

Nursing Education Program Faculty Handbook

A team is a group of people with different abilities, talents, experience, and backgrounds who have come together for a shared purpose. Despite their individual differences, that common goal provides the thread that defines them as a team.

TOTAL TEAM BUILDING
Fun, Engaging Events



San Diego City College, Nursing Education Program
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San Diego, CA 92101
619.388.3441

[San Diego City College Nursing Education Program](https://www.sandiegocitycollege.edu/nursing-education-program)



TABLE OF CONTENT

Acknowledgment of Review / Accreditation	Page
Nursing Education Faculty Handbook Forward	2
Nursing Education Faculty Handbook of Acknowledgement	3
Accreditation Bodies	4
General Information	5
Organizational Structure	6-7
Mission, Vision, and Values	8-9
Historical Background of the Nursing Education Program	10
Philosophy and Conceptual Framework	11-12
Program Learning Outcomes	13
Curriculum, Threads, Student Learning Outcomes, and Roles	14-17
California Board of Registered Nursing Approved Programs	18
Curriculum Design	19
Registered Nursing Program (Traditional)	20
Licensed Vocational Nurse (LVN) to Registered Nurse (RN)	21
LVN to RN Thirty-Unit Option (30 units)	22-23
Total Program Hours Chart	24
Program Resources	25-26
Faculty Orientation and Tools	27
Orientation of New Faculty	28-36
New Nursing Faculty Checklist	37
Orientation Needs Assessment Tool	38-40
Computer Information	41-42
Faculty Organization By-laws	43-49
Position Descriptions	50
Associate Dean/Director, Nursing Education	51-53
Assistant Director, Associate Degree Nursing	54-55
Instructor (Faculty), Associate Degree Nursing	56-58
Content Expert, Associate Degree Nursing	59-60
Assistant Instructor (Faculty), Associate Degree Nursing	61-62
Clinical Placement Assistant (CPA)	63-65
Clinical Placement Coordinator (CPC)/Developing a Curriculum (DACUM)	66-67
Clinical Teaching Assistant, Associate Degree Nursing	68-69
Nursing Student Success Advisor	70-73
Wellness Resource Specialist – Mental Health Counselor	74-75
Nursing Simulation Laboratory Coordinator	76-77
Course Coordinator/Co-Course Coordinator	78-79
Department Chairperson	80-81
Administrative Assistant III	82
Instructional Assistant/Tutor (Short-term Hourly Assignment)	83
San Diego Community College District: NANC Job Description-Administrative Aide	84-85
San Diego Community College District: NANC Job Description-Project Assistant: Simulation Assistant	86-87

San Diego Community College District: NANC Job Description-Project Assistant	88-89
Appendices Program Policies / Procedures: Standards of Profession	90
Admission to the Nursing Education Program	91-94
Closure and/or Reopening of a Board Nursing Program	95
Completion Ceremony	96
Determining and Notifying Students of Status	97
Examination Construction and Analysis	98-105
ATI Next Generation NCLEX (NGN) Item Scoring Guides	106
Exam Test Plan & Exam Blueprint	107-108
Faculty Orientation	109-110
Faculty Clinical Competency and Remediation Process	111-113
Grievance Procedure - Chain of Command	114
Re-Entering Nursing Program (Program Readmission)	115-117
Retention / Promotion / Graduation	118-119
Social Networking Sites / Social Media Conduct	120-122
Student Dismissal From The Nursing Program	123-124
Student Nurse Preceptorship	125-126
Student/Teacher Ratio in Clinical Settings	127
Califonia Verification Profess for Eligible Graduates	128-129
Transfer /Challenge / Advanced Placement Into The Nursing Program	130-133
Challenge/Advanced Placement into the Nursing Education Program For Military Personnel	134-135
San Diego Nursing Service-Education Consortium Faculty / Student Requirements	136-137
Guidelines for Completing Academic / Clinical Counseling Student Success Plan and Grid For Exam Analysis	138-141
Faculty Guidelines For Syllabus Development	142-144
Clinical Faculty Contact Log	145
Team, Committee, and Department Meeting Minutes	146
San Diego Community College District Injury And Illness Incident And Investigation Report	147-150
Workers' Compensation Claim Form	151-153
Evaluations & Assignments Sheets	154
Course Evaluation	155-156
Student Evaluation of Clinical Facility	157-158
Clinical Faculty Evaluation	159-160
Clinical Performance Evaluation Each Evaluation Is Based On Each Course (Leveling Evaluation) Mid-Term And Final (Medical-Surgical 240 Evaluation)	161-163
Student Assignment Sheet	164
Clinical/Lab	165
Pre-Clinical Conference Format (Sample Format)	166-168
Suggested Guidelines For Conferences in Clinical Areas (Sample Format)	169-171
Nursing Process Guide / Care Planning Guide To Expectations and Requirements	172-175
Skills Lab Referral Form	176-177
Collaborative Teaching Clinical Team Teaching	178-188

Clinical Agency Feedback Report	189-190
ASSESSMENT TECHNOLOGIES INSTITUTES (ATI)	191
ATI Assessment/ SDCC NEP Review Policy	192-195
San Diego City College Nursing Education Assessment Technologies Institutes (ATI) & Points	196-197
Additional Resources	198
Volunteer Worker Registration Form	199-200
Lab Volunteer Duties and Responsibilities	201-202
Actual Medication Error / Potential Error Tracking Form	203-215
Nursing Department Computer Lab	216
Guest Speaker Request Policy	217-220
Resources Available on the Faculty Website	221
Perquisite Course Equivalency	222-225
Guidance Regarding Denial of an Approved Accommodation: San Diego City College Disability Support Programs and Services	226-229
Disability Support Program And Services: DSPS and Nursing Education Program Test Proctoring Guidelines	230-235
Unsuccessful NRSE Course Template Letter	236
SDCCD Email Policy	237-240
SBAR Template	241
Skills Lab Referral Template	242
Skills Lab Remediation / Retest	243
Calculating Full-Time Equivalent (FTE)	244
Clinical Faculty Medication Administration Policy	245-246
Dream Student Nurse Externship SDCC NEP Policy	247-255



Alone we can do so little;
together we can do so much.

-Helen Keller

WE HAVE FUN
WE ARE HELPFUL
WE STAY POSITIVE
WE ARE RESPECTFUL
WE DO GREAT THINGS
WE LOVE WHAT WE DO
WE WORK HARD AND SMART
WE COMMUNICATE AND LISTEN
WE STRIVE FOR EXCELLENCE
WE ARE A TEAM

NURSING EDUCATION FACULTY HANDBOOK FORWARD

The Nursing Education Faculty Handbook is a supplement to the San Diego City College Handbook and the Campus Guide for Faculty and Staff.

The purpose of the handbook is to provide information specifically related to the Nursing Education Program that is not contained in the college's catalog or other publications or the Nursing Education Student Handbook.

As new policies relating to nursing students and faculty are formulated, they will be added to the handbook. Each new policy is to be read by all the faculty and students. Everyone will be held accountable to these policies beginning in the school year it was added.

WELCOME TO THE NURSING EDUCATION DEPARTMENT!!

Nursing Education Faculty Handbook Acknowledgment 2026-2027

The Faculty Handbook and Nursing Student Handbook must be read carefully, saved, and used as references throughout your tenure in the San Diego City College Associate Degree Nursing Program.

I, _____, acknowledge that I have received, reviewed, and agree to follow the Nursing Education Faculty Handbook and the Nursing Student Handbook.

I agree to comply with the policies and procedures outlined in the Nursing Education Faculty Handbook, the San Diego City College Associate Degree Nursing Program Student Handbook, the American Nurses Association Code of Ethics, and the California Board of Registered Nursing Nursing Practice Act.

I understand that questions may arise during my tenure in the San Diego City College Nursing Education Program. I will make every effort to obtain accurate information from the most appropriate source. I recognize that the policies and procedures contained in the Faculty Handbook are designed to support faculty and provide guidance regarding commonly asked questions, responsibilities, expectations, and program requirements.

I further understand that the policies and procedures outlined in the Nursing Student Handbook are intended to provide students with clear guidance regarding program expectations, regulatory requirements, professional conduct, communication, client safety, and the delivery of safe, high-quality nursing care to the clients, families, and communities we serve.

It is my responsibility to review and adhere to the Faculty Handbook and Nursing Student Handbook whenever a revised edition is distributed, as well as to remain informed of any policies, procedures, or requirements that may change throughout the academic year.

The Faculty Handbook and Nursing Student Handbook are subject to revision as program, College, District, clinical agency, or regulatory requirements change. Updates, revisions, or addenda will be communicated to faculty in a timely manner through official College email and/or other approved communication methods.

By signing this acknowledgment, I confirm that I have read and understand the content of the Nursing Education Faculty Handbook and Nursing Student Handbook and agree to adhere to the policies, procedures, expectations, and professional standards contained within them.

Faculty Name: _____

Faculty Signature: _____

Date: _____

ACCREDITATION BODIES

Western Association of Schools of Colleges, California Board of Registered Nursing, and Accreditation Commission For Education in Nursing Continuing Approval

San Diego City College is accredited by the Western Association of Schools and Colleges. The San Diego City College Nursing Education Program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) and fully approved by the California Board of Registered Nursing (BRN).

Questions and concerns regarding accreditation status may be addressed to the BRN (1747 North Market Boulevard, Suite 150, Sacramento, CA 95834; Phone: 916-322-3350, email: NEC.BRN@dca.ca.gov or ACEN (3343 Peachtree Rd. NE, Suite 500, Atlanta, GA 30326, Phone: 404-975-5020, email: info@acenursing.org).

Department Telephone Number: (619) 388-3441

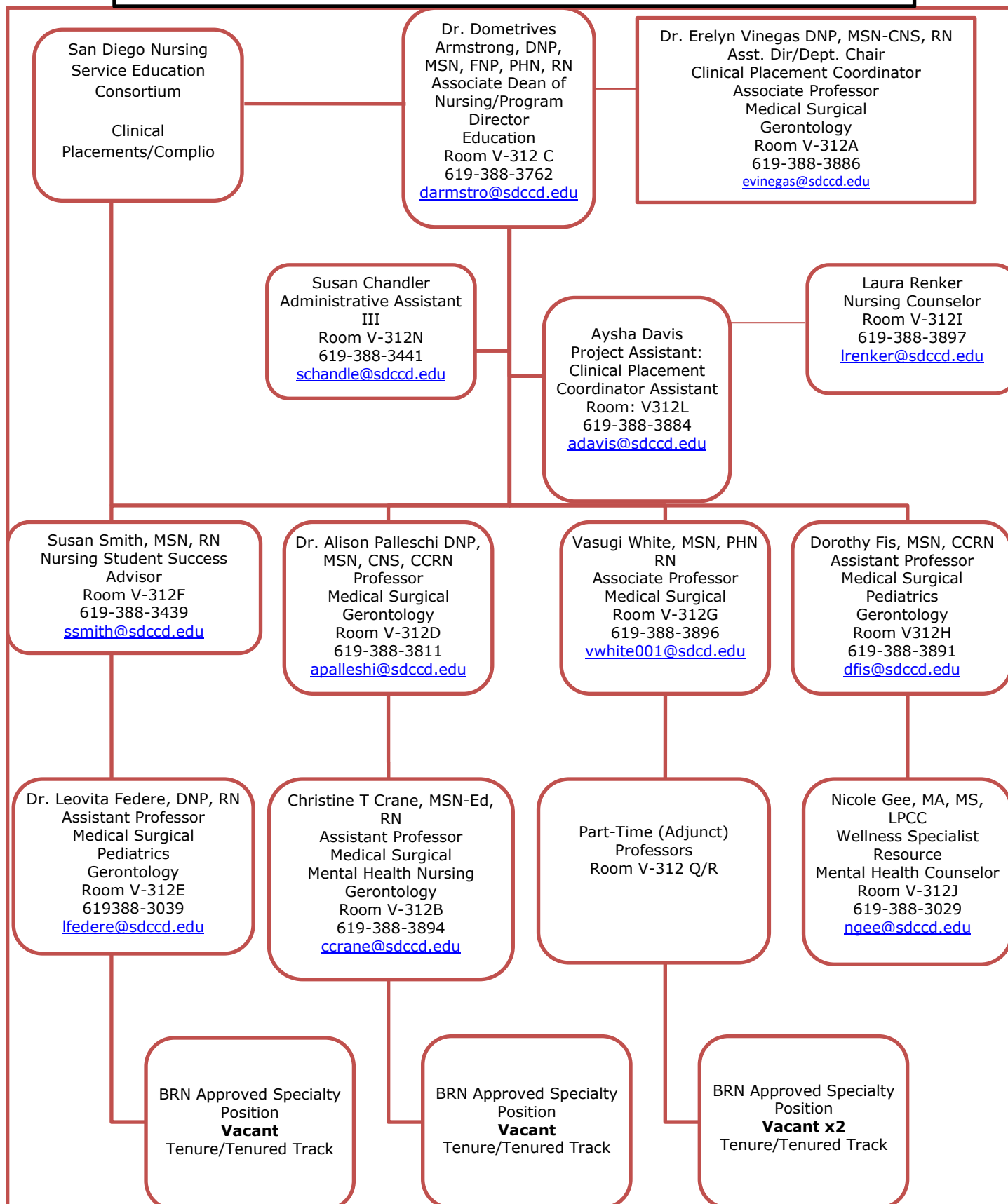
Or email: citycollegenursing@sdccd.edu

Department Website: The Nursing Education Program Website can be found at: <https://www.sdcity.edu/academics/schools-programs/math-sci-nurse/nursing/index.aspx>



General Information

Nursing Organizational Chart 2026-2027



Part-Time Clinical Professors

The Nursing Education Department is complemented by several dedicated individuals who serve as Part-Time clinical professors. The Nursing Students will be exposed to a variety of part-time faculty members throughout the nursing education program.

Nursing Department Telephone Number and Email Address
(619) 388-3441/citycollegenursing@sdccd.edu

Department Website

The Nursing Education Program Website can be found at:
<https://www.sdcity.edu/academics/schools-programs/math-sci-nurse/nursing/index.aspx>

San Diego City College Nursing Education Program
Mission, Vision, and Values

Effective: 06/1978

Reviewed: 05/2019, 12/2020, 01/2021, 01/2022, 01/2023, 08/2023, 08/2024,
01/2025, 07/2025, 06/2026

Revised: 08/2010, 01/2025

Associate Dean, San Diego City College Nursing Program

San Diego City College has as its highest priority student learning and achievement. The college provides lower division and general education courses that lead to certificates, associate degrees or transfer to a four-year college or university; career technical education programs that meet specific industry needs, upgrade the employment skills of students and fulfill licensing requirements of the state of California as well as contribute to the economic development of our region; basic skills instruction to assist all students in meeting their educational goals; and essential student support services for all students.

MISSION

The San Diego City College Nursing Education Program supports the mission and values of San Diego City College and provides excellence in education leading to an Associate of Science Degree in Nursing (ADN) in an effort to meet the healthcare needs of our region.

VISION

The San Diego City College Nursing Education Department is committed to advancing the art and science of Nursing by challenging a diverse student population to develop sound clinical judgment, leadership, and life-long learning for employment in a dynamic healthcare environment.

VALUES

The Nursing Education Program supports the values of San Diego City College, maintaining a climate that promotes learning, understanding, and respect for students, faculty, staff, community, and environment.

Commitment to Academic Excellence - The nursing education faculty supports interactive learning and knowledge acquisition by fostering application of evidence based research to nursing practice throughout the healthcare community.

Appreciation of Diversity - The nursing education department promotes inclusiveness, respect and the value of each individual.

Collegiality - We value the contributions of all members of the college and community partners in fostering dialogue and decision making.

Commitment to Student Success - We value student support services as essential to students achieving success.

Integrity - Integrity and honesty are expected and practiced.

Caring - We support and promote a culture of caring in the nursing Program and healthcare community.

Accountability - We are accountable to our profession, community, college and students for maintaining the highest standards of instruction and nursing practice to meet student learning outcomes and the needs of the healthcare community.

*Note: The SDCC Faculty Handbook will refer to the constituents receiving nursing care as "client" or "clients."

San Diego City College Nursing Education Program
Historical Background of the Nursing Education Program
Effective: 06/1978 Reviewed: 07/2017, 08/2019, 12/2020, 8/2022, 01/2023, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 08/2010
Associate Dean, San Diego City College Nursing Program

The program in Vocational Nursing at San Diego City College (SDCC) was implemented in 1969. In 1971, a Licensed Vocational Nurse (LVN) to Registered Nurse (RN) Career Mobility Program was initiated by the San Diego Community College District to meet the needs of the LVN seeking career enhancement to the role of RN.

Until 1978, the programs in Nursing Education offered by the San Diego Community College District included one Nursing Assistant program, two Vocational Nursing programs (Mesa and City campuses), and one LVN to RN Career Mobility Program.

Due to the legislative passage of Proposition 13 in June 1978, the Board of Trustees initiated research to reorganize the educational plan for the entire district (Passage of Proposition 13 limited the amount of taxation on property, thus imposing limitations of funding for tax-supported institutions of learning). One of the areas of research included the validation of the need for duplication of educational programs within the San Diego Community College District (SDCCD).

In August 1978, the Board of Trustees made the decision to consolidate all nursing programs under one administration. During the research process, nursing educators and nursing service leaders in the community supported the need for a total career mobility approach to nursing education. The need for an upward mobility program was clearly identified.

During the 1990's, the Nursing Education Department began the process of revising its program offerings and curriculum to better meet the needs of the community and accommodate the majority of students who sought the registered nurse option.

The revised curriculum which began in the Fall of 1995 eliminated the career ladder (educational mobility program) concept, deactivated the vocational nursing track and established the following program offerings: Generic Associate Degree RN program (two-year program), LVN to RN step-up Associate Degree program, (one year program) and LVN to RN Thirty-Unit-Option.

**San Diego City College
Nursing Education Program**

Philosophy and Conceptual Framework

Effective: 06/1978

Reviewed: 04/2016, 08/2018, 08/2019, 12/2020, 08/2022, 01/2023, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026

Revised: 04/2016, 08/2024

Associate Dean, San Diego City College, Nursing Education Program

PHILOSOPHY:

The Nursing Education Program is based on philosophical beliefs inherent to the practice of nursing and education. The statement of philosophy adopted by the nursing faculty is consistent with and supportive of the mission and philosophy of the SDCCD and SDCC. Curriculum and course sequence progress from simple to complex knowledge and skills with emphasis on nursing process, caring, problem solving, and critical thinking. There are philosophical values critical to, and inherent in, nursing, and nursing education that are the foundation on which educational experiences are structured.

Educational outcomes facilitate the integration of information relevant to nursing and client care. Included in the philosophy are the definitions of the basic concepts of person, environment, health, nursing, education, teaching, and learning.

Person refers to a unique individual with physiological, psychological, social, cultural, developmental, and spiritual dimensions that are in constant interaction with the environment.

Environment consists of internal and external factors that impact the individual.

Health is a dynamic state of equilibrium that exists on a continuum between optimal functioning, or wellness, and alterations in functioning, or illness. Health is affected by lifestyle behaviors and the ability to maintain basic human needs.

Nursing is an art and applied science based on principles from the biological, physical and behavioral sciences that focuses on the diagnosis and treatment of human responses to actual or potential health problems. It is client centered and designed to assist the individual to achieve and maintain maximum functioning throughout the life span. Nurses collaborate with health team members to provide quality care based on physiological, psychological, social, cultural, and spiritual needs. The practice of nursing is based upon a unique body of knowledge derived from a synthesis of multidisciplinary and nursing research resulting in evidence-based practice. Nursing is an evolving

profession, which requires a continuing commitment to learning.

Education is a dynamic and synergistic process of sharing information between individuals resulting in measurable changes in the knowledge and behavior of the learner. Education respects the individuality of students and recognizes that each student has different educational, experiential, cultural, spiritual, economic and social backgrounds and a unique support system. The aim of education is to develop critical thinking and problem solving skills in a positive, innovative environment moving from beginning (simple) to advanced competencies (complex). This requires a collaborative effort to create a student-centered environment conducive to learning.

Teaching is the responsibility of nurse educators to utilize sound educational practices and theoretical concepts to facilitate students' achievement of their highest potential.

Recognition of differences in individual needs, learning styles, ethnicity, and cultural backgrounds is essential to effective teacher-learner interactions. The teacher functions as a professional role model in the classroom and clinical settings and maintains expertise by engaging in professional growth activities.

CONCEPTUAL FRAMEWORK

The conceptual basis for this curriculum involves viewing the client as an individual who has basic human needs and is at a specific point on the health-illness continuum. The nurse assists the client to optimal functioning through the utilization of the nursing process by assuming designated nursing roles and applying theoretical knowledge to the practice setting. The nursing curriculum is sequential and builds on previously acquired knowledge and skills. Overriding all student experiences, the ability to think critically is emphasized.

San Diego City College Nursing Education Program
Program Learning Outcomes
Effective: 07/2016 Reviewed: 4/2016, 8/2018, 5/2019, 11/2020, 01/2021, 8/2022, 01/2023, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 01/2025
Associate Dean, Nursing Faculty, San Diego City College, Nursing Education Program

Upon completion of the program the graduate will:

1. Apply key concepts and skills to succeed in the National Council Licensure Exam for Registered Nurses (NCLEX-RN):

Outcome: At least 80% of SDCC Nursing Students to achieve a predicted passing probability of 96% or higher on their first attempt of the ATI Comprehensive Predictor proctored exam.

2. Exercise clinical judgment and make informed management decisions to guarantee precise and safe care for clients:

Outcome: The SDCC Nursing Students to attain at least 80% or higher in the critical domains of Health Promotion and Maintenance, along with Safety and Infection Control, on the ATI Comprehensive Predictor proctored exam during the first attempt. This achievement will reflect our commitment to excellence in nursing practice and our dedication to the well-being of those we serve.

3. Conduct practice in accordance with the ethical, legal, and regulatory standards of professional nursing:

Outcome: Achieve a group score of 80% or higher in the areas of Pharmacological and Parenteral Therapies and Reduction of Risk Potential on the ATI Comprehensive Predictor proctored exam during the first attempt.

4. Utilize established standards of nursing practice to effectively deliver, evaluate, and optimize client care in entry-level nursing roles:

Outcome: The group to achieve a minimum score of 80% in both Basic Care and Comfort, and Management of Care, on the ATI Comprehensive Predictor proctored exam during the initial attempt. This achievement will reflect a solid foundation in essential nursing competencies and readiness for real-world clinical practice. Continuous assessment and refinement of care practices according to these standards will be vital to ensure that all client needs are met proficiently.

5. Promote a culture of lifelong learning among graduates:

Outcome: Within one year of graduation, at least 25% of program alumni will pursue further education by enrolling in a baccalaureate nursing program or attaining certification in a specialized area of nursing. This commitment to ongoing professional development is essential for enhancing clinical skills and staying current with advancements in the nursing field.

San Diego City College Nursing Education Program
Curriculum Threads, Student Learning Outcomes, and Roles
Effective: 1978 Reviewed: 07/2017, 08/2019, 10/2020, 8/2022, 01/2023, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 08/2010
Associate Dean, San Diego City College Nursing Program

Threads

- Caring
- Communication/Collaboration
- Critical Thinking
- Diversity
- Health Promotion
- Informatics
- Leadership
- Legal/Ethical Issues
- Lifespan/Age Appropriate Care
- Nursing Process
- Nutrition
- Pathophysiology
- Client Advocacy
- Pharmacology
- Professionalism
- Research/Evidence-Based Practice
- Safety
- Teaching/Learning Principles

Student Learning Outcomes

The following student learning outcomes have been identified as a requirement for students completing the Associate of Science Degree in Nursing (ADN) (Generic) Curriculum. The Graduate:

1. Communication Skills
 - a. Utilizes appropriate communication styles and basic leadership skills in client care management.
 - b. Uses therapeutic communication techniques to establish a therapeutic environment.
 - c. Communicates relevant, accurate, and complete information in a concise and clear manner.
2. Critical Thinking
 - a. Utilizes the nursing process to develop and implement an individualized plan of care for assigned clients
 - b. Make clinical judgments and management decisions to ensure accurate and safe care.

- c. Uses evidence-based data to support clinical decision-making.
- 3. Teaching/Learning
 - a. Develop an individualized teaching plan based on assessed needs.
 - b. Teaches the client and family the information and skills needed to achieve desired learning outcomes.
 - c. Evaluates the progress of the client and family toward achievement of learning outcomes.
 - d. Modifies the teaching plan based on the evaluation of client progress.
 - e. Provides the client and family with the information to make choices regarding health.
- 4. Diversity
 - a. Identifies and honors the developmental, emotional, social, cultural, and spiritual influences on the client's or client's health.
 - b. Adapt care considering the client's values, customs, culture, and habits.
- 5. Professionalism
 - a. Practices within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.
 - b. Demonstrates accountability for nursing care given by self and/or delegated to others.
 - c. Uses standards of nursing practice to perform and evaluate client care.
 - d. Advocates for client rights.
 - e. Participates as a member of professional organizations.
 - f. Serves as a positive role model within healthcare settings and the community at large.
 - g. Participates in life-long learning.
 - h. Delineates and maintains appropriate professional boundaries in the nurse-client relationship.
- 6. Leadership
 - a. Applies time management principles, organization, delegation, and priority setting when providing nursing care.
 - b. Collaborates with the client, family, and members of the healthcare team to provide quality nursing care.

The following roles of the nurse are adapted from the National League for Nursing Accrediting Commission (NLNAC) and are incorporated throughout the curriculum:

ROLE OF PROVIDER AND MANAGER OF CARE

Upon completion of an ADN program, the graduate nurse will demonstrate the role of provider and manager of care by thinking critically and:

- 1. Utilizing knowledge derived from nursing, behavioral, and natural science to guide clinical practice.
- 2. Performing an assessment appropriate to the client's status and developmental level.
- 3. Gathering clinical data pertinent to the client, differentiating normal from abnormal assessment information.
- 4. Organizing and classifying assessment information based on unmet human

needs.

5. Formulating individualized care plans that are supported by subjective and objective data.
6. Setting realistic achievable outcomes in collaboration with the client/client and family.
7. Individualizing nursing care to the client's stage in the life cycle and psychosocio-cultural requirements.
8. Assuming responsibility for care of assigned clients, including supervision of care given by other members of the health care team.
9. Evaluating the effectiveness of nursing interventions by determining client response and the extent to which the expected client outcomes have been met.
10. Continuously reassessing and modifying the plan of care to achieve desired client/client outcomes.

ROLE AS COMMUNICATOR AND COLLABORATOR

Upon completion of the ADN Program, the graduate nurse will demonstrate the role of communicator and collaborator by thinking critically and:

1. Communicating effectively with colleagues, the client/client, and family verbally or in writing.
2. Documenting relevant information according to standards of practice.
3. Demonstrating the ability to delegate appropriately to other healthcare team members.
4. Collaborating and coordinating with other health team members to promote an optimal degree of health for the client/client and family.
5. Exercising sound clinical judgment in decision-making, task organization, and team coordination.
6. Researching and communicating to identify problems, initiate actions, and evaluate health promotion and maintenance outcomes.
7. Organizing individuals or groups toward goal setting and goal achievement.

ROLE AS CLIENT ADVOCATE

Upon completion of the ADN Program, the graduate nurse will demonstrate the role of client advocate by thinking critically and:

1. Participating as a client advocate in providing and managing care.
2. Protecting the client/client by representing the client's needs and wishes to other health care professionals.
3. Ensuring that the client/client is provided with the necessary information for decision-making.
4. Providing the client/client and family the tools necessary for management of their care and health promotion.

ROLE AS TEACHER

Upon completion of the ADN Program, the graduate nurse will demonstrate the role of teacher by thinking critically and:

1. Identifying knowledge deficits related to health, the disease process, health care procedures, therapeutic regimen and resources.
2. Setting realistic achievable goals in collaboration with the client/client and family related to knowledge deficits.
3. Utilizing teaching/learning principles to educate the client/client and family regarding health, the disease process, health care procedures, therapeutic regimen and resources needed to restore and maintain their health.
4. Providing continuity of care by ensuring that the client/client and family know how to utilize available resources.
5. Evaluating the learning outcomes and identifying the need for follow-up care using community resources.

ROLE AS MEMBER OF THE PROFESSION

Upon completion of an ADN program, the graduate nurse will demonstrate the role as a member of the profession by thinking critically and:

1. Demonstrating accountability for individual decisions and actions in nursing practice.
2. Identifying and utilizing the American Nurses Association Code of Ethics to guide nursing practice.
3. Demonstrating an awareness of the role of the nursing graduate, trends within nursing, involvement in professional organizations, and collaboration in determining the future direction of nursing.
4. Identifying and utilizing various resources, including electronic media, to increase knowledge and improve client/client and family care.
5. Establishing goals for personal growth within the discipline that are oriented toward achieving potential and life-long learning.

**SAN DIEGO CITY COLLEGE
NURSING EDUCATION PROGRAM**

California Board of Registered Nursing Approved Programs

The California Board of Registered Nursing approves the following programs:

ASSOCIATE of SCIENCE DEGREE in NURSING (TRADITIONAL) - Upon completion of the two-year nursing curriculum and all college graduation requirements, the student is awarded an Associate of Science Degree and is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

ASSOCIATE of SCIENCE DEGREE in NURSING (LVN to RN Step-Up) - Licensed Vocational Nurses who have graduated from accredited schools of vocational nursing may apply for this option, which requires completion of a "transition" course, all second year nursing courses, and other college graduation requirements. The student is awarded an Associate of Science Degree and is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

LVN to RN THIRTY-UNIT OPTION - Licensed Vocational Nurses who desire to complete the minimum number of units (30) required to take the licensure examination may apply for this option. Further information is available from the Associate Dean/Director of Nursing Education.

