and the Congress*. Available October 24, 2009 from <ftp://ftp.hrsa.gov/bhpr/nursing/firstreport.pdf>
- National League for Nursing. (2003) *Nursing Data Review, Academic Year 2003. Volume 1 Contemporary RN Nursing Education*. New York, NY: NLN

Appendix A

Memo re Education Code Section 89267.5

Letters of Support

Deans of Continuing and Global Education and College of Health & Human Services

MEMORANDUM

Date: October 30, 2009  
To: CSU Nursing Leaders  
From: Christine Mallon,  
State University Dean, Academic Programs and Policy  
Subject: Implementation of New Education Code Section 89267.5

California now has a law that underscores the importance of your dedication to advance the levels of higher education attained within the nursing profession. That law, Education Code Section 89267.5, was added by Assembly Bill 1295 [Chapter 283, Statutes of 2009] and was signed into law on October 11, 2009. The law requires that by the start of the 2012-2013 academic year, the CSU shall implement "articulated nursing degree transfer pathways between the California Community Colleges and the California State University."

Across the state, inter-segmental nursing articulation exists already, and with the further requirements of this law, we are presented with an opportunity to inspire the state's community college and CSU nursing students to envision greater educational and professional opportunities for themselves—providing achievable academic pathways that can lead from nursing associate's degrees to master's degrees, or beyond, without repeating courses or having the quality of their preparation questioned.

This may require reconsidering some aspects of our nursing program requirements, and it will rely on the examples of many successful RN-to-BSN collaborative programs that have emerged from the passionate work of nursing faculty throughout California. With ideas from our CSU and California Community College (CCC) colleagues, we hope to provide a wide range of options for faculty to create programs that achieve the outcomes to which we all aspire: to transform the nursing profession through continuing higher education opportunities. We will be contacting you in the near future to arrange meetings of collaborative regional workgroups, and we look forward to the impact your departments

CSU Campuses  
Bakersfield  
Channel Islands  
Chico  
Dominguez Hills  
East Bay

Fresno  
Fullerton  
Humboldt  
Long Beach  
Los Angeles  
Maritime Academy

Monterey Bay  
Northridge  
Pomona  
Sacramento  
San Bernardino  
San Diego

San Francisco  
San José  
San Luis Obispo  
San Marcos  
Sonoma  
Stanislaus

and programs will have on healthcare, the nursing profession, and postsecondary education in California.

For your reference, Education Code Section 89267.5 is cited below.

- 89267.5.
- (a) As used in this section, "ADN to-BSN student" means a person who meets all of the following qualifications:
    - (1) The person has earned an associate degree in nursing from a California Community College from a program approved by the Board of Registered Nursing.
    - (2) The person is licensed to work in California as a registered nurse.
    - (3) The person is applying to the California State University to earn a bachelor of science in nursing.
  - (b) Prior to the commencement of the 2012–13 academic year, the Chancellor of the California State University shall implement articulated nursing degree transfer pathways between the California Community Colleges and the California State University. The articulated nursing degree transfer pathways shall, at a minimum, comply with both of the following requirements:
    - (1) A campus of the California State University shall not require an ADN-to-BSN student to complete any duplicative courses for which the content is already required by the Board of Registered Nursing for licensure or that the student has already satisfied by earning the associate degree in nursing and becoming licensed as a registered nurse.
    - (2) A campus of the California State University shall not require an ADN-to-BSN student, who has taken a prerequisite course at a California community college to earn the associate degree in nursing, to take the same prerequisite course or same content from that prerequisite course at the university for the bachelor of science in nursing degree.
  - (c) The Chancellor of the California State University and the Chancellor of the California Community Colleges may appoint representatives from their respective institutions to work collaboratively to provide advice and assistance on either or both of the following:
    - (1) Implementation of the articulated nursing pathways.
    - (2) Identification of additional components to be included that are consistent with providing ADN-to-BSN students with a streamlined nursing degree transfer pathway consistent with the finding in subdivision (g) of Section 1 of the act that adds this section.
  - (d) By March 15, 2011, the Legislative Analyst's Office shall prepare and submit to the Legislature and the Governor a report on the status of plans to implement articulated nursing degree transfer pathways between the California Community Colleges and the California State University. This report may be part of its annual budget report to the Legislature.
- c: Dr. Jeri Echeverria, Executive Vice Chancellor and Chief Academic Officer, CSU  
Ms. Stephanie Leach, Assistant Secretary, Policy and Program Development, California Labor and Workforce Development Agency  
Dr. Charles B. Reed, Chancellor, CSU  
Mr. Robert Turnage, Assistant Vice Chancellor, Budget, CSU  
Ms. Karen Yelverton-Zamarripa, Assistant Vice Chancellor, Advocacy and State Relations, CSU



CALIFORNIA  
STATE  
UNIVERSITY,  
FRESNO

Date. November 24, 2009

To Dr. Mary Barakzai, Director  
Central California Center for Excellence in Nursing  
College of Health and Human Services

From. Dr. Andrew Hoff, Dean  
College of Health and Human Services

Re Proposal to Establish a Multisite Off-Campus RN to BSN  
Degree Program

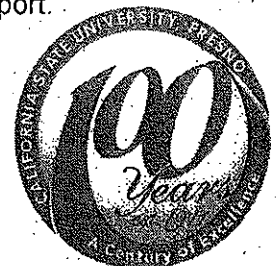
I am writing to express my support for the establishment of the Multisite Off-Campus RN to BSN Degree Program. This program will be offered as a self-support "special sessions" program through the Division of Continuing and Global Education, and, therefore, will not impact FTES. Faculty will be paid separately through their DCGE contracts. Projected class size for each cohort is between 20 and 25 students.

This program is designed to provide current content via Blackboard and through occasional course meetings at hospitals participating in the program and will not affect the current undergraduate curriculum, and no courses will be dropped from the existing curriculum. There will be no shift in faculty assignments. As a "special session" extended education program, faculty will be teaching outside of their full-time assignment up to the 25% limit. Therefore, it is not projected that there will be a shift in faculty numbers or distribution, and no new faculty positions will be added that would be supported through state FTE funding. In addition, it is anticipated that community consultants will assist significantly in coordination of the program and in delivery of course content.

Approximately half the curriculum is currently delivered via Blackboard and other online avenues, and external revenue to provide initial support for the conversion of other courses is anticipated from the Song-Brown Commission of the Office of Statewide Health Planning and Development. After this initial period, the program will be supported by student "special session" DCGE fees.

The letters of support clearly demonstrate the need for increased access to RN to BSN coursework. Delivery of this content via Blackboard and through face-to-face meetings at participating hospitals as per this proposal will enhance access and provide a convenient learning format. I fully endorse this proposal and hope that it will be given full consideration and support.

College of Health  
and Human Services  
Office of the Dean  
Lane Hall, 178  
2345 E. San Ramon M/S MH26  
Fresno, CA 93740-8031.  
559.278.4004  
Fax 559.278.4437







CALIFORNIA  
STATE  
UNIVERSITY  
FRESNO

DATE November 24, 2009

TO Dr. Mary Barakzai, Director  
Central California Center for Excellence in Nursing  
College of Health and Human Services

FROM Dr. Berta González, Associate Vice President  
Division of Continuing and Global Education

Re Proposal to a Multisite Off-Campus RN to BSN Degree  
Program

Division of Continuing  
and Global Education  
Associate  
Vice President  
Dr. Berta González

- Extension Programs
- Certificates
- Conferences
- Credit Courses
- Customized Seminars
- Enrichment Programs
- Extension Courses
- Grant Funded Projects
- International Training Seminars
- Non-Credit Courses
- Off-Campus Instruction
- Online Courses
- Open University
- Osher Lifelong Learning Institute
- Professional Development
- Special Sessions
- Summer Camps
- Training Services
- Travel Studies

I am delighted to offer my support for the establishment of a Multisite Off Campus RN to BSN Degree Program and provide the delivery of courses as "special sessions" self-support program coursework.

The Division of Continuing and Global Education is prepared to assist the College of Health and Human Services and the Center for Excellence in Nursing as it seeks to launch this program. The Division is the unit in the university that is consistently involved with professionals who seek advancement in their career paths.

This multisite program will benefit our campus and community in numerous ways as described in the statement of need in the proposal being submitted. The delivery of online courses in a community cohort format will make this program accessible to working associate degree-prepared Registered Nurses throughout the San Joaquin Valley. Currently, more than 70% of nurses in the Valley are associate degree-prepared, while employers prefer to hire baccalaureate prepared nurses. since nurses with higher educational preparation have been shown to provide better patient care. Implementation of this program will add value and enhance the knowledge and skill level of nurses already practicing in the field and improve patient care in our communities.

