Academic Policy & Planning Committee Meeting Minutes
Meeting: Thursday October 25, 2018, Building M, Room 129

VOTING MEMBERS (15)

Chair – Larry Manalo Jr.
X Vice-Chair – David DeGroot
   Applied Behavioral Sciences – C. Bisson
X Business – Brent Darwin
X Counseling – Lydia Maxwell
X English – Kate Adams
X Fine Arts – Adrienne Allebe
X Kinesiology, Rec & Athletics – Sheri Bates
X Health Sciences – Mary Pat Nelson

   Industrial Technology – Patrick McGuire
X Academic/Student Affairs – Kellye Cohn
X Languages & Communication – Andrea Sanders
X Life and Physical Sciences – Wendy Hadley
X Mathematics Sciences – Derek Mitchem
   Public Safety – Kristy Treur
X Social & Behavioral Sciences – Tom VanderMolen
   Student Representative – Yolanda Alishahi

NON-VOTING MEMBERS

X Curriculum Specialist – Rebecca Andres
   VP, Academic Affairs – Robert Curry
X Admissions & Records – Josie Cabanas and
X Stephen Bernardo
X Articulation – David DeGroot
X Noncredit Education – Kathy Beckelhymer
X Part-Time Faculty Union – Jim Houlis

STANDING INVITEES

X Dean, Academic Affairs – Margaret Lau
X Dean, Academic Affairs – Richard Mahon
   Dean, Academic Affairs – D. Humphreys
   Dean, Student Services – Robert Parisi
   Dean, Academic Affairs – S. Ramirez Gelpi

   Dean, Matriculation/Counseling – Yvonne Teniente
   Dean, Extended Campus – Rick Rantz
   Associate Dean/Athletic Director – Kim Ensing
   Associate Dean/PCPA Director – Mark Booher

GUESTS

George Phelan
Nancy Jo Ward
Andria Keiser

Approval of Minutes: Sep 27, 2018 and Oct 11, 2018
A motion was made to approve the minutes for September 27, 2018 and October 11, 2018 meeting. (M/S/P Mitchem/Maxwell) Yes: B. Darwin, L. Maxwell, K. Adams, A. Allebe, S. Bates, M. Nelson, K. Cohne, A. Sanders, W. Hadley, D. Mitchem. Noes: 0, Abstentations: 0.

Approval of the Agenda:
A motion was made to approve the agenda with corrections. (M/S/P Cohne/Mitchem) Yes: B. Darwin, L. Maxwell, K. Adams, A. Allebe, S. Bates, M. Nelson, K. Cohne, A. Sanders, W. Hadley, D. Mitchem. Noes: 0. Abstentations: 0.

Agenda Item 1: Renumbering MATH Support Courses.
The discipline faculty in the MATH department have included the use of "S" as part of the course numbering to distinguish new courses as support courses. This will enable students to better identify these courses with their "corequisite" MATH courses.

Course Prefix	Course Title	Units	Corequisite Course
MATH 123S	Support for Math 123: Elementary Statistics	1	Math 123 Elementary Statistics
MATH 131S	Support for Math 131: College Algebra	1.5	Math 131 College Algebra
MATH 135S	Support for Math 135: Calculus with Applications	1.5	Math 135 Calculus with Applications
MATH 141S	Support for Math 141: Precalculus	1.5	Math 141 Precalculus
MATH 331S	Support for Math 331: Algebra 2	1	Math 331 Algebra 2

Item 2: Recommend for Program Vitality Certificate of Accomplishment Computer Business Information Systems: MAC Fundamentals for Business
A proposal to deactivate the certificate in Mac Fundamentals has been launched as courses in the program have been dropped due to low enrollment and cancellations. In 2017 it was confirmed that dropping a program must follow the procedures in board policy and administrative procedure, 4021, Program Vitality.

Consent Agenda

Proposal Type	Prefix & Number	Course/Program Title (units)	Committee Recommendations
New Topic	ART 199U	Creative Entrepreneurial Pathways in Art (2) Advisory: ART 113 or ART 160	The proposal is tabled pending discussions between the business and fine arts departments.