San Diego City College
Nursing Education Program
Curriculum Design

FALL SEMESTER 16 WEEKS
SEMESTER 16 WEEKS
First Semester

First Semester

NRSE 140 Foundations of Nursing

4.5 Units

2.5 U Lab/Clinical = 17 Hrs/Wk

(x 8 weeks = 136 hours)

2 U Lecture = 4.5 Hrs/Wk

(x 8 weeks = 36 hours)

NRSE 141 Pharmacology for Nursing

1 U Lecture = 2.25 Hrs/Wk

(x 8 weeks = 18 hours)

Courses Sequential

NRSE 142 Medical/Surgical Nursing I

4.5 Units

2.5 U Lab/Clinical = 17 Hrs/Wk

(x 8 weeks = 136 hours)

2 U Lecture = 4.5 Hrs/Wk

**NRSE 235 LVN to RN
Transition**

1.5 U Lecture = 3.0 Hrs/Wk

(x 8 weeks = 24 hours)

0.5 U Lab = 3.0 Hrs/Wk

(x 8 weeks = 24 hours)

Minimum hours: 48 hours

Maximum hours: 54 hours

Third Semester

NRSE 240 Medical/Surgical Nursing III

4.5 Units

2.5 U Lab/Clinical = 17 Hrs/Wk

(x 8 weeks = 136 hours)

2 U Lecture = 4.5 Hrs/Wk

(x 8 weeks = 36 hours)

Courses may Flip/flop

**NRSE 242 Mental Health & Gerontological
Nursing**

4.5 Units

2.25 U Lab/Clinical = 15 Hrs/Wk

(x 8 weeks = 120 hours)

2.25 U Lecture = 5 Hrs/Wk

(x 8 weeks = 40 hours)

SPRING SEMESTER 16 WEEKS
SEMESTER 16 WEEKS
Second Semester

Second Semester

NRSE 144 Medical/Surgical Nursing II

4.5 Units

2.5 U Lab/Clinical = 17 Hrs/Wk

(x 8 weeks = 136 hours)

2 U Lecture = 4.5 Hrs/Wk

(x 8 weeks = 36 hours)

Courses may Flip/flop

**NRSE 146 Maternal Child Health
Nursing**

4.5 Units

2.25 U Lab/Clinical = 15 Hrs/Wk

(x 8 weeks = 120 hours)

2.25 U Lecture = 5 Hrs/Wk

(x 8 weeks = 40 hours)

Fourth Semester

**NRSE 244 Medical/Surgical Nursing
IV**

4.5 Units

2.25 U Lab/Clinical = 15 Hrs/Wk

(x 8 weeks = 120 hours)

2.25 U Lecture = 5 Hrs/Wk

(x 8 weeks = 40 hours)

Courses may Flip/flop

NRSE 246 Leadership in Nursing

4.5 Units

2.25 U Lab/Clinical = 15 Hrs/Wk

(x 8 weeks = 120 hours)

2.25 U Lecture = 5 Hrs/Wk

(x 8 weeks = 40 hours)

37 total units required + 6 units elective = 43
18 units theory; 19 units clinical

***Note:** Student cannot take two (2) nursing
courses during the same eight (8) weeks
period with the exception of NRSE 140 and
NRSE 141.

PREREQUISITES

Biology 230	Human Anatomy	UNIT 4.0
Biology 235	Human Physiology	4.0
Biology 205	Microbiology	5.0

SEMESTER I

NRSE 140	Foundations of Nursing	4.5
NRSE 141	Pharmacology for Nursing	1.0
NRSE 142	Medical/Surgical Nursing I	4.5

SEMESTER II

NRSE 144	Medical/Surgical Nursing II	4.5
NRSE 146	Maternal Child Health Nursing	4.5

SEMESTER III

NRSE 240	Medical/Surgical Nursing III	4.5
NRSE 242	Psychosocial and Gerontological Nursing	4.5

SEMESTER IV

NRSE 244	Medical/Surgical Nursing IV	4.5
NRSE 246	Leadership in Nursing	4.5

ADDITIONAL COURSES REQUIRED FOR THE ASSOCIATE of Science in Nursing

*English C1000	Reading and Composition	3.0
*Sociology 101 or 110 or	Principles of Sociology or Contemporary Social	3.0
*Anthropology 103	Problems Introduction to Cultural Anthropology	
*Psychology C1000	General Psychology	3.0
*Speech 103	Oral Communication	3.0
*Math C1000	Statistic	3.0-4.0
*Humanities	See SDCC Catalog for course options	3.0
*Ethnic Studies	See SDCC Catalog for the course options	3.0

LICENSED VOCATIONAL NURSE TO REGISTERED NURSE LVN-RN

PREREQUISITES		UNIT
Biology 230	Human Anatomy	4.0
Biology 235	Human Physiology	4.0
Biology 205	Microbiology	5.0

SPRING SEMESTER		
NRSE 235	LVN to RN Transition	2.0

SEMESTER I		
NRSE 240	Medical/Surgical Nursing III	4.5
NRSE 242	Mental Health and Gerontological Nursing	4.5

SEMESTER II		
NRSE 244	Medical/Surgical Nursing IV	4.5
NRSE 246	Leadership in Nursing	4.5

ADDITIONAL COURSES REQUIRED FOR THE ASSOCIATE of Science in Nursing

*English C1000	Reading and Composition	3.0
*Sociology 101 or 110 or	Principles of Sociology or Contemporary Social	3.0
*Anthropology 103	Problems Introduction to Cultural Anthropology	
*Psychology C1000	General Psychology	3.0
*Speech 103	Oral Communication	3.0
*Math C1000	Statistic	3.0-4.0
*Humanities	See SDCC Catalog for course options	3.0
*Ethnic Studies	See SDCC Catalog for the course options	3.0

*It is strongly recommended that all of the general education requirements be completed prior to admission to the nursing education program or during summer sessions. Please refer to the SDCC Catalog for specific course options.

Other credit for previous vocational nursing education	15.0
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LVN-RN THIRTY-UNIT OPTION

A student may choose an alternative route to fulfill requirements for taking the registered nursing examination in the State of California. This means of obtaining licensure is referred to as the **Thirty-Unit Option** and eligibility can be achieved by successfully completing the following requirements:

1. Submission of a copy of a valid and current California Vocational Nursing License.
2. Transfer of academic credit.
3. Completion of designated courses in the Natural/Behavioral Sciences and the Art and Science of Nursing.

NOTE: Other states may not recognize the LVN "Thirty-Unit Option" as a method to satisfy the requirements for licensure as a Registered Nurse. Interested candidates are urged to contact the respective Boards of Nursing for additional information

Application for Admission to the 30 Unit Option will require a meeting with the Associate Dean of Nursing. All of the requirements and testing must be met with a satisfactory grade. The Associate Dean of Nursing, the PEAR (Promotion, Enrollment, Attrition, and Retention) committee, and the Nursing Department Chair determine satisfactory completion and program admission.

PREREQUISITES		UNIT
Biology 235	Human Physiology	S
Biology 205	Microbiology	5.0
SPRING SEMESTER		
NE 235	LVN to RN Transition	2.0
SEMESTER I		
NRSE 240	Medical/Surgical Nursing III	4.5
NRSE 242	Mental Health and Gerontological Nursing	4.5
SEMESTER II		
NRSE 244	Medical/Surgical Nursing IV	4.5
NRSE 246	Leadership in Nursing	4.5

Note: Other states may not recognize the LVN-RN "Thirty-Unit Option" as a valid pathway for meeting Registered Nurse licensure requirements. Interested candidates are encouraged to contact the Board of Nursing in the state where they intend to seek licensure for additional information.

To apply for admission to the LVN-RN "Thirty-Unit Option," prospective students must first schedule a meeting with the Nursing Student Success Advisor, followed by a second meeting with the Associate Dean of Nursing or the Associate Dean's designee. During these meetings, the specific requirements of the Thirty-Unit Option will be reviewed, including applicable prerequisites, academic requirements, state regulations, standardized testing requirements, and the advantages and limitations of selecting this pathway.

All required prerequisites must be completed with satisfactory grades before a student may be considered for admission to the LVN-RN "Thirty-Unit Option." The decision regarding admission to the program is based on evaluations conducted by the Associate Dean of Nursing, the PEAR (Promotion, Enrollment, Attrition, and Retention) Committee, and the Nursing Department Chair. Each applicant's credentials, academic performance, and completion of required criteria will be reviewed to determine eligibility for admission.

This comprehensive review process is intended to ensure that all admission requirements have been met, maintain the standards of the Nursing Education Program, and support the academic and professional success of students entering the LVN-RN "Thirty-Unit Option."

TOTAL PROGRAM HOURS

Note: Non-degree applicable courses are elective courses

COURSE NUMBER	COURSE TITLE	UNITS	THEORY HOURS	CLINICAL HOURS
NRSE 092 (8 weeks) (non-degree applicable)	Nursing Student Success	1	16	0
FIRST SEMESTER				
NRSE 140 (8 weeks)	Foundations of Nursing	4.5	36	136
NRSE 141 (8 weeks)	Pharmacology for Nursing I	1	18	0
NRSE 142 (8 weeks)	Medical Surgical Nursing II	4.5	36	136
SECOND SEMESTER				
NRSE 144 (8 weeks)	Medical Surgical Nursing II	4.5	36	136
NRSE 146 (8 weeks)	Maternal Child Health Nursing	4.5	40	120
THIRD SEMESTER				
NRSE 240 (8 weeks)	Medical Surgical Nursing III	4.5	36	136
NRSE 242 (8 weeks)	Mental Health & Gerontological Nursing	4.5	40	120
FOURTH SEMESTER				
NRSE 244 (8 weeks)	Medical Surgical Nursing IV	4.5	36	136
NRSE 246 (8 weeks)	Leadership in Nursing	4.5	40	120

San Diego City College Nursing Education Program Resources

Students are highly encouraged to take advantage of the following program resources. The resources listed are present within the nursing education department.

Students are encouraged to visit the **City College Student Services** website for a complete listing of college resources and information about the college resources available.

<http://www.sdcity.edu/students/services/>

1. **Nursing Counselor: Laura Renker**
2. **Nursing Success Advisor: Professor Susan (Susie) Smith**
3. **College Library**

The San Diego City College library subscribes to a number of online databases, with full-text options to many nursing journals. This is available to students currently enrolled at City College, 24 hours a day / 7 days a week, online, via the City College Library home page databases link at:

<https://library.sdcity.edu/home>

When you go to the address you will need a User name and a Password which must be obtained from the library.

ASSESSMENT TECHNOLOGY INSTITUTE (ATI)

Assessment Technologies Institute (ATI) offers an assessment driven review program designed to enhance student academic and NCLEX-RN success. The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking and learning styles, online tutorials, online practice assessments and proctored assessments over the major content areas in nursing. ATI information and orientation resources can be accessed from the ATI student home page.

4. **Nursing Skills Lab**
5. **Nursing Simulation Lab**
6. **Peer Tutoring/Peer Mentoring**
7. **Lending Library**

The following procedure has been developed to ensure equal access for all participating students:

- a) A designated faculty member or instructional assistant will be available to assist students with their needs.
- b) A maximum of two (2) books may be checked out for a maximum of 2 weeks. Should more than one edition of a current text be available in the library, arrangements may be made with the faculty advisor or instructional assistant to check these out for longer periods of time.
- c) Students are **expected** to return books on the appropriate date. Should this not

occur, lending library privileges will be revoked for the remainder of the current semester. Lost, stolen or defaced items must be replaced by the student.

8. Scholarships

A variety of corporate scholarships and private grants are available to nursing students. Information can be obtained from the Dean of Student Affairs Office, D-105. Notices of upcoming scholarships are also posted on the Student Bulletin Boards within the nursing department and included in the Student Bulletins distributed by the office of Student Affairs.

Additional web sites that may be helpful include:

- After College.com: AfterCollege/
 - American Nurses' Association: <http://nursingworld.org/>
 - California Institute for Nursing and Health Care (CINHC): <http://www.choosenursing.com/>
 - Financial Aid! The Smart Student Guide to Financial Aid: <http://www.finaid.org/>
 - Johnson & Johnson: <http://www.discovernursing.com/>
 - Minority Nurse: <http://www.minoritynurse.com>
 - San Diego County Hispanic Chamber of Commerce: <http://www.sdchcc.org>
 - Scholarship Search: <http://www.fastweb.com>
 - Sigma Theta Tau: <http://www.nursingsociety.org/Pages/default.aspx>
 - The National Student Nurses' Association: <http://www.nsna.org/>
 - The U.S. Department of Education: [Home | U.S. Department of Education](http://www.ed.gov)
 - College Foundation can be found online at: <http://sdcity.edu/students/scholarships/>
- In addition, you can check the Internet for additional information regarding funding/scholarship opportunities (Use your Web browser to find the Google search engine and type in the words "Nursing Scholarships". You will be directed to a variety of helpful sites)

9. California Collaborative Model Of Nursing Education (Ccme)

A variety of streamlined options are available for students to obtain their BSN degree. This model is specific to the articulation opportunities of students to attend CSU or SDSU. The program has a variety of articulation agreements with a number of baccalaureate programs. Point Loma Nazarene University holds evening classes for City College ADN graduates pursuing their BSN degree.

Important: [San Diego City College Student Health Clinic webpage](#)

Student Health Clinic's mission is to foster the academic and personal success of students by supporting the physical, mental, and emotional well-being of the college community.

Students who are currently enrolled in classes have the opportunity to utilize the comprehensive resources offered by TimelyCare. TimelyCare is a virtual health clinic designed to improve access to healthcare services, ensuring that all students can receive the support they need. The platform provides a range of services, including mental health counseling, preventive care, and wellness resources, all delivered through a convenient online interface. This initiative aims to promote equitable access to quality care for every student.

[TimelyCare website](#)



FACULTY ORIENTATION

&

RESOURCES/TOOLS

**San Diego City College
Nursing Education
Orientation of New Faculty**

Effective: 11/1969

Reviewed: 7/2017, 8/2019, 12/2020, 8/2022, 01/2023, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026

Revised: 7/2017, 08/2024

Associate Dean, San Diego City College Nursing Program

1. MENTOR

New faculty will be assigned a Mentor and will participate in a formal mentoring program. The Orientation Needs Assessment Tool will be completed on the first day.

2. DEPARTMENT ORIENTATION

New faculty will participate in a New Faculty Orientation Program. All faculty are to read the Nursing Education Student Handbook and the Nursing Faculty Handbook and are responsible for knowing and abiding by the content included in each handbook.

3. CAMPUS ORIENTATION

- a. Bookstore
- b. Cafeteria/faculty dining room
- c. Health Services
- d. Learning Resource Center
- e. President's office / Administrative offices

4. DEPARTMENT (Physical layout) – Career Technical Center (CTC)

- a. Associate Dean/Director's office (V312C)
- b. Faculty offices (V312A-R)
- c. Nursing Administrative Assistant's office (V312N)
- d. Office supplies (V312N)
- e. Equipment for labs (V301D)
- f. Kitchen (V315E)
- g. Small equipment/supplies for labs (V301D)
- h. Lending Library
- i. Copy Machine and Printer (V310)
- j. Nursing Computer Lab (V315D)

5. FACULTY GUIDELINES

- a. Text Requisitions:
Faculty should contact the publisher through the designated sales representative to obtain a desk copy (phone numbers or e-mail addresses are available from the Nursing Senior Clerk). The booklist is determined in the spring semester before the new academic year. Once faculty have decided upon textbooks, they notify the Department Chair, who completes the text requisition process as outlined by the campus bookstore.

- b. Professional Attire:
Attire when teaching in the classroom should be neat, clean, and professional. Faculty attire should reflect the standards expected of the students while in the clinical areas. In the clinical, simulation, or skills lab setting, faculty members may wear a nursing uniform/scrubs and appropriate street clothes covered with a professional lab coat or attire as requested by the clinical setting.
- c. Picture Identification Badges:
All faculty will be provided with and required to wear picture identification badges while in the clinical setting. Each facility has specific badge requirements, which faculty are expected to adhere to.
- d. Faculty Grievance: Refer to the current collective bargaining agreement.
- e. Yearly Calendars:
District calendars from Business Services are available each year. Academic calendars can be found on the website: (<http://www.sdcity.edu>).
- f. Student Absence: Refer to Student Handbook.
All documentation of a student's absence, including physician notes, are to be given to the Associate Dean/Director prior to being placed in the student's file. Faculty is responsible for reviewing policies related to student absences, clinical make-up assignments and absences related to exam.
- g. Classroom Orientation:
 - 1. Use of the Podium computer and projector for instruction
 - 2. Use of other AV equipment
 - 3. Obtaining Audio Visuals that apply to your class session
 - 4. Keys/locks/alarms/lights
 - 5. Phone access for emergency/security
- h. Classroom/Lab/Equipment Maintenance:
 - 1. Students are not to bring food or drink into the classrooms or labs. Water is allowed in the classroom if in a closed container.
 - 2. If chairs are moved during class time, they must be put back into position before the students leave the classroom. The classroom must be left clean and the whiteboards erased.
 - 3. All equipment is to be returned to its assigned storage place.
 - 4. If any equipment needs repair, the Nursing Senior Clerk should be notified to alert the appropriate campus department to arrange for repair/replacement.
 - 5. If the classroom is too hot/cold, notify the Nursing Senior Clerk who will contact Facilities Services.
 - 6. To reserve a classroom (non-classroom time), speak to the Department Chair and Administrative Secretary
- i. Student Advising:
A Student Success Plan will be developed if a faculty member is concerned about a student because of deficiencies in clinical, lab, or theory (Appendix #19). The faculty members and students will review areas for improvement and develop a plan for student success. A copy is placed in the student's file

- and a copy is given to the student and the Associate Dean/Director. If the student receives a **"Needs Improvement"** at the end of a clinical rotation, the Student Success Plan will be reviewed by the faculty of the student's next clinical rotation. Students may be referred for additional counseling.
- j. Business Cards:
San Diego City College business cards are available to contract faculty members by filling out a duplicating request form signed by the Associate Dean/Director.
- k. Student Gifts:
District employees shall not receive gifts, presents, or articles of value, from students or classes, nor shall they give such gifts (**Administrative policy #7090**).
- l. Class Advisor:
A class advisor for years I and II will be appointed as stipulated in the student organization by-laws. Faculty members will rotate the assignment voluntarily. The Associate Dean/Director will appoint the advisors if no one volunteers. Duties include:
1. Attending all class meetings and executive committee meetings
 2. Clarifying school policy for the students during class meetings; and
 3. Assisting in the coordination of the completion ceremony
- m. Student Evaluations:
Clinical faculty will complete a clinical performance evaluation form for each student at the end of each clinical rotation and discuss it with the student during the final evaluation conference. The original must be placed in the student's file.
- n. Faculty Communication:
All faculty are responsible to read and respond to e-mail messages from the Associate Dean/Director and other faculty members. Faculty members are responsible for checking assigned mailboxes in V-312N.
- o. Submission of Credentials:
Each faculty member will submit, to the Associate Dean/Director, copies of the following:
- Current RN license
 - Current CPR card (**American Heart Association only**)
 - Current liability insurance
 - Immunization records
- All of these documents must be uploaded to Complio/American Data Bank
- p. Allocation of Hours:
Theory hours are calculated on a 50-minute hour. For example, a class that is scheduled to meet from 9:00-10:00 a.m. would actually have faculty contact from 9:00-9:50 a.m. allowing a 10-minute break/transit time. Clinical hours are based on a 60-minute hour and students are to be given a 30 minutes lunch break and one (1) 15-minute breaks for a 6-8 hour clinical and for a 12-hour shift to be given 30 minutes lunch break and two (2) 15-minute breaks.
- q. Online Anecdotal via Canvas:

Online Anecdotal Entry may be used as a form of communication between the faculty and student and student will be required to complete an online anecdotal each week, to which faculty must respond (**Refer to student handbook**).

- r. Mileage Reimbursement:
Faculty members who travel to more than one facility in a day are eligible for reimbursement. The mileage reimbursement form is found on the district website under PeopleSoft.
- s. Clinical Agencies:
All faculty are responsible for contacting a liaison at the assigned clinical facility prior to clinical rotation. Faculty must follow **all specific agency guidelines related to student placement**, as well as the San Diego Nursing Service and Education Consortium requirements (Appendix #18). The faculty are to make their own orientation plans (arranging for meeting room, etc.). Copies of clinical objectives are to be posted at the facility, in accordance with California Board of Registered Nurses. Faculty are encouraged to maintain collegial relations with facility staff and department members to enhance student-learning experiences. Attendance at a unit staff meeting, annually, is encouraged to assist staff in understanding student objectives and faculty role. Faculty are responsible for maintaining a log of contact with agency personnel (Appendix #21).
- t. Meeting Minutes:
The Department Administrative Assistant III will record the minutes of faculty and/or curriculum meetings. A faculty member is responsible for recording the minutes of all team meetings and committee meetings. All meeting minutes will be uploaded on a digital storage platform for the nursing team to review. (Appendix #22).
Faculty/Student Injury:
If an accident or injury should occur during clinical time, the individual faculty or student should follow the district's employee injury protocol. Those whose injury is not emergent in nature should be referred to a Sharp Rees-Stealy Clinic for evaluation and treatment. The accident/injury should be reported to the Associate Dean/Director immediately and an **Injury and Illness Incident and Investigation Report** completed (Appendix #23). In addition, the Workers' Compensation Benefits Claim Forms must be completed within 24-48 hours. Forms are available in the Nursing Department and online:
<http://www.sdcity.edu/Portals/0/CollegeServices/FacultyStaff/Forms/InjuryIllnessIncidentInvestRprtREV.pdf> . If the accident/injury occurs during on-campus hours, the student is referred to Health Services. If an emergency exists, contact campus police dispatch first and then call 911.
- u. Contract Faculty and Part-Time Faculty Calling in Sick:
If a faculty member cannot attend class or clinical due to illness, the faculty member must:
 - 1. Notify the Associate Dean of Nursing, course coordinator, the team members immediately via email.

2. Plan for a substitute faculty, a simulation assignment or a way for students to make up the class or clinical day.
3. Connect with substitute to:
 - a. Indicate whether student assignments have been made or not.
 - b. Give a report concerning:
 - Special needs of students
 - Special needs of the unit
 - Learning objectives/activities planned for the day
4. For if there is no substitute professor available, the faculty is responsible to ensure that the assignment is accessible and ready for students to complete. This includes making certain that all necessary materials and instructions are clearly communicated to students, allowing them to fulfill their academic obligation effectively.

Demonstrate leadership by example. All faculty is expected to be on time for classroom, clinical, department meetings, and other SDCC functions (no exceptions).

6. **CURRICULUM INFORMATION**

- a. Team Concept:

A team of 2-6 faculty teach most courses within the Nursing Education Program. The teaching team meets prior to the beginning of the course to plan the course content and class schedule. The classroom and laboratory sessions are shared in a mutually agreeable and equitable manner based on content expertise and faculty preference. Each team member is responsible for updating their modules and formulating exam questions. Each faculty member is responsible for a designated clinical group of students. The team should meet weekly to discuss ideas and issues. The team conducts an item analysis on each exam. At the end of the course, the team meets to make recommendations for the next course. The success of the individual teaching team is based on a collegial spirit, open communication, a trusting atmosphere, and a shared workload.
- b. Course Syllabus:

A course syllabus is prepared prior to the beginning of each course and must be uploaded into the online course shell. Guidelines for syllabus and module development can be found in (Appendix #20).
- c. Course File:

The course coordinator and co-course coordinator will maintain the course file. The files are not limited to the following storage areas: Documents to be included are:

 1. Syllabus on Canvas/flash drive
 2. Copy of computerized exam and item analysis (Located in ATI)
 3. A copy of computer grade entries
 4. Minutes from course/team meeting
 5. Rosters of classroom and clinical groups
 6. Course evaluations, either electronic, on a Flash Drive, Canvas, or

hard copy survey results located in Select Survey.

7. Clinical facility evaluations are either electronic, on a Flash Drive, or hard copy survey results located in Select Survey

d. Text/Reference:

Faculty members share a wide variety of texts for reference. The department subscribes to several nursing journals that are available in the campus library. The faculty has access to the Internet for research via the computer in each faculty office.

f. Exams:

The Course coordinator assigns each team member the number of exam questions required for each exam. The number of exam questions is determined by the amount of class time per topic. Exam questions should be based on the theory objectives listed in each module. The team determines the number of exams per course. Exam questions may be multiple choice following the NCLEX format, Bloom's Taxonomy, and the NCLEX-RN Exam Plan. Questions should reflect the steps of the nursing process and content threads. Faculty must review and be familiar with the Exam Construction policy. It is the student's responsibility to make special arrangements for examination accommodations with Disability Support Programs and Services (DSPS). DSPS will send a form to verify student needs prior to exam.

g. Skills Laboratory:

The skills laboratory is available for class use and students' use after classes to practice clinical skills. Faculty are assigned time to supervise students in the skills lab by the Simulation Lab Coordinator on a rotating basis. Faculty must be in appropriate attire with lab coat when assigned to the lab.

h. Pre/Post Clinical Conferences:

Pre-conference is held at the discretion of the individual faculty and may be scheduled at a time appropriate to the routine of the clinical site. A post-conference is scheduled at the end of each clinical day (Appendices #29-30).

i. Medication Error Tracking:

In order to keep track of actual and/or potential medication errors and to provide students an opportunity for remediation, the clinical faculty must complete the Medication Error Tracking Form (Appendix #38). Actual errors must also be recorded on specific agency forms.

j. Clinical Assignments:

Each faculty member will have a designated number of students for each assigned clinical rotation. The faculty will schedule rooms for pre/post conferences. The faculty will make and post the students' client assignment(s) or when students select their own client, arrange for a sign-up sheet to be posted (Appendix #28). The assignment should reflect the current theory content.

In the clinical facility, the faculty will:

1. Supervise, instruct and be a resource person for students;
2. Evaluate written clinical work;
3. Write a final clinical evaluation (Appendix # 27) for each student. The

- students may write their own evaluation comments;
4. Analyze facility evaluations (Appendix #25) and communicate content, along with a thank you note, with the clinical facility liaison, unit manager or educator;
 5. Review clinical faculty evaluations, identify areas for improvement and develop plan for improvement (Appendix #26). Evaluations may be included in the college evaluation portfolio.
 6. Summarize data from clinical site (Appendix #25).
 7. Obtain completed clinical agency feedback form (Appendix #33) from unit staff person
- k. Student Dismissal/Withdrawal or Academic Failure
Whenever a student is unsuccessful in the program (clinical or theory) or, due to personal reasons, chooses to withdraw, the course coordinator or designee should meet with the student to discuss their status and start the Exit Interview Form. The student should be referred to the Associate Dean/Director.
- l. Evaluations:
At the completion of each course, students complete a course evaluation, a student evaluation of the clinical facility and a student evaluation of the clinical faculty (Appendices #24, #25 & #26) which are reviewed by the individual faculty member and shared with the Associate Dean/Director. All evaluations are online. Each faculty is required to be evaluated by the students twice a year utilizing the district classroom faculty evaluation form. Each agency staff is also asked to evaluate the clinical learning experience using the Clinical Agency Feedback Report Form (Appendix #33).
- m. Course Preparation:
The course teaching team will take responsibility for the preparation and submission of the following:
1. Class roster
 2. Exam/grade sheet
 3. Attendance roster
 4. Clinical groups
- n. Assessment of Student Learning Outcomes:
Faculty are expected to participate in the assessment of established Student Learning Outcomes (SLOs) using established criteria and adding assessment data to Taskstream.
- o. Department Lending Library:
Supplementary textbooks are located in a designated rolling cabinet. The key is available in the Administrative Assistant's office. The protocol for checking out books is found in the Student Handbook.
- p. Closure of Program:
The department will abide by the policy of the BRN with regard to an unanticipated or planned program closure (Appendix #2).

7. **Part-Time Faculty**

Faculty working short term, hourly or as substitute

- a. Faculty working on a short-term temporary assignment will:
 - 1. Assume classroom and clinical assignments, as determined by the Associate Dean/Director.
 - 2. Be responsible for the development of their own instruction materials consistent with the course curriculum. (objectives and outline).
 - 3. Be assigned to a campus skills lab/clinical. They may demonstrate or assist with a practice and/or evaluation session. The faculty member shares responsibility for setting up the lab equipment prior to class and for putting away all equipment.
 - 4. Make clinical assignments, supervise and instruct students, read and evaluate online journal entries, evaluate clinical case studies and write a final clinical evaluation of each student in their assigned clinical group.
 - 5. Function as a full course team member - attend course-planning meetings, meet with the team on an on-going basis, attend exam review/analysis sessions.
 - 6. Be invited to attend all faculty meetings, including curriculum meetings. Input from adjunct faculty is recognized and valued for the continuity and growth of the faculty and the nursing program.
 - 7. Create Complio account with designated requirement.
 - 8. Submit copies of required documentation: Current CPR, RN License, immunization records, liability insurance, and updated resume. These must be uploaded to Complio.
- b. Substitute Faculty in clinical will:
 - 1. Notify the hospital staff of their presence.
 - 2. Adjust students' assignments as needed.
 - 3. Provide supervision and clinical instruction.
 - 4. Notify contract faculty and/or Associate Dean/Director of the significant events of the day.
 - 5. Complete a Student Success Plan if unsafe practice is observed and discuss same with involved student.
- c. Substitute Faculty working on Campus may be:
 - 1. Involved in either a practice or an evaluation session in the campus skills laboratory.
 - 2. Assigned to teach/demonstrate a skill in the campus lab and write examination questions for the session presented.
 - 3. Assigned a classroom session, which includes development of the course-learning guide (objectives and outline) as determined by the course teaching team.