We look forward to working with the leadership and faculty of the College of Health and Human Services, the Department of Nursing, and the Center for Excellence in Nursing. Our sincere hope is that this program will be given full consideration

Extension Programs Office  
5005 N. Maple Ave M/S ED76  
Fresno, CA 93740-8025  
559.278 0333  
Fax 559.278 0395

## Appendix B

### Letters of Support



December 3, 2009

CALIFORNIA  
STATE  
UNIVERSITY,  
FRESNO

Dr Michael Russel, Chair  
Department of Nursing  
California State University, Fresno  
2345 E. San Ramon Ave.  
Fresno, CA 93740

Dear Dr Russel

The purpose of this missive is to express the Department of Public Health's support for the Department of Nursing's proposal for an off campus multisite RN to BSN program. After meeting with you, it is my understanding that this program will facilitate the process for Registered Nurses with an associate degree to return to school for their baccalaureate degree by creating hospital based cohorts.

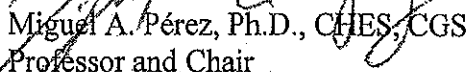
Under the current catalog, students in the nursing program are required to take a statistic course which is typically HS (PH) 92 Public Health statistics. The Department of Public Health is willing to collaborate with the Department of Nursing by offering a section or sections of this course through Global and Continuing Education for these Registered Nurses throughout the San Joaquin Valley. This arrangement will not only allow students in the nursing program to complete this degree requirement, but will pave the way for future collaboration among our academic departments.

I applaud your efforts in developing this innovative program which will provide opportunities for faculty creativity while increasing access to advanced education for health care providers. Moreover, similar cohort models have been successful in preparing students to assume responsibility for their learning while responding to individual and institutional requests for increased access to the baccalaureate degree.

In consultation with the Nursing Department, it is clear that the impact on the Department of Public Health's enrollment will be minimal as the RN-BSN students currently only represent 25-40 students per year.

Do not hesitate to contact me if I may be of further assistance.

Sincerely,

  
Miguel A. Pérez, Ph.D., CHES, CGS  
Professor and Chair

Department of Public Health

2345 E. San Ramon Ave. MS 11130  
Fresno, CA 93740-8031

559.278.4014

Fax 559.278.4179

December 16, 2009

Dr Michael Russler, Chair  
Department of Nursing  
California State University, Fresno  
2345 E San Ramon MH 25  
Fresno, CA 93740-8031

Dear Dr Russler,

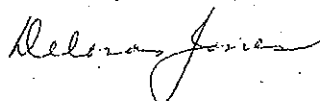
I am writing to support California State University, Fresno (CSUF) Department of Nursing's proposal to expand their RN to BSN program via a multi-site, community cohort model based in the university's continuing education department. The registered nurse workforce in California continues to have 68% associate degree graduates as entry into practice, with a 78% rate in the San Joaquin Valley. The California Institute for Nursing & Health Care (CINHC) is working throughout the state to facilitate improved access for associate degree prepared nurses to continue their education to obtain a baccalaureate or higher degree in nursing. As the need for access to higher nursing education in the San Joaquin Valley is amongst the highest in the state, this proposed expansion of CSUF current program will help close the gap that is currently present.

Research has shown that patients in hospitals that have a higher proportion of bachelor's prepared nurses have fewer complications and lower rates of death than those in hospitals with fewer nurses with BSN degrees. Furthermore, nurses with higher education are prepared to provide improved access to health care in medically underserved areas in advance practice roles such as nurse practitioners.

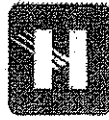
The Central San Joaquin Valley represents a diverse region and serves patients in both rural and urban settings. Fresno State's career ladder proposal will enhance access to advanced education throughout the region through while improving patient care and leadership skills.

CINHC is committed to improving health care delivery in California and we are pleased to support the efforts of Fresno State to make advanced nursing education accessible throughout the region.

Sincerely,



Deloras Jones, RN, MS  
Executive Director



**Hospital Council**  
of Northern & Central California

*Excellence Through Leadership & Collaboration*

December 16, 2009

Dr Michael Russler, Chair  
Department of Nursing  
California State University, Fresno  
2345 E. San Ramon MH 25  
Fresno, CA 93740-8031

Dear Dr Russler,

I am pleased to provide a letter of support for California State University, Fresno (CSUF) Department of Nursing's proposal to offer their RN to BSN program via a multi-site, community cohort model. The program would be based in the university's continuing education department and the coursework would be done via on-line and distance education.

Fresno State has a proven record for success with distance education and collaboration within the Central San Joaquin Valley and the Nursing Department in a key position to facilitate enhanced access to baccalaureate education in this diverse geographical region.

The registered nurse workforce in central California continues to reflect a higher percentage of associate degree graduates (78%) as compared to the statewide average of 68% for ADN as entry into practice. Further, recent research has demonstrated that patients in hospitals that have a higher proportion of bachelor's prepared nurses have fewer complications and lower rates of death than those in hospitals with fewer nurses with BSN degrees.

The Hospital Council is committed to increasing the level of education of the nursing workforce and I believe that Fresno State's career ladder proposal will enhance access to the baccalaureate degree for nurses throughout the region.

I look forward to working with you on this program.

Sincerely,

A handwritten signature in cursive script that reads "Lynne Ashbeck".

Lynne Ashbeck, MS, RD  
Regional Vice President

Children's  
Hospital  
Central California



9300 Valley Children's Place  
Madera, California 93636-8762  
T: 559.353.3000  
www.childrenscentralcal.org

December 16, 2009

Dr Michael Russler, Chair  
Department of Nursing  
California State University, Fresno  
2345 E. San Ramon MH 25  
Fresno, CA 93740-8031

Dear Dr Russler

I am pleased to write this letter in support of California State University, Fresno (CSUF) Department of Nursing's proposal to expand their RN to BSN program using a off campus community cohort model. The coursework would be done through an extended education format that should facilitate hospital based cohorts and greatly enhance access for ADN graduates.

As an ANCC Magnet Hospital, Children's Hospital of Central California is committed to serving the healthcare needs of children throughout the San Joaquin Valley. This creative career ladder proposal will provide enhanced access to RN to BSN education at the workplace and encourage further advanced degrees for our nursing staff

Research has shown that patients in hospitals that have a higher proportion of bachelor's prepared nurses have fewer complications and lower rates of death than those in hospitals with fewer nurses with BSN degrees. Children's is continuing to work towards a highly educated nursing workforce and has taken the leadership in collaboration with CSUF to provide educational opportunities in pediatric healthcare.

We are excited about this proposal and the efforts being made to make education accessible and non-threatening to experienced nurses in rural, diverse communities. We look forward to participating in this program and are happy to assist with this important project.

Sincerely,

Beverly Hayden-Pugh, BSN, MOB, RN, NE-BC  
Vice President / Chief Nursing Officer

**COMMUNITY  
MEDICAL CENTERS**

November 2, 2009

Dr. Michael Russler, Chair  
Department of Nursing  
California State University, Fresno  
2345 E. San Ramon, M/S MH25  
Fresno, CA 93740-8031

Dear Dr. Russler:

It is my pleasure to write this letter in support for California State University, Fresno Department of Nursing's proposal to expand their RN to BSN program. Fresno State's program is the only low-cost RN-to-BSN program in the region and is impacted with RNs wanting to move up the career ladder. As you know, about 70% of the nurses at the Community Medical Centers are associate degree prepared. Although we encourage our nurses to pursue baccalaureate education, other programs are very expensive and do not always meet our needs. California State University, Fresno's willingness to provide RN-to-BSN education at the hospitals and to tailor their curriculum to meet our needs will enable more of our nursing staff to participate.

We at Community Medical Centers are excited about this proposal. We look forward to participating in this program and are happy to assist with this important project.

Sincerely,

Mary L. Contreras, RN MHRD, CNA  
Senior Vice President, Chief Nursing Officer



October 30, 2009

Dr Michael Russler, Chair  
Department of Nursing  
California State University, Fresno  
2345 E. San Ramon, M/S MH25  
Fresno, CA 93740-8031

Dear Dr Russler:

I am pleased to write this letter in support of California State University, Fresno Department of Nursing's proposal to expand their RN to BSN program using a community cohort model. Like most hospitals in the region, almost three-fourths of the nurses at Madera Community Hospital currently are associate degree-prepared. Research has shown that patients in hospitals that have a higher proportion of bachelor's prepared nurses have fewer complications and lower rates of death than those in hospitals with fewer nurses with BSN degrees. One of the goals of Madera Community Hospital is to have the best educated nursing workforce in the region in order to provide optimum care to our community. California State University, Fresno's plan to provide RN-to BSN education at the workplace will enable more of our nursing staff to participate and move up the career ladder, while improving their patient care skills.

As you know, Madera Community Hospital cares primarily for underserved patients and is located in a rural community some distance from Fresno. We are excited about this proposal and the efforts being made to make education accessible and non-threatening to experienced nurses in rural communities. We look forward to participating in this program and are happy to assist with this important project.

Sincerely,

A handwritten signature in cursive script that reads "Mary Farrell".