First Readings

Proposal Type	Prefix & Number	Course/Program Title (units)	Committee Recommendations
NEW Course Proposals	AG 115	Introduction to Agricultural Studies and Careers (1) Justification: The addition of this course will give students the support they need as they begin their agricultural studies at Hancock. Students entering this program will be guided by this course, which will ensure that they determine the appropriate educational path for their academic and career goals. The material covered will help students define their goals and will give them the tools necessary for completion of the program	Due to the content of the course, (introductory), consider 100 as the course number.
	NESL 550	Fundamentals of Grammar Hours: 64 Justification: This mirrored noncredit course is linked to the credit course, ESL 550 and will serve as a pilot project to collect data on noncredit student retention, success, and transition to credit courses.	
Major Modifications	EMS 401	Emergency Medical Technician 1 (Basic) Refresher(1.5) Prerequisite: EMS 301 and EMS 306 or valid EMT-1 Basic certification within the past 4 years. Justification: Update course to maintain currency of course offerings.	Recommendations: Add the semesters when the course is offered, include standard prerequisite language for advanced public safety courses: "NOTE: Approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalency for licensure or employment purposes."
	ESL	ESL courses were modified as a result of AB705. Prerequisite courses are being removed and course content, catalog descriptions, methods of instruction, SLO's, and course titles are modified. See agenda item 3, Language Development Success Sequence.	
	ESL 537	Intermediate Reading for ESL (4) Formerly: Reading Skills 3 Modified catalog description, SLOs, method of instruction. text and materials.	
	ESL 540	Advanced Reading for ESL (4) Formerly, Reading Skills 4	

	ESL 541	Advanced Writing for ESL (4) Formerly, ESL Writing Skills 4 ESL 538 is being removed as a prerequisite.	
	ESL 543	Intermediate Conversation for ESL (3) Formerly, Listening and Speaking Skills 2	
	ESL 544	Advanced Conversation for ESL (3) Formerly, Listening and Speaking Skills 3	
	ESL 550	Fundamentals of Grammar (3) Formerly, ESL Grammar 1 The course will be offered as a "mirrored course. Students can choose to take the course for credit (ESL 550) or noncredit (NESL 550). This is the "bridge" course to credit courses.	
	ESL 572	Public Speaking for ESL (3) Formerly, Public Speaking Skills ESL 540 and 541 are being removed as prerequisite courses and an advisory course, ESL 544, is being added.	
NESL	The modifications to NESL courses removes the number 1 in the course title, revises select SLOs, updates the course/catalog description, adds SP for grading, and updates course objectives and course content in preparation of new noncredit certificate.		
	NESL 7000	Introduction to English: Pre-A Hours: 90-102	Recommendations: provide a flowchart showing a pathway from ESL noncredit to credit
	NESL 7001	Introduction to English A Hour: 90-102	
	NESL 7003	Introduction to English B Hours: 90	
	NESL 7005	Introduction to English C Hours: 90-102	
	NESL 7007	Introduction to English D Hours: 90-102	
	GEOG 101	Physical Geography (3) Advisory: ENGL 101 Justification: Updating the course to align with C-ID GEOG 110 Course Descriptor and develop an ADT in Geography. Updated course content, course objectives, text, and DL information.	Recommendations: edit methods of evaluation and remove items in "other"

	LE 421	Complaint Dispatcher (3) Justification: Updated course outline to include proper breakdown of lecture and lab hours. Modifications: reducing lab hours, increase in lecture hours, units from 4.5 to 3 units. This course has 100 hours of lecture instruction and 20 hours of lab instruction. Students can be successful in the course with 2 hours of outside of class activity per day, or 30 total for the course. class materials and text updated	Recommendations: provide an appropriate justification for deviation from standard units to hours ratio, 1:2.
Request for DL	GRPH 127	History of Graphic Design (3) Modifications: SLOs.	
Course Review	MMAC 115	Introduction to Animation (3) Cross-list ART 115 and FILM 115 Modifications: Content including lab content, SLO, and evaluation methods.	Recommendations: submit ART 115 and FILM 115 to align, textbook: 1994 – check availability.
Program Modifications	NURS	LVN-to-RN Program Associate Degree in Nursing Units: 26.5 Justification: modified to incorporate the various changes in course titles and units.	Recommendations: clarify the language in catalog description regarding the national exam. The eligibility requirements to apply for LVN to RN program include "eligibility to take the (NCLEX-PN) exam". How are students eligible for this exam and at what point is this exam taken.
	NURS	"30-unit" Option Certificate of Achievement in Nursing Units: 30 Justification: modified to incorporate the various changes in course titles and units.	Recommendations: clarify eligibility to take the national exams NCLEX-PN and NCLEX-RN
COMMITTEE ACTIONS:	A motion was made to recommend 1st readings for consideration. (M/S/P Mitchem/Maxwell) Yes: B. Darwin, L. Maxwell, K. Adams, A. Allebe, S. Bates, M. Nelson, K. Cohne, A. Sanders, W. Hadley, D. Mitchem.		