TEACHING STRATEGY RESOURCES/NEXT GENERATION NCLEX RESOURCES

- a. <https://www.nursingcenter.com/nursing-roles/nurse-faculty>
- b. <https://www.aacnnursing.org/Faculty/Teaching-Resources>
- c. <https://www.smartscholar.com/nursing-education-guide/>
- d. <https://www.nln.org/education/training/professional-development-programs/teaching-resources>
- d. <https://www.ncsbn.org/exams/next-generation-nclex/ngn-resources.page>

- e. <https://www.ncsbn.org/exams/next-generation-nclex/NGN+Resources/ngn-talks-and-videos.page>
- f. <https://www.kaptest.com/blogs/nursing-educators/post/next-gen-nclex-free-resources-ngn>
- g. https://www.atitesting.com/docs/default-source/default-document-library/resources-for-ngn.pdf?sfvrsn=b6a105e9_0
- h. https://www.coadn.org/public/uploads/images/Next_Generation_NCLEX.pdf
- i. <https://www.ncsbn.org/exams/next-generation-nclex/NGN+Resources/clinical-judgment-measurement-model.page>
- j. <https://www.nursing.umaryland.edu/mnwc/mnwc-initiatives/nextgen-nclex/nextgen-nclex-test-bank/>

SDCC New Nursing Faculty Orientation Checklist

Faculty Member Name: _____

Date Hired: _____

<u>Human Resources File Complete</u> Curriculum Vitae and/or Resume Fingerprints Official Transcripts	✓ Completed/Comments
<u>Nursing Department File complete</u> BRN Approval: EDP-P-02 form RN License, CPR, HIPAA Training Form American Data Bank/Complio: PPD, FLU, and COVID-19 Vaccine Immunizations Liability Insurance Copy of Curriculum Vitae and/or resume; Transcripts Create a BRN Faculty Profile for Accreditation	
<u>Meeting with Department Chair and/or Associate Dean of Nursing</u> Orientation to department, classroom and instructional support Workstation, computer, telephone and supplies Canvas Access/Email Access (from home) ATI Custom Assessment Builder and access Podium access Copier/Printer/Duplicating request forms Classroom/Simulation requests for events outside of scheduled class meetings Census Rosters PeopleSoft a. College Faculty Dashboard b. Employee Dashboard Compilo CoursePoint	
<u>Campus Orientation/Tour</u> Administrative Offices of Instruction, Student Services, Evaluation & Admission offices, Business Services, Photo ID card Learning Resource Center, Bookstore, Cafeteria, and Health Services	

SAN DIEGO CITY COLLEGE
NURSING EDUCATION
Orientation Needs Assessment Tool

Orientation Needs:	Yes, I am comfortable and do not need any instructions:	No, I am not comfortable with this and need instructions with the following:
1. Tracking changes and attaching documents to emails.		
2. Posting lecture content on Canvas within 1-2 week (s) and posting grades online.		
3. Creating PowerPoint (PPT) Presentations. Adding video clips, web links, and/or pictures to (PPT).		
4. Creating and Proctoring online exams such as ATI exams.		
5. Creating a syllabus including the following: Grade rubric, student learning outcomes (SLOs), program learning outcomes (PLOs), writing objectives, and/or schedules.		
6. Evaluation of students: a. Examinations b. Course assignments c. Clinical Performance		
7. Using USB flash drive, podium equipment, iClickers, and DVD player.		

Orientation Needs-continued

Orientation Needs:	Yes, I am comfortable and do not need any instructions:	No, I am not comfortable with this and need instructions with the following:
8. Using YouTube Videos.		
9. Programming and working with the Simulation Manikins.		
10. Teaching dosage and fluid calculations.		
11. Writing NCLEX style questions: Next Generation NCLEX Questions (NGN)		
12. Grading and using APA format style and creating a rubric.		
13. Assessing Student Learning Outcomes & entering assessment data in Nuventive Solutions		

SAN DIEGO CITY COLLEGE
NURSING EDUCATION
Orientation Needs Assessment Tool (continued)

List the topics that you need to review, are comfortable teaching, and/or a need for remediation:

Orientation Needs	Plan:	Trainer	Target Date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Developed by Dr. P Kersey, 2011, Reviewed by Professor K. Kale, 2017, Reviewed by Dr. Armstrong, 2018, Reviewed by Dr. Armstrong 2019, Reviewed by Dr. Armstrong 2021, Reviewed by Dr. Armstrong, 2023, Reviewed by Dr. Armstrong, 2024, Reviewed by Dr. Armstrong, 01/2025, Reviewed by Dr. Armstrong, 06/2026

Computer Information

Accessing Your District E-mail from Home

Sign in to your Internet Service Provider.

1. Open your browser (Firefox or Google Chrome).
2. In the location or address bar (URL) type in the following:
3. On the Outlook log-on page, type in the same username and password you use to log in to to your workspace computer and click "log in."

If you have any problems or questions, please call the Help Desk at 619-388-7000.

Peoplesoft-mySDCCD Login

The mySDCCD Login at: <https://myportal.sdccd.edu/psp/IHPRD/?cmd=login>

MySDCCD is to be used to:

1. College Faculty

<https://www.sdccd.edu/mysdccd/faculty/index.aspx>

Faculty Support Center

<https://mysdccd.atlassian.net/wiki/spaces/MYS/pages/308609026/Faculty+Support+Center>

Faculty Tutorial (College)

<https://mysdccd.atlassian.net/wiki/spaces/MYS/pages/267681828/Faculty+Tutorials+College>

Campus Solution

The portal provides users with access to all their important information (e.g. class schedule, financial aid, important links, etc.) in one simple user interface. The portal also enables users to transition easily between their active roles (e.g. faculty and student) to complete their work without having to log in multiple times to multiple systems.

1. Determine exact name and number of students officially registered in each course.
2. Enter course grades on-line and submit electronically to the District student database.
First-time users should enter the Control# on the grade roster for their password.
3. Officially drop students no longer attending the course/program.

San Diego City College Library remote access

Remote access to databases is available to all faculty.

Canvas

The college is currently using Canvas as its learning management system. Instructions for creating an account for Canvas

1. Go to [Canvas](#)
2. Login: Using your 10-Digit User ID (Employee ID number)
3. Password: your 8-Digit Birthday: ex: 04211974

Web Site Information

District Web Policy: Computing resources, via the World Wide Web, are available to faculty, staff, and students. The policy of the Board of Trustees, in providing this privilege, is that it be used in accordance with state and federal law, as well as guidelines in procedure 6100.1.

District Website: provides access to Board of Trustee meeting dates and agenda, District Policies and Procedures, Classification Descriptions, City, Mesa and Miramar campus information, and much more <http://www.sdccd.edu>.

SDCCD College Policies: [College Policies | San Diego Community College District \(sdccd.edu\)](https://sdccd.edu/college-policies)

Faculty Resources website links:

[Faculty Resources | San Diego Community College District](https://sdccd.edu/faculty-resources)

<https://www.read.ai/pp>

<https://www.sdccd.edu/students/student-email.aspx>

<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-add-a-module/ta-p/1151>

https://sdccd.instructure.com/courses/2383316/pages/15-dot-0-step-up-your-module-game-advanced-module-features-overview?module_item_id=45902399

<https://library.sdcity.edu/nytimes>

FACULTY ORGANIZATION BY-LAWS

ARTICLE 1 TITLE

This organization shall be known as the Faculty Organization of the San Diego City College Nursing Education Program.

ARTICLE II PURPOSE

The purpose of this organization shall be to ensure the maintenance of a quality educational program in nursing through the:

1. Achievement of the Student Learning Outcomes of the school and the curriculum through a cooperative effort by all members of the organization;
2. Continued study and evaluation of the curriculum and the nursing education program;
3. Mutual and intellectual support, stimulation and motivation of the faculty members;
4. Development of policies and procedures affecting the internal affairs of the nursing education program; and
5. Continued awareness of the various changes regarding nursing practice and education initiated at the local, state and national levels.

ARTICLE III FUNCTIONS AND DUTIES

This organization is responsible for taking final action on all policies concerning the internal affairs of the nursing education program and on all matters relating to the management of nursing students and/or faculty. This action shall in no way limit or infringe on the powers of the college administration.

Section 1. The Associate Dean of Nursing and assigned faculty constitute the faculty; therefore, the goals of this organization shall be achieved through the action of the organization as a whole.

Section 2. This organization is responsible for considering and accepting, rejecting or modifying any recommendations made by members of the faculty, the department chairperson or students.

Section 3. This organization is responsible for making recommendations concerning personnel, policies, facilities and/or equipment necessary for the operation of the nursing education program.

Section 4. This organization is responsible for the continued growth of faculty member by fostering participation in educational activities, allowing for the sharing of new knowledge and experiences, as well as developing in-service education programs, which would benefit the group as a whole.

ARTICLE IV MEMBERSHIP

Section 1. Membership in this organization shall consist of:

- a. Associate Dean/Director of Nursing: May also be the ex-officio member of any committee.
- b. Contract faculty members: Full time contract.
- c. Part Time faculty members: Part time faculty with a current short-term assignment.
- d. Special advisory members: Representatives from affiliating agencies may be invited to attend regularly scheduled faculty meetings for the purpose of offering suggestions, exchanging ideas and fostering positive communication.
- e. Students as appropriate: Select class officers, from each year of the nursing program, or alternate class representatives, shall participate in various meetings and committees of this organization.

ARTICLE V VOTING POWER AND QUORUM

Section 1. Contract faculty status confers the right to vote and to hold office in this organization.

Section 2. Part Time faculty and special advisory status confers voice, but not vote, in This organization.

Section 3. Part Time faculty members are eligible to serve as members, but not as chairpersons of standing or special committees unless there are limited to Contract Faculty.

Section 4. Special advisory members are eligible to serve as members, but not as chairpersons, of standing or special committees.

Section 5. Students, although not voting members, can bring questions, ideas and Concerns from members of the student body.

Section 6. A quorum shall consist of a simple majority of the contract faculty.

ARTICLE VI DUTIES OF THE OFFICERS

Section 1. The officers of this organization shall consist of a chairperson, who may be the Associate Dean/Director of the Nursing Education Program or the designated Department Chairperson elected by the faculty according to college policy.

Section 2. The Chairperson shall:

- a. Call and conduct all meetings of this organization.
- b. Possess the powers and responsibilities usually vested in the Chairperson of a faculty organization.
- c. Act as an ex-officio member of all committees.

- d. Prepare and distribute the agenda with input from other members of the organization.
- e. Notify members of the day, time and place of all meetings.
- f. Report on the results of attendance at any district, campus and/or professional meeting.
- g. Appoint a designee to record the minutes of each meeting.
- h. Distribute copies of the minutes to each faculty member.
- i. Preserve all documents, committee reports and other pertinent correspondence of this organization in a centrally located file.

ARTICLE VII MEETINGS

- Section 1. Regular meetings of this organization shall be held at least monthly, August through May, the dates and times to be established at the onset of each semester.
- Section 2. Special meetings may be called by the Chairperson and/or at the request of at least two faculty members.
- Section 3. Election of the Department Chairperson will be held in the spring of alternate years, as required by the college.
- Section 4. The last meeting in May of each year shall be for the purpose of receiving recommendations for the coming year and handling any other business of the organization.
- Section 5. The procedure for conducting regular meetings shall consist of the following:
 - a. Call to order
 - b. Approval of Agenda
 - c. Approval of Minutes
 - d. Old Business
 - e. Director Announcements
 - f. Program Administration
 - g. Faculty & Staff
 - h. Students
 - 1. Promotion/Enrollment/Attrition
 - 2. Retention/SSPs
 - 3. Student Services
 - 4. Scholarships
 - i. Curriculum
 - 1. Didactic/Classroom
 - 2. Clinical
 - j. Resources
 - k. Outcome Assessment
 - l. Other
 - m. Next Meeting

n. Adjournment

**ARTICLE VIII
COMMITTEE ACTIVITIES**

The various faculty committees are organized to:

1. Review policies and procedures of district, campus and nursing regulatory agencies and evaluate their impact on the nursing education program.
2. Review the philosophy, mission and Student Learning Outcomes (SLOs) of the college to ensure alignment and conformity.
3. Evaluate program efficiency with respect to meeting the needs of students, clients and clinical agencies.
4. Review and make recommendations regarding general policies and procedures for the administration of the nursing program; and
5. Promote effective communication of program activities and sponsored events among departmental members, community agencies and other segments of the college.

Section 1. **Curriculum Committee**

- Purpose:
- A. To plan, implement and evaluate curriculum in response to:
 1. Philosophy and mission of the college
 2. Trends in health care and the profession of nursing
 3. Success of program graduates
 4. Nursing needs on a local, state or national level
 5. The rules and regulations of the California Board of Registered Nursing & the Accreditation Commission for Education in Nursing; and
 6. Feedback from the students.
 - B. To recommend changes, as necessary.
- Membership:
- A. Associate Dean/Director of Nursing.
 - B. All full time faculty.
 - C. Student representatives from Years I and II of the Nursing Education Program.
- Functions:
- A. Review current trends in nursing and health care and identify impact on nursing program.
 - B. Examine current educational principles and theories of learning.
 - C. Review course SLOs in terms of overall program SLOs.
 - D. Examine course outlines and learning guides in relation to sequencing, content, level of competencies, teaching methods, evaluation and grading practices, and recommend changes as necessary.
 - E. Compile data regarding clinical facilities in relation to philosophies, client census and acuity, opportunities for growth, and make recommendations regarding utilization.
 - F. Review holdings in the LRC and the Nursing Department for current

relevancy.

- G. Review policies and procedures for admitting students to the program and recommend changes as necessary.
- H. Evaluate attrition from program and identify any implications for change.
- I. Review department's implementation of recruitment programs and make recommendations as needed.
- J. Review teaching methodologies and recommend changes as needed.
- K. Represent faculty at advisory board meetings.

Meetings: Meet a minimum of two times per year, with additional meetings as necessary.

Section 2. **Student Services Committee**

Purpose:

- A. To review and evaluate services to students.
- B. To recommend changes as necessary.

Membership:

- A. Chairperson: an elected full time faculty member.
- B. Members: at least two full time faculty members and selected student officers, representing first and second year students.
- C. Faculty Representative to NSNA

Functions:

- A. Review policies and procedures of district, campus and nursing regulatory boards that impact student services, and make necessary recommendations.
- B. Review student organization activities and update organizational documents.
- C. Evaluate effectiveness of student orientation and recommend areas for change.
- D. Review admission policies and procedures, recruitment efforts and offer suggestions for change.
- E. Evaluate appropriateness of student uniform and identify any need for change.
- F. Review requirements of nursing program in relation to graduation requirements of the college.
- G. Collaborate with students to plan and organize the pinning ceremony.
- H. Evaluate the role of guidance and counseling services in relation to the nursing student and identify expressed areas of need.
- I. Review and revise the Nursing Education Student Handbook annually.
- J. Plan student completion activities in concert with the Associate Dean/Director of the Nursing Program and respective class officers.
- K. Attend student class and NSNA meetings.

Meetings: Meet a minimum of two times per year, with additional meetings as necessary.

Section 3. **Faculty Services Committee**

- Purpose: A. To review and evaluate the role of faculty.
B. To facilitate continuing faculty development.
- Membership: A. Chairperson: An elected full time faculty member.
B. Members: At least two full time faculty members.
- Functions: A. Review and revise faculty handbook annually.
B. Evaluate faculty orientation procedures and offer specific recommendations as needed.
- Meetings: Meet a minimum of two times per year, with additional meetings as necessary.

Section 4. **Public Relations Committee**

- Purpose: A. To review and evaluate public relations activities.
B. To recommend changes as necessary.
- Membership: A. Chairperson: an elected full time faculty member.
B. Members: at least one full time faculty member and selected students as needed.
- Functions: A. Develop and coordinate activities that promote a positive image of the nursing program.
B. Sponsor events, which allow for the exchange of ideas and support for students, faculty members and staff.
C. Coordinate departmental efforts for recognizing significant faculty and staff events.
D. Promote effective communication among other campus, district and community agencies.
- Dues: The annual dues shall be forty dollars (\$40.00) per contract faculty member, payable at the beginning of the fall semester of the academic year.
- Meetings: Meet a minimum of two times per year, with subsequent meetings as necessary.

Section 5. **Learning Resources Committee**

- Purpose: A. To review and evaluate audiovisual materials and computer software programs, utilizing appropriate forms.
B. To recommend and prioritize the rental or purchase of materials as needs and funds allow.
- Membership: A. Chairperson: An elected full time faculty member.

- B. Two full time faculty members.
- C. Student volunteers.

Functions: A. Review holdings in the LRC and the Nursing Department for current relevancy.
 B. Review ATI for relevancy and current updates.

Meetings: Meet a minimum of two times per year, with additional meetings as necessary.

Section 6. **Exam Committee**

Purpose: A. To provide a resource for faculty who write exams.
 B. To recommend changes, to exams, as necessary.

Membership: A. Chairperson: an elected full time faculty member.
 B. A faculty member from first year and second year, rotating each semester.

Function: A. Faculty members are invited to ask the committee to review any exam.
 B. To assure that the Nursing Education exams are well written in NCLEX style and follow Exam Construction Policy (Appendix #5).
 C. Course Coordinators will request the committee review an exam if more than half of the students miss 10% or more of the exam questions. The committee will review that exam and make recommendations to the coordinator. (*Example: On an exam with 50 questions - 5 questions were missed by more than 50% of the students.)

Meetings: Meet a minimum of two times per semester, with additional meetings as necessary. Faculty are encouraged to give the committee adequate time to meet, and respond, when requesting the review of an exam.

ARTICLE IX AMENDMENTS

Section 1. These By-Laws may be amended at any regular meeting of the organization by a two-thirds vote of the membership, provided that written notice has been given at least one week prior to the designated meeting.

ARTICLE X PARLIAMENTARY AUTHORITY

Section 1. The rules contained in Robert's Rules of Order Revised shall govern this organization in all cases to which they are applicable and in which they are not inconsistent with the By-Laws of the faculty organization.



POSITION DESCRIPTIONS

POSITION DESCRIPTIONS ASSOCIATE DEGREE NURSING PROGRAM

ASSOCIATE DEAN of Nursing/DIRECTOR, NURSING EDUCATION

The Associate Dean of Nursing Education, under the direction of the School Dean, will provide leadership, planning, assistance, and support for the operation of the Nursing Education Department.

The Associate Dean of Nursing oversees the nursing programs and is involved in all aspects related to instruction, curriculum, staff, and students within these programs.

QUALIFICATIONS

BRN: Section 1425: [View Document - California Code of Regulations](#)

The Associate Dean/Director of the program shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nursing by the State of California;
2. A Master's or higher degree from an accredited college or university, which includes coursework in nursing, education, or administration;
3. A minimum of one year experience in a position as an administrator with validated performance of administrative responsibilities;
3. A minimum of two years experience teaching in pre- or post- licensure Registered Nursing programs;
4. At least one year experience as a Registered Nurse providing direct client care; and
5. Equivalent experience and/or education, as determined by the Board of Registered Nursing.
6. The Director of Nursing must be approved by the California Board of Registered Nursing.

ADMINISTRATION

- Manage and coordinate the nursing department's daily operations in accordance with District policies, legal requirements, and sound educational principles and practices.
- Upon consultation with division and department chairs, recommend and direct submission of budgets; monitor assigned program budgets; initiate special funding requests; make recommendations concerning the need and priority for capital equipment and technology; supervise and approve nursing department budget expenditures.
- Seek additional funding sources and grant development and manage expenditures of nursing grants.
- Supervise the ordering/inventory/maintenance of supplies and equipment.
- Provide required reports for program and college accreditation as needed. Submit annual reports to regulatory agencies.
- Chair nursing department meetings and participate in School, Instructional, Administrative and District meetings as required.
- Manage Program accreditation and related processes:

1. BRN approval Visit preparation/documentation
 2. ACEN affiliation/approval visit documentation
 3. Assure continuing education license is up to date.
- Make presentations regarding assigned programs as necessary.
 - Facilitate implementation of department policies.
 - Interpret program requirements and objectives to other college departments.
 - Participate in research as needed.
 - Oversee curriculum, staffing, and operation of all nursing programs.
 - Supervise and evaluate classified personnel in the Nursing Education Department
 - Collaborate with faculty to develop program policies and procedures and monitor implementation.
 - Monitor the use and needs of facilities and equipment for the nursing skills labs.
 - Coordinate and facilitate the resolution of student, faculty, and staff conflicts and problems with the assistance of the School Dean.
 - Administer and implement District policies, procedures, and regulations; assist in implementing contract provisions negotiated by the Governing Board and recognized bargaining units.

CURRICULUM

- Work with the faculty, department chair, Assistant Director, School Dean, and Vice President of Instruction to develop a schedule of courses that meets students' needs and District requirements; review and approve faculty assignments to classes; monitor schedules and workload for accuracy throughout the semester; assist in timely and accurate attendance reporting for all courses in the division.
- Review curriculum and suggest updates in keeping with societal, community, technological, demographic and professional changes.
- Review and make necessary adjustments to catalog information relevant to programs.
- Provide input in the review and selection of textbooks.
- Assure compliance with BRN rules and regulations
- Encourage developing and using a broad range of teaching strategies, new technologies, and delivery modes.
- Collaborate with faculty and staff to conduct program planning, analysis, and review of instructional and extracurricular programs within the nursing department.
- Promote the development of new or revised curricula; recommend and implement new programs; participate in public information activities to promote and publicize instructional programs.

FACULTY

- Screen and recommend candidates for faculty appointment per college policy.
- Assist in orientation for new full-time and adjunct faculty.
- Supervise faculty assignments.
- Oversee workload, compliance with Education Code, Union contract, BRN rules and regulations.
- Evaluate teaching performance of faculty.
- Promote and provide opportunities for staff development.
- Oversee use of adjunct faculty.

COLLEGE

- Advocate for the nursing programs.
- Represent health-related issues to the campus community.
- Maintain current knowledge of issues and trends in Nursing and interpret these issues, trends, and reforms to faculty, students, and the community.

COMMUNITY

- Oversee developing and maintaining clinical contracts with service agencies for student clinical placements.
- Represent the nursing programs and the college through appropriate college, community, state, and national committee membership.
- Liaison with clinical agencies in the planning and coordinating of clinical facilities.
- Represent the program and college as a member of local and regional health committees and a board member.
- Participate in professional organizations in nursing education.
- Act as a resource to the community regarding nursing education and health care issues.
- With assistance from faculty and department chair, research and develop new programs and course offerings in response to business, industry, community organizations, and other educational institutions.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Serve as an advocate for students.
- Assist with the admission of qualified applicants.
- Supervise maintenance of student records.
- Serve as counselor and advisor to students.
- Assure faculty compliance with SDCCD, the nursing education program, and San Diego City College policies and procedures affecting students.
- Facilitate preparation of application and brochure describing the nursing program.
- Obtain follow-up data on graduates of the program.
- Work with support services such as financial aid, tutoring, counseling, and other programs to assist students in their success.

CONTINUITY

- Provide incoming Associate Dean with orientation to the role.
- Participate in the Associate Degree Nursing Program Associate Dean/Director Mentor Procedure.
- Attend COADN conferences or related related to leadership.
- Interpret the philosophy and objectives of the San Diego Community College District, San Diego City College, and the Nursing Education Program to the community within and outside the college.

ASSISTANT DIRECTOR, ASSOCIATE DEGREE NURSING

The Assistant Director of Nursing Programs will supervise all nursing programs in the absence of the Associate Dean/Director of Nursing and will assume assignments made by the Associate Dean/Director.

QUALIFICATIONS

BRN: Section 1425: [View Document - California Code of Regulations](#)

The Assistant Director shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nurses by the State of California;
2. A Master's or higher degree from an accredited college or university that includes course work in nursing, education, or administration;
3. A minimum of two years' experience teaching in pre- or post-licensure Registered Nursing programs; and
4. At least one-year experience as a Registered Nurse providing direct client care or equivalent experience and/or education as determined by the board.
5. The Assistant Director of Nursing must be approved by the California Board of Registered Nursing.

ADMINISTRATION

Under the direction of the Associate Dean/Director of the Nursing Education Department, the Assistant Director shall:

- Participate in development of department budget.
- Assist with grant preparation.
- Assist with screening/interviewing and recommending candidates for faculty appointment.
- Assist with annual reports for licensing agencies.
- Assist with organizing program accreditation activities: BRN, and ACEN approval visit preparation/documentation
- Assist with program review of department policies.
- Participate in research as needed.
- Attend ADN Associate Dean/Directors meetings when able.
- Serve on advisory committees for other nursing education programs.
- Write and distribute Faculty and Curriculum meeting agendas.
- Collect, edit and distribute all Team, Forum, Faculty and Curriculum Meeting minutes.
- Supervise maintenance of Lending Library.

CURRICULUM

- Assist with review and update of curriculum and faculty assignments.
- Assist with review and revision of College Catalog information relevant to nursing programs.
- Assure compliance with regulatory agencies (BRN, ACEN).
- Participate in the development of new courses/programs.

FACULTY

- Assist with coordination of annual faculty assignments regarding:

1. Clinical rotations/schedules
2. Course coordination
3. Assist in orientation for new contract and adjunct faculty
- Provide guidance for:
 1. Advisor for student graduations and campus club activities
 2. Advisor for Nursing Student Associations
 3. Assist Faculty with review and update of policies, student handbook, faculty handbook
 4. Participate in hospital staff/faculty meetings
 5. Review graduate student survey results and NCLEX results

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Serve as an advocate for students.
- Assist with counseling and advising students.
- Assist with the preparation and review of program applications and brochures.
- Assist with general orientation meetings.

COMMUNITY

- Assist with recruitment activities regarding:
 1. Participation in career days at local schools
 2. Hospital orientations
 3. College orientations
 4. College career days
- Assist with the promotion of nursing programs to the community.
- Interpret the philosophy and objectives of the San Diego Community College District, San Diego City College, and the Nursing Education Program to the community within and outside the college.

INSTRUCTOR (FACULTY), ASSOCIATE DEGREE NURSING

The Instructor is a full-time, tenure track, contract faculty position with the following qualifications identified by the Board of Registered Nursing.

QUALIFICATIONS

BRN: Section 1425: [View Document - California Code of Regulations](#)

The Faculty shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nursing by the State of California;
2. A Master's or higher degree from an accredited college or university that includes course work in nursing, education, or administration;
3. Completion of at least one year experience teaching courses related to Registered Nursing or a course which includes practice in teaching registered nursing; and
4. At least one-year experience as a Registered Nurse providing direct client care or equivalent experience and/or education as determined by the board.
5. According to California Code of Regulations (CCR) 1420 Definitions, "**Clinically competent**" means that the nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the nursing area to which the faculty member is assigned.
6. Section **1425(c)** states, " An instructor shall meet the following minimum qualifications: 1425(a)(1) A Master or higher degree from an accredited college or university which includes course work in nursing, education, or administration. If degree other than in nursing submit information verifying course work in nursing education."
7. **1425(c)(2)** Direct client care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience **providing direct client care as a registered nurse in the designated nursing area**; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.

INSTRUCTION

- Function as a didactic and clinical faculty in the Nursing Education Program. Area of assignment will be based on program need and clinical expertise.
- Prepare appropriate course outlines and syllabi according to department and college standards.
- Arrange classroom and clinical learning experiences consistent with course objectives and instructional methodologies that respect student diversity and support student success in the nursing education program.
- Utilize current teaching and learning methodologies to make effective instructional presentations.
- Prepare and administer appropriate assessments designed to evaluate learning.

- Maintain currency in the subject area and promote critical thinking in the classroom and clinical arenas.
- Guide students in the clinical areas to safeguard client welfare and promote student learning.
- Submit grades and census rosters by the SDCCD deadlines.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Direct, guide, assess, and evaluate student performance in the classroom, laboratory, and clinical settings.
- Maintain accurate records of student's grades and attendance in accordance with administrative and department policy.
- Inform students of their progress according to established department policy
- Participate in academic guidance counseling of students.
- Provide individual assistance or advice to students not making satisfactory progress toward meeting course or program objectives.
- Develop a remediation plan for students with identified clinical and/or academic performance unsatisfactory.
- Refer students to the appropriate department for assistance when needed.

CURRICULUM

- Assist with developing, organizing, implementing, and evaluating the nursing curriculum.

NURSING EDUCATION DEPARTMENT

- Report to the Associate Dean/Director of the Nursing Education Program.
- Attend department faculty meetings.
- Attend Nursing Department Advisory Board meetings.
- Serve on faculty committees concerned with developing policies and administrative functions.
- Participate in the ongoing process of the preparation of materials to maintain the program BRN approval and ACEN accreditation.
- Assist in the selection of instructional supplies, textbooks, and capital equipment.
- Serve on a voluntary basis as faculty advisor to nursing students' organizations.
- Maintain open communication with other nursing faculty and offer assistance as needed.
- Mentor new faculty.

COLLEGE

- Serve on college-wide committees concerned with the development of policies and administrative functions.

PROFESSIONAL DEVELOPMENT

- Maintain currency in subject areas related to specific assignments.
- Maintain currency in techniques of effective instruction.
- Participate in continuing education to update and augment knowledge.
- Participate in professional organizations.

COMMUNITY

- Interpret the philosophy and objectives of the San Diego Community College District, San Diego City College, and the Nursing Education Program to the community within and outside the college.
- Act as liaison between the nursing department and clinical agencies to interpret course and program objectives and to plan for compelling clinical experiences.