Mary Farrell  
Vice President Patient Care Services  
Madera Community Hospital





Fresno City College

1101 East University Avenue, Fresno, California 93741 Phone: 559-244-2604 FAX: 559 244-2626

*Health Sciences Division*

October 30, 2009

Dr. Michael Russler, Chair  
Department of Nursing  
California State University, Fresno  
2345 E. San Ramon, M/S MH25  
Fresno, CA 93740-8031

Dear Dr. Russler:

I am happy to write this letter in support of the proposal by Fresno State's Department of Nursing to expand their RN to BSN program. As Chair of the Department of Nursing at Fresno City College, I know that many of our graduates obtain their BSN through the current program. However, enrollment is limited at this time. The ability to expand their program through the use of extended education and community cohorts will increase enrollment, convenience, and access. About seventy-five percent of nurses in the area are associate degree prepared. Although these nurses provide excellent patient care, it is important that they pursue their bachelors degree and remain life-long learners. Fresno State's proposal to provide RN-to BSN education at the workplace will enable more of our graduates to participate and move up the career ladder.

We look forward to working with Fresno State on this proposal and making bachelor's education more accessible to our graduates.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie R. Robinson".

Stephanie R. Robinson, RN, BSN, MHA  
Director of Nursing



December 16, 2009

Dr Michael Russler, Chair  
Department of Nursing  
California State University, Fresno  
2345 E San Ramon MH 25  
Fresno, CA 93740-8031

I am writing to support California State University, Fresno Department of Nursing's proposal to expand their RN to BSN program via a multi-site, community cohort model. The registered nurse workforce in California continues to have approximately 70-75% associate degree graduates.

San Joaquin Valley College (SJVC) has been an active partner in collaboration with CSUF to promote nursing education in the Central San Joaquin Valley. This creative proposal will increase access to advanced nursing education for our ADN prepared nursing graduates and will further enable SAMC to have input into their education.

The Central San Joaquin Valley represents a diverse region and serves patients in both rural and urban settings. Fresno State's career ladder proposal will enhance access to advanced education throughout the region through while improving patient care and leadership skills.

SJVC is committed to improving health care delivery in California and we are pleased to support the efforts of Fresno State to make advanced nursing education accessible throughout the region.

Sincerely,

A handwritten signature in cursive script that reads "Janine A. Spencer".

Janine A. Spencer RN Ed D  
RN Program Director  
San Joaquin Valley College  
8400 West m/Mineral King  
Visalia, California 93291



CALIFORNIA  
STATE  
UNIVERSITY,  
FRESNO

To: Dr. Michael Russler, Chair  
Department of Nursing

In consultation with the Department of Nursing, I am writing this letter in support of their proposal for an off campus multisite RN-BSN program. Associate degree registered nurses make up about 70% of the nurses in the San Joaquin Valley. This off-campus program will facilitate these RNs returning to school for their baccalaureate degree by creating hospital based cohorts.

These nursing students typically are encouraged to take PHIL 120 to fulfill the upper division general education Area IC requirement. The Department of Philosophy is willing to collaborate with Nursing to offer this course through Global and Continuing Education for these Registered Nurses throughout the San Joaquin Valley.

It is evident that this distance format will provide opportunities for faculty creativity while increasing access to advanced education for health care providers. Additionally, the content in PHIL 120 is clearly relevant to current health care concerns and should be an asset for the nursing students.

The distance courses can be designed in a way that emphasize health care ethics and that take advantage of faculty expertise along these lines. I have several years experience teaching on-line ethics courses, including professional ethics courses at the University of Wisconsin—Green Bay. I am happy to apply this expertise to designing an online version of PHIL 120.

Similar cohort models have been successful in preparing students to assume responsibility for their learning while responding to individual and institutional requests for increased access to the baccalaureate degree.

In consultation with the Nursing Department, I would expect the impact on the Department of Philosophy's enrollment would be minimal as the RN-BSN students currently only represent 25-40 students per year.

I believe that an on-line version of PHIL 120 for the Nursing cohort program would be a useful addition to the curriculum. The Philosophy Department is happy to support this endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew Fiala", written over a horizontal line.

Andrew Fiala, Ph.D  
Professor of Philosophy  
Chair of the Department of Philosophy

Department of Philosophy

2380 E. Keats Ave. M/S MB105  
Fresno, CA 93740-8024

559.278.2621

Fax 559.278.6484



CALIFORNIA  
STATE  
UNIVERSITY,  
FRESNO

December 10, 2009

Dr. Michael Russler, Chair  
Department of Nursing  
California State University, Fresno

Dear Dr. Russler,

I am writing this letter in support of the Department of Nursing's proposal for an off-campus multisite RN-BSN program.

As I understand, this program will facilitate Registered Nurses returning to school for their baccalaureate degree by creating hospital-based cohorts. As associate degree nurses, these students typically require a pattern of upper division general education courses to complete their degree. The Department of Sociology is willing to collaborate with the Department of Nursing to offer selected upper division general education courses (e.g., Soc 111; Soc 131) through Global and Continuing Education. This will enable faculty in Sociology with expertise in distance-learning and online pedagogy to teach these courses via a distance-mediated format to several hospital-based cohorts throughout the year.

The Sociology courses will provide relevant content for local RNs while enhancing opportunities for faculty creativity and increasing access to advanced education for health care providers. Moreover, similar cohort models have been successful in preparing students to assume responsibility for their learning while responding to individual and institutional requests for increased access to the baccalaureate degree.

In consultation with the Nursing Department, it is clear that the impact on the Department of Sociology's enrollment will be minimal as the RN-BSN students currently only represent 25-40 students per year. Therefore, it is my pleasure to express my support for the Department of Nursing's proposal for an off-campus multisite RN-BSN program.

Sincerely,

A handwritten signature in black ink that reads "Matthew A. Jendian".

Matthew A. Jendian, Ph.D.  
Associate Professor & Chair of Sociology  
Director, American Humanics Nonprofit Administration Program

Department of Sociology

5340 N. Campus Dr. M/S SS97  
Fresno, CA 93740-8019

278-2891

559-278-4598

<http://www.csufresno.edu/ah>

<http://www.csufresno.edu/sociology>

THE CALIFORNIA STATE UNIVERSITY



CALIFORNIA  
STATE  
UNIVERSITY,  
FRESNO

Memorandum

Date: December 16, 2009

To: Dr. Michael Russler, Chair  
Department of Nursing

From: Dr. Sandra Witte, RD, Interim Chair *S. Witte*  
Department of Food Science and Nutrition

I am pleased to offer this letter in support of the proposal from the Department of Nursing's proposal for an off-campus multi-site RN-BSN program. The Department of Food Science and Nutrition has historically worked with the nursing program on campus to provide one of the key courses, NUTR 53, which is required for nursing licensure. The newly proposed program will facilitate Registered Nurses returning to school for their baccalaureate degree by creating hospital based cohorts and making the program more accessible.

The Department of Food Science and Nutrition is willing to collaborate with the Department of Nursing to offer NUTR 53 through Continuing and Global Education for the students who enroll in this program. We have several qualified faculty members who have taught in the online mode and have taught NUTR 53 face-to-face for several years. They welcome the opportunity to develop an online version of NUTR 53.

As healthcare professionals ourselves, we are very concerned about the availability and the preparedness of the nurses who work throughout the San Joaquin Valley. By offering the distance format, nurses who need to retain their full-time jobs can now have the opportunity to pursue their BS degree. Cohort models have been successful in preparing students to assume responsibility for their learning while responding to individual and institutional requests for increased access to the baccalaureate degree.

The impact on the Department of Nutrition's enrollment will be minimal as the RN-BSN students currently represent 25-40 students per year. We look forward to a continued partnership with the Department of Nursing.

College of Agricultural  
Sciences and Technology  
Office of the Dean

Agricultural Sciences Bldg., 102  
East San Ramon Ave. MSAS79  
Fresno, CA 93740-8033

559.278.2061  
Fax 559.278.4496

<http://cast.csufresno.edu>

## Appendix C

### List of Courses

## **RN to BSN Major Degree Requirements**

**Major required classes ~ 59 units**

RN to BSN students generally transfer in with 33-36 units of Nursing Coursework already completed. Students typically will still need to take NURS 134, 135, 136, 137, 141, 141L, 145, 150, 151, 153.

**Additional Course requirements (18 units)**

CFS 38, Lifespan Development

HS 92 or MATH 11, Elementary Statistics (if statistics not taken as a GE course)

PHIL 20 or 120, Ethics

PSYCH 10, General Psychology

SOC 1 or SOC 2 or ANTH 2

NUTR53, Nutrition & Health

**General Education Requirements (51 units) ~ refer to General Catalog for details**

Up to 27 units listed above in prerequisite requirements and additional requirements to the major may apply to GE. Courses can be counted only once toward total units for degree.