Public Remarks
Richard Mahon, Academic Dean, commended Dave DeGroot for his support to faculty and Allan Hancock College. Richard presented Dave with a small gift.

Second Reading:

Proposal Type	Prefix & Number	Course/Program Title (units)	Items to Correct
NEW Course Proposals	AG 100	Introduction to Agricultural Studies and Careers (1)	
	NESL 550	Fundamentals of Grammar Hours: 64	

Major Course Modifications	EMS 401	Emergency Medical Technician 1 (1.5) Prerequisite: EMS 301 and EMS 306 or valid EMT-1 Basic certification within the past 4 years. Repeatable as needed for recertification and employment purposes.	Prerequisite language, semester offerings.
	ESL 537	Intermediate Reading for ESL (4)	
	ESL 540	Advanced Reading for ESL (4)	
	ESL 541	Advanced Writing for ESL (4)	
	ESL 543	Intermediate Conversation for ESL (3)	
	ESL 544	Advanced Conversation for ESL (3)	
	ESL 550	Fundamentals of Grammar (3)	
	ESL 572	Public Speaking for ESL (3) Advisory: ESL 544	
	NESL 7000	Introduction to English: Pre-A Hours: 90-102	
	NESL 7001	Introduction to English A Hour: 90-102	
	NESL 7003	Introduction to English B Hours: 90	
	NESL 7005	Introduction to English C Hours: 90-102	
	NESL 7007	Introduction to English D Hours: 90-102	
	GEOG 101	Physical Geography (3) Advisory: ENGL 101	
	LE 421	Complaint Dispatcher (3)	Justification for units/hours ratio.
Course Review	MMAC 115	Introduction to Animation (3)	Submit cross-listed courses.
Request for DL	GRPH 127	History of Graphic Design (3)	
Program Modifications	NURS	LVN-to-RN Program Associate Degree in Nursing Units: 26.5	Clarify exam eligibility in the catalog description.
	NURS	"30-unit" Option Certificate of Achievement in Nursing Units: 30	Clarify exam eligibility in the catalog description
COMMITTEE ACTIONS:	A motion was made to recommend 2nd readings for adoption and pending revisions where applicable as noted above. (M/S/P Mitchem/Adams) Yes: B. Darwin, L. Maxwell, K. Adams, A. Allebe, S. Bates, M. Nelson, K. Cohne, A. Sanders, W. Hadley, D. Mitchem.		