Note: Before the end of each semester, the following items are to be submitted to the Associate Dean of Nursing, Department Chair, and Administrative Assistant III:

1. A list of the names of the nursing students,
2. Final Exam Grades,
3. A draft or final course calendar,
4. Course syllabus,
5. Completion of the Program Review, and
6. The number of faculty needed, if applicable
7. Email all of the members of the team the following items:
 - a. The calendar draft,
 - b. Course syllabus, and
 - c. Tentative clinical placement assignment, which would change depending on the clinical partners.

CONTENT EXPERT, ASSOCIATE DEGREE NURSING

The content expert is a faculty member with the following qualifications identified by the Board of Registered Nursing.

QUALIFICATIONS

BRN: Section 1425: [View Document - California Code of Regulations](#)

The Content Expert shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nursing by the State of California;
2. A Master's or higher degree from an accredited college or university in the designated nursing area; or
3. A Master's degree that is not in the designated nursing area and shall:
 - a. Have completed **thirty hours** of continuing education or two semester units or three quarter units of nursing education related to the designated nursing area; or have a national certification in the designated nursing area from an accrediting organization; and
 - b. Have a minimum of 240 hours of clinical experience within the previous three years in the designated nursing area **or** have a minimum of **one academic year** of registered nurse level clinical teaching experience in the designated nursing area within the previous five years.
4. According to California Code of Regulations (CCR) 1420 Definitions, "**Content expert**" means an instructor who has the responsibility to review and monitor the program's entire curricular content for a designated nursing area of geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, or pediatrics.
5. According to California Code of Regulations (CCR) 1420 Definitions, "**Clinically competent**" means that the nursing program faculty member possesses and exercises the degree of learning, skill, care, and experience ordinarily possessed and exercised by staff-level registered nurses of the nursing area to which the faculty member is assigned.

RESPONSIBILITY

The content expert is responsible for reviewing and monitoring the program's entire curricular content for a designated nursing area. The content expert reviews and maintains the curriculum on an ongoing basis, developing, updating, and changing the content according to best clinical practice.

There are content experts in gerontological, medical-surgical, mental health/psychiatric, obstetrical, and pediatric nursing.

CONTENT EXPERT, ASSOCIATE DEGREE NURSING (Continued)

Content	Content Expert
Medical Surgical Nursing	E. Vinegas, A. Palleschi, C. Crane, & V.White
Obstetrics	M. Foster, & E. Rodriquez
Pediatric Nursing	D. Fis, & L. Federe
Psychiatric/Mental Health Nursing	C. Crane
Gerontological	E. Vinegas, A. Palleschi, C. Crane, & V. White

ASSISTANT INSTRUCTOR (FACULTY), ASSOCIATE DEGREE NURSING

The Assistant Instructor is a part-time faculty member with the following qualifications identified by the Board of Registered Nursing.

QUALIFICATIONS

BRN: Section 1425(e): [View Document - California Code of Regulations](#)

The Assistant Instructor shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nurses by the State of California;
2. A baccalaureate degree from an accredited college, which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice
3. Direct client care experience within the previous five (5) years in the content area to which he or she will be assigned, which can be met by:
 - a. One (1) year's continuous, full-time or its equivalent experience providing direct client care as a registered nurse in the designated nursing area; or
 - b. One (1) academic year or of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrate clinical competency.
4. According to California Code of Regulations (CCR) 1420 Definitions, "**Clinically competent**" means that the nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the nursing area to which the faculty member is assigned.
5. **1425(d)** An assistant instructor shall meet the following minimum qualifications: (1) A Baccalaureate degree from an accredited college which shall include courses in nursing, or in a natural, behavioral or social science relevant to nursing practice.
6. **1425(d)(2)** Direct client care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience **providing direct client care as a registered nurse in the designated nursing area**; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.

INSTRUCTION

- Function as a clinical professor in the Nursing Education Program; area of assignment will be based on program need and clinical expertise.
- Arrange clinical learning experiences consistent with course objectives and instructional methodologies that respect student diversity and support student success in the nursing education program.
- Maintain currency in the subject area and promote critical thinking in the clinical arena.
- Guide students in clinical areas to safeguard client welfare and promote student learning.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.

- Direct, guide, assess and evaluate student performance in the laboratory and clinical settings.
- Maintain accurate records of students' grades and attendance in accordance with administrative and department policy.
- Inform students of their progress according to established department policy.
- Provide individual assistance or advice to students who are not making satisfactory progress toward meeting clinical objectives.
- Develop a remediation plan for students with identified weaknesses in clinical performance.
- Refer students to the appropriate department for assistance when needed.

NURSING EDUCATION DEPARTMENT

- Report to the Associate Dean/Director of the Nursing Education Program.
- Maintain open communication with other nursing faculty and offer assistance as needed.
- Mentor new adjunct faculty.
- Participate in the ongoing process of the preparation of materials to maintain the program BRN approval and ACEN accreditation.
- Assist in selecting instructional supplies, textbooks, and capital equipment.

PROFESSIONAL DEVELOPMENT

- Maintain currency in subject areas related to specific assignments.
- Maintain currency in techniques of effective instruction.
- Participate in continuing education to update and augment knowledge.
- Participate in professional organizations.

COMMUNITY

- Interpret the philosophy and objectives of the San Diego Community College District, San Diego City College, and the Nursing Education Program to the community within and outside the college.
- Act as liaison between the nursing department and clinical agencies to interpret course and program objectives and to plan for compelling clinical experiences.

Note: Before the end of each semester, the following items are to be submitted to the Associate Dean of Nursing, Department Chair, and Administrative Assistant III:

1. A list of the names of the nursing students,
2. Final Exam Grades,
3. A draft or final course calendar,
4. Course syllabus,
5. Completion of the Program Review, and
6. The number of faculty needed, if applicable
7. Email all of the members of the team the following items:
 - a. The calendar draft,
 - b. Course syllabus, and
 - c. Tentative clinical placement assignment, which would change depending on the clinical partners, if applicable, and
 - d. Submit grades and census rosters by the SDCCD deadlines, if applicable.

NOTE: At the end of each clinical rotation, the clinical professor will complete the following assignments:

1. Email the team with a report of each clinical performance.
2. Provide a hand-off report to the clinical partner.
3. Adhere to the timeframe when the student's mid-term and final evaluations are due.
4. Report any "high risk" or "at risk" students before the mid-term evaluation.
5. Provide a plan of action for the students if the students identify as "high risk" or "at risk" and report the plan of action to the course immediately, including but not limited to: skills lab remediation referral, assist with development of Student Success Plan (SSP), etc.
6. Ask for help promptly.

Clinical Placement Assistant (CPA) (Short-term Hourly Assignment)

The Clinical Placement Assistant is responsible for assisting the Clinical Placement Coordinator (CPC) with coordinating and arranging clinical site placement for the SDCC Nursing Education Program (NEP). The CPA will collaborate with the CPC to support SDCC NEP with clinical placement throughout San Diego County. The CPA will be responsible for communicating problems to the CPC to resolve the problem to continue to uphold a constructive working affiliation with SDCC NEP clinical partners.

The CPA is under the direct supervision of the Associate Dean/Director and the Clinical Placement Coordinator. CPA will collaborate and perform the duties and responsibilities with the following qualifications:

FACULTY/STUDENTS

- Work collaboratively with the CPC.
- Serve as a resource to faculty and students for orientation for all clinical sites.
- Attend the Consortium meeting and report to the CPC and Associate Dean/Director of Nursing.
- Assisting the CPC in serving as a resource to faculty and students for Complio and collaborating with the Student Success Advisor under the supervision of the CPC.
- Assisting the CPC with delivering the following to each facility staff educator:
 - Student and staff contact information
 - Immunization/background clearance data
 - Copies of course syllabi
 - Clinical rotations

ADMINISTRATION/COLLEGE/COMMUNITY

- Facilitate cooperative ventures with other departments, schools and/or colleges, and community partners.
- Collaborates with the Associate Dean/Director of Nursing and the CPC with the clinical placement needs.
- Participate and attends the San Diego Nursing Consortium meetings with Associate Dean/Director of Nursing and CPC.
- Communicates promptly of clinical placement needs to the Associate Dean/Director of Nursing and the CPC.
- Establishes a face-to-face working relationship between the nursing programs, and clinical partners, Associate Dean/Directors, managers, etc., at least once a year.
- Creates and allocates a Master Clinical Facility Plan to Administration under the guidance of the CPC, including:
 - All participating clinical sites
 - All courses
 - Specialty area rotations
 - Exact number of student allowed on the floor and specialty areas
- Maintains and manages all clinical placements with current information/updates under the supervision of the CPC that includes:
 - Phone numbers

- Faculty info
- Dates
- Times
- Holidays
- Breaks, etc.
- Attend the Department meetings and provide an updated report of clinical updates
- Attend the San Diego Consortium meetings and clinical facilities meetings

QUALIFICATIONS

The Clinical Coordinator Assistant shall have:

- Associate Degree or Master's degree (preferred) from an accredited institution, along with full or part-time work experience in a healthcare-related field.
- Knowledge of basic medical terminology.
- Knowledge of essential hospital/clinic organizations and systems.
- Excellent time management and organizational skills.
- Excellent computer skills.
- Excellent interpersonal and public relations skills.
- Excellent work ethic.
- Customer service skills.
- Able to develop and maintain excellent working relationships with multiple allied health faculty and facilities.
- Able to communicate clearly and professionally, both verbally and in writing.
- Detail oriented. Excellent multitasking skills.
- Able to remain flexible and adapt to change.
- Perform effectively under pressure.
- Able to follow through with tasks.
- Able to take initiative to solve problems without supervision.
- Able to seek out appropriate resources and information when needed.
- Able to work independently.
- Able to work in a team setting with allied health faculty and administration.

Clinical Placement Coordinator (CPC)/Developing a Curriculum

The Clinical Placement Coordinator (CPC) coordinates and arranges clinical site placement for the SDCC Nursing Education Program (NEP). The CPC will be the liaison between the SDCC NEP and the clinical affiliates throughout San Diego County. The CPC is responsible for communication and problem-solving in order to maintain a positive working relationship between SDCC NEP and clinical affiliates using the Developing a Curriculum (DACUM) model.

The CPC under the direct supervision of the Associate Dean of Nursing will collaborate and perform the duties and responsibilities with the following qualifications:

FACULTY/STUDENTS

- Work collaboratively with the Associate Dean/Director/Department.
- Chairperson/Co-Chairperson ensures smooth implementation of contract and part time faculty evaluation procedures.
- Serve as a resource to faculty and students for orientation for all clinical sites
- Makes visibility rounds at the minimum, once a month at every clinical site. Maintains close communication, contacts Lead faculty of identified issues
- Ensure clinical objectives are posted and communicated by the program at the clinical site.
- Serves as a resource to faculty and students for Complio and collaborate with the Student Success Advisor.
- Evaluate the Clinical Placement Assistant's (CPA) work performance.
- Oversees the process of delivering the following to each facility staff educator:
 - Student and staff contact information
 - Immunization/background clearance data
 - Copies of course syllabi
 - Clinical rotations

ADMINISTRATION/COLLEGE/COMMUNITY

- Facilitate cooperative ventures with other departments, schools and/or colleges, and community partners.
- Collaborates with the Associate Dean/Director of Nursing for clinical placement needs.
- Reviews all clinical forms for the Board of Registered Nursing including but not limited to EDP-P-08 and EDP-P-02 forms.
- Participate and attends the San Diego Nursing Consortium meetings, Grant Advisory Committee meetings, and all meetings where clinical placement discussions are scheduled.
- Advocates and communicates clinical placement needs of the SDCC NEP.
- Establishes a face-to-face working relationship between all nursing programs, and facility Associate Dean/Directors, managers, etc., at least once a year.
- Produces and distributes a Master Clinical Facility Plan to Administration, including:
 - All participating clinical sites

- All courses
- Specialty area rotations
- Exact number of student allowed on the floor and specialty areas
- Maintains and manages all clinical placements with current information/updates including:
 - Phone numbers
 - Faculty info
 - Dates
 - Times
 - Holidays
 - Breaks, etc.
- Formulates (two) letters to Facility Administrators, Management and Staff on behalf of SDCC each semester: (1) a letter of introduction for all clinical facilities (2) a letter of appreciation.
- Assists in the facilitation and coordinates the ongoing maintenance of Affiliation agreements.
- Reports to the Department of Nursing providing Clinical Coordinator updates.
- Update and manage affiliation agreements.
- Recruit and investigates new/potential clinical sites in San Diego County.

QUALIFICATIONS

The Clinical Coordinator shall have:

- Master's or higher degree from an accredited institution, along with full or part-time work experience in a health care related field.
- Contract-Tenure Faculty.
- Knowledge of basic medical terminology.
- Knowledge of basic hospital/clinic organizations and systems.
- Excellent time management and organizational skills.
- Excellent computer skills.
- Excellent interpersonal and public relations skills.
- Excellent work ethic.
- Customer service skills.
- Able to develop and maintain excellent working relationships with multiple allied health faculty and facilities.
- Able to communicate clearly and professionally, both verbally and in writing.
- Detail oriented. Excellent multitasking skills.
- Able to remain flexible and adapt to change.
- Perform effectively under pressure.
- Able to follow through with tasks.
- Able to take initiative to solve problems without supervision.
- Able to seek out appropriate resources and information when needed.
- Able to work independently.
- Able to work in a team setting with allied health faculty and administration.

CLINICAL TEACHING ASSISTANT, ASSOCIATE DEGREE NURSING

The Clinical Teaching Assistant is an adjunct faculty position with the following qualifications identified by the Board of Registered Nursing.

QUALIFICATIONS

BRN: Section 1425(f): [View Document - California Code of Regulations](#)

The Clinical Teaching Assistant shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nursing by the State of California;
2. An Associate Degree in Nursing (ADN) or higher degree from an accredited nursing education program; and
3. At least one (1) year continuous, full-time or its equivalent, experience in the designated nursing area within the previous five years (5) as a registered nurse providing direct client care.
4. According to California Code of Regulations (CCR) 1420 Definitions, **"Clinically competent"** means that the nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the nursing area to which the faculty member is assigned.
5. **1425(e)** A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five years (5) as a registered nurse **providing direct client care**.

INSTRUCTION

Under the supervision of the Course Coordinator or Content Expert, the Clinical Teaching Assistant shall:

- Function as a clinical faculty in the Nursing Education Program. Area of assignment will be based on program need and clinical expertise.
- Arrange clinical learning experiences consistent with course objectives and instructional methodologies that address student diversity and promote student success in the nursing education program.
- Maintain currency in subject area and promote critical thinking in clinical arena
- Guide students in clinical area to safeguard client welfare and promote student learning.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Direct, guide, assess and evaluate student performance in the laboratory and clinical settings.
- Maintain accurate records of students' grades and attendance in accordance with administrative and department policy.
- Inform students of their progress according to established department policy.
- Provide individual assistance or advice to students who are not making satisfactory progress toward meeting clinical objectives.
- Develop a remediation plan for students with identified weaknesses in clinical performance.

- Refer students to the appropriate department for assistance when needed.

NURSING EDUCATION DEPARTMENT

- Report to the Associate Dean/Director of the Nursing Education Program.
- Maintain open communication with other nursing faculty and offer assistance as needed.
- Mentor new adjunct faculty.
- Serve on a voluntary basis in the preparation of materials to maintain program BRN approval and ACEN accreditation.

PROFESSIONAL DEVELOPMENT

- Maintain currency in subject areas related to specific assignments.
- Maintain currency in effective instruction techniques.
- Participate in continuing education to update and augment knowledge.
- Participate in professional organizations.

COMMUNITY

- Interpret the philosophy and objectives of the San Diego Community College District, San Diego City College, and the Nursing Education Program to the community within and outside the college.
- Act as liaison between the nursing department and clinical agencies to interpret course and program objectives, and to plan for effective clinical experiences.

NOTE: At the end of each clinical rotation, the clinical professor will complete the following assignments:

1. Email the team with a report of each clinical performance.
2. Provide a hand-off report to the clinical partner,
3. Adhere to the timeframe when the student's mid-term and final evaluations are due.
4. Report any "high risk" or "at risk" students before the mid-term evaluation,
5. Provide a plan of action for the students if the students identify as "high risk" or "at risk" and report the plan of action to the course immediately, and
6. Ask for help promptly.

NURSING STUDENT SUCCESS ADVISOR

The Nursing Student Success Advisor is a grant-funded restricted contract faculty position. The Advisor coordinates, facilitates, and mentors nursing students to promote the successful completion of the nursing program by early intervention and remediation of identified “at-risk” students and monitoring and supporting their progress through the nursing program. This objective is achieved through a variety of techniques.

QUALIFICATIONS

The Nursing Student Success Advisor shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nurses by the State of California;
2. A Master's or higher degree from an accredited college or university that includes coursework in nursing, education, or administration;
3. Completion of at least one year of experience teaching courses related to Registered Nursing or a course which includes practice in teaching registered nursing; and
4. At least one year experience as a Registered Nurse providing direct client care or equivalent experience and/or education as determined by the board.

INSTRUCTION

- Function as a didactic for NRSE 92, on campus remediation for students are seeking readmission to the nursing education program.
NOTE: The area of the assignment will be the following: Nursing Student Success, Test Taking Strategies, and Retention Strategies.
- Prepare appropriate course outlines and syllabi to department and college standards.
- Arrange classroom-learning experiences consistent with course objectives and instructional methodologies that address student diversity and promote student success in the nursing education program.
- Utilize current teaching and learning methodologies to make effective instructional presentations.
- Prepare and administer appropriate assessments designed to evaluate learning.
- Maintain currency in the subject area and promote critical thinking in the classroom and clinical arenas.
- Guide students to safeguard client welfare and promote student learning.

STUDENTS

- Demonstrate respect for students’ rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Develop a professional relationship with the student based on mutual respect, confidentiality, and trust, creating a non-threatening environment to enhance student accountability.
- Participate in meetings with program applicants to review academic history, results of pre-admission examinations, general preparedness for entry into the Nursing program, and complete appropriate referrals as needed.

- Assess incoming students for risk factors that may impede academic success and develop an educational plan to decrease the impact of those risks.
- Refer students to appropriate on campus services to enhance student success, including financial aid, student health, and childcare, mental health, disability support, and the English and Math centers.
- Serve as an academic tutor to assist students seeking academic and clinical improvement.
- Serve as student resource liaison for student services
- Provide guidance, support, and motivation for academic improvement.
- Meet with students regularly to evaluate academic progress, including review of progress with faculty as needed.
- Provide information for students applying to the NEP prior to submitting their application.
- Collaborate with the clinical placement coordinator and the clinical placement coordinator assistant for tracking the student's completion of immunizations, CPR, Liability Insurance, and accountability forms before admission and readmission. Notify students of incomplete status, if needed.
- Assist students with scholarship applications and essays, guiding them in writing and submitting scholarship applications.
- Complete required forms or write letters for students needing verification of admission, course work, and ongoing attendance for various financial support organizations, scholarships, childcare, Cal works, etc.
- Provide counseling, support, and planning for returning students to ensure successful completion of the NEP.
- Develop, coordinate, and teach student success activities, including, but not limited to:
 - Reading/Studying/Note-taking
 - Dosage calculation
 - APA style of writing
 - Preparing for an exam / Managing exam anxiety
- Maintain accurate records of student meetings while respecting student rights to confidentiality.

CURRICULUM

- Assist with the development, organization, implementation, and evaluation of the nursing curriculum

NURSING EDUCATION DEPARTMENT

- Report to the Associate Dean of Nursing Education Program.
- Attend department faculty meetings.
- Attend the Nursing Advisory Board meetings.
- Serve on faculty committees concerned with developing policies and administrative functions.
- Assist in selecting instructional supplies, textbooks, and capital equipment.
- Maintain open communication with nursing faculty and offer assistance as needed.
- Develop orientation and onboarding instructions and communicate access instructions for the ATI learning resource for cohorts, if applicable.

- Assist with the orientation and onboarding instructions and communicate access instructions for the Complio/American Data Bank clinical requirement.
- Review and update the Nursing Education Program College website for changes on an annual basis.
- Provide feedback to the Nursing Student Handbook and Faculty Handbook on an annual basis.
- Assist with collecting data for the Enrollment Nursing Growth Grant and report data to the Nursing Associate Dean.
- Assist with collecting data for approved grants for the nursing department and report data to the Nursing Associate Dean.
- Assist students with a remediation plan for those who achieve less than 62% on the ATI TEAS exam so that they may retake it within 30 days.
- Present monthly Nursing Education Workshops for interested students to describe professional nursing practice and provide information necessary for students applying for admission to the nursing program.
- Provide workshops for Traditional students and LVNs interested in the LVN-RN step-up program, providing the information needed to obtain pre-requisites and general education courses required to obtain an ADN from SDCCD.
- Participate in the nursing application committee for the review of applications.
- Review applications with students (when requested) who were declined admission and develop a plan for improved success in the next application period.
- Keep the Nursing website current.
- Participate in the ongoing process of the preparation of materials to maintain the program BRN and ACEN accreditations.
- Classroom presentations by establishing strategies for pre-nursing students to be successful in the nursing education program, problem-solving skills, and communication strategies.
- Use innovative student retention strategies and apply technology to enhance and support student learning.
- Collaborate with the SDCC outreach team and attend outreach events.
- Counseling nursing students.
- Develop a remediation plan for returning students.
- Participating in the exit interview process with the Associate Dean of Nursing.
- Collaborate with the Promotion, Enrollment, Attainment, and Retention (PEAR) committee.
- Attend monthly PEAR meetings.
- Attend bimonthly Nursing Department meetings.

COLLEGE/DISTRICT

- Participate in campus/college/district governance by serving on college/district committees.
- Participate in professional development, student and other educational activities in accordance with college policies and to maintain currency.
- Demonstrate cultural competency, sensitivity to, and understanding of the diverse academic, socioeconomic, and ethnic backgrounds of community college students and staff.
- Support the Nursing Education Program and college by demonstrating and practicing the values described in the mission and vision of the Nursing Education

Department.

PROFESSIONAL DEVELOPMENT

- Maintain currency in the subject area.
- Maintain currency in effective teaching, communication, and student counseling.
- Participate in continuing education to update and augment knowledge.
- Participate in professional organizations.

COMMUNITY

- Interpret the philosophy and objectives of the San Diego Community College District, San Diego City College, and the Nursing Education Program to the community within and outside the college.

Wellness Resource Specialist – Mental Health Counselor

This role is funded through a grant to support the overall wellness and mental health of the students in the San Diego City College Nursing Program. This is a temporary part-time position for up to 20 hours a week for a licensed mental health counselor. The counselor will be embedded in the nursing program community. The position will focus on creating opportunities to improve student outcomes and completion via wellness resources and education. The focus will be on group presentations, skills workshops, and building a culture of wellness across the entire nursing program. This position does not include providing psychotherapy but will focus on establishing a bridge to the existing mental health counseling program at San Diego City College.

Job Duties:

Nursing Classroom Psychoeducation

- Presentations in nursing classroom to provide mental health tools to nursing students
- Topics included imposter syndrome, healthy boundaries, support systems, emotional awareness, and mindfulness tools.

Exam Support for Students

- Support students prior to test by providing psychoeducation and activities focused on decreasing test anxiety utilizing body scans, sensory grounding, time management, and focus activities.
- Post exam support-debrief and offer de-escalation strategies

Mental Health Skills Workshop Presentations

- Offer tools and information that can be used as demonstrations, lectures, speeches, reports, and more.
- Trainings for faculty/staff (e.g. trauma informed pedagogy, ASK/VAR, suicide. Prevention)
- Faculty and student mixers
- Open support groups

Collaboration with other relevant departments to plan events and activities

- DSPS
- CalWORKS/EOPS
- Student Health Center
- Welcome Home City/Basic Needs
- Title IX

Office Hours

- Open check in for first- and second-year students
- Nursing support hour

Monthly Program Review and Staff Meetings

- Meet with MH Coordinator and Nursing Associate Dean
- Attend monthly nursing program faculty meetings to update on current concerns, trends, etc.

Working closely with the Mental Health Counseling Center/Student Health Clinic

- Attend a weekly meeting with MHCC

- Utilize coordinator for consultation
- Attend trainings as relevant to work with Nursing Program Students
- Faculty/Staff support

Data Collection and quarterly Report writing

- Create and administer surveys
- Track attendance at office and outreach events
- Work with Institutional Research to evaluate program effectiveness

Other Duties as Needed

Desired qualifications:

- Licensed mental health provider (in the state of CA)
- Trauma informed lens
- Excellent written and oral communication skills/collaboration
- Time management and timely communication skills
- Leadership skills
- Independent and creative approach to supporting wellness in a high stakes educational environment
- Demonstrated understanding of unique challenges that urban community college students face
- Experience with diverse communities
- Crisis response

This position is grant funded and temporary

Position should be licensed mental health with trauma informed lens and experience with community college or higher educational institution students.

Can offer wellness counseling via office hours as but will link to MH or timely care if ongoing support is indicated. Will NOT be in a clinical role.

NURSING SIMULATION LABORATORY COORDINATOR

The Nursing Simulation Laboratory Coordinator is a full-time, tenure-track faculty position with the following qualifications identified by the Board of Registered Nursing.

QUALIFICATIONS

The Nursing Simulation Laboratory Coordinator shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nurses by the State of California;
2. A Master's or higher degree from an accredited college or university that includes coursework in nursing, education, or administration; and
3. At least one year of experience in Simulation.
4. According to the CCR 1420 Definition, **"Clinical practice"** means the planned learning experiences designed for students to apply nursing knowledge and skills to meet course objectives in a variety of board-approved clinical settings. Clinical practice includes learning experiences provided in various health care agencies as well as nursing skills labs, simulation labs, and computer labs.
5. The Nursing Simulation Laboratory Coordinator must be approved by the Board of Nursing as an instructor CCR 1425.

NURSING EDUCATION DEPARTMENT

FACULTY DEVELOPMENT

- Develop and utilize instructional strategies to promote student learning and faculty teaching.
- Collaborate with nursing faculty to develop tutoring or remediation plans for at-risk students to increase student success.
- Maintain communication with clinical faculty and course coordinator regarding student performance.
- In collaboration with faculty, select clinical lab equipment and supplies for purchase.
- Collaborate with faculty to formulate policies for the lab and integrate new technology, evidence-based practice, and teaching strategies.
- Develop and coordinate technology related in-services/workshops for faculty and students as needed.
- Collaborate with faculty to develop nursing scenarios to enhance student critical thinking skills.
- Interact with other faculty and staff in developing instructional methods, technology, and strategies.
- Develop and facilitate simulation experiences according to course schedules.
- Coordinate and manage the clinical skills lab environment and usage.
- Monitor a tracking system for student and faculty use of lab resources for program planning and resource utilization.
- Assist faculty in using and maintaining simulators, computers, and audiovisual equipment in the skills and simulation labs.
- May teach classes or clinicals in approved subject areas of nursing.
- Supervise student lab tutors, lab assistants, and computer technicians.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession
- Provide demonstration, technical instructional assistance, and remediation to nursing students in practicing and refining the performance of clinical and/or theoretical skills during open lab time and by individual appointment.

CURRICULUM

- Participate in course and curriculum design, development and evaluation, student advisement, and program review to maintain and improve the instructional program.
- Maintain and review course-specific and program-level student learning outcomes.

COLLEGE/DISTRICT

- Participate in campus/college/district governance by serving on college/district committees.
- Participate in professional development, student, and other educational activities in accordance with college policies and to maintain currency.

COMMUNITY

- Partner with peers in higher education, business, and industry to maintain the currency of the instructional program related to simulation.
- Interpret the philosophy and objectives of the San Diego Community College District, San Diego City College, and the Nursing Education Program to the community within and outside the college.

COURSE COORDINATOR/CO-COURSE COORDINATOR

The Course Coordinator/Co-Course Coordinator may be a full-time tenure-track/contract faculty member or a qualified part-time nursing faculty member who meets the faculty qualifications established by the California Board of Registered Nursing (BRN) and the San Diego City College Nursing Education Program.

A part-time faculty member assigned to serve as a Course Coordinator or Co-Course Coordinator must demonstrate current clinical competence and experience in the designated nursing specialty or content area. If required by the San Diego City College Nursing Education Program, the part-time faculty member must have a minimum of five (5) consecutive years of experience in the designated nursing area.

QUALIFICATIONS

The Course Coordinator/Co-Course Coordinator shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nursing by the State of California;
2. A Master's or higher degree from an accredited college or university that includes coursework in nursing, education, or administration;
3. Completion of at least one year of experience teaching courses related to Registered Nursing or a course that includes practice in teaching registered nursing; and
4. At least one year of experience as a Registered Nurse providing direct client care or equivalent experience and/or education as determined by the board.