**Upper-Division Writing Skills (1-4 units) ~ Students must either enroll in or pass with a C or better a "W" course or successfully pass the UDWE Test available through the Testing Office at 278-2457.**

**Total 127 units required, based on current General Catalog requirements.**

### Curriculum for the RN-to-BSN Option

#### **Nursing (26 units)**

<b>Catalog #</b>	<b>Title</b>	<b>Units</b>	<b>Prerequisites</b>	<b>Co-requisites</b>
NURS134	Geriatric Nursing; Concepts in Health Aging	2	Admission to RN to BSN program	None
NURS135	Professional Transition	3	Admission to program	None

NURS136	Health Appraisal	3	Admission to program	None
NURS137	Teaching Strategies for Health Care Client	3	Admission to program	None
NURS141	Concepts Community Health Nursing	3	Admission to program	NURS141L
NURS141L	Practicum in Community Health Nursing	2	Admission to program	NURS141
NURS145	Nursing Theories and Research	3	Admission to program	None
NURS150	Leadership and Health Care Economics	3	Admission to program	None
NURS151	Senior Project	1	Admission to program	Senior standing or permission of instructor
NURS153	Bridging Constructs for Professional Nursing Study	3	Admission to program	None

### Upper Division GE (12 units)

Philosophy 120 for a given cohort or for selected students from various cohorts

Sociology 111 - Sociology of Race and Ethnicity)

Public Health 161 - Environment and Human Health

Sociology 131 - Sociology of Sex and Gender)

### Additional 19 units can be met in a number of ways

#### 1. Challenge exam (maximum 19 units)

#### 2. Electives

NURS150L      Practicum Leadership and Health Care Economics      2



NURS180T Teaching and Learning Strategies for Nursing Education 3

NURS180T Innovations in Professional Nursing Practice 3

3. **NURS190 Independent Study** 1-3 Units (6 units max)

4. **Selected student minor**

**Upper Division Writing Skills (0-4)** Students may either take the upper division writing test or a W course such as Sociology 130W.

**Total Units: 57-67 + Transfer units: 60 - 70 = 127 units**

**Note:** California State University, Fresno has been authorized to admit upper division transfer students on a case by case basis to our nursing program who are otherwise qualified but lack the required general education requirements in critical thinking or math and quantitative reasoning.

**Note:** Depending on catalog year, 125 - 131 units are required by the University to receive a Bachelor of Science in Nursing degree.

## Appendix D

### Catalog Description, Timeline and Budget

adult, and families. Classroom and clinical experiences focus on health assessment, health maintenance, and promotion, as well as counseling, client education, and management of selected health problems. Practice in rural settings and with clients from diversified cultural backgrounds.

Graduates meet the requirements for recognition as pediatric, geriatric, or family nurse practitioners in California and may apply for national certification.

The purpose of the Primary Care/Nurse Practitioner Option is to prepare nurses as specialists in primary care and to improve the availability, accessibility, and quality of primary care services in the Central San Joaquin Valley.

**Policies and Procedures**

1. Applications are available at the Department Web site: [www.csufresno.edu/nursing](http://www.csufresno.edu/nursing), or you can request an application packet by writing to the following address and enclosing a self-addressed, stamped, legal-size envelope:  
California State University, Fresno  
Admission Graduate Nursing Program  
Department of Nursing  
2445 E. San Ramon Ave. M/S M125  
Fresno, CA 93740-8651
2. Arrange to take the Graduate Record Examination. If in Fresno, contact California State University, Fresno's Division of Graduate Studies.
3. Request application from Nursing Department.
4. Request official transcripts of previous academic work to be forwarded to Admissions Office.
5. Submit Nursing Department application and required credentials.
6. Complete and submit Nursing Department graduate program written essay.

Admission to the program is limited to the fall semester; students with deficiencies are encouraged to meet the requirements in the previous spring semester.

Deadline for application for admission to the program is April 1.

**Admission Criteria**

There are two pathways into the M.S.N. program for individuals with different educational backgrounds: the B.S.N. graduate and the R.N. with a non nursing baccalaureate degree.

**Admission Criteria for B.S.N. Graduates**

1. Admission to California State University, Fresno, Division of Graduate Studies
2. Baccalaureate degree in nursing from an NLN/CNE accredited program
3. Registered nurse license in California (may be waived for nurses licensed in another country)
4. Overall GPA of 2.5 with 3.0 in nursing
5. Malpractice insurance
6. An introductory course in statistics
7. An introductory course in research
8. A physical assessment course that includes theory and practice or validation of knowledge and skills for graduates of programs with integrated content
9. Current CPR certification

**Admission Criteria for Registered Nurses with a Baccalaureate Degree in a Field Other Than Nursing**

This program is open only to students eligible for admission to graduate standing at California State University, Fresno, who have completed a nursing program in an accredited school, are registered, or eligible for registration as nurses in the state of California and who hold a bachelor's degree in a related field from an accredited university.

For admission to this program, students are required to meet the following criteria in addition to the regular criteria set for admission to the M.S.N. program:

1. Submission of resume of all past educational and employment experience. Resume should emphasize experience in leadership, community health, research, and writing for publication.
2. Review of resume by the graduate coordinator of the Nursing Department who establishes nursing courses the student must complete to obtain a background comparable to students graduating with a B.S.N. at California State University, Fresno
3. Satisfactory completion of the individualized program established by the coordinator before enrolling in the regular M.S.N. program.
4. Admission to the Nurse Practitioner Program is not guaranteed, and all students must make application to the Nurse Practitioner Program.

**Post-Master's Certificates (State-Issued)**

At California State University, Fresno, the post-master's nurse practitioner certificate is 31 units and the post-master's clinical nurse specialist/nurse educator certificate is 32 units. These certificates are issued by the California Board of Registered Nursing. Applicants may receive credit toward the certificates for graduate courses taken previously. Typically, the main courses that are requested for credit are the advanced theories and advanced issues courses. In order to request a course substitution, the applicant must submit a copy of the course description objectives, and assignments for review by the graduate coordinator. At that time, the course of study will be determined with input from the student and department graduate curriculum committee. Students seeking post-master's certificates are exempt from some coursework and have a shorter program.

**Master of Science Degree Requirements**

Courses. Under the direction of the graduate coordinator, each student prepares and submits an individually designed program based on the following:

	Units
Care courses in nursing	13
NURS 211, 212, 221, 225, 225	
Role specialization course	21-22
(See below.)	
Thesis (NURS 299) or	
Project (NURS 298)	3
or	
Comprehensive Exam	0*
<b>Minimum Total</b>	<b>37-38</b>

Minimum total for Primary Care is 37 units

Minimum total for CNS/Nurse Educator is 38 units

\*Additional approved 3-unit elective required for students taking the Comprehensive Exam.

**Role Specialization (Options)**

- Clinical Nurse Specialist/Nurse Educator*  
NURS 210, 229, 230, 260, 211, 212, 250, 251
- Primary Care Nurse Practitioner*  
Family: NURS 210, 264, 265, 266, 267, 271, 278  
Pediatric: NURS 210, 264, 265, 266, 267, 279, 280  
Geriatric: NURS 210, 264, 265, 266, 271, 281, 282

## Nursing

### NURS 150. Leadership and Health Care Economics (3)

Prerequisites: NURS 140, 140L, 141, 141L, 142, 145. Corequisites: NURS 150L, 151. Development of the nurse as a leader in the health care delivery system. Development of negotiation, delegation, management, and critical thinking skills with recognition of the impact of a changing health care economics environment. FS

### NURS 150L. Practicum: Leadership and Health Care Economics (2)

Prerequisites: NURS 140, 140L, 141, 141L, 142, 145. Corequisites: NURS 150, 151. Development and application of leadership skills in a variety of health care settings. Covers using negotiation, delegation, management, and critical thinking skills while managing a patient caseload with interprofessional team members in a cost effective manner. (6 clinical hours/week; course fee, \$40) FS

### NURS 151. Senior Project (1)

Prerequisite: course standing or permission of instructor. NURS 140, 140L, 141, 141L, 142, 145. Corequisites: NURS 150, 150L. Opportunity for the students to build upon conceptual, theoretical, and research knowledge base. Students pursue in-depth study with practical application in areas of interest: management, conflict resolution, application of nursing theories, research, or community project. Satisfies the senior major requirement for the B.S. in Nursing. FS

### NURS 153. Bridging Constructs for Professional Nursing (3)

Introduces the registered nurse (RN) to theoretical and conceptual frameworks supporting academic foundation for baccalaureate preparation. Students strengthen skills in development of case studies, research, theory application, critical thinking, complex patient and family analysis, and dimensions of multicultural health. (Formerly NURS 180T) F

### NURS 180T. Topics in Nursing

(1-3; max total 12 if no topic repeated). Selected topics such as aging, holistic nursing, transcultural nursing, assertiveness training for nurses, psychosocial aspects of nursing, etc. Some topics may have clinical component.

### NURS 184. Introduction to School Nursing (3)

Prerequisite: admission to School Nurse Services Credential Program. NURS 136, 137, PSYCH 168 or SPED 120; COUN 174 or COUN 200. Corequisite: NURS 186. Role of the school nurse; parameters of school health practice; legal guidelines, professional accountability, coordinated health programs

health education, and health needs of complex multicultural school-aged population. (Available online.) F

### NURS 185. School Nurse Seminar (3)

Prerequisite: admission to School Nurse Services Credential Program. NURS 136, 137; PSYCH 168 or SPED 120; COUN 174 or COUN 200. Corequisite: NURS 187. Role of the school nurse; parameters of school health practice; emphasis on adolescent health issues, health education, legal parameters, interdisciplinary cooperation, legislative issues, research, and professional accountability. (Available online.) S

### NURS 186. School Nurse Practicum I (6)

Prerequisite: admission to School Nurse Services Credential Program. NURS 136, 137; PSYCH 168 or SPED 120; COUN 174 or COUN 200; NURS 185. Corequisite: NURS 184. Elementary level school nurse experience including special education. Direct supervision by a credentialed school nurse; scheduled preceptor/instructor conferences; class participation online. (9 clinical hours/week) F

### NURS 187. School Nurse Practicum II (3)

Prerequisite: admission to School Nurse Services Credential Program. NURS 136, 137; PSYCH 168 or SPED 120; COUN 174 or COUN 200; NURS 183, 184. Corequisite: NURS 185. Secondary level school nurse experience, including special and alternative education; direct supervision by credentialed school nurse required. Scheduled conferences with preceptor and faculty. Class participation will be online. (9 clinical hours/week) S

### NURS 190. Independent Study

(1-3; max total 6)  
See *Academic Placement -- Independent Study*. Approved for RP grading. FS

## GRADUATE COURSES

(See *Catalog Numbering System*.)