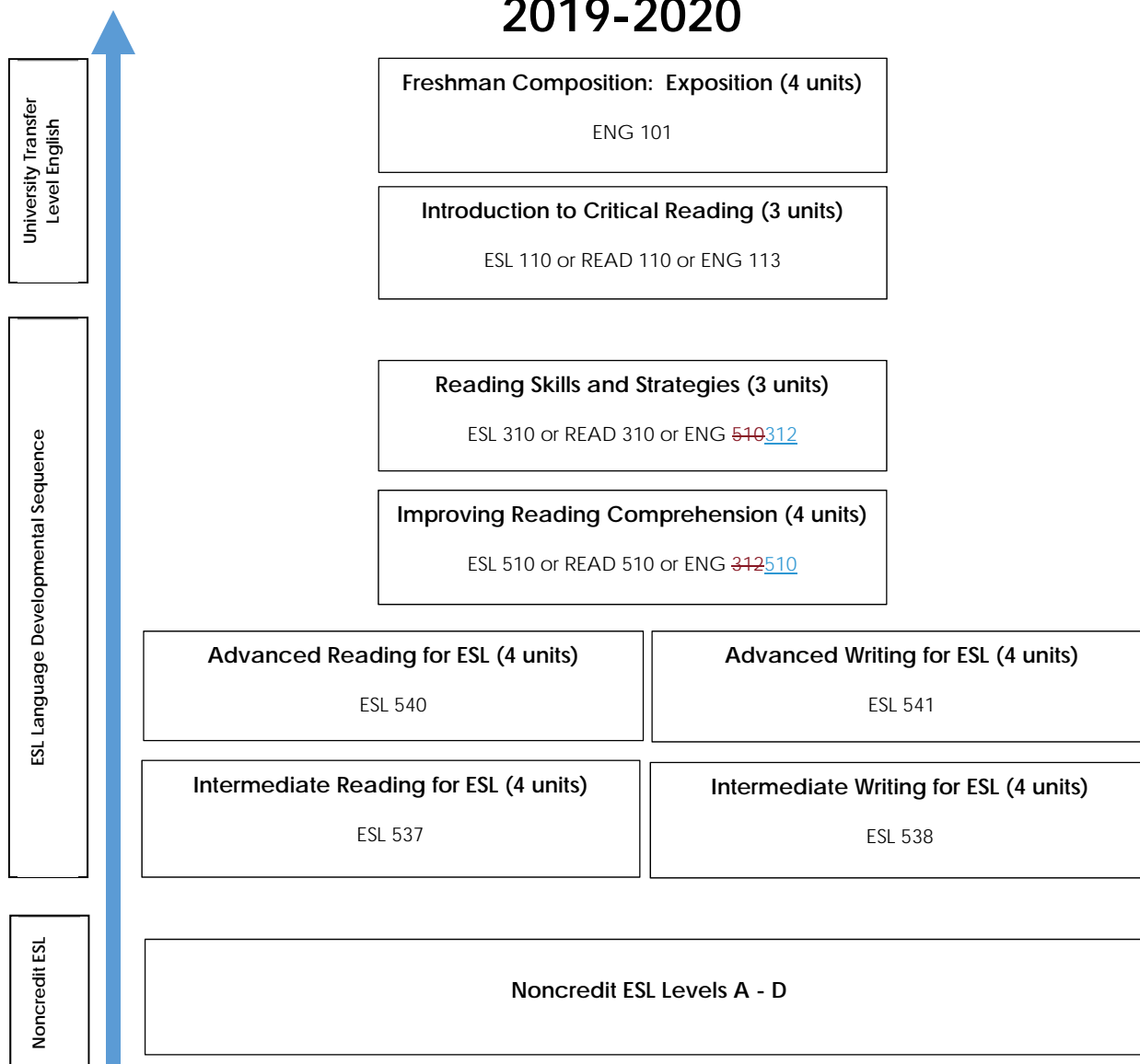|	A motion was made to recommend GRPH 127 for DL modality. (M/S/P Mitchem/Maxwell) Yes: B. Darwin, L. Maxwell, K. Adams, A. Allebe, S. Bates, M. Nelson, K. Cohne, A. Sanders, W. Hadley, D. Mitchem.

Reports - none

Call for Future Agenda Items - none

Call to Adjourn – the meeting was adjourned at 4:00 pm

Next Meeting: Thursday, November 8, 2018

LANGUAGE DEVELOPMENT SUCCESS SEQUENCE
2019-2020

University Transfer Level English

Freshman Composition: Exposition (4 units)

ENG 101

Introduction to Critical Reading (3 units)

ESL 110 or READ 110 or ENG 113

ESL Language Developmental Sequence

Reading Skills and Strategies (3 units)

ESL 310 or READ 310 or ENG 510312

Improving Reading Comprehension (4 units)

ESL 510 or READ 510 or ENG 312510

Advanced Reading for ESL (4 units)

ESL 540

Advanced Writing for ESL (4 units)

ESL 541

Intermediate Reading for ESL (4 units)

ESL 537

Intermediate Writing for ESL (4 units)

ESL 538

Noncredit ESL

Noncredit ESL Levels A - D

ADDITIONAL ESL SUPPORT COURSES

Advanced Conversation for ESL (3 units)
ESL 544

Offered: XXXX

Advanced Grammar for ESL (3 units)
ESL 552

Offered: XXXX

Intermediate Conversation for ESL (3 units)
ESL 543

Offered: XXXX

Intermediate Grammar for ESL (3 units)
ESL 551

Offered: XXXX

Fundamentals of Grammar for ESL (3 units)
NESL 550 or ESL 550

Offered: XXXX

Pronunciation for ESL (3 units)
ESL 555

Offered: XXXX

Public Speaking for ESL (3 units)
ESL 572

*Not offered during 2019-2020

ALLAN HANCOCK COLLEGE

BP 4021

Allan Hancock Joint Community College District
Board Policy
Chapter 4 – Academic Affairs