The Course Coordinator/Co-Course Coordinator shall:

1. Schedule and prepare the agenda for team meetings.
2. Assign a team member to record the minutes of the meeting, upload them to G: drive-change this to digital storage, and send them to the Associate Dean/Director.
3. Work with team members to develop course content following the approved nursing curriculum and update the curriculum in curricunet.
4. Prepare syllabus with the team or assign a team the following task:
 - a. Collect Modules from faculty and place in the syllabus according to the order of class schedule,
 - b. Add other materials (course description, links to evaluations, appendices, etc.) as needed
 - c. Post on Canvas and make certain all faculty and students have access.
 - d. Develop the calendar.
5. Coordinate campus lab activities with the team.
6. Work with team members to develop clinical group assignments and submit lists to Administrative Assistant II for typing, with copies to the Associate Dean/Director, if needed. Assist tenured/tenure-track faculty by adding the clinical groups into Complio 3-4 weeks prior to the start of clinical and sharing profiles with the assigned clinical facilities.
7. Maintain a course file within Canvas at the end of each course. The file will include, except for letter b:
 - a. Syllabus

- b. Exam keys/item analysis via Assessment Technologies Institute (ATI)
- c. Student Accuscan if needed or record of student exam on paper via ATI
- d. Grades/Attendance
- e. Student Faculty forum minutes
- f. Team meeting minutes (Two (2) team meeting per semester or as needed)
- g. Course Evaluation results
- h. Clinical Facility Evaluation results
- i. Clinical group rosters
8. Coordinate exams with team members' input:
 - a. Assign due dates and number of questions per faculty (lecture/lab hrs.) and distribute copies to all members.
 - b. Determine the number of questions for each exam.
 - c. Set a date and time for team members to review questions.
 - d. Assign persons responsible for proctoring each exam.
 - e. Assign persons responsible for preparing each exam:
 1. Put questions together on the ATI website, proof the exam, and inform staff to review their questions prior to finalizing
 2. Finalize the exam and have it ready on exam day
 3. Prepare item analysis reports
 4. Remind faculty to speak to failing student(s) and place learning contracts in students' files.
 5. Place exam copy and student exam results in the course file
 6. Plan to have staff available to approve exams for DSPS students with accommodations proctored by a DSPS staff member or Nursing Faculty/Staff.
 7. Make sure that the DSPS students' accommodation time is correct in ATI prior to each exam.
 8. Collect all DSPS accommodation letters and collaborate with the Nursing Student Success Advisor (NSSA).
9. **Review student "Needs Improvement" or "Unsatisfactory/Unsafe" clinical evaluations and student problems with team members.**
10. Monitor attendance and report excessive absences to team members and Associate Dean of Nursing. Meet with the team to discuss make-up assignments;
11. Ensure that all "guest speaker" request forms and "field trip" forms required by college policy are submitted to the Associate Dean/Director before the activity and that copies are kept in the final course file;
12. Mentor or delegate a mentor for adjunct faculty with input from Department Chairperson and Associate Dean of Nursing;
13. Submit the course census list and drop date by the deadline;
14. Finalize course grades, enter grades in the computer grading system, print two copies, file one in the course file, and submit one to the Associate Dean of Nursing. Be sure that the team grades and census roster by the deadline.
15. Conduct a closure meeting for the course to discuss texts, clinical facilities, the student-faculty forum, course evaluation results, and any necessary changes,
16. Monitor student completion of course-designated Comprehensive Assessment and Review Program (CARP) requirements (Appendix 35)
17. Complete the end-of-course learning with the team at the end of each semester.

DEPARTMENT CHAIRPERSON

The department chairperson is elected for a two-year term from among the contract faculty members in accordance with a procedure developed by the college. Under the direction of a Dean, the chairperson and co-chairperson provide the department leadership necessary to foster professional growth, recommend and implement the department's philosophy and mission, provide mentorship, and encourage department members to maintain a consistent standard of excellence in curriculum and instruction during all college hours of operation.

QUALIFICATIONS

Contract Tenured Faculty or per the Collective Bargaining Agreement (CBA).

ADMINISTRATION / COLLEGE / COMMUNITY

- Collaborate with other chairpersons and co-chairpersons in the District, other higher education institutions, potential employers of graduates, and the community in general to share information and techniques relevant to the subject area.
- Facilitate cooperative ventures with other departments, schools and/or colleges.
- Attend department, school, college, and district meetings.
- Enter Textbook requests into the book order system.
- Assist the Associate Dean/Director in preparing the department's class schedule and advise administration regarding staffing, room assignments, and hourly needs.
- Attend training meetings and leadership development seminars for department chairs.
- Coordinate activities among the administration, student body, and the department.
- Evening Duty.

DEPARTMENT

- Facilitate the department's operation and bring to the administration's attention problems that require administrative resolution.
- Assist the Associate Dean of Nursing in developing and implementing plans to improve student retention.
- Support grant applications and assist with supervision of grant programs.
- Collaborate with community agencies and/or corporate partners related to departmental programs.
- Meet all critical deadlines (curriculum and catalog review, book orders, contract and adjunct faculty evaluations, master planning and program review, etc.).
- Remain within departmental budget allocations (supplies, materials, equipment, certificated hourly and non-academic temporary staff, etc.).

CURRICULUM

- Develop, evaluate, and revise curriculum in keeping with societal, community, technological, demographic, and professional changes to meet the needs and increase the learning potential of faculty and students.
- Work with appropriate personnel to assess the curriculum to encourage the highest standard of excellence in the instructional program.

- Provide input in the review and selection of textbooks.
- Encourage developing and using a broad range of teaching strategies, new technologies, and delivery modes.

FACULTY

- Arrange professional development sessions designed to provide opportunities for department members to increase their knowledge of the subject area, learn new teaching methods, and share information, materials, and ideas.
- Collaborate with the Associate Dean/Director and evaluation coordinator to ensure the smooth implementation of contract and adjunct faculty evaluation procedures.
- Maintain effective interpersonal relations with staff/faculty, other departments, and management.
- Encourage open communication and/or resolve conflict among department faculty members.
- Advise and evaluate, assisting in developing and improving course outlines, objectives, and standards.
- Exhibit creative and independent judgment.
- Advocate for faculty members, students, and the nursing department.
- Assist the Associate Dean with the faculty workload assignments.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Advocate for students.
- Assist in conflict resolution involving students.
- Assist with remediation plans for students having difficulty.
- Work with support services and other programs to assist students.

Refer to San Diego Community College District
College Department Chair Assessment Form-**Refer to AFT Contract.** [SAN DIEGO
COMMUNITY COLLEGE GUILD](#)

ADMINISTRATIVE ASSISTANT III

In addition to the job description of the San Diego Community College District, Administrative Assistant, the Nursing Department Administrative Assistant performs related duties as assigned:

- A. Serve as receptionist for the Nursing Department:
 - 1. Answer the telephone, screen calls, give information, and take messages
 - 2. Make appointments with the Associate Dean of Nursing for students, representatives from community agencies, other schools, and the general public
- B. Maintain records of:
 - 1. Student files, i.e., attendance, evaluation, progress
 - 2. Departmental minutes
 - 3. Supplies and inventory, including capital equipment
 - 4. Faculty forms
 - 5. Departmental forms
- C. Word Process:
 - 1. Correspondence
 - 2. intra-office/inter-office memoranda
 - 3. Instructional materials/forms
 - 4. Nursing Applications for Admission-Special project
 - 5. Catalog revisions/changes
 - 6. Departmental meeting minutes
 - 7. Assist with the Accreditation reports for State accreditation agencies
 - 9. Special reports-collecting data-Special project
 - 10. Assist with the student application forms for licensure examinations-Special project
- D. Duplicate:
 - 1. Submit and collect items for copying to the duplication department
 - 2. Duplicate other materials as requested
- E. Manage office and instructional supplies:
 - 1. Maintain current inventory of office and routine instructional supplies
 - 2. Prepare requisitions for office/instructional supplies/equipment
 - 3. Prepare work orders for equipment repair
 - 4. Report any problems/replacement or repairs needed to the Plant Operations Department
- F. Provide general assistance for students, faculty members, the Associate Dean of Nursing, and the department chairperson.
- G. Request and reserve rooms using established procedures.
- H. Use of Peoplesoft and Campus Solution to check class enrollment, student files, and academic records.
- I. Enter faculty assignments and add and revise information using the Campus Solution.
- J. Enter course information using Campus Solution.
- K. Ad Astra room scheduling.
- L. Utilizes TEAMS.
- M. Ordering supplies, attending department & PEAR meetings, assist with the nursing application process.

INSTRUCTIONAL ASSISTANT/TUTOR (Short-term Hourly Assignment)

In addition to the job description of the San Diego Community College District, an Instructional Assistant in the Nursing Education Department performs the following duties:

- a. Perform clerical duties such as answering the telephone, taking messages, duplicating materials, typing, word processing, and filing.
- b. Process incoming instructional supplies and equipment by identifying and labeling items and maintaining appropriate records.
- c. Maintain appropriate records and inventories and report needed replacement items or malfunctioning equipment to the Administrative Assistant, Associate Dean of Nursing, and the Department Chair.
- d. Assist students as requested.
- e. Operate a variety of audiovisual equipment related to the Nursing Department.
- f. As requested, prepare materials and equipment for faculty members or students to demonstrate. Store/return equipment and instructional supplies to appropriate areas.
- g. Maintain instructional and laboratory areas in a clean and orderly manner.
- h. Ensure the security of assigned facilities and equipment.
- i. Assist faculty members or students in the lab or classroom as needed.
- j. Perform other related duties as assigned.

San Diego Community College District NANC JOB DESCRIPTION

TITLE: Administrative Aide
UNIT: NON-ACADEMIC/NON-CLASSIFIED
PAGE: 1 of 1
JOB CODE: N1040
ORIGINAL DATE: 02/2013
LAST REVISION: 04/2018
STAFF: NANCE
FLSA STATUS: NON-EXEMPT

FUNCTION:

Under the direction of an assigned supervisor, perform a variety of duties to assist in performing delegated administrative tasks, assignments, and projects.

DESIRABLE QUALIFICATIONS:

Knowledge of English usage, grammar, spelling, punctuation, and vocabulary; modern office practices, procedures, and equipment, including computer hardware and software; basic research methods; report writing techniques; and record-keeping techniques. Ability to maintain records and prepare reports, conduct studies and research; operate computers and business-related software, including word processing, spreadsheets, and databases; communicate effectively both orally and in writing; and establish and maintain effective working relationships with others. Graduation from an accredited college or university with a major in business or public administration or closely related field. Sufficient training and experience to satisfactorily perform assigned duties.

TYPICAL DUTIES INCLUDE:

- Conduct various studies and special projects under the supervision of the Associate Dean of Nursing .
- Conduct research, compile data, and prepare technical and/or statistical reports under the supervision of the Associate Dean of Nursing.
- Prepare correspondence and other materials.
- Operate various office machines and equipment, including computer hardware and software.
- Design, develop, and maintain specialized databases; maintain complex recordkeeping systems.
- Coordinate department functions and serve as a resource to faculty, staff, students, and the public.
- Greet visitors or callers, handle their inquiries, or direct them to the appropriate persons.
- Maintain calendars and schedule appointments.
- Receive, open, and distribute mail.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Develop a professional relationship with the student based on mutual respect, confidentiality, and trust, creating a non-threatening environment to enhance student accountability.
- Provide appropriate on-campus resource services to students to enhance their success, including financial aid, student health, child care, mental health, disability support, and the English and Math centers.
- Serve as student resource liaison for student services
- Provide information for students applying to the NEP prior to submitting their application.

NURSING EDUCATION DEPARTMENT

- Report to the Associate Dean of Nursing Education Program.
- Attend department faculty meetings.
- Maintain open communication with nursing faculty and offer assistance as needed.
- Assist with collecting data for the Enrollment Nursing Growth Grant and report data to the Nursing Director.
- Assist the Nursing Student Success Advisor with workshops for Generic

COLLEGE/DISTRICT

- Participate in professional development, student and other educational activities in accordance with college policies and to maintain currency.
- Demonstrate cultural competency, sensitivity to, and understanding of the diverse academic, socioeconomic, and ethnic backgrounds of community college students and staff.
- Support the Nursing Education Program and college by demonstrating and practicing the values described in the mission and vision of the Nursing Education Department.
- Serve in preparing materials to maintain program BRN approval and ACEN accreditation.

COMMUNITY

- Interpret the philosophy and objectives of the San Diego Community College District, San Diego City College, and the Nursing Education Program to the community within and outside the college.

San Diego Community College District

NANC JOB DESCRIPTION

TITLE: Project Assistant: Simulation Assistant
UNIT: NON-ACADEMIC/NON-CLASSIFIED
PAGE: 1 of 1
JOB CODE: N1904
ORIGINAL DATE: 02/2013
LAST REVISION: 01/2025
STAFF: NANCE
FLSA STATUS: NON-EXEMPT

FUNCTION:

Under the direction of an assigned supervisor, perform various duties to assist in performing delegated administrative tasks, assignments, and projects for the simulation lab.

DESIRABLE QUALIFICATIONS:

Knowledge of English usage, grammar, spelling, punctuation, and vocabulary; modern office practices, procedures, and equipment, including computer hardware and software; basic research methods; report writing techniques; and record-keeping techniques. Ability to maintain records and prepare reports, conduct studies and research; operate computers and business-related software, including word processing, spreadsheets, and databases; communicate effectively both orally and in writing; and establish and maintain effective working relationships with others. Graduation from an accredited college or university with a major in business or public administration or closely related field. Sufficient training and experience to satisfactorily perform assigned duties.

TYPICAL DUTIES INCLUDE:

- Assist in preparing the simulation lab under the supervision of faculty.
- Assist with the evaluation process of the assigned simulation project.
- Assist in project coordination with faculty to arrange each simulation lab the day before the simulation experience.
- Assist in developing, preparing, assembling, and distributing simulation supplies and informational materials.
- Prepare correspondence and other materials.
- Design, develop, and maintain a specialized database(s) and complex recordkeeping systems for clinical supplies that need to be ordered.
- Maintain calendars; schedule and confirm appointments.
- Coordinate department functions and serve as a resource to faculty, staff, students, and the public.
- Greet visitors or callers, handle their inquiries, or direct them to the appropriate persons.
- Maintain calendars and schedule appointments.
- Receive, open, and distribute mail.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Develop a professional relationship with the student based on mutual respect, confidentiality, and trust, creating a non-threatening environment to enhance student accountability.
- Provide appropriate on-campus resource services to students to enhance their success, including financial aid, student health, child care, mental health, disability support, and the English and Math centers.
- Serve as student resource liaison for student services.
- Provide information for students applying to the NEP prior to submitting their application.

NURSING EDUCATION DEPARTMENT

- Provide a report of supplies needed for the simulation lab to the Administrative Assistant, Department Chair/Assistant Director, and the Associate Dean of Nursing.
- Attend department faculty meetings.
- Assist in the selection of instructional supplies and capital equipment.
- Maintain open communication with nursing faculty members and offer assistance as needed.
- Maintain the simulation labs.

COLLEGE/DISTRICT

- Participate in professional development, student and other educational activities in accordance with college policies and to maintain currency.
- Demonstrate cultural competency, sensitivity to, and understanding of the diverse academic, socioeconomic, and ethnic backgrounds of community college students and staff.
- Support the Nursing Education Program and college by demonstrating and practicing the values described in the mission and vision of the Nursing Education Department.
- Serve in preparing materials to maintain program BRN approval and ACEN accreditation.

COMMUNITY

- Interpret the philosophy and objectives of the San Diego Community College District, San Diego City College, and the Nursing Education Program to the community within and outside the college.

San Diego Community College District

NANC JOB DESCRIPTION

TITLE: Project Assistant: ASN–BSN Assistant – Concurrent & Dual Enrollment
UNIT: NON-ACADEMIC/NON-CLASSIFIED
PAGE: 1 of 1
JOB CODE: N1904
ORIGINAL DATE: 07/2025
LAST REVISION: 09/2025
STAFF: NANCE
FLSA STATUS: NON-EXEMPT

Function:

Under the leadership of the Associate Dean of Nursing, Department Chair/Assistant Nursing Director, and/or the Nursing Student Success Advisor, the ADN-BSN Assistant will undertake vital responsibilities within the Nursing Education Program at San Diego City College. This innovative position not only fosters academic excellence but also collaborates with leading universities to provide comprehensive concurrent and dual enrollment pathways designed for students who aspire to achieve both an Associate Science of Nursing (ASN) and a Bachelor of Science in Nursing (BSN).

Position Overview

The ASN to BSN Advisor (NANCE) plays a crucial role as a supportive resource for students under the supervision guidance to support for ASN students who are navigating the concurrent or dual enrollment processes with BSN programs. This temporary hourly position is strategically structured to empower students by ensuring they possess a comprehensive understanding of program requirements, remain on course with prerequisite coursework, and successfully manage the complex enrollment processes for both ASN and BSN programs. Notably, this enriching role does not require a nursing license, making it accessible for individuals eager to contribute to the nursing education landscape.

Responsibilities and Duties Include:

- Advise students who are eligible and meet the requirements, and to apply to either a concurrent or a dual enrollment ASN–BSN programs.
- Collaborate with the nursing counselor and university liaisons to support students in the process of aligning the ASN coursework with BSN coursework.
- Assist with coordinating workshops, orientations, and information sessions for ASN–BSN pathways under the supervision of the Nursing Student Success Advisor.
- Serve as a liaison between the Nursing program, BSN partners, and students
- Track student participation and progress and report to the Nursing Student Success Advisor if the student is experiencing academic challenges.

- Refer students to campus support services, financial aid, and scholarship opportunities as needed.
- Qualifications**
- Must have a high school Diploma.
 - Currently enrolled in Higher Education.
 - Strong communication and organizational skills; ability to work effectively with diverse student populations.
 - Operates a variety of office machines and equipment, including computer hardware and software.
 - Prepare correspondence, reports, and other materials as assigned.
 - Prepare and maintain student records.
 - Attend Department Meetings and provide a report of ADN students enrolled in a concurrent or dual program.



APPENDICES

Appendix 1

San Diego City College Nursing Education Program
Admission to the Nursing Education Program
Effective: 08/1/2010 Reviewed: 07/2017, 08/2019, 11/2020, 01/2022, 02/2023, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 11/2016, 06/2026
Associate Dean, San Diego City College, Nursing Program

San Diego City College Nursing Education Program admits qualified applicants through a **lottery-based admission process** using an established multi-criteria screening system.

Applicants must meet all Nursing Education Program admission requirements and earn a minimum of **75 points** on the multi-criteria screening system to be eligible for consideration for admission.

The multi-criteria screening system may include, but is not limited to:

- Prerequisite Grade Point Average (GPA);
- Fixed-set GPA;
- Test of Essential Academic Skills (TEAS) score;
- Previously earned degrees or certificates;
- Healthcare-related work or volunteer experience;
- Life experiences or special circumstances;
- Proficiency in a second language; and
- Other criteria established by the California Community Colleges Chancellor's Office and the San Diego City College Nursing Education Program.

Applicants must meet the minimum TEAS requirement established by the Nursing Education Program. Current admission criteria, point values, application requirements, and application periods are published on the San Diego City College Nursing Education Program website.

Nursing Education Program Website:

<https://www.sdcc.edu/academics/schools-programs/math-sci-nurse/nursing/index.aspx>

Nursing Information and Application Workshops

Nursing information and application workshops are offered throughout the year. Prospective students are strongly encouraged to attend a workshop before submitting an application to the Nursing Education Program.

Workshop dates, times, and registration information are published on the Nursing Education Program website.

Cohort Admission

The Nursing Education Program admits students based on available program, faculty, laboratory, simulation, and clinical-placement capacity.

The Nursing Education Program currently plans for admission of up to **65 Traditional ADN students** and up to **20 LVN-RN Advanced Placement students** for the Fall cohort, subject to available resources and clinical-placement capacity.

Admission numbers may be modified based on program resources, faculty availability, clinical-placement capacity, regulatory requirements, or other circumstances affecting the Nursing Education Program.

Acceptance and Failure to Begin the Program

Students who accept admission to the Nursing Education Program are expected to begin the program with the cohort to which they were admitted.

If an admitted student is unable to begin the program with the assigned cohort, the student must meet with the **Nursing Student Success Advisor** and the **Associate Dean of Nursing or designee** to discuss the circumstances and available options.

A student who does not begin the program and does not complete the required meeting may be required to reapply during a future admission cycle.

If a student is admitted a second time and again chooses not to begin the program, further eligibility to reapply will be reviewed by the Associate Dean of Nursing or designee based on the individual circumstances.

Admission to the Nursing Education Program is limited, and applicants who accept admission are expected to be prepared to enter the program at the beginning of the assigned cohort.

PROCEDURE

Prospective students must complete the following requirements:

1. **Apply to San Diego City College.**
Applicants must complete the San Diego Community College District/California Community Colleges application and obtain an SDCCD student identification number.
2. **Complete required prerequisite coursework.**
Applicants must complete all prerequisite and admission requirements established by the Nursing Education Program before submitting the nursing application.
3. **Complete the TEAS examination.**
Applicants must meet the minimum TEAS score established by the Nursing Education Program and submit documentation as required during the application process.

4. Submit required transcripts.

Applicants who have completed coursework at colleges or universities outside the San Diego Community College District must ensure that required official transcripts are submitted to SDCCD in accordance with District requirements.

5. Request transcript evaluation when required.

Applicants who need coursework from another institution evaluated for Nursing Education Program prerequisites or degree requirements must follow the SDCCD transcript-evaluation process. Applicants should allow sufficient time for completion of the evaluation before the Nursing Education Program application deadline.

6. Consult with the Nursing Counselor as needed.

Applicants are encouraged to meet with the Nursing Counselor to review prerequisite coursework, transcript evaluations, General Education requirements, and educational planning before applying to the Nursing Education Program.

7. Submit the Nursing Education Program application.

Applicants must submit the Nursing Education Program application and all required supporting documentation during the published application period.

Note: Applications must be complete at the time of submission. Incomplete applications may not be considered for admission. Additional documents may not be accepted after the application deadline unless specifically authorized by the Nursing Education Program.

8. Submit documentation required by the multi-criteria screening system.

Applicants are responsible for providing all documentation required to verify points claimed under the multi-criteria screening system.

9. Meet the minimum admission score.

Applicants must achieve a minimum of **75 points** on the established multi-criteria screening system to be eligible for entry into the admission lottery.

10. Participate in the admission lottery.

Applicants who meet all eligibility requirements and achieve the minimum required score will be entered into the Nursing Education Program admission lottery in accordance with established program procedures.

General Education and Degree Requirements

Students are responsible for completing all General Education and Associate of Science Degree in Nursing requirements necessary for degree conferral.

Students are strongly encouraged to complete as many General Education requirements as possible before entering the Nursing Education Program and to maintain an updated education plan with the Nursing Counselor.

Students must successfully complete the required nursing curriculum and all Associate of Science Degree requirements before the degree can be conferred.

Students should refer to the current San Diego City College Catalog and consult with the Nursing Counselor regarding General Education and degree requirements.

Clinical Compliance Requirements

Following admission, nursing students must satisfy all health, safety, and clinical-agency compliance requirements before participating in clinical education.

These requirements may include:

- Criminal background screening;
- Drug screening;
- Required immunizations and titers;
- Tuberculosis screening;
- CPR certification;
- Health-clearance requirements; and
- Other documentation required by the Nursing Education Program or assigned clinical agencies.

Clinical agencies determine whether a student is eligible to participate at their facility. A student who does not meet a clinical agency's requirements or who is denied access to required clinical experiences may be unable to enter, continue, or progress in the Nursing Education Program.

Students are responsible for costs associated with required background screening, drug screening, immunizations, titers, health clearance, and other clinical-compliance requirements unless otherwise funded or waived by the College or Nursing Education Program.

Student Responsibility

Applicants are responsible for reviewing the Nursing Education Program website and current application materials for admission requirements, deadlines, forms, documentation, and procedures.

Admission requirements and procedures may be revised in response to changes in College, District, California Community Colleges Chancellor's Office, California Board of Registered Nursing, clinical-agency, or regulatory requirements.

NOTE: Refer to the **Nursing Student Handbook** for additional details regarding the Nursing Education Program admission process, requirements, timelines, and required documentation.

Appendix 2

San Diego City College Nursing Education Program
Closure and/or Reopening of a Board-Approved Nursing Program
Effective: 11/2001 Reviewed: 07/2017, 08/2019, 12/2020, 8/2022, 02/2023, 08/2023, 08/2024, 01/2025, 07/2025, 07/2025, 06/2026 Revised: 11/2016, 07/2025
Associate Dean, San Diego City College Nursing Program

POLICY:

The goal of the Nursing Education Department is to assist nursing students to complete their educational program, whenever possible. In the event of an unanticipated program closure, the Nursing Education Department will facilitate and assist students with transfer to another school.

PROCEDURE:

PLANNED PROGRAM CLOSURE

1. Notify Board of Registered Nursing regarding date of intended closure.
2. Inform applicants and students of intent to close and alternative educational options.
3. Inform clinical agencies and Advisory Board.

UNANTICIPATED PROGRAM CLOSURE (Students in Progress)

1. Notify the Board of Registered Nursing regarding the date of intended closure.
2. Survey nursing programs within San Diego and Imperial Counties:
 - a. Inquire about space availability
 - b. Submit curriculum information for comparative evaluation
3. Inform currently enrolled students by certified mail.
4. Inform applicants and prospective students.
5. Inform clinical agencies and the Advisory Board.
6. Counsel students regarding educational options.
7. After obtaining consent for information release, submit the student folders to the requesting school.

PROGRAM REOPENING

The Nursing Education Department will follow the guidelines for reopening a Board-Approved Nursing Program as outlined in **CCR 1421**.

[View Document - California Code of Regulations](#)

Appendix 3

San Diego City College Nursing Education Program Completion Ceremony
Effective: 08/2003 Reviewed: 07/2017, 08/2019, 12/2020, 8/2022, 02/2023, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 08/2013, 11/2016, 01/2025
Associate Dean, San Diego City College, Nursing Program

POLICY:

The Nursing Student Completion Ceremony shall be professional and accessible to all students, faculty, staff, administration, and district personnel.

PROCEDURE:

A completion ceremony is conducted at the end of the second year of the nursing program, indicating that each student has met the necessary program requirements. At this time, students will receive the designated school pin as a symbol of their accomplishment. (Please note that pins are purchased by individual students or encumbered by organization dues). The completion ceremony represents the culmination of an educational program that prepares individuals to enter the nursing profession. **All** students who have satisfactorily met the curricular requirements are eligible to participate in this significant event.

The ceremony will be held on the campus of San Diego City College, and all students are expected to attend. The graduates' families and friends are also invited.

The students will work together to plan and organize this celebration with the assistance of the associate dean/director and the student services committee faculty advisors. A standard protocol must be followed. The Nursing Student Completion Ceremony Protocol can be found in the Nursing Student Handbook. **The Associate Dean of Nursing Education must approve all details and final arrangements pertaining to the completion ceremony.**

In addition, students completing the Associate Degree Nursing program will graduate as a group at the San Diego City College Graduation Ceremony. Students will wear white caps and gowns to differentiate themselves from other degree candidates, which they must purchase from the bookstore for a nominal fee.

Appendix 4

San Diego City College Nursing Education Program
Determining and Notifying Students of Unsuccessful Status
Effective: 08/1/2002
Reviewed: 08/2017, 08/2019, 12/2020, 8/2022, 02/2023, 08/2023, 08/2024, 01/2025, 07/2025. 06/2026
Revised: 06/2015, 8/2024, 01/2025
Associate Dean, San Diego City College, Nursing Program

POLICY: Students that are unsuccessful in the nursing program are notified via email prior to the posting of the final grade for the course.

PROCEDURE: Before emailing any student to inform the student that he or she was unsuccessful in a nursing course:

1. Identify students with exam scores average below 75%.
2. Review examination questions missed.
3. Re-calculate the percentage correct for each exam based on the appropriate number of questions using specified weighting.
4. Recalculate the average of all exams using specified weighting.
5. Take identified examination scores to a member of another course to verify.
6. Once confirmed, notify the student(s) of the status of a **weighted cumulative** exam score.-should there be something in here stating if they are unsatisfactory/unsafe in the clinical component of the course?
7. Advise the student to make an appointment with the course coordinator or another faculty member on the team to review the last exam and advise student(s) of the readmission policy in the Student Handbook.
8. Inform student(s) of the need to drop the remainder of nursing courses for the semester.
9. Advise student (s) to wait 30 days "cool off period" before making an appointment with the Associate Dean of Nursing and the Nursing Student Success Advisor to discuss options.
10. If a student completes the first semester of Year I, they are eligible to apply for CNA certification.

Appendix 5

San Diego City College Nursing Education Program

Examination Construction and Analysis

Effective: 01/2022

Reviewed: 08/2017, 08/2019, 12/2020, 12/2021, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026

Revised: 08/2017, 09/2019; 10/2021, 08/2024, 01/2025

Associate Dean, San Diego City College, Nursing Program

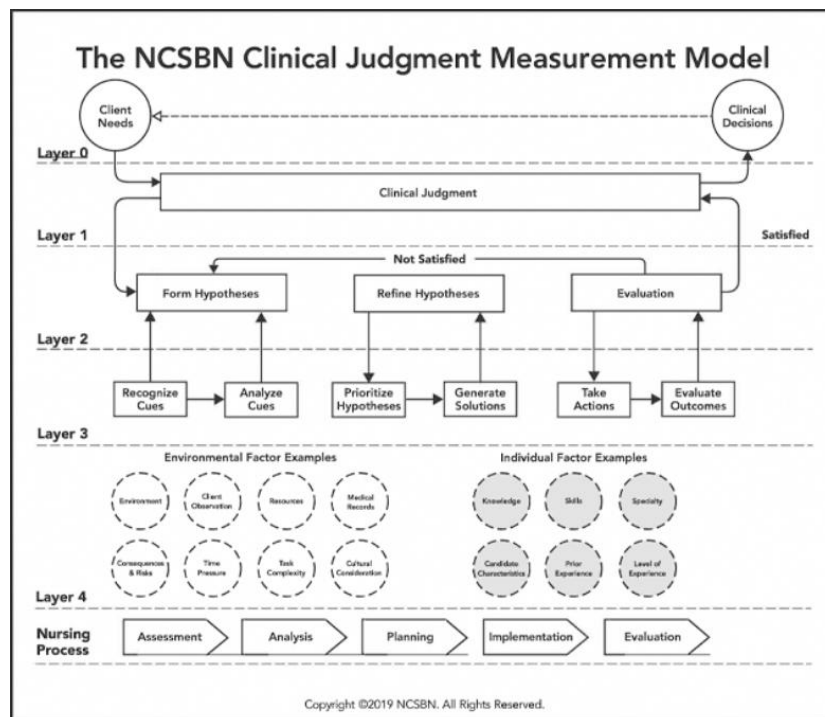
POLICY:

San Diego City College Nursing Education faculty member are committed to administering well-constructed, fair, examinations to evaluate student ability to apply theoretical knowledge and to assess student's clinical judgement.