### Nursing (NURS)

#### NURS 210. Health Assessment in Advanced Nursing Practice (3)

Prerequisite: NURS 136 or equivalent. Pathophysiology, admission to the Graduate Program in Nursing. Refinement of history taking, physical diagnosis, psychosocial, and developmental evaluation of multicultural clients and families. Includes differential diagnosis, clinical decision making, and client management across the life span. Pharmacology and laboratory techniques incorporated. Includes clinical performance component. (2 lecture, 3 practicum hours) (Course fee, \$40)

#### NURS 211. Advanced Pharmacology (3)

Prerequisite: admission to the graduate program in nursing. Concepts and theories

relative to pharmacologic agents and devices utilized in health care by the advanced practice nurse. Content includes pharmacologic agents, physiologic/pathologic responses, and legal/ethical considerations for use with all age groups of clients.

#### NURS 212. Advanced Pathophysiology (2)

Prerequisite: admission to the graduate program in nursing. The relationship between normal physiology and pathological phenomena produced by altered states is analyzed. Physiologic responses to illness and treatment modalities across the life span are examined. Synthesis and application of current research regarding pathological change are emphasized.

#### NURS 215. Obstetrics and Gynecology in Primary Care (3)

Prerequisite: successful completion of NURS 210 or nurse practitioner certification. Introduction to basic obstetric and gynecologic content and skills used in primary care. Explores diagnosis and management of common obstetric and gynecologic conditions. Discusses early indications of serious obstetrical complications and the nurse practitioner role. (Formerly NURS 288T)

#### NURS 216. Wound Management (2)

Prerequisite: successful completion of NURS 210 or nurse practitioner certification. Provides students nurse practitioners with information, rationales, and hands-on acquisition of skills to assess and treat surgical, traumatic, and ulcerative wounds. (Formerly NURS 288T)

#### NURS 221. Theories Foundations of Nursing Practice (2)

Prerequisite: admission to the graduate program in nursing. Selected theories from nursing and related fields are examined and evaluated with emphasis on application in complex health care systems. The relationship between theory, research, and clinical practice is explored.

#### NURS 223. Advanced Research Methodology in Nursing (3)

Prerequisite: admission to the graduate program in nursing. In-depth study of research principles and techniques. Portulation of a comprehensive database, critical analysis of clinical issues, application of research in the treatment regimen, and theoretical proposal development are incorporated.

#### NURS 225. Advanced Nursing Issues: Health Care Policy Ethics and Role Development (3)

Prerequisite: admission to the graduate program in nursing. The evolution of major issues relevant to advanced nursing practice is examined. Topics include: health care policy, organization, and financing; ethics, professional role development, and

<u>SESSION 1 (Fall 2010)</u>		<u>UNITS</u>	<u>Winter Intersession 2011</u>		<u>UNITS</u>
NURS 135	Professional Transition	3	NURS 136	Health Appraisal	3
NURS 145	Nursing Theories & Research	3			
UDGE	Upper Division General Ed Course	3			
Total		9	Total		3

<u>SESSION 2 Spring 2011</u>		<u>UNITS</u>	<u>SESSION 3 Summer 2011</u>		<u>UNITS</u>
NURS 134	Geriatric Nursing: Concepts in Healthy Aging	2	NURS 141	Concepts of Community Health Nursing	3
NURS 137	Teaching Strategies for Health Care Client	3	NURS 141L	Concepts of Community Health Nursing Lab	2
UDGE	Upper Division General Education Course	3	UDGE	Upper Division General Education Course	3
	Independent Study (max units = 6)	0-6			
	Electives				
Total		8-14	Total		8

<u>SESSION 4 Fall 2011</u>		<u>UNITS</u>
NURS 150	Leadership & Health Care Economics	3
NURS 151	Senior Project	1
NURS 153	Bridging Constructs for Professional Nursing Study	3
UDGE	Upper Division General Education Course	3
Total		10

**TOTAL = 38 units\***

\*Most students transfer in 70 of the 127 units necessary to graduate. However, if students transfer in fewer units, they will need to complete more than 57 units at California State University, Fresno.

**Validation of equivalent coursework**

In addition to the 26 units in the nursing major, the Department of Nursing will allow up to 19 upper division units of validated credit for equivalent nursing coursework completed in preparation for nursing licensure. Validation of these units will be allowed by challenge, upon successful completion of:

- NURS135 Professional Transition
- NURS136 Health Appraisal
- NURS145 Nursing Theories & Research

### Proposed Timeline for implementation

<b>Spring 2010 &amp; Summer 2010</b>	Recruit cohort of 25 qualified students Coordinate course planning and faculty Collaborate with institutional partners for facilities set-up Begin integration of distance technology throughout curriculum
<b>Fall 2010</b>	Cohort 1 admitted
<b>Spring 2011</b>	Cohort 1 ~ 2 <sup>nd</sup> semester
<b>Summer 2011</b>	Cohort 1 ~ 3 <sup>rd</sup> semester Recruit for Cohort 2
<b>Fall 2011</b>	Cohort 1 ~ 4 <sup>th</sup> semester & graduation Cohort 2 ~ 1 <sup>st</sup> semester
<b>Spring 2012</b>	Cohort 2 ~ 2 <sup>nd</sup> semester
<b>Summer 2012</b>	Cohort 2 ~ 3 <sup>rd</sup> semester Recruit for 3 <sup>rd</sup> cohort
<b>Fall 2012</b>	Cohort 2 graduates Cohort 3 ~ 1 <sup>st</sup> semester

## RN to BSN degree program in Fresno (38 units)

1/25/2010

\$275 per unit

15 @ \$275	20 @ \$275	25 @ \$275	30 @ \$275
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**Revenue:**

1 Registration Fees	156,750	209,000	261,250	313,500
Total Revenue	156,750	209,000	261,250	313,500

**Expenditures:**

2 University Reimbursement	23,513	31,350	39,188	47,025
3 CO & SCO Reimbursement	7,838	10,450	13,063	15,675
4 DCGE Admin Cost Recovery	42,750	57,000	71,250	85,500
5 Faculty	60,344	80,446	97,052	97,052
6 Fringe Benefits	875	1,166	1,407	1,407
7 Program Director	4,764	4,764	4,764	4,764
8 Fringe Benefits	69	69	69	69
9 Marketing	7,838	10,450	13,063	15,675
10 Travel	0	0	0	0

Total Expenditures	147,990	195,696	239,855	267,167
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**Balance**

	8,760	13,304	21,395	46,333
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**MOU Split:**

60% to Academic Departments	5,256	7,983	12,837	27,800
40% to CGE	3,504	5,322	8,558	18,533
	8,760	13,304	21,395	46,333

**Notes:**

1. Registration Fees Estimated at \$275 per unit. Total units for completion of the program is 38.
2. University Administrative Overhead (Reimbursement) is calculated at 15% of revenue.
3. Chancellor's Office and State Controller's Office Reimbursement is calculated at 5% of revenue.
4. The Division of Continuing and Global Education charges \$75 per unit to cover operating expenditures. (38 units x 20 students x \$75 = \$57,000 etc.)
5. Faculty salaries are based on full professor rank.
6. Fringe benefits at 1.45% of salary
7. Program director stipend, based on one semester Spec Sess, 15 student, 3 units. Assist Prof.
- 7a. Fringe benefits at 1.45%.
8. Basic Marketing Costs based on 5% of program income. Marketing can include recruitment trips Open Houses, Informational Weekends.
9. No travel cost to St. Agnes Hospital in Fresno.