I. **BP 4021 PROGRAM VITALITY**

Allan Hancock College is committed to programs and curriculum of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To this end, Allan Hancock College supports programs and classes that fulfill the goals of its mission as elaborated in the Educational Master Plan and Strategic Plan. Programs with low or declining enrollments, decreased demand for service, or clear obsolescence may be identified for discontinuance once the following criteria have been considered:

- effect on students
- balance of college curriculum
- educational and budget planning
- regional economic and training issues
- collective bargaining issues

In accordance with Title 5, Section §51022, College districts are required by regulation and statute to develop a process for the discontinuance of courses or programs and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78106 stipulates that vocational and occupational programs shall meet certain requirements prior to termination.

The process for review of program vitality/feasibility is set forth in administrative procedure 4021.

References: Title 5 Section 51022, Education Code §78016

Adopted: 5/17/11   Revised: 4/21/15
(Replaces Board Policy 7960)

Allan Hancock Joint Community College District
Administrative Procedure
Chapter 4 – Academic Affairs

II.   **AP 4021 PROGRAM VITALITY**

Program Vitality is a component of college planning that leads to increased quality of instruction and services and to better use of existing resources. Quantitative and qualitative data are used to assess a program's academic relevance and vitality with the specific goal of assessing a program's viability/feasibility. First and foremost, Program Vitality shall:

- Depend on the discipline expertise of the program faculty,
- Reference current program reviews,
- Depend on the values and goals established in the college planning process and existing in the published Educational Master Plan,
- Be based on a current, published list of criteria, and that such criteria be established through the shared governance process,
- Include input from Advisory Boards when appropriate,
- Consider the intended and unintended consequences of discontinuance,
- Consider viability, vitality, revitalization, suspension, or discontinuance,
- Result in a document that contains recommendations that will be presented to the college community through the shared governance process and be given sufficient time for final public comment.

DEFINITIONS:

- **Evaluation Committee** – It is a committee formed in response to a program being listed as for discontinuance. This committee develops the Vitality Report.
- **Vitality Report** – It is a report that makes recommendations about continuance or discontinuance of a program(s) under this Policy to the Academic Senate.
- **Evaluation List** – It is a list of programs that are identified as under Discontinuance for purposes of this Policy. This list is developed by the Executive Team.
- **Executive Team** – It is composed of the VPAA, VPSS, academic deans, and others.

A. INITIAL CONSIDERATIONS

1.   This procedure will be used to review the continuance or discontinuance of instructional programs, including vocational programs.

2.   Definition of Program: For purposes of this document, an educational program is defined as a discipline and as an organized sequence or grouping of courses or services leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education.

3.   A student services program is defined as an established entity that meets one or more of the following criteria: A defined service with assigned space, staff, and budget. Entities mandated by regulation.

4. Vocational or occupational programs shall be reviewed every two years. (California Education Code §78016). All other programs shall be subject to the program review process according to the college's program review schedule.

5. The Academic Senate, recognizing the district's policy to consult collegially with the Academic Senate in academic matters as set forth in Title 5 Section §53200(C) and Section §53203 and as stated in Board Policy 4020 and Board Policy 2510, must have a fundamental and integral role in any discussion of program continuance or discontinuance.

   The Role of the Academic Policy and Planning Committee (AP&P) is to examine, research, and analyze the Vitality Report presented for program vitality review. Upon a thorough review of the Vitality Report, it will forward its recommendations to the Academic Senate.

   The Role of the Academic Senate is to consider the recommendations of AP&P in relationship to the recommendations of the Vitality Report, and forward its recommendations for program continuance/discontinuance to the superintendent/president or designee, and to report to the Board of Trustees when applicable.