PROCEDURE:

The teaching team will:

1. Determine the number of exams and grade weight of each exam per course.
2. Develop a Test Plan to reflect the following:
 - a. The number of items on each exam
 - b. The number of items per module
 - c. The number of items in each area of Bloom's Taxonomy, revised and the National Council of State Boards of Nursing's (NCSBN) Clinical Judgement Model (CJM)
 - d. Alignment with the NCLEX Test Plan.



Exam Construction Requirements:

- All course faculty with content on an exam will participate in its construction and review the exam before it is presented to the students.
- Each course will have a final comprehensive exam. No items shall be replicated from previous exams.
- Each exam will be at least 50 to 75 items.
- Include 3-5 dosage calculation items on each exam (after introducing dosage calculation content). An exception may be on the first exam of each course if a separate dosage calculation quiz is administered.
- Exam blueprints will be developed during each exam's writing using the standard Exam Blueprint Format. They will be distributed to students at least one week before the exam.
- Maximum percentages for each cognitive level and each course level are listed below.

Course	Remember/Understand	Apply/Analyze/Evaluate/Create
NRSE 140 & 141	40%	60%
NRSE 142	30%	70%
NRSE 144, 146 & 235	20%	80%
All year 2 courses	0%	100%

- All exam items must address the Client Need Categories of the NCLEX as it applies in each course.
- All exam items shall address the nursing process. Items that assess anatomy, physiology, and pharmacology knowledge shall not be included.
- Items that assess the application of disease pathophysiology may be included but must be constructed in the context of the nursing process.
- NCLEX does not refer to NANDA nursing diagnoses, and QSEN does not support using nursing diagnoses as it is not collaborative in nature. Therefore, no items referencing NANDA diagnoses will be included on any exam.
- A combination of items that reflect the type of items included on the NCLEX Next Generation (NGN).

Tips for writing items at the Application level and above:

- Be sure to have rationale(s)/course resource(s) available for each exam item.
- Require multi-logical thinking to answer questions.
- Require a high level of discrimination to choose from among plausible alternatives.
- If the question can be answered without the scenario, it is not an application or analysis-level item.
- Ask: What do students need to know and act on to keep the client and themselves safe?
- Ask: Can I be a safe nurse and not know this? If the answer is "yes," the item is unnecessary.

Guidelines for Item Writing

- Keep stems to at least two (2) sentences.
- Each stem should end with a question.
- Each option will begin with a capitalized letter. No period is needed if the option is an incomplete sentence. If the option is a complete sentence, it should end with a period.
- Be consistent with options: if one is a complete sentence, all should be a complete sentence.
- Use the term "client" in the stem. Do not include age, gender, or race unless necessary to answer the item.
- Negative polarity questions should be avoided. For example: "Which statement made by the client indicates the need for further teaching?" The wrong answer will be correct. This is an evaluation-level question. Negative polarity questions are rarely used on NCLEX.
- Each question has to involve a nurse and a client/family member.
- All items must reflect the RN's scope of practice.
- Do not use abbreviations unless the word is also written out, for example, EKG (electrocardiogram).
- All references to medications should include both trade and generic names. The generic name goes in parentheses.
- Do not use the term "elderly"; rather, "older adult."
- Use client "reports" instead of "complaints of."
- Number each item 1- 50.... Label each distracter a, b, c, d.
- Use "SAFETY" as an exam development tool

S	System-focused assessment/lab studies/data
A	Assess for risk and respond
F	Find change and respond
E	Evaluate using lab data, client rights & client response
T	Exam infection control, health promotion, psychosocial status
Y	On management including legal/ethical scope of practice, identity, errors, privacy, confidentiality, falls, faulty equipment, faulty staff and delegation
DELETE THESE WORDS FROM THE STEM TO INCREASE DIFFICULTY LEVEL	
NO CLINICAL REASONING	
Describe	The nurse knows/understands
Type	This is most likely
Purpose	The client has

Cause/Because	Expect the provider to order
Rationale	Likely diagnosis is
Called	Based on knowledge that
Stage	Is descriptive of
Listed in your text	This Rhythm's
True/False	Matching
OTHER COMMONLY USED WORDS THAT SHOULD BE DELETED INCLUDE THE WORD EXCEPT OR VARIATIONS OF IT SUCH AS:	
Would not be	Identify the correct one
Which is false	Which is least
All of the following except	

Guidelines for Distracter Construction

- Use attractive/plausible distracters. Distracters should not be "tricky".
- Do not use distracters that could be correct in a situation other than that defined in the stem unless asking for a priority action.
- Distracters should be in the same "family" (Do not ask about medications and have some of the distracters name diseases).
- Ensure that none of the distracters overlap (information in one answer should not be contained in another answer).
- Present the choices in a logical manner.
- Do not use "All of the above" or "None of the above."
- Course exams and the NCLEX evaluate clinical judgement; "Notify physician" or "Notify healthcare provider" should not be an option/distractor.

NCLEX Next Generation style items: Refer to the ATI guidebook for tips/instructions on the construction of items:

<https://www.atitesting.com/educator/next-gen-nclex/>

Item Types:

FILL IN THE BLANK NUMERIC- This item type should be reserved for dosage calculation questions. All answers should be given in number form.

SELECT ALL THAT APPLY. Each item should have 5-6 options, and one, several, or all may be correct.

GRAPHIC- An item that asks for an answer regarding it, multiple choice; 4 distractors.

HOT SPOTS- Highlighted location on picture or graphic to be identified to determine clinical reasoning.

PRIORITY ORDER- Item asks for rank order of options.

CHART EXHIBIT- Item presents information on a chart needed to answer the Multiple-choice item.

MULTIPLE CHOICE- Items may utilize graphics, charts, tables, 1-6 distractors.

EXTENDED DRAG AND DROP: these items ask students to pair items from two columns. For example, present a list of clients and a description of their symptoms. Then, students will have to pair appropriate clients with isolation room assignments.

CLOZE (drop down): these items present students with a narrative case study and then ask for as many as six responses regarding the proper course of care.

MATRIX: these items provide a scenario and client data and then require students to make judgments about the findings, checking appropriate boxes in a supporting matrix.
ENHANCED HOT SPOT: these items also present a scenario and client data. Students are asked to highlight specific sections in the scenario to answer questions.

ITEM AND EXAM ANALYSIS

Guidelines for Item and Exam Analysis

The following will be considered during the exam analysis:

General Standards Accepted in Nursing Program Examining	
Item Difficulty	30 – 90%
Item Discrimination Ratio	25% and >
PBCC	0.15 and >

Exam items that do not fall within the above ranges will be reviewed and analyzed. All course faculty will participate in item analysis, regardless of whether or not an individual faculty member has created items for the exam.

Level of Difficulty

Review the exam's measures of central tendency: the mean, median and the mode. The goal for Mean Level of difficulty should be 80-85%. < 80% indicates the exam is too hard, while >85% indicates it is too easy.

The item difficulty index (p value) of an item is the percentage of examinees who answered the item correctly. The mean p value identifies the average p value of the items on a exam and tells you how difficult the total exam is.

An acceptable item difficulty index (p value) ranges from 0.30 – 0.90. Most schools require that exam items selected for an exam have a cumulative difficulty level of no less than 0.45. Exam items > 0.90 are deemed too easy unless the item was designated as a mastery item prior to the exam. If this is the case, 100% achievement is desired result.

Sometimes the content of a question may be judged to be so important that it is included in the exam for the purpose of reinforcing the concept. Such items are often referred to as mastery items, and they should be identified **before** the exam is administered. Simply because 100% of the students answered an item correctly does not mean it is a mastery item; it may just be too easy. Also, identifying mastery items prior to administering an exam allows students' knowledge of essential content to be evaluated. If only a few of the students answer a mastery item correctly, then the class as a whole does not understand the content, and it should be re-taught.

Item Discrimination

The Point Biserial Correlation Coefficient (PBCC) is a calculation that measures the ability of an exam item to distinguish between those who know the content and those who do not know the content. The PBCC calculation is the preferred measure of discrimination as it includes the variance of the entire group, not just the high and low-scoring

students. The PBCC ranges from -1 to +1. The closer the PBCC is to +1, the better the item is at discriminating between those students who know and those who do not. A negative PBCC indicates that the lower-scoring students answered the item correctly more often than higher-scoring students. An acceptable PBCC described in the literature is 0.20. Because a group of nursing students is often more homogenous, less variance exists among the group members. Therefore, a lower PBCC of 0.15 is acceptable in schools of nursing. Based on this knowledge, PBCC levels of 0.15 and higher are acceptable.

Range for PBCC

- Range from -1 to +1
- 0.30 - & above – Excellent Item
- 0.20 – 0.29 – Good
- 0.15 – 0.19 – Acceptable
- 0.10 – 0.14 Poor & Revise

Actions for Poor Exam Items

The following information is recommended for use in determining what action to take for poor exam items:

1. PBCC unacceptable & p value < 0.30 = give credit for more than one answer, work on question to improve.
2. PBCC acceptable & p value > 0.30 = do nothing, the question is OK
3. PBCC unacceptable & p value > 0.30 = do not give points back, work on the question to improve.
4. PBCC acceptable & p value < 0.30 = do not nullify or give points, revisit the concept in class as students did not grasp the concept.

Recommendations from ATI

INTERPRETING STATISTICS FOR THE ITEM*

Percent selected	Discrimination		
	-1.0 to 0.10	0.11 to 0.29	0.30 and higher
0% to 29%	Revise item:	Consider revision:	Keep item:
Difficult	Item is difficult and has poor discrimination.	Item is difficult and has fair discrimination.	Item is difficult and has good discrimination.
30% to 80%	Revise item:	Consider revision:	Keep item:
Average	Item is of average difficulty and has poor discrimination.	Item is of average difficulty and has fair discrimination.	Item is of average difficulty and has good discrimination.
81% to 100%	Revise item:	Consider revision:	Keep item:
Easy	Item is easy and has poor discrimination.	Item is easy and has fair discrimination.	Item is easy and has good discrimination.

INTERPRETING STATISTICS FOR THE DISTRACTORS*

Percent selected	Negative discrimination	Positive discrimination
Less than 10%	Consider revision: Distractor is not plausible and has a tendency to be selected by low ability students.	Revise item: Distractor is not plausible and has a tendency to be selected by high ability students.
10% to 40%	Keep item: A sufficient number of students are selecting this distractor, and the students who select it tend to be of low ability.	Revise item: A sufficient number of students are selecting this distractor, but the students who select it tend to be of high ability.
Greater than 40%	Consider revision: Distractor may be partially correct and has a tendency to be selected by low ability students.	Revise item: Distractor may be partially correct and has a tendency to be selected by high ability students.

RELIABILITY*

Recommended Range	
< 0.50	Assessment has poor reliability and should be revised.
0.50 to 0.70	Reliability for this assessment is lower than the targeted range but could be considered acceptable if the test is short (<10 items).
0.70 to 1.0	Assessment has good reliability.

*The item and test level statistics (i.e., item scores, discrimination, and reliability) depend largely on the variability of test scores. When the number of items and/or the number of students taking an assessment is small, the variability of scores naturally decreases and the statistics in these situations should be interpreted conservatively. To ensure robust item and exam reliability estimates, we recommend administering tests of at least 35 items to 100 or more students. The reliability will not be reported for tests with less than three items, 30 students, or in cases where all students receive the same score.

Determine what action will be taken if the item statistics are unacceptable:

- Give credit for more than one choice, if more than one choice is correct. Using this action means the total number of items remains the same. Rewrite the item.
- If the professor gives points back on any questions, all qualifying students will receive them. No additional points will be given to any student who had already received points for the correct answer. Rewrite the item.
- If there is an error in the answer key, regrade the item. Update the answer key.
- If there are errors in the stem or responses that make it impossible for a student to determine a correct answer, eliminate the item from the exam (decrease the total number of items). The number of correct items for each student shall remain. Rewrite the item.

ATI Next Generation NCLEX (NGN) Item Scoring Guides

ATI Next Generation NCLEX (NGN) Item Scoring Guide



Check out our Next Generation NCLEX item types and scoring videos at <https://vimeo.com/showcase/9571524>

Type of NGN Question	Description	Scoring
Bow Tie (Not used in Case Study)	Presents a clinical scenario in a medical record format. Drag each response from color-coded word choice boxes to the targets in the corresponding answer sections. Choose two responses from first column, one response from middle column, two responses from third column. Always a standalone item.	(0/1)
Drag-and-Drop Cloze	Presents information in sentence format. Contains one to five answer spaces, or targets, that represent a missing word or short phrase. Drag answers from associated word choice box to targets. Word choice box contains four to 10 word choices. Word choice box always includes more word choices than available targets. Can be case study or standalone item.	(0/1)
Drag-and-Drop Rationale	Presents information in a single sentence. Sentence contains two targets (dyad) or three targets (triad). Select answers from corresponding word boxes and drag to appropriate targets. Can be case study or standalone item.	(R)
Drop-Down Cloze	Presents information in sentence format. Contains two to five drop downs that represent missing information in the form of a word or short phrase; each drop down has three to five options. Select option from each drop down to complete sentence. Can be case study or standalone item.	(0/1)
Drop-Down Rationale	Presents information as a single sentence; contains two drop downs (dyad) or three drop downs (triad) that represent missing information in the form of a word or short phrase. Select option from each drop down to complete sentence. Can be case study or standalone item.	(R)
Drop-Down Table	Presents information in a table containing at least one column and three rows. Each row has one drop down that represents missing information. Select option from each drop down to complete sentence. Can be case study or standalone item.	(0/1)
Highlight Table	Presents information in a table that contains one to five rows. Up to 10 segments of text in the table will be highlighted as selectable options. Click on highlighted segments of text to select answer(s). Can be a case study or standalone item.	(+/-)
Highlight Text	Presents information in a sentence or paragraph format that may contain a bulleted list. Up to 10 segments of text in the table will be highlighted as selectable options. Click on highlighted segments of text to select answer(s). Can be case study or standalone item.	(+/-)
Matrix Multiple Choice	Presents information in a table containing two to three columns and four to 10 rows. Each row contains a single correct answer. The number of correct answers in each column is not considered for this item type. Click button in appropriate column of table to provide answer. Can be case study or standalone item.	(0/1)
Matrix Multiple Response	Presents information in a table containing two to 10 columns and four to seven rows. Each column contains one to 10 correct answers. The number of correct answers in each row is not considered for this item type. Click the checkbox(es) in the appropriate row(s) of the table to provide answer(s). Can be case study or standalone item.	(+/-)
Multiple Response Grouping	Presents information in a sentence format with two to five small groups of options. Each group contains two to four options with one to four correct answers. Select one to all options in each group to answer the item. The number of correct answers in each group might not be the same. Can be a case study or standalone item.	(+/-)
Multiple Response Select All That Apply	Presents information in a sentence format with a list of options, similar to a traditional multiple-choice item. In this item type, there are five to 10 options. Select one to all options to answer the item. Can be a case study or standalone item.	(+/-)
Multiple Response Select "N"	Presents information in a sentence format with a list of five to 10 options. Number of correct answers is indicated in the presented information. Select appropriate number of options to answer item. Can be a case study or standalone item.	(0/1)

Scoring Rule	Explanation
Zero-one (0/1)	Candidates earn one point for each correct response and are not penalized for incorrect responses. If it is a multi-point item, 0/1 scores are summed together to get the item total score.
Plus-minus (+/-)	Candidates earn one point for each correct response and lose one point for each incorrect response. If it is a multi-point item, +/- 1 scores are summed together to get the item total score. If the summed value is negative, the final score will be truncated to 0.
Rationale Scoring (R)	Candidates earn one point when both responses in a paired set are answered correctly.

NOTE: Standard Items (Fill in the Blank Alpha, Fill in the Blank Numeric, Multiple Choice, Multiple Response Select All That Apply, Hot Spot, and Ordered Response) continue to be worth one point.

Updated: February 2022

Exam Test Plan

Course:

Semester:

Total Number of Items:

Module	Remember (CJM = Recognize Cues)	Understand (CJM = Recognize Cues)	Apply (CJM = Take Action)	Analyze (CJM = Analyze Cues, Form Hypothesis, Generate Solutions)	Evaluate (CJM = Evaluate Outcomes)	Create	Dosage Calculation
Total							

Exam Blueprint

Course:
Semester:
Exam #:

Module	Remember (CJM = Recognize Cues)	Understand (CJM = Recognize Cues)	Apply (CJM = Take Action)	Analyze (CJM = Analyze Cues, Form Hypothesis, Generate Solutions)	Evaluate (CJM = Evaluate Outcomes)	Create	Dosage Calculation
Total							

Appendix 6

San Diego City College Nursing Education Program Faculty Orientation and Mentoring
Effective: 07/2009 Reviewed: 07/2017, 08/2019, 12/2020, 8/2022, 02/2023, 08/2023, 08/2024, 01/2025, 07/2025. 06/2026 Revised: 07/2017, 08/2024, 06/02026
Associate Dean, San Diego City College Nursing Program

POLICY:

Newly hired faculty at San Diego City College will participate in the College's formal new faculty orientation process, including the New Hire Institute or other required orientation activities.

New nursing faculty will also participate in a Nursing Education Program orientation and mentoring process designed to support a successful transition into their faculty role, promote consistency in teaching and clinical practice, and familiarize faculty with Nursing Education Program policies, procedures, curriculum, expectations, and available resources.

PROCEDURE:

I. New Full-Time Nursing Faculty

1. New full-time nursing faculty will be assigned an experienced nursing faculty mentor.
2. The mentor and new faculty member will meet with the Associate Dean of Nursing/Director at the beginning of the academic year and periodically throughout the first full academic year.
3. Meetings may occur as a mentor-mentee pair, individually, or as a group when more than one new faculty member is hired during the same academic year.
4. The mentor and new faculty member will receive orientation and mentoring resources, including scheduled meeting expectations and materials designed to support the new faculty member's transition into the Nursing Education Program.

II. College and Nursing Education Program Orientation

1. New nursing faculty will participate in the San Diego City College faculty orientation process.
2. College orientation may include information regarding:
 - o Campus resources and services;
 - o College and District policies and procedures;
 - o Student services;
 - o Faculty services;
 - o Faculty and administrative support; and

- Other resources necessary to support faculty responsibilities.
- 3. Nursing Education Program orientation and mentoring will include, but is not limited to:
 - Nursing curriculum and course organization;
 - Nursing Education Program policies and procedures;
 - Faculty roles and responsibilities;
 - Teaching and learning strategies;
 - Clinical and laboratory instruction;
 - Simulation expectations;
 - Student supervision and evaluation;
 - Clinical agency expectations;
 - Student safety and professional conduct; and
 - Use of the Nursing Education Faculty Handbook and Nursing Student Handbook.
- 4. New nursing faculty are expected to review and become familiar with the Nursing Education Faculty Handbook and Nursing Student Handbook as part of the orientation process.

III. Part-Time (Adjunct) Nursing Faculty

1. Newly hired part-time (adjunct) nursing faculty will participate in required San Diego City College adjunct faculty orientation activities, as well as orientation to the Nursing Education Program and the course(s) in which they are assigned to teach.
2. The Course Coordinator will serve as the primary mentor and resource for adjunct faculty assigned to the course, with assistance from the Department Chair/Assistant Nursing Director.
3. Part-Time (Adjunct) faculty orientation will include information related to course expectations, curriculum, clinical or laboratory responsibilities, student evaluation, Nursing Education Program policies and procedures, clinical agency requirements, and available faculty resources.
4. Part-Time (Adjunct) faculty are expected to maintain ongoing communication with the Course Coordinator/Co-Course Coordinator, Department Chair/Assistant Nursing Director, and Associate Dean of Nursing as needed throughout their teaching assignment. The first contact person will be the Course Coordinator/Co-Course Coordinator.

Appendix 7

San Diego City College Nursing Education Program
Faculty Clinical Competency and Remediation Process
Effective: 05/2007 Reviewed: 07/2017, 08/2019, 12/2020, 8/2022, 1/2023, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 07/2017, 08/2024, 06/2026
Associate Dean, San Diego City College, Nursing Education

POLICY:

Nursing faculty assigned to teach theory, laboratory, simulation, or clinical content must demonstrate current clinical competency in the designated nursing area in accordance with California Board of Registered Nursing (BRN) requirements.

Consistent with **Title 16, California Code of Regulations (CCR), Section 1425(c)**, faculty must meet the BRN requirements for recent direct patient-care or clinical teaching experience in the nursing area to which they are assigned.

Faculty who do not meet the required clinical recency or competency requirements for their assigned nursing area must complete an approved clinical competency remediation plan before assuming independent responsibility in that area.

Clinical competency means that the faculty member possesses and demonstrates the knowledge, skills, judgment, care, and experience expected of a staff-level Registered Nurse in the designated nursing area.

PROCEDURE:

When a faculty member requires remediation to demonstrate current clinical competency, the Associate Dean of Nursing/Director, in consultation with the appropriate Content Expert and faculty member, will develop an individualized clinical competency remediation plan.

The remediation plan may include, but is not limited to, the following:

I. Precepted Clinical Experience

The faculty member may be required to complete a precepted clinical experience in the designated nursing area to demonstrate competency at the staff Registered Nurse level.

A. Preceptor

The preceptor must be an experienced and clinically competent Registered Nurse who serves as a clinical role model, resource, and evaluator for the faculty member completing the remediation experience.

B. Faculty Preceptee

The faculty member completing the remediation experience will demonstrate the theoretical knowledge, clinical judgment, skills, and practical experience necessary to safely care for clients typically encountered in the designated nursing area. The experience may include:

- Providing care for an increasing number and complexity of clients as competency is demonstrated;
- Demonstrating clinical judgment, problem-solving, decision-making, prioritization, organization, delegation, and time-management skills;
- Safely performing nursing skills and procedures appropriate to the designated clinical area;
- Communicating and collaborating effectively with clients, families, nursing staff, faculty, and members of the interdisciplinary healthcare team;
- Receiving and incorporating feedback related to clinical knowledge, judgment, skills, and professional nursing practice; and
- Completing additional supervised clinical teaching experiences when identified as part of the individualized remediation plan.

The length, setting, clinical experiences, and required hours of remediation will be determined by the Associate Dean of Nursing of Nursing in consultation with the Content Expert and faculty member and will be based on the faculty member's previous experience, assigned nursing area, demonstrated competency, and BRN requirements.

II. Verification of Clinical Competency

Upon completion of the required clinical experience, written verification must be obtained from the faculty preceptor demonstrating that the faculty member has achieved the clinical competency expected of a staff-level Registered Nurse in the designated nursing area.

The verification may include a written evaluation completed by the supervising faculty preceptor identified in the remediation plan.

III. Completion and Documentation of the Remediation Plan

The faculty preceptee must successfully complete all objectives and requirements identified in the clinical competency remediation plan.

Documentation of completion must include:

The individualized remediation plan;
Clinical experience and/or hours completed;
Evaluation of the faculty preceptee's clinical competency;
Written verification of successful completion; and
Any additional documentation required by the Nursing Education Program or California Board of Registered Nursing.

The Associate Dean of Nursing will review the completed documentation and determine whether the faculty member has successfully met the objectives of the remediation plan and demonstrated the clinical competency required for the assigned nursing area.

All documentation related to clinical competency and remediation will be submitted to the California Board of Registered Nursing Nurse Education Consultant for review and approval. San Diego City College will maintain a copy of the completed remediation documentation in the faculty member's file.

San Diego City College Nursing Education Program
Grievance Procedure - Chain of Command
Effective: 10/2004 Reviewed: 07/2017, 08/2019, 12/2020, 8/2022, 1/2023, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 06/2015, 08/2024, 07/2025
Associate Dean, San Diego City College, Nursing Program

POLICY:

Students have the right to prompt and equitable means of resolving student grievances. Students with concerns or problems have a procedure to follow to attain resolution.

PROCEDURE:

If a student has a concern or a problem with the faculty, the student is expected to approach the involved faculty member and arrange an appointment to discuss the issue professionally. Matters relating to the clinical area should be discussed with that particular clinical faculty member, and those dealing with a specific classroom session should be discussed with the classroom professor.

If the problem cannot be resolved, the student is advised to follow the appropriate chain of command: Course Coordinator, Department Chairperson, Assistant Director, and Associate Dean of Nursing. If the problem cannot be resolved at that level, the student may schedule an appointment with the Dean of the School of Math, Science, and Nursing. If the problem persists, the student is advised to follow the "Administrative Due Process" District Policy 5400.0, found in the college catalog, nursing student handbook, and online at The grievance process website Just report it: [Just Report It | San Diego Community College District](#)

Most complaints, grievances, or disciplinary matters should be resolved at the campus level. Individuals are strongly encouraged to make every attempt to resolve issues through the appropriate administrative processes. More information on the complaint processes can be found online at <https://www.sdccd.edu/students/complaint-process/index.aspx>

Note: The complaint procedure is at the bottom of the San Diego City College homepage: [Home](#)

Appendix 9

San Diego City College Nursing Education Program
Re-Entering to the Nursing Program (Program Readmission)
Effective: 12/2008 Reviewed: 08/2017, 08/2019, 12/2020, 02.2023, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 08/2017, 02/2023, 07/2025
Associate Dean, San Diego City College, Nursing Program

POLICY: If a student is dropped from the nursing program due to academic failure, the student may reenter the program **only once**. If a student exits the program for personal reasons and is in good academic standing ($\geq 75\%$ average, with satisfactory clinical evaluations). In that case, the student can reenter the program at the beginning of the course not completed at the exit time. This will be considered a first admission for the purpose of this policy. A student who reenters the program after a withdrawal for personal reasons and withdraws a second time will not be eligible for re-entry.

NOTE: LVN-RN nursing students who are unsuccessful in NRSE 235 may have the opportunity to be admitted to NRSE 144 if space is available.

LIMITATIONS ON READMISSION

All stipulations written on the Exit Interview Form must be satisfactorily completed to be considered for readmission. The limitations and requirements for readmission into the nursing program is listed below:

1. Repetition of a course and Readmission into the nursing program is dependent on space availability.
2. Student must complete the Exit Interview process and any stipulations written on the Exit Interview Form.
3. Application and requests for readmission must be made so that there is no less than a 6 month and no more than a one (1) year absence from the nursing program.
4. After one (1) year absence the student must reapply for admission to the program from the beginning.
5. The deadlines stipulated upon the Exit Interview at the first meeting **must** be completed by the student prior to receiving the remediation plan. If the student do not adhere to the exit interview deadlines, the student will forfeit their potential readmission to the nursing education program.
6. The Remediation Plan will be provided to the student at the second meeting and all remediation assignments must be submitted by the deadline included the remediation plan. If the student does not adhere to the remediation plan deadlines, the student will forfeit their potential readmission to the San Diego City College Nursing Education Program.
7. The Remediation assignments may include but are not limited to: dosage calculation proficiency, ATI assignments, quizzes, on-campus unfolding case

studies, and skills demonstration.

a. Recommendation to take the following courses:

- Professional Growth 120: College Success
- Personal Growth 130: Career-Life Planning
- Personal Growth 140: Life Skills & Personal Adjustment
- Medical Terminology

8. During the remediation process, the Nursing Student Success Advisor will the inform the student of the timeframe of when the following items will need to be completed the following tasks:

1. Renew Complio account
2. Renew Malpractice insurance
3. New Background Check and Drug Screen
4. Current TB QuantiFERON Test, CPR, and immunizations
5. COVID-19 vaccines including booster

Important: All of the above requirements must be completed and uploaded on time and if the above requirements are not completed and uploaded on time, the student will forfeit their potential readmission to the San Diego City College Nursing Education Program.

PROCEDURES FOR READMISSION:

1. An Exit Interview is required for the student. The student should schedule an appointment with the Associate Dean of Nursing or their designee within 30 days following program dismissal, during the nursing department office hours. This 30-day period serves as a "cool-off" time. If a student is unsuccessful in a nursing course during the second 8-week session, they should schedule the Exit Interview during the Spring Semester when the campus is fully operational.
2. Appointments are made through emailing, Susan Chandler at schandle@sdccd.edu
3. A Readmission Application form must be submitted by the student requesting re-entry. Additionally, the student will be required to submit a typed APA essay addressing the following points:
 - a. Reason for exit;
 - b. Changes made to ensure success;
 - c. Continued experience in health care field (volunteer or paid) if any;
 - d. Enrollment in or completion of any college courses; and
 - e. Any other interventions the student has implemented to enhance success.

The readmission application, exit interview, and the essay must be submitted together by the deadline listed in the exit interview document. Readmission is contingent upon space availability and the ability to complete all Exit Interview/Remediation requirements/deadlines.

According to college policy, students earning a course grade of "I" (Incomplete) must complete the work stipulated or the grade will revert to an "F." An Incomplete **must** be cleared prior to reentry consideration.

A student who is dropped from the first year of the nursing program may be considered for admission to the LVN-RN Step-Up Program if they complete a Vocational Nursing Program at an accredited institution. To be eligible, applicants must provide documented evidence of their LVN licensure and meet all other entrance requirements.