Dated 11-23-09

## RN to BSN degree program in Fresno (38 units)

1/25/2010

\$290 per unit

15	20	25	30
@	@	@	@
\$290	\$290	\$290	\$290

**Revenue:**

1 Registration Fees	165,300	220,400	275,500	330,600
Total Revenue	165,300	220,400	275,500	330,600

**Expenditures:**

2 University Reimbursement	24,795	33,060	41,325	49,590
3 CO & SCO Reimbursement	8,265	11,020	13,775	16,530
4 DCGE Admin Cost Recovery	42,750	57,000	71,250	85,500
5 Faculty	60,344	80,446	97,052	97,052
6 Fringe Benefits	875	1,166	1,407	1,407
7 Program Director	4,764	4,764	4,764	4,764
8 Fringe Benefits	69	69	69	69
9 Marketing	8,265	11,020	13,775	16,530
10 Travel	0	0	0	0

Total Expenditures

150,127	198,546	243,417	271,442
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**Balance**

15,173	21,854	32,083	59,158
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**MOU Split:**

60% to Academic Departments	9,104	13,113	19,250	35,495
40% to CGE	6,069	8,742	12,833	23,663
	15,173	21,854	32,083	59,158

**Notes:**

1. Registration Fees Estimated at \$290 per unit. Total units for completion of the program is 38.
2. University Administrative Overhead (Reimbursement) is calculated at 15% of revenue.
3. Chancellor's Office and State Controller's Office Reimbursement is calculated at 5% of revenue.
4. The Division of Continuing and Global Education charges \$75 per unit to cover operating expenditures. (38 units x 20 students x \$75 = \$57,000 etc.)
5. Faculty salaries are based on full professor rank.
6. Fringe benefits at 1.45% of salary
7. Program director stipend, based on one semester Spec Sess, 15 student, 3 units Assist Prof.
- 7a. Fringe benefits at 1.45%.
8. Basic Marketing Costs based on 5% of program income. Marketing can include recruitment trips Open Houses, Informational Weekends.
9. No travel cost to St. Agnes Hospital in Fresno.

Dated 11-23-09



## Budget Analysis with Narrative

### 1 Projected changes in enrollment (FTES)

- What is the recent enrollment history of the program and what effect will the proposed changes have on enrollment.  
This is a new undergraduate "special session" cohort certificate program.
- If FTES is expected to increase, what proportion represents new FTES and what proportion represents shifts from existing programs?  
Program will be offered through Continuing and Global Education, and therefore, will not impact FTES
- How did you estimate your expected changes in enrollment?  
Expected enrollment is a cohort of 20-25 students annually, starting in May. The program is 18 months in length. Enrollment is estimated based on discussion with CNOs and the interest expressed by potential students.

### 2. Projected changes in existing curriculum.

- Will there be changes in the cost of delivering the curriculum? What will those costs be and what is their basis?  
There will be no change in the cost of delivering curriculum. Faculty will be paid separately through their DCGE contracts, which will reflect the salary level of each individual faculty based on rank and enrollment. We would expect that initially the faculty would all be at the assistant and lecturer levels and adjunct faculty would be drawn from community health professionals.
- For new courses, what is the estimated class size, frequency, and level/classification of course delivery?  
Projected class size for each cohort is between 20 and 25 students. Courses will be offered annually. The didactic coursework is classified at C5, whereas the practicum courses are at level C17.
- For courses currently being offered, will there be changes in class size, frequency, level or classification of course delivery?  
This program will continue to be offered stateside with no changes in class size, frequency, level or classification of course delivery
- Will courses be dropped from the existing curriculum?  
No courses will be dropped from the existing curriculum.

### 3 Projected changes in faculty

- Will there be a shift in faculty assignments? If so, what will be the difference between current and proposed assignments?  
There will be no shift in faculty assignments. As a special session extended education program, faculty will be teaching outside of their full-time assignment and may teach up to the 25% limit. While this ability to make additional salary is attractive to current faculty, over time these assignments may need to be altered to fit their needs and desires

- Will there be shifts in faculty numbers or distribution? If so, what will they be?  
It is not projected that there would be a shift in faculty numbers or distribution and no new faculty positions would be added that would be supported through state FTE funding.
- Will new positions be added/required and what resources will be used to acquire them?  
No new positions will be added or required. Teaching positions would be paid for through Salary Code 2322 utilized by the Department of Continuing and Global Education.

#### 4 Projected changes in budget

- What is your current operating budget?  
The operating budget for the Department of Nursing for 2008-2009 was \$1,315,793 of which \$1,313,350 was allocated for salaries.
- What are your current positions?  
We have 12 tenure/tenure track faculty. Currently, we have 6 full-time lecturers and approximately 39 part-time lecturers. There is 1 graduate assistant and 3 staff plus 2 student assistants.
- Do you anticipate outside revenue to support your program?  
There may be some initial funding from the Office of Statewide Health Planning and Development to support the change to distance delivery. After that, the program will be supported by student "special session" DCGE fees.
- Will budget requirements change and what will those changes be?  
The initial start-up costs primarily involve curriculum development, recruitment, and development of infrastructure for course delivery. Faculty salaries will be covered by student fees through the extended education formula. Ongoing costs which will need to be covered are the administrative roles of admission, program support and evaluation.
- Will there be any increase in administrative roles/responsibilities that require buy-back or release time?  
It is anticipated that the current RN to BSN coordinator will play a significant role in program development and initial implementation. These functions include recruitment, program oversight, advising, and clinical placement site development. All of these responsibilities fall within the role of the position.
- How will the expected changes in budget requirements be met?  
No budgetary changes are anticipated. Partial support for a program director is built into the Special Sessions budget and will be paid by student fees.
- Has the budgetary impact of the proposal been reviewed by the College/School Budget Committee and the Office of the Dean?  
The budgetary impact of this proposal has been reviewed by the Nursing Department, the College, and the Deans.

5. Effect on Support Services and programs in other Colleges/Schools

- Are support services required for program implementation and function?

This will be a distance facilitated program, so initial support from the college IT personnel and university Digital Campus is anticipated.

- Are programs in other Colleges/Schools directly affected by the proposal and in what way?

Associate degree nurses often need to take several upper division courses, primarily HS92, Phil20 or 120, and CSF38. The possibility of offering another section of each of these courses through special sessions has been discussed with the department chairs and faculty. All are supportive of offering another section of the selected courses through special sessions (See letters of support.)

- Who are the representatives in the affected service areas and/or Schools/Colleges that have been contacted?

Continuing and Global Education

Dr. Berta Gonzalez  
Cyndy Trent  
Daunette Dryden

Department of Philosophy

Dr. Scott Moore

Department of Public Health

Dr. Miguel Perez

Department of Child, Family, &

Consumer Science

Dr. Marianne Jones

Provost's Office

Dr. Lynda Harding

Division of Undergraduate Studies

Dr. Dennis Nef

Digital Campus

Dr. Brent Auernheimer

See Appendix B for Budget

## Appendix E

### Curriculum Vitae of Key Faculty

**DeFede, Kathryn M.**      Lecturer (Full-Time)

**Education.**

<u>Degree and date awarded:</u>	<u>Institution:</u>	<u>Area of study:</u>
1989 Bachelor of Science	California State University, Bakersfield	Nursing, Public Health Nurse Certificate
1993 Master of Science	California State University, Dominguez Hills	Nursing Administration, Quality Assurance Certificate

<u>TEACHING</u>	<u>SCHOLARSHIP</u>	<u>PRACTICE</u>
N110 Basic Concepts in Nursing (web enhanced)	<b>Presentations:</b>	2000 – present
N110L Practicum in Basic Concepts of Nursing (web enhanced)	Project presented at the National Conference for the Association of the Care of Children's Health, 1995.	Full-Time Lecturer, Department of Nursing, California State University, Fresno
N131L Clinical Practice in Nursing of the Childbearing Family	"Patient Care Delivery System Changes." Presentation at the Central Valley Educators Conference, March 1995.	1996 - 2000 Lecturer, Department of Nursing, California State University, Fresno
N137 Teaching Strategies for the Health Care Client (online)		1998 RN-BSN Program Coordinator, California State University, Dominguez Hills, CA
N141L Practicum in Community Health Nursing		1995 – 1999 Per Diem Staff Nurse and Relief Nursing Manager, San Joaquin Valley Rehabilitation Hospital, Fresno, CA
		1993-1995 Director of Acute Care, Valley Children's Hospital, Fresno
		1992-1993 Assistant Director, Oncology/Surgical Unit, Valley Children's Hospital, Fresno

**BIOGRAPHICAL SKETCH**

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.  
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Fraser, Dorothy A.		POSITION TITLE Full-Time Lecturer	
eRA COMMONS USER NAME			
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Sonoma State University	BSN	1978	Nursing
University of California San Francisco	MSN	1980	Nursing
University of Southern California	PDS	1989-1995	Gerontology

**A. Positions and Honors****Positions and Employment**

1965-1967 St. Joseph's Hospital School of Nursing, Omaha, Nebraska  
 1975-1980 Santa Rosa Junior College, Santa Rosa, CA  
 1980-1989 Part-time Lecturer, San Diego State University, San Diego, CA  
 1981-1989 Part-time Lecturer, FNP Program, University of California, San Diego, San Diego, CA  
 1982-1984 Part-time Lecturer, Nurse Practitioner Program, University of San Diego, San Diego, CA  
 1982-1999 Lecturer, RN-to-BSN Program, California State University, Dominguez Hills, Los Angeles, CA  
 1988-1989 Assistant Director of Faculty Affairs, University of Southern California, Los Angeles, CA.  
 Responsible for clinical liaison with over eighty clinical agencies and acted as interim chair whenever chair was absent from the department  
 1989-1999 Assistant Professor of Clinical Nursing, Department of Nursing, University of Southern California, Los Angeles, CA  
 1991-1993 Family Nurse Practitioner, Safe Harbor Clinic, Los Angeles, CA (primary care for high risk homeless women on skid row in downtown Los Angeles)  
 1995-1999 Family Nurse Practitioner, University Family Physicians, Los Angeles, CA (primary care for a large ethnically diverse population in downtown Los Angeles)  
 1996-1997 Family Nurse Practitioner, Joshua House, Los Angeles, CA (primary care for homeless men and women in a downtown clinic in Los Angeles)  
 1999-2001 Part-time Family Nurse Practitioner, Urgent Care, Northwest Medical Center, Fresno, CA  
 1999-2004 Associate Clinical Professor, University of California, San Francisco, San Francisco, CA  
 1999-2004 Part-time Lecturer, University of California, Davis, Fresno, CA  
 2000-2006 Part-time Family Nurse Practitioner, Sablan Family Medical Group, Firebaugh, CA (primary care in a rural family practice clinic)  
 2004-2007 Teaching Center Director, University of California, Davis, Fresno, CA  
 2004-2005 Part-time Lecturer, California State University, Fresno, Fresno, CA  
 2006-present Full-time Lecturer, California State University, Fresno, responsible for Health Assessment, Pathophysiology, and Pharmacology in the undergraduate program and the Primary Care Medicine content in the FNP program