6. Conditions for Discontinuance. The following conditions may cause the VPAA and/or VPSS to recommend a program for discontinuance:
   a. Current Program review and analysis of trends
   b. Changes in demand in the workforce and/or verifiable changes in program need
   c. Changes in requirements from transfer institutions
   d. Availability of human, physical, and/or financial resources
   e. Legislative mandates

7. If the Board of Trustees formally declares a financial emergency, the superintendent/president and the Academic Senate may set new timelines by which the proposals for program modification or discontinuance submitted to AP&P will be acted upon and a final report of recommendations submitted by AP&P.

B. SUMMARY OF THE PROCESS

During the fall semester:
1. The appropriate administrative officers shall develop a list of programs to be reviewed, based on the condition(s) described above in section 6. The formal list, accompanied by a study that includes qualitative and quantitative factors taking into account program reviews and Institutional research, will be delivered to the Academic Senate by the beginning of the fall semester. Individual departments/disciplines may also make proposals for the discontinuance of programs to the vice president, academic affairs and/or student services and the appropriate deans also by the beginning of the fall semester. This list should be sent to the Academic Senate no later than the 4th week of the fall semester.
2. An evaluation committee shall be formed and conduct a program study addressing the status of the assigned program. The program study shall also include sufficient evidence supporting one or more of the conditions and be completed before the end of the fall semester. The evaluation committee's program study shall culminate in a "Vitality Report".
3. The evaluation committee will submit the completed Vitality Report to the appropriate vice president and Academic Senate. The Academic Senate shall notify AP&P and provide it with the proposed list of affected programs and copies of the evaluation committee reports. AP&P shall set a timeline for completion of the review and recommendation process that is reasonable under the circumstances. In no case should this period be longer than 120 days, exclusive of summer and winter break.
4. In the spring, AP&P will review the evaluation reports and provide recommendations to the Senate.

STEPS OF THE PROCESS

A. EVALUATION COMMITTEE

1. As soon as possible following the delivery of the list of affected programs, an Evaluation Committee shall be initiated by the Academic Senate to continue the process. The chairman of the Committee will be elected by the Senate or the Senate Executive Committee. The Chairman cannot be a member of the affected discipline nor a member of AP&P.

2. The Evaluation Committee shall include representatives from the following constituencies:

   a. Faculty members, appointed by the Academic Senate

      1) One discipline expert from the affected program, and one faculty member from a related program or discipline. Neither of these faculty will be a member of AP&P, when possible.
      2) One counselor not closely related to the program under review.

   b. One student appointed by the Associated Student Body Government (ASBG).

   c. Administration – dean of the affected program.

   d. One classified staff member from the affected program, and one classified staff member from a related program or discipline appointed by CSEA.

   e. One advisory committee member for CTE programs.

   f. A representative from Institutional Research.

3. For each affected program, an Evaluation Committee shall conduct a program Evaluation study. Both qualitative and quantitative factors, that were presented as rationales for review by the Executive Team shall be discussed in order to have a fair and complete review leading to the eventual decision to (1) continue, (2) continue with qualification, or (3) discontinue a program.

   a. Qualitative factors are based on the mission, values, and goals of the institution and access and equity for students. These factors include but are not limited to:

      1) Quality of the program and how it is perceived by students, faculty, articulating universities, local business and industry and the community
      2) Ability of students to complete their educational goals of remediation, obtaining a certificate or degree, or transferring
      3) Balance of college curriculum
      4) Effect on students as a result of modifying or discontinuing the program
      5) Comprehensiveness of the college experience
      6) Uniqueness of the program
      7) Importance of the program in its relationship to other programs
      8) Replication of programs in the surrounding area and their efficacy
      9) Potential for a disproportionate impact on diversity at Allan Hancock College
      10) Necessity of the program in order to maintain the mission of the College
      11) Source of funding for the program (outside vs. general funds)
      12) Impact on other programs, including transfer, if the program is modified or closed. If there are any, these must be identified.
      13) Requirements by federal/state/accreditation or other areas (e.g.
                                    Title IX) for the program. If there are any, these must be identified.
      14) Impact on articulated programs.
      15) Other

b. Quantitative factors are based primarily on Institutional Research data and the Program Review where applicable. Factors that may be considered include but are not limited to:

1) Program Results showing:
   a) A sustained downward trend in FTES generated, load, enrollment, number and composition of sections offered, percent fill, FTES composition, retention, and persistence
   b) Sustained increase in expense or annual cost/FTES