Appendix 10

San Diego City College Nursing Education Program
Retention / Promotion / Graduation
Effective: 08/2006 Reviewed: 07/2017, 08/2019, 12/2020, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 05/2016, 08/2024
Associate Dean, San Diego City College, Nursing Program

POLICY:

Students in the Nursing Education program are responsible for compliance with the regulations set forth in the Nursing Student Handbook and San Diego City College Catalog for progression in and graduation from the Associate of Science Degree in Nursing program.

PROCEDURE:

The expected degree of proficiency is outlined in the Nursing Education Student handbook:

1. Seventy-five percent (75%) average on written examinations.
2. Satisfactory laboratory and clinical performance as determined by specified guidelines and criteria.
3. Satisfactory achievement on written assignments as determined by guidelines.
4. Appropriate participation in small group sessions and clinical conferences.

Progression in the nursing program is contingent upon taking nursing courses in a specifically designated sequence and achieving a grade of "C" or better in each course.

Grading scale:

100% - 91% = A
90% - 83% = B
82% - 75% = C
74.4% - 65% = D*
64.4% - 0% = F*

A nursing student who does not achieve a grade of "C" in any required course cannot progress until the course is completed with a grade of "C" or better.

Graduation with an Associate of Science Degree in Nursing requires the student to satisfactorily complete all nursing courses and all degree requirements listed in the Nursing Student Handbook and San Diego City College Catalog. Students who have questions about meeting requirements must see a counselor. Students must submit a petition for graduation one semester before expected graduation.

To receive credit for the course assignments, the student must achieve an overall cumulative weighted average of 75% on the course exams. The assignments will not be included in the grade until this is achieved.

****NOTE: Faculty have up to 96 hours to post grades.****

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San Diego City College Nursing Education Program	
Social Networking Sites / Social Media Conduct	
Effective:	04/2011
Reviewed:	08/2017, 08/2019, 12/2020,, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised:	08/2017, 06/2026
Associate Dean, San Diego City College, Nursing Program	

POLICY:

San Diego City College Nursing Education Program faculty are responsible for protecting the privacy and confidentiality of all clients, students, clinical agency personnel, and other individuals encountered through Nursing Education Program activities.

Faculty must maintain the confidentiality of protected health information, student educational records, examination materials, and other confidential or proprietary information in accordance with applicable federal and state laws, San Diego Community College District policies, San Diego City College policies, clinical agency requirements, and Nursing Education Program standards.

Violations of confidentiality, privacy, professional conduct, or social media expectations may result in review and appropriate action in accordance with College, District, Nursing Education Program, and clinical agency policies and procedures

PROCEDURE:

The San Diego City College Nursing Education Program recognizes that social media, networking platforms, websites, messaging applications, and other digital communication tools are commonly used for personal and professional communication. Faculty must recognize that information shared electronically may be copied, distributed, stored, or made accessible beyond the intended audience, even after the original content has been deleted.

Faculty are expected to exercise sound professional judgment when using social media and other electronic communication platforms.

In their professional role, nursing faculty must not:

1. Post, share, transmit, or discuss protected health information or personally identifiable client information on social media, websites, messaging applications, or other public or private digital platforms.
2. Assume that removing a client's name adequately de-identifies protected health information. Details such as age, gender, diagnosis, treatment, dates of care, photographs, clinical circumstances, or other identifying information may allow an individual to be recognized.

3. Post or discuss confidential information regarding clinical experiences, clinical agencies, agency employees, clients, families, students, or other individuals encountered during Nursing Education Program activities.
4. Photograph, record, or electronically capture clients, clinical environments, medical records, computer screens, equipment displays, or other confidential information unless specifically authorized for an approved educational purpose and permitted by the clinical agency and Nursing Education Program.
5. Post, reproduce, distribute, or discuss secure examination content, including Nursing Education Program examinations, ATI examination questions, test banks, or other protected instructional or assessment materials.
6. Share confidential student information, including grades, clinical evaluations, academic performance, disciplinary matters, health information, accommodations, or other protected educational records through unauthorized communication channels.
7. Represent personal opinions or statements as the official position of San Diego City College, the San Diego Community College District, or the Nursing Education Program unless authorized to do so.
8. Use social media, websites, messaging applications, or personal electronic devices in a manner that interferes with teaching responsibilities, clinical supervision, student safety, client care, or other assigned faculty duties.

Professional Conduct

Faculty are expected to maintain professional, respectful, and responsible communication in both professional and personal online environments when their role as a faculty member may reasonably be identified.

Faculty should avoid posting or sharing content that could reasonably be interpreted as discriminatory, harassing, threatening, defamatory, retaliatory, or inconsistent with professional nursing standards, College or District policies, or the responsibilities of a nursing educator.

Faculty should also maintain appropriate professional boundaries with students and use approved College communication systems for Nursing Education Program business whenever possible.

Confidentiality and Professional Judgment

Faculty are responsible for protecting confidential information obtained through their educational, clinical, administrative, and professional responsibilities.

Before posting, sharing, forwarding, recording, or discussing information electronically, faculty should consider whether the communication protects patient privacy, student confidentiality, professional boundaries, clinical agency requirements, and the reputation and responsibilities associated with the faculty role.

When uncertain about whether information may be shared, faculty should consult the Associate Dean of Nursing, Department Chair/Assistant Nursing Director, or other

appropriate College or District administrator before posting or distributing the information.

Appendix 12

San Diego City College Nursing Education Program
Student Dismissal from the Nursing Program
Effective: 05/2007
Reviewed: 08/2017, 08/2019, 12/2020, 8/2022, 08/2023, 08/2024, 07/2025, 06/2026
Revised: 07/2017, 08/2024, 06/2026
Associate Dean, San Diego City College, Nursing Program

POLICY:

A student may be dismissed from the Nursing Education Program for any of the following reasons:

1. Course Grade Below "C"

Earning a final course grade below "C" in any required nursing course. The student will receive an email requesting a meeting with the Associate Dean of Nursing and Nursing Student Success Advisor, or Associate Dean's designee for an exit interview.

2. Unsatisfactory/Unsafe Clinical Evaluation

Receiving an "Unsatisfactory/Unsafe" clinical evaluation that demonstrates unsafe practice in the delivery of client care, failure to meet established clinical objectives, or inability to meet required clinical performance expectations.

3. Multiple Absences or Failure to Meet Essential Clinical Deadlines

Accumulating multiple unexcused absences or failing to meet essential clinical deadlines in violation of course requirements or Nursing Education Program policies.

4. Use of Illicit Drugs or Substances

Use of illicit drugs or substances during any District-sponsored activity, including classroom, laboratory, simulation, clinical, or other Nursing Education Program activities.

For additional information regarding impairment, refer to the Nursing Student Handbook policy, Students Impaired by Alcohol, Drug Abuse, or Emotional Illness.

PROCEDURE

A student who is dismissed from the Nursing Education Program for any reason must meet with the Associate Dean of Nursing or the Associate Dean's designee for an exit interview.

During the exit interview, the circumstances related to the dismissal will be reviewed, and an individualized remediation and/or re-entry plan may be developed based on the

student's academic or clinical needs and the requirements of the Nursing Education Program.

It is the student's responsibility to officially withdraw from or drop all enrolled nursing courses following dismissal from the Nursing Education Program. The only exception is NRSE 141, Pharmacology for Nursing Practice. A student who is enrolled in NRSE 141 may be permitted to remain in and complete the course.

Students are responsible for completing all required withdrawal procedures within the published College deadlines. A student who remains enrolled in a course beyond the published withdrawal deadline will receive an evaluative letter grade in accordance with College and District policies.

Students who are considering future readmission to the Nursing Education Program are responsible for reviewing and following the Readmission Policy and Procedure outlined in the Nursing Student Handbook.

Appendix 13

San Diego City College Nursing Education Program Student Nurse Preceptorship
Effective: 01/2011
Reviewed: 07/2017, 07/2019, 10/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised: 06/2015, 7/2019, 08/2023, 01/2025, 06/2026
Associate Dean, San Diego City College, Nursing Education

POLICY:

San Diego City College has a nursing student preceptorship experience in the 4th-semester capstone course, NRSE 246 Leadership in Nursing, as a component of the Associate of Science Degree in Nursing Program. This course will provide the student with a faculty-planned leadership experience where an experienced Registered Nurse (RN) will assist the student experience comparable to that of an entry-level registered nurse.

When clinical placements are insufficient, faculty members will lead groups of students to the simulation lab, providing hands-on learning opportunities in real-world settings. Alternatively, to ensure that students still receive valuable practical experience, faculty members and students may engage in immersive sessions within the simulation lab. This lab simulates clinical scenarios, allowing students to develop their skills in a controlled and supportive environment.

San Diego City College NRSE 246 follows the requirements of Title 16, California Code of Regulations 1426.1. for preceptorship.

PROCEDURE:

The faculty liaison, in collaboration with the managers and educators of the contracted clinical facilities, provides an educational experience designed to meet the Clinical Performance Objectives of the students enrolled in NRSE 246.

The educational experience includes completion of a minimum of 120 hours, under the supervision of a faculty member with the assist from the RN preceptor, utilizing the clinical setting as a simulated entry-level practice experience:

- I. The RN preceptor (primary or relief) must have an active, clear California license, be clinically competent, have worked in their current position for 1 year, and complete the preceptor orientation.
 - II. The faculty liaison collects this information on the Preceptor Data Sheet.
 - III. The preceptor is oriented by the Faculty Liaison.
 - IV. The Faculty Liaison will be located at the facility to supervise and assist the student and RN in developing a Plan of Care (POC).
- A. The preceptor packet contains all essential information including, but not limited to:
1. Course Description, Theory Objectives, Clinical Performance Objectives
 2. Clinical Performance Evaluation form

3. Guidelines for Preceptors and Students, Medical/Surgical competencies
4. Components of a Pre-licensure Preceptorship
5. BRN Registered Nurse Practice Information (as required)
6. Student Evaluation of Preceptor, Preceptor Feedback form

B. The Faculty Liaison:

1. Provide the preceptor with the liaison and student's names and phone numbers, as well as a plan for communication and visitation to the clinical site.
2. The faculty will visit the student (s) and preceptor (s) 3-5 times, or if necessary, additional visits.
3. Is available by phone to the student and preceptor throughout the preceptorship experience.
4. The faculty liaison will visit the student and preceptor at the beginning, middle, and end of the experience, periodically during the 120 hours, and as needed.
5. Conduct a mid-term and final evaluation of the student with the preceptor's input on the student evaluation form.
6. Maintains preceptor records per the BRN regulations.

Note: Due to limited clinical placement availability and the availability of clinical preceptors, the NRSE 246 preceptorship experience may be conducted using a collaborative group model consisting of one clinical professor with six to eight students, based on clinical partner availability and requirements.

Or

When a traditional preceptorship placement is not available, students may complete an approved on-campus simulation experience in a hospital-based setting designed to strengthen clinical judgment, decision-making, prioritization, and safe client care while meeting course and program objectives.

Appendix 14

San Diego City College Nursing Education Program
Student / Teacher Ratio in Clinical Settings
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 10/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 6/2015, 08/2024, 01/2025
Associate Dean, San Diego City College Nursing Program

POLICY:

Student/teacher ratio in the clinical setting shall be based on the following criteria:

1. Acuity of client needs,
2. Objectives of the learning experience,
3. Class level of the students,
4. Geographic placement of students,
5. Teaching methods,
6. Requirements established by the clinical agency, and
7. Requirements established by the California Board of Registered Nursing.

The number of students assigned to a clinical facility and a particular unit is determined by mutual agreement with the facility representative, the Associate Dean/Director of the Nursing Program, and the designated faculty member.

PROCEDURE:

The San Diego Nursing Service and Education Consortium requests and approves clinical placements via an annual online process.

The clinical partners approve the ratio of nursing students to clinical professors, which could range from 1:3 to 1:10, depending on the clinical site.

San Diego City College Nursing Education Program
California Verification Process For Eligible Graduates
Effective: 08/2010 Reviewed: 07/2017, 08/2019, 10/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 08/2013, 08/2024, 06/2026
Associate Dean, San Diego City College, Nursing Program

POLICY:

The California Board of Registered Nursing (BRN) utilizes the **California Nursing Program Graduate Portal** as an approved method for Program Directors to verify completion of educational requirements and electronically submit graduate information for applicants seeking initial Registered Nurse licensure by examination.

The Associate Dean of Nursing collaborates with the San Diego City College Evaluations and Registrar offices to verify that each graduate has successfully completed the Nursing Education Program and all Associate of Science Degree in Nursing requirements and that the degree has been officially conferred with date.

In accordance with **Title 16, California Code of Regulations, Section 1410(a)**, an applicant for Registered Nurse licensure by examination must provide evidence of eligibility to take the examination, and a Registered Nurse license cannot be issued without a complete transcript on file demonstrating successful completion of the coursework required by the BRN.

Graduate verification by the Associate Dean of Nursing/Program Director does not independently guarantee authorization to take the NCLEX-RN or issuance of a Registered Nurse license. Final determination of eligibility for examination and licensure is made by the California Board of Registered Nursing.

PROCEDURE

1. Graduating Student Meeting

The Associate Dean of Nursing, Department Chair/Assistant Nursing Director, and Nursing Education Program Administrative Assistant will meet with graduating students approximately **six to eight weeks before program completion** to review the graduation and BRN application process.

2. Verification of Degree Requirements

Graduating students will complete the Nursing Education Program's required graduation verification documentation indicating whether all Associate of Science Degree in Nursing requirements will be completed and whether the required Petition for Evaluation and Graduation has been submitted.

3. Graduate Roster and Degree Conferral Verification

The Nursing Education Program Administrative Assistant will prepare a roster containing the names and student identification numbers of graduating students. The Associate Dean of Nursing will submit the roster to the Registrar Office to verify that each student has completed all degree requirements and that the Associate of Science Degree in Nursing has been officially awarded and conferred, including verification of the official degree-conferral date.

4. Implicit Bias Training Verification

Graduates must complete the Nursing Education Program's required implicit bias education and submit the required certificate of completion, as directed by the Nursing Education Program.

5. California Nursing Program Graduate Portal Verification

After degree completion and conferral have been verified and all required Nursing Education Program documentation has been received, the Associate Dean of Nursing will access the **California Nursing Program Graduate Portal** and electronically verify each eligible graduate's completion of the educational requirements required for BRN processing.

6. Official Transcript Submission

When an official transcript is requested by the BRN Licensing Department, the Associate Dean of Nursing will notify the student by official College email and provide instructions for requesting that the official transcript be sent directly to the Associate Dean of Nursing. Upon receipt of the official transcript, the Associate Dean of Nursing will submit the transcript to the BRN Licensing Department in accordance with BRN instructions. Graduating California students should not independently submit an official transcript to the BRN unless specifically instructed to do so by the BRN or the Associate Dean of Nursing.

7. NCLEX-RN Eligibility

Following graduate verification and completion of BRN requirements, the California Board of Registered Nursing determines the graduate's eligibility for the NCLEX-RN and Registered Nurse licensure. The San Diego City College Nursing Education Program does not issue the Authorization to Test (ATT) and cannot guarantee the timing of BRN application processing or ATT issuance.

8. Record Retention and Confidentiality

Graduate verification documentation, including the graduate roster and required Nursing Education Program documentation, will be securely maintained in accordance with San Diego City College, San Diego Community College District, Nursing Education Program, and records-retention requirements. Electronic records must be stored on an approved, secure College or District system. Hard-copy records, when maintained, must be stored in a secure location with access limited to authorized personnel.

Appendix 16

San Diego City College Nursing Education Program
Transfer / Challenge / Advanced Placement into the Nursing Education Program
Effective: 1996 Reviewed: 07/2017, 08/2019, 10/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 11/2016, 08/2024, 07/2025, 06/2026
Associate Dean, San Diego City College, Nursing Program

TRANSFER POLICY:

Academic credit earned in regionally accredited institutions of education for comparable pre-licensure courses will be accepted for transfer.

- Transfer credit may be given for related previous education in the following courses:
 - Accredited registered nursing courses;
 - Accredited psychiatric technician courses;
 - Other courses determined by the school to be equivalent to courses in the program.
- Equivalency will be determined on the basis of catalog/course descriptions; hour/unit distribution and syllabus content outline comparison.
- Applicants must meet all general entrance requirements of the Associate Degree Nursing Program, including completion of designated prerequisites and the Test of Essential Academic Skills (TEAS).
- Acceptance of transfer students into the Associate Degree Nursing Program is contingent upon space availability.
- Applicants who may be eligible for advanced placement include those individuals who have satisfactorily completed, within one year, the following:
 - Nursing courses from an accredited school of Registered Nursing;
 - An accredited psychiatric technician program;
 - Or other courses which the school determines as equivalent to courses in the current nursing program.
- Applicants applying for transfer credit must submit the following materials verifying course content and distribution of hours/units:
 - Transcripts from appropriate institution(s), demonstrating satisfactory completion of coursework and clinical experience;
 - Catalog description of equivalent courses; and
 - Additional documents as requested: Syllabi, content outlines, letters of reference, etc.

PROCEDURE:

Interested candidates must email transcripts of **ALL** college course work to the Program Director for evaluation of eligibility.

- Make an appointment to meet by phone or virtual meeting with the program associate dean/director or designee to determine eligibility, review the procedure, and requirements for the TRANSFER/CHALLENGE/ADVANCED PLACEMENT Policy.

2. Provide a letter from the dean/director of previous school of nursing which depicts the applicant is in "**good standing**" in both clinical and theory
3. Demonstrate safe and proficient performance of designed nursing skills competency examination
4. Achieve 100% on a dosage calculation quiz
5. Purchase and take the proctored ATI Fundamentals, Pharmacology, and Medical Surgical Nursing Exam. Applicant must achieve a level II or level III (depending on the course that the student is transferring to).
6. Purchase and take proctored ATI Anatomy and Physiology exam with 75% or higher.

CHALLENGE BY EXAMINATION POLICY:

Courses within the Nursing program are not eligible for credit by examination. Due to the clinical competency, direct client care, and supervised skills laboratory requirements embedded in nursing curriculum, mastery of course content cannot be adequately demonstrated through written or standardized examination alone. Nursing courses require the integration of theoretical knowledge with hands-on clinical practice under the direct supervision of qualified nursing faculty, consistent with California Board of Registered Nursing (BRN) regulations and program accreditation standards.

Credit by examination earned at another institution, including but not limited to challenge exams, proficiency exams, or institutional credit-by-exam programs, will not be accepted in lieu of completion of required Nursing coursework and will not be applied toward satisfaction of Nursing program prerequisites, corequisites, or degree requirements.

Students seeking to establish prior learning, transfer coursework, or advanced standing in the Nursing program should refer to the program's separate policies on transcript evaluation, articulation, and advanced placement, or contact the Nursing Department directly

TRANSFER STUDENTS:

Faculty involved in the review, placement, or instruction of transfer students must follow the Nursing Education Program transfer and readmission policies.

Students who have previously failed, withdrawn from, or otherwise exited an Associate of Science in Nursing (ASN), Associate Degree in Nursing (ADN), or Bachelor of Science in Nursing (BSN) program within the previous two years will be permitted only one entry into the San Diego City College Nursing Education Program as a transfer student.

Nursing courses completed at another ASN, ADN, or BSN program must have been completed within the previous two years to be considered for course equivalency.

Transfer students are admitted on a space-available basis following review of prior nursing coursework, academic and clinical performance, course equivalency, program requirements, and available clinical placement capacity.

A transfer student who is admitted to the Nursing Education Program and subsequently fails, drops, withdraws, or otherwise exits the program will not be eligible for re-entry as a transfer student.

If a transfer student is offered placement in the Nursing Education Program and declines the offer, the student will be removed from the transfer consideration list and must follow current Nursing Education Program procedures for any future consideration.

EXCEPTIONS

Exceptions may be considered when a student withdraws because of circumstances including:

- Military reassignment involving the student, spouse, or registered domestic partner; or
- Pregnancy or pregnancy-related complications.

Requests for exceptions will be reviewed individually by the Associate Dean of Nursing or designee, in consultation with the Department Chair/Assistant Nursing Director, Nursing Student Success Advisor,

INTERNATIONALLY EDUCATED REGISTERED NURSES:

Internationally educated Registered Nurses who have been evaluated by the California Board of Registered Nursing and are directed to complete specific nursing coursework to meet California licensure requirements may be considered for enrollment on a space-available basis.

Before enrollment is considered, the individual must provide current documentation from the California Board of Registered Nursing identifying the specific course or courses required to address the identified educational deficiency.

The Associate Dean of Nursing and Faculty must ensure that enrollment is limited to the specific nursing course or courses identified by the California BRN.

Enrollment is subject to:

- Available space in the required course;
- Faculty and clinical placement availability;
- Completion of required Nursing Education Program and clinical-agency requirements; and
- Approval by the Associate Dean of Nursing or designee.

Completion of the required course or courses does not guarantee eligibility for California Registered Nurse licensure. Final determination of licensure eligibility is made solely by the California Board of Registered Nursing.

Note: Faculty should refer to the Nursing Student Handbook for additional information regarding transfer admission, readmission, advanced placement, course equivalency, and internationally educated nurse requirements.

San Diego City College Nursing Education Program	
Challenge / Advanced Placement into the Nursing Education Program for Military Personnel	
Effective:	03/2016
Reviewed:	07/2017, 08/2019, 10/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised:	09/2016, 08/2024, 01/2025
Associate Dean, San Diego City College, Nursing Program	

CHALLENGE/ADVANCED PLACEMENT FOR MILITARY PERSONNEL POLICY:

Individuals who have held Military Health Care Occupations, specifically: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4N0X1C) may achieve advanced placement into the 2nd semester of the nursing program with documentation of education and experience qualifying them for the specific Military Health Care Occupation and upon successful completion of the challenge exam and skills evaluation.

1. Applicants must complete general admission to San Diego City College and meet all general entrance requirements of the Associate Degree Nursing (ADN) Program. Including the completion of the following:
 - a. All science prerequisite (Anatomy, Physiology, Microbiology)
 - b. General Education (Degree Requirements- English, psychology, Statistics, Sociology, Communication, Humanities)
 - c. Only TEAS 7 (Test of Academic Skills)
 - d. Apply to Nursing Education Program
 - e. Complete Military Challenge/ Advance Placement Application
 - f. Submit Official/ Unofficial Military Transcripts
 2. A student who is accepted in the ADN program under the Degree Military Challenge/ Advanced Placement policy is contingent upon the completion of the following:
 - a. Space Availability
 - b. Skills Competency Tests (includes simulation experience)
 - c. A Score of 75% or above on the Military Challenge Advance Placement Exams of NRSE 140, NRSE 141, and NRSE 142
 - d. Score of 100% on a dosage calculation quiz with no repeats. Complete the Military Challenge/ Advance Placement application
 3. 30 hours of remediation is required to be completed with the Student Success Advisor prior to initiating the Skills Competency test and Military Challenge/Advance Placement exams.
- If the student is unsuccessful of any portion of Remediation, Skills Competency test, Challenge exams, or Dosage calculations, the student will forfeit their admission to the Military Challenge/ Advance Placement and is eligible to apply to the AND program as a traditional nursing student.

PROCEDURE:

Interested candidates must request an appointment with the Associate Dean of Nursing to discuss eligibility requirements **one year** prior to admission to the Associate Degree Nursing Program.

1. Applicants who may be eligible for Military Challenge/Advance Placement include those individuals who have satisfactorily completed all requirements and submitted their unofficial transcripts to the nursing education program and the official transcripts to San Diego Community District Evaluation Office.
2. Applicants must have education and experience in the following:
 - a. Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP) or
 - b. Army Health Care Specialist (68W Army Medic) or
 - c. Air Force Independent Duty Medical Technician (IMDT 4N0X1C)
3. Applicants applying for transfer credit must submit the following materials verifying education and experience:
 - a. Official Military transcripts from appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience
 - b. Documentation of work experience
4. After a review of the applicant's documentation, unofficial transcripts, and TEAS 7 report, the student will be required to take 3 computer based Military Challenge/ Advancement examinations, a competency skills evaluation (Simulation Experience), and a dosage calculation quiz.
5. The following materials will be available to the applicant once approved for the Military Challenge/ Advance Placement confirmation is made:
 - a. Course syllabus, including course objectives and content outline
 - b. Textbook lists
 - c. Example of style and format of examination can be found on the NCBSN (National Council of State Boards of Nursing).
6. Written and clinical competency examinations for the Military Challenge/ Advanced Placement must be completed the Fall Semester prior to applying for the Spring semester, unless waived by the Associate of Nursing.
7. Advanced Placement will be granted if the applicant meets minimum requirements equivalent to those required of students enrolled in the actual course, contingent on space availability.

Appendix 18

San Diego City College Nursing Education Program
San Diego Nursing Service-Education Consortium Faculty / Student Requirements
Effective: 01/1996 Reviewed: 07/2017, 08/2019, 10/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 09/2016
Associate Dean, San Diego City College, Nursing Program

1. All participating schools and agencies agree to adhere to a standardized process for faculty/student orientation.
2. Prior to the clinical experience, the school will verify the following is on file for assigned students:
 - a. Background check and urine drug screen through the American Data Bank
 - b. Corporate Compliance: Use online requirement for each clinical rotation
 - c. Current CPR card Healthcare Provider BLS with AED, American Heart Association only.
 - d. Liability insurance is carried in accordance with the affiliation agreement i.e. Workers Compensation for faculty and students
Comprehensive general liability not less than \$1,000,000.00 per occurrence and \$3,000,000.00 annual aggregate
 - e. Immunizations are current to include:
 - Tetanus/diphtheria/pertussis (Tdap) within last 8 years
 - Mumps or positive titer
 - Measles (rubeola, 2 vaccines) or positive titer
 - Rubella or positive titer
 - Varicella zoster (2 vaccines) or positive titer
 - Hepatitis B series or positive titer after 15± BD
 - Annual TB screen and Quantiferon Blood Test
 - Annual flu vaccine within 2 weeks of availability to public
3. The following general didactic classes have been included in the program on campus:
 - a. Infection control with CDC guidelines:
http://www.jointcommission.org/standards_information/nps_gs.aspx
 - Use of personal protective equipment
 - Infection prevention and control
 - Hand washing
 - Standard precautions
 - Transmission based precautions
 - b. Abuse reporting with CA State guidelines Child, Elder and Domestic Violence situations. <http://www.dss.cahwnet.gov/cdssweb/PG20.htm>
 - c. General documentation requirements:
 - Corrections/late entries

- Client identification
 - Dates/time/signatures
 - Use of abbreviations
 - d. Individualized care:
 - Cultural diversity concepts
 - Age appropriate care
 - e. General safety:
 - Hazardous communication Mechanical Safety Data Sheets (MSDS)
 - Waste disposal:
 - Biohazardous waste
 - Pharmaceutical waste
 - Radiation Safety
 - Body mechanics
 - Reporting personal injuries
 - f. Client Safety:
 - Current National Client Safety Goals
 - <http://www.jointcommission.org/>
 - Error/Incident/Adverse Drug Event reporting overview
 - Medical equipment safety and Safety Mechanical Device Act overview
 - g. Client care coverage: Students must give report to primary care-giver whenever leaving the clinical area, etc.
 - h. Client rights and responsibilities
 - i. Ethical aspects of client care
 - k. Nursing Student Dress Code
4. Supervising faculty will sign the Student Orientation Record (attachment A) verifying completion of the requirements listed above. Agencies may validate compliance with these requirements by auditing student files. Schools will be expected to provide documentation within 2 hours of the request (open office hours)
 5. Faculty will provide the agency with a list of student names and contact information per hospital policy before the clinical rotation begins.
 6. Faculty and students will complete an orientation, as required by individual sites, to the agency prior to the first clinical day.
 - a. Faculty will complete their orientation prior to the student orientation.
 - b. Agencies will provide faculty with resource information for student orientation.
 - c. Faculty will document student orientation on the Facility Specific Student Orientation form and return the completed form to the agency contact at the end of the clinical orientation day

Appendix 19

San Diego City College Nursing Education Program	
Guidelines For Completing Academic / Clinical Student Success Plan and Grid for Exam Analysis	
Effective:	01/2007
Reviewed:	07/2017, 08/2019, 10/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised:	08/2017, 08/2024
Associate Dean, San Diego City College, Nursing Program	

The Student Success Plan outlines faculty recommendations and requirements for student improvement and is binding. The Plan may stop at course completion (as the student has not yet failed the exam or achieved a "Needs Improvement" on the clinical evaluation) or may be continued in the subsequent course. The decision to continue a Student Success Plan from one course to the next will be made following evaluation of student performance at the specified re-evaluation date.

When a faculty member identifies a student academic or clinical performance or behavior needing improvement, a Student Success Plan will be initiated. The faculty member and student review areas for improvement, and develop a plan together that will assist the student to improve performance and be successful. They will develop remediation strategies, contractual obligations, consequences for non-improvement, and a time frame in which remediation is to be completed.

Student Success Plan: Initiated by faculty for a student experiencing difficulty in the nursing education program and designed to assist the student to be successful by:

- Enhanced knowledge and skills
- Meet course/clinical objectives
- Adhere to course and clinical guidelines/expectations
- Pass written and skills examinations
- Submit satisfactory written assignments
- Follow policies and procedures delineated in the student handbook

The *GRID FOR EXAM ANALYSIS* is required for students achieving 75-79% on a course exam. The *GRID FOR EXAM ANALYSIS* is used to identify areas described by the student why the student thinks they missed an item and for student improvement. See **GRID FOR EXAM ANALYSIS-APPENDIX 19A**

For the student on a Student Success Plan for Exam Failure, if the student completes all contractual obligations and remains unsuccessful on exams, he/she will still receive a failing grade for the course. If the student achieves an exam average of 75% and earns a grade of C or higher in the course, the student will progress in the program, and the Student Success Plan is terminated.