**Other Experience and Professional Memberships**

1980-present Sigma Theta Tau International Honor Society of Nursing, Gamma Gamma Chapter  
 994-present National Organization of Nurse Practitioner Faculty

1995-1999 American Academy of Nurse Practitioners  
1995-1997 Vice President of the Iota Lambda Chapter  
2004-2006 California Coalition of Nurse Practitioners

## Honors

1992 Mayor's Certificate of Appreciation for Community Service, Safe Harbor Clinic for Homeless Women, Los Angeles, CA  
1993 Outstanding Faculty Award, Department of Nursing, University of Southern California, Los Angeles  
1994 Educational Foundation of America Fellowship Award, Leonard Davis School of Gerontology, University of Southern California, Los Angeles, CA  
1994 Outstanding Clinical Faculty Award, Graduate Department, University of Southern California, Los Angeles, CA  
1995 Outstanding Didactic Faculty Award, Undergraduate Program, University of Southern California, Los Angeles, CA  
1995 Nurseweek Nurse of the Year, one of ten nurses in the State of California recognized for excellence in practice  
1996 Outstanding Didactic Faculty Award, Undergraduate Program, University of Southern California, Los Angeles, CA  
1997 Outstanding Didactic Faculty Award, Undergraduate Program, University of Southern California, Los Angeles, CA  
2000 Outstanding Faculty Award, Fresno satellite of the UCD FNP/PA Program  
2001 Outstanding Faculty Award, Fresno Satellite of the UCD FNP/PA Program  
2002 Outstanding Faculty Award, Fresno Satellite of the UCD FNP/PA Program  
2003 Outstanding Faculty Award, Fresno Satellite of the UCD FNP/PA Program  
2004 Outstanding Faculty Award, Fresno Satellite of the UCD FNP/PA Program  
2004 Academic Federation Award for Excellence in Teaching, University of California, Davis, CA  
2005 Outstanding Faculty Award, UCD/FNP Program, University of California, Davis, CA  
2006 Outstanding Faculty Award, UCD/FNP Program, University of California, Davis, CA

## B. Selected peer-reviewed publications or manuscripts in press (in chronological order)

Jackson, M.M., Fierer, J., Barrett-Connor, E, Fraser, D, Klauber, M.R., Hatch, R., Burkhart, B., & Jones, M (1992) Intensive surveillance for infections in a three-year study of nursing home patients. *American Journal of Epidemiology*, 135(6), 685-696

Fraser, D (1992). Gerontological nursing: A curriculum unit. Geriatric Education System Los Angeles Pacific Geriatric Center

Fraser, D (1993) Infection in the elderly *Journal of Gerontological Nursing*, 19(7), 1-7

Fraser, D (1996) Hepatitis In I Androvich & L Burkhart (Eds ), *Community and Home Health Nursing*. Albany, NY. Delmar Publishing Co.

Fraser, D (1996) Cardiac Care In I Androvich & L Burkhart (Eds ), *Community and Home Health Nursing* Albany, NY Delmar Publishing Co

Fraser, D (1997) Assessment of infection *Journal of Gerontological Nursing*, 23(11), 5-10

Barakzai, M.D, & Fraser, D (2005, August) The effect of demographic variables on achievement in and satisfaction with online coursework. *Journal of Nursing Education*, 44(8), 373-380 PMID: 16130344

Barakzai, M.D, Gregory, J, & Fraser, D (2007) The effect of culture on symptom reporting: Hispanics and

irritable bowel syndrome. *Journal of the American Academy of Nurse Practitioners*, 19(5), 261-267.  
PMID: 17489959

Barakzai, M.D., & Fraser, D. (2008). Assessment of infection in older adults: Signs and symptoms in four body systems. *Journal of Gerontological Nursing*, 34(1), 7-12. PMID: 18274299

### C. Research Support

#### Ongoing Research Support

Hawkins & Barakzai (PI) 3/1/07 - 6/1/08  
Impact of Hyperglycemia on Selected Outcomes Post-Cardiac Surgery  
Provost's Research Activities Award  
The goal of this project is to evaluate the effectiveness of a new insulin protocol on selected outcomes post-coronary artery bypass graft  
Role: Co-Investigator

Barakzai (PI) 2/1/07 - 5/1/08  
Institutional Research, Assessment, and Planning, California State University, Fresno  
Assessment of Critical Thinking in Undergraduate Nursing  
The goal of this project is to assess critical thinking skills of undergraduate nursing students during the prelicensure period and to determine if a correlation exists between critical thinking scores and NCLEX success  
Role: PI

#### Completed Research Support

Barakzai (PI) 1/1/07 - 1/1/08  
Institutional Research, Assessment, and Planning, California State University, Fresno  
Problem-Based Learning for NCLEX Success  
The goal of this project is to examine the role of problem-based learning in preparation for the nationally standardized NCLEX licensure test  
Role: PI

Barakzai (PD) 1/1/06 - 1/1/07  
Institutional Research, Assessment, and Planning, California State University, Fresno  
Assessing our Assessments  
The goal of this project was to examine the connection between national standardized testing program and the NCLEX performance  
Role: Co-Investigator



**Griffin Ndidi** Professor

Date of  
appointment:  
January 1993

**Education:**

<u>Degree and date awarded:</u>	<u>Institution:</u>	<u>Area of study:</u>
1983 Bachelor of Science	California State University, Stanislaus	Nursing/Community Health Nursing
1985 Master of Science	California State University, Fresno	Nursing, Primary Care/Family Nurse Practitioner Certificate
1992 Ed D	University of San Francisco	International-Multicultural Education/ Curriculum and Instruction

TEACHING	SCHOLARSHIP	PRACTICE	SERVICE
N132L Clinical Practice in Nursing of the Childbearing Family	<b>Dissertation:</b> <i>African American women's critical reflections of the accessibility of health care in California's San Joaquin Valley</i>	1993-present Professor, Department of Nursing, California State University, Fresno	<b>Department:</b> 2005 Graduate Curriculum Committee
N136 Health Appraisal (web-enhanced designed in 2001)	Unpublished doctoral dissertation, University of San Francisco, 1992.	1999-2000 Family Nurse Practitioner, Stone Soup, Fresno, CA	Nursing Education Course Committee
N141L Practicum in Community Health Nursing	<b>Thesis:</b> Cross-cultural childbirth. An exploratory study of Hmong mothers' perceptions of	1998-2002	1995-1997 Graduate Program Coordinator
N228 Health Promotion and Cultural Diversity	America's invasive surgical procedures used during childbirth. Unpublished master's thesis, California State University, Fresno, 1985.	Adjunct Faculty, Graduate Nursing Program, University of Phoenix, Fresno, CA	1994-1995 Baccalaureate Program Coordinator
N264 Practicum in Advanced Clinical Nursing for the Nurse Practitioner	<b>Publications:</b>	1997-1998	<b>College:</b>
N265 Nurse Practitioner Role in Primary Prevention	Griffin, N. (1996). Emancipatory praxis. Knowledge in the clinical encounter. <i>Praxis Anthology: Clinical Knowledge and Praxis in Nursing.</i>	Adjunct Faculty, Graduate Nursing Program, Samuel Merritt College, Oakland, CA	2005 Personnel Committee
N266 Nurse Practitioner Role in Secondary Prevention	<b>Presentations (Poster and</b>	1996-1998	<b>University:</b> Employee Assistance