2) Changes in demands in the workforce, transfer rates, job-outs, completers and graduates, and non-completers
3) Projected demand for the program in the future
4) Changes in class offerings
5) Frequency of course section offerings
6) Availability of human resources
7) FTES generated/FTEF
8) Enrollment trends
9) Operating cost per FTES
10) Capital outlay costs/year

B. EVALUATION COMMITTEE REPORT

1. At the end of the fall semester, the Evaluation Committee shall present a Vitality Report with outcome recommendations to the Vice President Academic Affairs, Vice President Student Services, and Academic Senate. The Academic Senate shall submit the report to AP&P.

   a. The vitality report shall:
      1) Address the factors, quantitative and qualitative, that led to the program being listed.
      2) Outline the major points of support from the available information.
      3) State the recommendations of the Evaluation Committee and include all appropriate data and evidence that supports the committee's recommendations.
      4) Include diverging conclusions in a minority report from the members of the Committee, should they wish to do so, who are not in agreement with the report's primary recommendation.

   b. The vitality report recommendations should include some or all of the following:
      1) A critical examination and consideration of all information acquired to ensure all members of the subcommittee are knowledgeable of the data's substance and significance.
      2) Preparation of the information.
      3) Prioritization of the report's conclusions based upon the information provided in the report, and particularly referencing the consequences of the conclusions.
      4) Establishment of a consensus within the Evaluation Committee as to the conclusions and recommendations to be presented.
      5) Absent consensus, presentation of a majority and minority report. 6) Sources of data for all factors shall be referenced and cited.

   c. Possible Outcomes of Program Evaluation: There are three potential outcomes of the Vitality Report. A program may be recommended to (1) continue, (2) to continue with qualification, or (3) to be discontinued.

      1) **Recommendation to Continue**: A program may be recommended to continue when, after full consideration it is decided that it is the best interest of the college, its students, and the larger community to do so.

2) **Recommendation to Continue with Qualification**: A program may be recommended to continue with qualifications. These qualifications may include specific interventions designed to improve the viability and responsiveness of the program.

    a. A specific timeline should be provided during which the various interventions will occur.

    b. Expected outcomes for each intervention should be outlined in advance.

    c. Since the qualification(s) may include modifications to courses and/or the program, AP&P timelines should be considered.

    d. After the specific qualification period is completed, the program will be reviewed again according to the provisions in this policy.

3) **Recommendation to Discontinue**: A recommendation to discontinue a program will occur when, after a full evaluation study, it is concluded that it is no longer in the best interest of the college, its students, and the larger community to continue the program. Any recommendation for program discontinuance will include the criteria used to arrive at the recommendation. The recommendation shall include a detailed plan and recommended timeline for phasing out the program with the least impact on students, faculty, staff and the community.

The recommendation must provide either a way for currently enrolled students to continue their programs of study or a plan for them to meet their educational objectives through alternative means.

The recommendation shall also consider the requirements of collective bargaining for full-time faculty and CSEA staff, including application of policies for reduction in force and opportunities for retaining.

C. THE ACADEMIC SENATE AND ACADEMIC POLICY AND PLANNING COMMITTEE

Following submission of the Evaluation Committee vitality report to AP&P, by the end of the fall semester, and after full review and discussion during the spring, AP&P shall submit its recommendations including dissenting reports, and working timeline, to the Academic Senate. If Senate disagrees with AP&P's recommendations, then after Senate vote, the Senate Executive Committee, in conjunction with AP&P, shall prepare its recommendations in writing including the reasons for its recommendations, any applicable modifications, interventions, timelines and mechanisms for phase-out. Senate shall forward its recommendations to the superintendent/president with a copy to AP&P no later than 60 days.

D. ACTION BY THE GOVERNING BOARD

The superintendent/president shall forward the recommendation from the Academic Senate along with his/her recommendation to the board for action. The board shall consider and take action upon the recommendation(s).

REFERENCES

- California Community Colleges Chancellor's Office Inventory of Approved and Projected Programs
- Florida Community College memo Process for Evaluating Academic Programs at Risk. March 2003
- Program Discontinuance: A Faculty Perspective. ASCCC, adopted Spring 1998
- Skyline College working draft Program Improvement and Discontinuance Process. April 2003
- Solano County Community College District Policy 6100 Program and Curriculum Development. Adopted November 1986, revised December 2001
- Title 5 Sections 51022, 53200, 53203 and 55130
- West Valley College Academic Senate paper WVCAS Policy and Process for Program Discontinuance. December 2002

Approved: 5/17/11   Revised: 3/17/15
(Replaces Administrative Procedure 7960.01)

The LVN-to-RN program, fully accredited by the California Board of Registered Nursing, is a two-semester program offered every year starting spring semester.