	Podium)		Program
N267 Practicum in Secondary Prevention, Family Nurse Practitioner	"Innovative Practice Model," November 1999.	Primary Nurse Practitioner, Mountain Family Health Care Center, Fresno and Atwater, CA	Academic Senate Personnel Committee
N277 Family Nurse Practitioner Role in Tertiary Prevention	"Discovering Knowledge in a Practice Setting: An Educational Model," February 1998.	1989-1992	Human Subjects Committee
N278 Practicum in Tertiary Prevention, Family Nurse Practitioner (web-enhanced)	"Access to Health Care: The African American Experience," November 1997.	Primary Family Nurse Practitioner, Family Planning/Planned Parenthood, San Joaquin Valley and Fresno/ Merced County agencies	Nomination/Election Committee Mentor, Faculty Mentoring Program
N288T Instructional Methods in Nursing Education	"Training Advanced Practice Nurses to Meet the Needs of a Diverse Society in the Twenty-first Century," June 1997.	1988-1992	Founder and Chair, African American Nursing Students Association (AANSA), CSUF
N298/299 Project/Thesis	"Health Care Practices of African-American Families and Communities," January 1997.	Assistant Professor, Department of Nursing, California State University, Stanislaus, Turlock, CA.	Community
<b>Creative Activities:</b>			
2002	"Communication Styles of Some Inner City African-American Women. What Providers Need to Know about their Expectations, Wants, and Needs," November 1996.	1984-1987	Merced County Mental Health Advisory Committee Board Member
Developed and conducted a needs assessment survey for MSN/Nurse Educator Program	"International/Multicultural Issues in Health Care," October 1996.	Lecturer, Associate Degree in Nursing Program, Merced Community College Merced, CA	1994
	"Cultural Aspects of Giving Support and Assistance to Ethnic Elders," June 1996.	1980-1985	Founder and Chair, FACTS (Family Assessment and Cultural Training Services) - Faculty and Community Service
	"The African Woman. An Agenda for the 21 <sup>st</sup> Century," May 1996.	Obstetric Nurse, Mercy Hospital, Merced, CA	1978-1980
	"Multicultural Issues in Health Care," March 1996.	Cardiac Intensive Care/Telemetry Unit Nurse, Mercy Hospital, Merced, CA	1999
	"Recruitment-CSUF Graduate Program," December 1995.	1970-1978	Faculty practice clinic at Stone Soup, Fresno, CA
	"Equipping Ourselves to Reclaim our Families and	Cardiac Intensive Care/Medical Surgical Nurse, Loma Linda	1995-1997
			Curriculum development program grant for evaluation plan of cross-cultural courses at graduate level

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Communities," May 1995.	University Medical Center, Loma Linda, CA	Samuel Merritt College, Oakland, CA
"Aging, Feminine and Cultural Issues," May 1995.		1993-1994
"Communication Styles of Some Inner City African- American Women," April 1995		Black Infant Health Program San Joaquin General Hospital Stockton, CA
"Lift as You Climb: Assisting Future Generations," February 1995.		Member:  2003-present
Carver Academy School, Fresno, CA Institute on Aging, California State University, Fresno Sigma Theta Tau Ninth Annual Research Symposium Third Annual Booker T. Washington Revisited Conference, Merced, CA Central Valley Black Nurses Association Sixth Annual Scholarship Conference, Fresno, CA International Nursing Research Conference, Vancouver, BC, Canada Health Promotion, Marjorie Mason Center, Fresno, CA California State University, Stanislaus National Women's History Month, Turlock, CA		California League for Nursing Vice President (1992)  1995-1998  Black Nurses' Association Stockton and Fresno Chapters  1993  American Association of University Women  National Association for the Advancement of Colored People Local Chapter
<b>Grants:</b>		California Nurses' Association, Region 5
1999-2000 \$1,671		
Affirmative Action Faculty Development		
1998-1999 \$1,800		
Affirmative Action Faculty Development		
1997 1998 \$1,000		
Affirmative Action Faculty Development, Phase III		

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1996-1997 \$3,500

Affirmative Action Faculty  
Development, Phase II

1995-1996 \$1,800

Affirmative Action Faculty  
Development, Phase I

1995-1996 \$1,000

California State Research,  
Scholarship and Creative  
Activity, Phase I

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Ivan, Mary R.

Professor

Date of appointment:  
1985

**Education:**

Degree and date  
awarded:

Institution:

Area of study:

1968 A.B.  
1970 Master of Science  
1982 Ph.D.

Simmons College  
University of Hawaii  
University of Utah

Nursing  
Nursing  
Nursing Science

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TEACHING	SCHOLARSHIP	PRACTICE	SERVICE
N121 Psychosocial Nursing	<b>Presentations:</b>	1985 - present	2005
N121L Psychosocial Nursing Practicum	Presentation at the Annual Psychiatric Services Conference, Orlando, Florida, 2001	Professor, Department of Nursing California State University, Fresno	<b>Department:</b> Baccalaureate Curriculum Committee
N133 Issues in Nursing			<b>College:</b>
N145 Nursing Theories and Research			Personnel Committee
N150L Leadership and Clinical Management			
N180T Topics in Nursing			
N221 Theoretical Foundations of Nursing Practice			
N223 Advanced Research Methodology in Nursing			
N299 Thesis			

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Ortiz, Christine

Assistant Professor

Date of  
appointment:  
August 2001

**Education:**

Degree and date  
awarded:

Institution:

Area of study:

1988 Bachelor of Science	California State	Nursing, Gerontology
1992 Master of Science	University, Fresno	Certificate
	University California, San	Nursing, Community
2000 Ph.D	Francisco	Health Nurse
		Specialist
	University California, San	Nursing
	Francisco	

TEACHING	SCHOLARSHIP	PRACTICE	SERVICE
N110 Basic Concepts in Nursing	Publications:	2001-present	Department:
N110L Practicum in Basic Concepts in Nursing	Book Chapter:	Assistant Professor, Department of Nursing, California State University, Fresno	2005
N141L Practicum in Community Health Nursing (web-enhanced)	Ortiz, C. & Thelen, D. (1999). Acquired immunodeficiency syndrome care plan. In N Holloway (Ed ), <i>Medical-surgical care planning</i> (3 <sup>rd</sup> ed ). Springhouse, PA: Springhouse Corporation.	2000-2001	Baccalaureate Program Advisor Chair, Student Affairs Committee
N298 Project	Journal Articles:	Quality Outcome Nurse, Quality Coordinator, Case Manager, Kaiser Permanente, Oakland Hospice, Oakland, CA.	2002-2003
Creative Activities:	Ortiz, C E. (2005, July). Disclosing concerns of Latinas living with HIV/AIDS. <i>Journal of Transcultural Nursing</i> , 16 (3), 210-217.	1998-2000	Chair, Baccalaureate Curriculum Committee
2002	Portillo, C.J., Holzemer, W.L., Henry, S.B., Dawson, C., & Ortiz, C. (1995). Perception of problems for home care patients with AIDS. <i>Communicating Nursing Research</i> , 28, 199-201.	Per Diem PHN, Kaiser Permanente, Oakland Hospice, Oakland, CA	College: 2005 Chair, CHHS Executive Subcommittee
Distributed nutrition and physical activity information in N141L to low-income families in the Central Valley for the California Nutrition Network for Healthy, Active Families and California State University, Fresno.		1994-1999	Community: 1998-present
2003	Presentations:	1995	Board Member, ACCESS to End-of-Life Care: A Community Initiative Consultant: 1999 Las Bouganvilleas Senior

Developed evaluation tool of advisor services for undergraduate nursing students.	"End of Life Care Challenge of Serving Diverse Communities." Presentation at the National Hospice Organization, Long Beach, CA, October 1999	Teacher Assistant, School of Nursing University of San Francisco 1991	Center, Oakland, CA
Co-facilitator of focus group for the Central Valley End-of-Life Coalition (group consisted of Registered Nurses and Medical Social Worker in the Central Valley).	"Basic Issues of Nursing Research." Guest Panel Speaker, San Francisco State University, December 1994.	Teacher Assistant, Summer Research Training Program, University of San Francisco	<p><b>Member:</b></p> <p>1997- present</p> <p>American Nurses Association</p> <p>1996 - present</p> <p>Association of Nurses in AIDS Care</p> <p>1991 - present</p> <p>Latino Issues Forum</p> <p>1990 - present</p> <p>National Association of Hispanic Nurses (NAHN), San Francisco Bay Area Chapter</p> <p>1999-present, NAHN Board</p> <p>1998-present, Treasurer</p> <p>1991-1994, President</p> <p>1990-1991, Secretary</p> <p>1989 - present</p> <p>American Public Health Association</p> <p>National Alliance for Hispanic Health</p>





Academic Liaison, Community  
Medical Centers

1995-1996

Hospital Services Coordinator, Valley  
Medical Center, Fresno, CA  
Nursing Leadership Council  
Consultant

1983-1995  
Legal Consultant, Private Law Firm

Nurse Manager, Operating Room  
Member

Post Anesthesia Care Unit

Preoperative Holding, Valley Medical  
Center, Fresno, CA  
Sigma Theta Tau International Honor  
Society of Nursing

Association of Operating Room  
Nurses

2002-2003

Received award for summer stipend  
to develop a web-based course  
entitled Professional Transitions II  
Course implemented in fall 2002 with  
10 RN-BSN students.

Represented the Department of  
Nursing at the Children's Hospital of  
Central California at part of the  
College Night Recruiting for RN, BSN  
and MSN program students with  
Fresno City College and College of  
Sequoias in Visalia.

Organized retreat for faculty featuring  
diversity training speaker, Dr. Eric  
Don Pedro at Bass Lake, CA.

Coordinated the New Graduate Nurse  
Program for Community  
Hospitals of Central California.  
Provided six preceptor training  
classes per year