The LVN-to-RN program is specifically designed to provide the licensed vocational nurse (LVN) with an opportunity for career advancement and prepare the LVN for the additional responsibilities required of the registered nurse.

Eligibility requirements to apply for the LVN-to-RN program include completion of program prerequisites, having a current California LVN license OR recent completion of an accredited vocational nursing program and eligible to take the National Council Examination for Practical Nurses (NCLEX-PN), and entrance criteria. Students who recently completed an accredited vocational nursing program must have a California LVN license by the end of the spring (first semester) to be able to complete the LVN-to-RN program. Continuation in the program is contingent upon passing the NCLEX-PN. Students who have LVN license must maintain current licensure throughout the LVN-to-RN program.

The LVN-to-RN program entrance criteria include grade point average (GPA), a maximum of four (4) science repeats, and an acceptable score on a readiness examination.

The LVN-to-RN program prerequisites must be completed with a grade of "C" or better. These courses are BIOL 124, BIOL 125, BIOL 128, PSY 101, MATH 331, and ENGL 101. In addition, the student must complete the college's graduation requirements for an associate degree.

The graduate of the LVN-to-RN program is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The graduate of the Associate in Science in LVN-to-RN (Licensed Vocational Nurse-to-Registered Nurse / Registered Nursing / Associate Degree in Nursing) will:

- Evaluate nursing care provided to patients, families, groups, populations, and communities across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.
- Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups.
- Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.
- Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.
- Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.
- Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.
- Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.
- Use leadership, management and priority-setting skills in the provision and management of safe, quality patient-centered care.
- Use verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds that promote an effective exchange of information and development of therapeutic relationships.

Program Requirements

A major of 26.5 units is required for the associate in science degree.

Spring Semester

Units: 13.5

NURS101   Transitions to Professional Practice   1.5

NURS102	Med Surg Nursing 1	3
NURS103	RN Practicum 1	5
NURS104	Med Surg Nursing 2	3
NURS111	RN Skills 1	1

Fall Semester

Units: 13

NURS106	Leadership & Management	1.5
NURS108	RN Practicum 2	5
NURS109	Med Surg Nursing 3	3
NURS110	Mental Health Nursing	3
NURS112	RN Skills 2	0.5

Total Program Units 26.5

The LVN "30-unit" option (Certificate of Achievement) is another alternative to becoming eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and pursue a career as a "non-graduate" registered nurse in the state of California. The student choosing this option is NOT considered a graduate of the nursing program or the college. Most other states do not recognize California's LVN "30-unit" option and will not issue RN licenses to these LVNs. Applicants to the "30-unit" option must meet with the LVN-to-RN program director for advisement.

The "30-unit" option requires current licensed vocational nurse (LVN) licensure. For recent vocational nursing graduates waiting to take the National Council Examination for Practical Nurses (NCLEX-PN), continuation in the program is contingent upon passing the licensure examination.

Upon completion of the 30-unit option, the student is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The graduate of the Certificate of Achievement in "30 UNIT" OPTION will:

- Evaluate nursing care provided to patients, families, groups, populations, and communities across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.
- Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups.
- Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.
- Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.
- Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.
- Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.
- Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.
- Use leadership, management and priority-setting skills in the provision and management of safe, quality patient-centered care.
- Use verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds that promote an effective exchange of information and development of therapeutic relationships.

Program Requirements

A total of 30 units is required for the certificate.

Science Requirements

		Units: 8.5
BIOL125	Human Physiology	4
BIOL128	Microbiology	4.5

Spring Semester

		Units: 9
NURS103	RN Practicum 1	5
NURS104	Med Surg Nursing 2	3
NURS111	RN Skills 1	1

Fall Semester

Units: 12.5

NURS106	Leadership & Management	1.5
NURS108	RN Practicum 2	5
NURS109	Med Surg Nursing 3	3
NURS110	Mental Health Nursing	3

Total Program Units 30