For the student on a Student Success Plan for a "Needs Improvement" Clinical Evaluation, if the student does not achieve a "Satisfactory" clinical evaluation, he/she will receive an "Unsatisfactory" clinical evaluation and a failing grade for the course. The Student Success Plan can be completed by achieving a passing grade in the course, completing all obligations within the specified timeframe, or earning a "Satisfactory" clinical evaluation, as appropriate. If the student completes all obligations and achieves a "Satisfactory" Clinical Evaluation, the student will progress in the program, and the Student Success Plan may be terminated.

Suppose the Student Success Plan or clinical performance is initiated at the end of a course. In that case, the student progresses to the next course and must achieve a "Satisfactory" clinical evaluation by the midterm (week four (4)) of the next course.

The course coordinator will review all Student Success Plans at the end of the course for follow-up by the appropriate faculty. All ongoing Student Success Plans will be distributed to the faculty at the beginning of the course, and will meet with the student during the first week of the course.

If a student is an active extern and gets placed on a Student Success Plan, the student must drop the externship.

Students placed on a Student Success Plan in Theory or Clinical for unprofessional behaviors, violations of the code of conduct, or unsafe clinical practice will be dismissed from the program upon a repeat or demonstration of the same behaviors.

The student is given a copy of the Student Success Plan, and a copy is filed in the designated folder of the Nursing Department.

For all SSP's the current Course Lead(s) must provide handoff to the incoming Course Lead(s). After that meeting the Course Lead(s) from the new course must then meet with the student and clarify expectations and confirm understanding on the SSP.

Appendix 19A

GRID FOR EXAM ANALYSIS

In each category, check the box next to the right of the statement that describes why you think you missed an item.

<i>Insufficient Information</i>	<i>Exam Anxiety</i>	<i>Exam Strategies</i>	<i>Exam Skills</i>	<i>OTHER</i>	
Incomplete reading of text	Mental Block	Carelessly marked the wrong choice	Misread directions	Missed more questions at the beginning of the exam	
Incomplete notes	Daydreaming	Failed to eliminate grammatically incorrect choices	Misread questions	Missed more questions at the end of the exam	
Failure to remember even with studying	Fatigue interfered with concentration	Failed to select the <i>best</i> choice	Poor use of provided time	# of changed answers_____	
Failure to recall details with main ideas	Slept after midnight night prior to the exam	Failed to notice <i>limiting words</i>	Wrote poorly organized responses	Failed to understand English terms	
Recall of information, but unable to apply	Hunger interfered with concentration	Failed to notice <i>double negatives</i>	Wrote incomplete responses	Failed to understand Medical Terminology	

Appendix 19A

GRID FOR EXAM ANALYSIS (continued)

<i>Insufficient Information</i>	<i>Exam Anxiety</i>	<i>Exam Strategies</i>	<i>Exam Skills</i>	<i>OTHER</i>	
Studied the wrong information	Panic	Failed to completely read the question from start to finish	Changed answer from right to wrong	Not fully comprehending the question as it is written	
Worked the night prior to the lecture	Environmental stimulus distraction	Failed to notice key words towards the end of the question			
Absent the day of this lecture	Personal issues distraction				
Monday lecture content	Worked the night prior to the exam				
Thursday lecture content	Worked more than 20 hours the week prior to the exam				

Adopted from Marjorie Miller, RN, MA by Rae Brooks, MSN, RN 3/2/2007
(Reviewed by Dr. Armstrong-2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025)

Appendix 20

San Diego City College Nursing Education Program Faculty Guidelines for Syllabus Development	
Effective:	1/2007
Reviewed:	7/2017, 8/2019, 10/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised:	1/2013, 08/2024, 01/2025, 07/2025
Associate Dean, San Diego City College, Nursing Program	

Nursing Syllabus will include the all of the following but limited to:

A. Cover Page

B. Syllabus Description:

- Course Description (from catalog)
- Student Learning Outcome (from Nuventive)
- Prerequisite/Co-requisite
- Time Allocation and Unit Value
- Links
- Course Materials
- Textbooks (required and recommended)
- Other Resources
- Clinical Experience
- Course Requirements
- Teaching/Learning Methods
- Methods of Evaluation
- Criteria for Evaluation
- Grading Practices and Grading Scale
- Academic Integrity
- Examination Review Policy
- Final Examination Review
- Weight of Graded Activities
- ATI Examinations
- Mathematical Proficiency
- Critical Thinking
- Statement Related To Students with Accommodation (Reference Nursing Student Handbook and the San Diego Community College: Title IX-[Title IX | San Diego Community College District](#))
- The schedule and procedures in this course are subject to change
- Student Learning Outcomes
- Clinical Evaluation Policy
- Clinical Performance Scale
- Criteria for Unsatisfactory/Unsafe Clinical Performance
- Daily Clinical Objectives for All Clinical Courses
- Mandatory Elements for All Nursing Skills
- Attendance/Absence Policy (Reference Nursing Student Handbook)
- Skills Lab Proficiency Evaluation

- Skills lab referral
- Safe Learning Environment
- Clinical Performance Policy

PURPOSE:

1. To promote consistency in theoretical content included within courses.
2. To clearly delineate the conceptual model and content threads in the learning guides.

THREADS:

Basic Human Needs	Health promotion
Nursing Process	Informatics
Caring	Leadership
Client Advocacy	Legal/Ethical Issues
Communication/Collaboration	Lifespan/Age Appropriate Care
Community	Nutrition
Critical Thinking	Pathophysiology
Diversity	Pharmacology
Safety	Professionalism
Teaching/Learning Principles	Research/Evidence Based Practice

METHOD:

1. Learning Guides are to be submitted to the course team members prior to placement in the online syllabus
2. Access to the online syllabus will be given to each faculty member and Associate Dean of Nursing.
3. A copy of all online course materials, including the syllabus, must be placed in the course file that includes but is limited to: A locked cabinet located in the nursing department, Canvas, or saved on a USB port.

INSTRUCTIONS:

Learning Guides should reflect the following information:

1. Activities/Assignments, including Web-based assignments, Homework Assignments, Collaborative Interactive Assignments, Required and Optional Readings, including Journals, Critical Thinking Exercises AV materials and/or Computer software
2. Method of Instruction:
Depending on the course content, it may include lectures, discussions, demonstration, practice, return demonstration, group activity, AV materials, guest speakers, and online quizzes.
3. Learning Guide Format

**SAN DIEGO CITY COLLEGE
NURSING EDUCATION _____ (Course #)**

Module # - Topic
Student Learning Outcome
Overview
Theory Objectives
Clinical Objectives

MODULE FORMAT

Modules are formatted using a four-column format.

Column I Theory Objectives	Column II Suggested Learning Activities	Column III Clinical Objectives	Column IV Clinical Activities
----------------------------------	---	-----------------------------------	----------------------------------

Each objective starts on a new page. Listed in Column I are the theory objectives and a content outline as necessary. Column II has the Suggested Learning Activities to achieve the objective in theory. Column III has the Clinical Objectives to be met that applies the theory. Column IV lists suggested learning activities for the laboratory or clinical facility to meet the objective in Column III.

Please note every theory objective will not necessarily have a clinical objective or clinical learning activity. Clinical objectives and learning activities may apply to multiple theory objectives.

Learning activities that include assessment tools, exercises, journals, surveys, practice questions, and answer keys are found in the Study Guides at the end of each module. The Study Guides are labeled as follows:

Module I Study Guides – Study Guide 1.1, 1.2, etc...

Module II Study Guides – Study Guide 2.1, 2.2, etc...

Each course is designed to be provided electronically, containing individualized modules for students to use.

Appendix 22

San Diego City College Nursing Education Program	
Team, Committee, and Department Meeting Minutes	
Effective:	01/2002
Reviewed:	07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised:	11/2016, 07/2025, 06/2026
Associate Dean, San Diego City College, Nursing Program	

SAN DIEGO CITY COLLEGE NURSING EDUCATION MINUTES

DATE:

TIME:

PLACE:

MEMBERS PRESENT:

STUDENT REPRESENTATIVES: YR I:

YR II:

TOPIC	DISCUSSION	DECISION

Submitted by:

Note: All meeting minutes will be uploaded to a digitally platform. A similar format below will be used for Department meeting minutes.



Nursing Department Faculty Meeting Minutes

DATE:	TIME:	1:30pm	RECORDER:	Susan Chandler
ATTENDEES:				
ABSENT:		GUEST:		
Agenda Item	DISCUSSION	DECISION		

Appendix 23

San Diego City College Nursing Education Program
San Diego Community College District Injury And Illness Incident and Investigation Report
Effective: 01/1996 Reviewed: 07/2017, 08/2019, 10/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 07/2004, 06/2026
Associate Dean, San Diego City College, Nursing Program

Attention: This form contains information relating to employee health and must be used in a manner that protects the confidentiality of employees to the extent possible while the information is being used for occupational safety and health purposes. Refer to CCR Title 8 14300.29(b)(6)-(10)

THIS FORM IS NOT TO BE FILLED OUT BY THE INJURED EMPLOYEE!

SEND A COMPLETED COPY OF BOTH PAGES OF THIS FORM TO RISK MANAGEMENT, ROOM 385, DISTRICT OFFICE, WITHIN 24 HOURS OF THE INJURY.

PLEASE EMAIL OR FAX A COPY TO (619) 388-6898 THEN SEND THE ORIGINAL.

INFORMATION ABOUT THE EMPLOYEE:

<u>Full Name</u>	<u>Date of birth</u> /
<u>Street</u>	<u>Date of hire</u> /
<u>City</u> <u>State</u> <u>Zip</u>	<u>Department</u>
<u>Social Security #</u>	<u>Position</u>
<u>Telephone #</u>	Male: ☐ Female: ☐

INFORMATION ABOUT THE PHYSICIAN OR OTHER HEALTH CARE PROFESSIONAL:

Name of the physician or other health care professional:

If treatment was provided away from the worksite, where was it given?

Facility:

Street:

City: State Zip:

Was the employee treated in an emergency room? Yes ☐ No ☐

Was the employee hospitalized overnight as an in-
client? Yes ☐ No ☐

INFORMATION ABOUT THE ACCIDENT OR ILLNESS:

Injury/Illness: _____ **Time** AM ☐ PM ☐ **Check if time unknown** ☐
Date _____
Date Injury/Illness reported by _____
employee _____
Time employee began work AM ☐ PM ☐
Where did injury/illness occur?
Did employee leave Work? Yes ☐ No ☐
Date returned to work _____
If employee died, when did death occur? Date of death _____

What was the employee doing just before the incident occurred?

Describe the activity, as well as the tools, equipment or material the employee was using. Be specific. *Examples: "Climbing a ladder while carrying roofing materials"; "Spraying chlorine from a hand sprayer"; "Daily computer key-entry."*

Were the tools, equipment or materials used by the employee at the time of the incident in good condition? Yes ☐ No ☐ If No, describe the specific deficiencies.

What happened? Explain how the injury occurred. *Examples: "When the ladder slipped on wet floor, worker fell 20 feet"; "Worker was sprayed with chlorine when gasket broke during replacement"; "Worker developed soreness in wrist over time".*

What was the injury or illness? Tell us the part of the body that was affected and how it was affected; be more specific than "hurt," "pain" or "sore". *Examples: "strained back"; "chemical burn, hand"; "carpal tunnel syndrome".*

What object or substance directly harmed the employee? *Examples: "concrete floor"; "chlorine gas"; "computer".*

Were there any workplace conditions, practices or lack of protective

equipment that contributed to the accident? Yes ☐ No ☐ **If Yes, describe the deficiencies.**

Will a new workplace Safety Rule be required? Yes ☐ No ☐ Please explain:

Was the unsafe condition, practice or equipment problem corrected immediately? Yes ☐ No ☐ **What corrective actions have been taken to prevent another occurrence?**

Witnesses if available:

Name

Phone number

Name

Phone number

Supervisor/Manager (Primary Investigator):

Title Date

Safety Officer

Title Date

Orig: Risk Management Office
File

Copy: President / Vice Chancellor Copy: Business Services Office Copy:

Note: Injury and Illness Reporting

Faculty must immediately report any work-related injury, illness, or occupational exposure to the Course Coordinator/Co-Course Coordinator, Assistant Director of Nursing, and Associate Dean of Nursing.

All required injury, illness, and/or workers' compensation documentation must be completed in accordance with San Diego Community College District (SDCCD) Risk Management procedures. Following completion of the required documentation, the Associate Dean of Nursing or the Associate Dean's designee will submit the completed forms to the SDCCD Risk Management Team [at sdccdriskmanagement@sdccd.edu](mailto:sdccdriskmanagement@sdccd.edu), generally within 24 hours of the injury or incident, as required by District procedures.

Report serious injuries, including those requiring ambulance transport or overnight hospitalization, to Risk Management immediately in accordance with SDCCD procedures.

Faculty should refer to the SDCCD Workers' Compensation and Work-Related Injury/Illness procedures for current reporting requirements, forms, and additional instructions; see the references below:

Worker Related/Illness flow chart, Workers' Compensation Claim Form, Declination of Medical Treatment, Reporting, & Instructions for Students
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Worker Related/Illness Flow [Injury and Illness Flow Chart](#)

Workers' Compensation: Compensation Claim Form: [Workers' Compensation Claim Form \(DWC1\) Notice of Potential Eligibility](#)

Declination of Medical Treatment: [HR Declination of Medical Treatment form.pdf](#)

SDCCD Workers' Compensation website: Workers' Compensation | [San Diego Community College District](#)

Workers' Compensation and Student Accident Injury Instructions: [SDCCDWorkers-Compensation-Student-Accident-Reporting-Instructions.pdf](#)

DCP Programs-Student Injury/ Student Accident Reporting: [SDCCD-DCPPrograms-Student-Accident-Reporting-Guidance.pdf](#)

WORKER'S COMPENSATION CLAIM FORM

State of California
Department of Industrial Relations
DIVISION OF WORKERS' COMPENSATION



Estado de California
Departamento de Relaciones Industriales
DIVISION DE COMPENSACIÓN AL TRABAJADOR

WORKERS' COMPENSATION CLAIM FORM (DWC 1)

Employee: Complete the "Employee" section and give the form to your employer. Keep a copy and mark it "Employee's Temporary Receipt" until you receive the signed and dated copy from your employer. You may call the Division of Workers' Compensation and hear recorded information at (800) 736-7401. An explanation of workers' compensation benefits is included as the cover sheet of this form.

You should also have received a pamphlet from your employer describing workers' compensation benefits and the procedures to obtain them.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material representation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony.

PETITION DEL EMPLEADO PARA DE COMPENSACIÓN DEL TRABAJADOR (DWC 1)

Empleado: Complete la sección "Empleado" y entregue la forma a su empleador. Quédese con la copia designada "Recibo Temporal del Empleado" hasta que Ud. reciba la copia firmada y fechada de su empleador. Ud. puede llamar a la Division de Compensación al Trabajador al (800) 736-7401 para oír información gravada. En la hoja cubierta de esta forma esta la explicación de los beneficios de compensación al trabajador.

Ud. también debería haber recibido de su empleador un folleto describiendo los beneficios de compensación al trabajador lesionado y los procedimientos para obtenerlos.

Toda aquella persona que a propósito haga o cause que se produzca cualquier declaración o representación material falsa o fraudulenta con el fin de obtener o negar beneficios o pagos de compensación a trabajadores lesionados es culpable de un crimen mayor "felonia".

Employee—complete this section and see note above Empleado—complete esta sección y note la notación arriba.

1. Name. *Nombre.* _____ Today's Date. *Fecha de Hoy.* _____
2. Home Address. *Dirección Residencial.* _____
3. City. *Ciudad.* _____ State. *Estado.* _____ Zip. *Código Postal.* _____
4. Date of Injury. *Fecha de la lesión (accidente).* _____ Time of Injury. *Hora en que ocurrió.* _____ a.m. _____ p.m.
5. Address and description of where injury happened. *Dirección/lugar dónde ocurrió el accidente.* _____
6. Describe injury and part of body affected. *Describe la lesión y parte del cuerpo afectada.* _____
7. Social Security Number. *Número de Seguro Social del Empleado.* _____
8. Signature of employee. *Firma del empleado.* _____

Employer—complete this section and see note below. Empleador—complete esta sección y note la notación abajo.

9. Name of employer. *Nombre del empleador.* _____
10. Address. *Dirección.* _____
11. Date employer first knew of injury. *Fecha en que el empleador supo por primera vez de la lesión o accidente.* _____
12. Date claim form was provided to employee. *Fecha en que se le entregó al empleado la petición.* _____
13. Date employer received claim form. *Fecha en que el empleado devolvió la petición al empleador.* _____
14. Name and address of insurance carrier or adjusting agency. *Nombre y dirección de la compañía de seguros o agencia administradora de seguros.* _____
15. Insurance Policy Number. *El número de la póliza de Seguro.* _____
16. Signature of employer representative. *Firma del representante del empleador.* _____
17. Title. *Título.* _____ 18. Telephone. *Teléfono.* _____

Employer: You are required to date this form and provide copies to your insurer or claims administrator and to the employee, dependent or representative who filed the claim within one working day of receipt of the form from the employee.

SIGNING THIS FORM IS NOT AN ADMISSION OF LIABILITY

☐ Employer copy/Copia del Empleador ☐ Employee copy/Copia del Empleado

Empleador: Se requiere que Ud. feche esta forma y que provée copias a su compañía de seguros, administrador de reclamos, o dependiente/representante de reclamos y al empleado que hayan presentado esta petición dentro del plazo de un día hábil desde el momento de haber sido recibida la forma del empleado.

EL FIRMAR ESTA FORMA NO SIGNIFICA ADMISION DE RESPONSABILIDAD

☐ Claims Administrator/Administrador de Reclamos ☐ Temporary Receipt/Recibo del Empleado

Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility

Formulario de Reclamo de Compensación para Trabajadores (DWC 1) y Notificación de Posible Elegibilidad



If you are injured or become ill, either physically or mentally, because of your job, including injuries resulting from a workplace crime, you may be entitled to workers' compensation benefits. Attached is the form for filing a workers' compensation claim with your employer. **You should read all of the information below.** Keep this sheet and all other papers for your records. You may be eligible for some or all of the benefits listed depending on the nature of your claim. If required you will be notified by the claims administrator, who is responsible for handling your claim, about your eligibility for benefits.

To file a claim, complete the "Employee" section of the form, keep one copy and give the rest to your employer. Your employer will then complete the "Employer" section, give you a dated copy, keep one copy and send one to the claims administrator. Benefits can't start until the claims administrator knows of the injury, so complete the form as soon as possible.

Medical Care: Your claims administrator will pay all reasonable and necessary medical care for your work injury or illness. Medical benefits may include treatment by a doctor, hospital services, physical therapy, lab tests, x-rays, and medicines. Your claims administrator will pay the costs directly so you should never see a bill. For injuries occurring on or after 1/1/04, there is a limit on some medical services.

The Primary Treating Physician (PTP) is the doctor with the overall responsibility for treatment of your injury or illness. Generally your employer selects the PTP you will see for the first 30 days, however, in specified conditions, you may be treated by your pre-designated doctor. If a doctor says you still need treatment after 30 days, you may be able to switch to the doctor of your choice. Special rules apply if your employer offers a Health Care Organization (HCO) or after 1/1/05, has a medical provider network. Contact your employer for more information. If your employer has not put up a poster describing your rights to workers' compensation, you may choose your own doctor immediately.

Within one working day after an employee files a claim form, the employer shall authorize the provision of all treatment, consistent with the applicable treating guidelines, for the alleged injury and shall continue to provide treatment until the date that liability for the claim is accepted or rejected. Until the date the claim is accepted or rejected, liability for medical treatment shall be limited to ten thousand dollars (\$10,000).

Disclosure of Medical Records: After you make a claim for workers' compensation benefits, your medical records will not have the same privacy that you usually expect. If you don't agree to voluntarily release medical records, a workers' compensation judge may decide what records will be released. If you request privacy, the judge may "seal" (keep private) certain medical records.

Payment for Temporary Disability (Lost Wages): If you can't work while you are recovering from a job injury or illness, you will receive temporary disability payments. These payments may change or stop when your doctor says you are able to return to work. These benefits are tax-free. Temporary disability payments are two-thirds of your average weekly pay, within minimums and maximums set by state law. Payments are not made for the first three days you are off the job unless you are hospitalized overnight or cannot work for more than 14 days.

Si Ud. se lesiona o se enferma, ya sea física o mentalmente, debido a su trabajo, incluyendo lesiones que resulten de un crimen en el lugar de trabajo, es posible que Ud. tenga derecho a beneficios de compensación para trabajadores. Se adjunta el formulario para presentar un reclamo de compensación para trabajadores con su empleador. **Ud. debe leer toda la información a continuación.** Guarde esta hoja y todos los demás documentos para sus archivos. Es posible que usted reúna los requisitos para todos los beneficios, o parte de éstos, que se enumeran, dependiendo de la índole de su reclamo. Si se requiere, el/la administrador(a) de reclamos, quien es responsable del manejo de su reclamo, le notificará a usted, lo referente a su elegibilidad para beneficios.

Para presentar un reclamo, complete la sección del formulario designada para el "Empleado", guarde una copia, y déle el resto a su empleador. Entonces, su empleador completará la sección designada para el "Empleador", le dará a Ud. una copia fechada, guardará una copia, y enviará una al/la administrador(a) de reclamos. Los beneficios no pueden comenzar hasta, que el/la administrador(a) de reclamos se entere de la lesión, así que complete el formulario lo antes posible.

Atención Médica: Su administrador(a) de reclamos pagará toda la atención médica razonable y necesaria, para su lesión o enfermedad relacionada con el trabajo. Es posible que los beneficios médicos incluyan el tratamiento por parte de un médico, los servicios de hospital, la terapia física, los análisis de laboratorio y las medicinas. Su administrador(a) de reclamos pagará directamente los costos, de manera que usted nunca verá un cobro. Para lesiones que ocurren en o después de 1/1/04, hay un límite de visitas para ciertos servicios médicos.

El Médico Primario que le Atiende-Primary Treating Physician PTP es el médico con toda la responsabilidad para dar el tratamiento para su lesión o enfermedad. Generalmente, su empleador selecciona al PTP que Ud. verá durante los primeros 30 días. Sin embargo, en condiciones específicas, es posible que usted pueda ser tratado por su médico pre-designado. Si el doctor dice que usted aún necesita tratamiento después de 30 días, es posible que Ud. pueda cambiar al médico de su preferencia. Hay reglas especiales que son aplicables cuando su empleador ofrece una Organización del Cuidado Médico (HCO) o después de 1/1/05 tiene un Sistema de Proveedores de Atención Médica. Hable con su empleador para más información. Si su empleador no ha colocado un poster describiendo sus derechos para la compensación para trabajadores, Ud. puede seleccionar a su propio médico inmediatamente.

El empleador autorizará todo tratamiento médico consistente con las directivas de tratamiento aplicables a la lesión o enfermedad, durante el primer día laboral después que el empleado efectúa un reclamo para beneficios de compensación, y continuará proveyendo este tratamiento hasta la fecha en que el reclamo sea aceptado o rechazado. Hasta la fecha en que el reclamo sea aceptado o rechazado, el tratamiento médico será limitado a diez mil dólares (\$10,000).

Divulgación de Expedientes Médicos: Después de que Ud. presente un reclamo para beneficios de compensación para los trabajadores, sus expedientes médicos no tendrán la misma privacidad que usted normalmente espera. Si Ud. no está de acuerdo en divulgar voluntariamente los expedientes médicos, un(a) juez de compensación para trabajadores posiblemente decida qué expedientes se revelarán. Si Ud. solicita privacidad, es posible que el/la juez "selle" (mantenga privados) ciertos expedientes médicos.

Pago por Incapacidad Temporal (Sueldos Perdidos): Si Ud. no puede trabajar, mientras se está recuperando de una lesión o enfermedad relacionada con el trabajo, Ud. recibirá pagos por incapacidad temporal. Es posible que estos pagos cambien o paren, cuando su médico diga que Ud. está en condiciones de regresar a trabajar. Estos beneficios son libres de

Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility

Formulario de Reclamo de Compensación para Trabajadores (DWC 1) y Notificación de Posible Elegibilidad



Return to Work: To help you to return to work as soon as possible, you should actively communicate with your treating doctor, claims administrator, and employer about the kinds of work you can do while recovering. They may coordinate efforts to return you to modified duty or other work that is medically appropriate. This modified or other duty may be temporary or may be extended depending on the nature of your injury or illness.

Payment for Permanent Disability: If a doctor says your injury or illness results in a permanent disability, you may receive additional payments. The amount will depend on the type of injury, your age, occupation, and date of injury.

Vocational Rehabilitation (VR): If a doctor says your injury or illness prevents you from returning to the same type of job and your employer doesn't offer modified or alternative work, you may qualify for VR. If you qualify, your claims administrator will pay the costs, up to a maximum set by state law. VR is a benefit for injuries that occurred prior to 2004.

Supplemental Job Displacement Benefit (SJDB): If you do not return to work within 60 days after your temporary disability ends, and your employer does not offer modified or alternative work, you may qualify for a nontransferable voucher payable to a school for retraining and/or skill enhancement. If you qualify, the claims administrator will pay the costs up to the maximum set by state law based on your percentage of permanent disability. SJDB is a benefit for injuries occurring on or after 1/1/04.

Death Benefits: If the injury or illness causes death, payments may be made to relatives or household members who were financially dependent on the deceased worker.

It is illegal for your employer to punish or fire you for having a job injury or illness, for filing a claim, or testifying in another person's workers' compensation case (Labor Code 132a). If proven, you may receive lost wages, job reinstatement, increased benefits, and costs and expenses up to limits set by the state.

You have the right to disagree with decisions affecting your claim. If you have a disagreement, contact your claims administrator first to see if you can resolve it. If you are not receiving benefits, you may be able to get State Disability Insurance (SDI) benefits. Call State Employment Development Department at (800) 480-3287.

You can obtain free information from an information and assistance officer of the State Division of Workers' Compensation, or you can hear recorded information and a list of local offices by calling (800) 736-7401. You may also go to the DWC web site at www.dir.ca.gov. Link to Workers' Compensation.

You can consult with an attorney. Most attorneys offer one free consultation. If you decide to hire an attorney, his or her fee will be taken out of some of your benefits. For names of workers' compensation attorneys, call the State Bar of California at (415) 538-2120 or go to their web site at www.californiaspecialist.org.

impuestos. Los pagos por incapacidad temporal son dos tercios de su pago semanal promedio, con cantidades mínimas y máximas establecidas por las leyes estatales. Los pagos no se hacen durante los primeros tres días en que Ud. no trabaje, a menos que Ud. sea hospitalizado(a) de noche, o no pueda trabajar durante más de 14 días.

Regreso al Trabajo: Para ayudarle a regresar a trabajar lo antes posible, Ud. debe comunicarse de manera activa con el médico que le atienda, el/la administrador(a) de reclamos y el empleador, con respecto a las clases de trabajo que Ud. puede hacer mientras se recupera. Es posible que ellos coordinen esfuerzos para regresarle a un trabajo modificado, o a otro trabajo, que sea apropiado desde el punto de vista médico. Este trabajo modificado, u otro trabajo, podría extenderse o no temporalmente, dependiendo de la índole de su lesión o enfermedad.

Pago por Incapacidad Permanente: Si el doctor dice que su lesión o enfermedad resulta en una incapacidad permanente, es posible que Ud. reciba pagos adicionales. La cantidad dependerá de la clase de lesión, su edad, su ocupación y la fecha de la lesión.

Rehabilitación Vocacional: Si el doctor dice que su lesión o enfermedad no le permite regresar a la misma clase de trabajo, y su empleador no le ofrece trabajo modificado o alerno, es posible que usted reúna los requisitos para rehabilitación vocacional. Si Ud. reúne los requisitos, su administrador(a) de reclamos pagará los costos, hasta un máximo establecido por las leyes estatales. Este es un beneficio para lesiones que ocurrieron antes de 2004.

Beneficio Suplementario por Desplazamiento de Trabajo: Si Ud. no vuelve al trabajo en un plazo de 60 días después que los pagos por incapacidad temporal terminan, y su empleador no ofrece un trabajo modificado o alerno, es posible que usted reúna los requisitos para recibir un vale no-transferible pagadero a una escuela para recibir un nuevo entrenamiento y/o mejorar su habilidad. Si Ud. reúne los requisitos, el administrador(a) de reclamos pagará los costos hasta un máximo establecido por las leyes estatales basado en su porcentaje de incapacidad permanente. Este es un beneficio para lesiones que ocurren en o después de 1/1/04.

Beneficios por Muerte: Si la lesión o enfermedad causa la muerte, es posible que los pagos se hagan a los parientes o a las personas que vivan en el hogar, que dependían económicamente del/de la trabajador(a) difunto(a).

Es ilegal que su empleador le castigue o despidan, por sufrir una lesión o enfermedad en el trabajo, por presentar un reclamo o por atestiguar en el caso de compensación para trabajadores de otra persona. (El Código Laboral sección 132a). Si es probado, puede ser que usted reciba pagos por pérdida de sueldos, reposición del trabajo, aumento de beneficios, y gastos hasta un límite establecido por el estado.

Ud. tiene derecho a estar en desacuerdo con las decisiones que afecten su reclamo. Si Ud. tiene un desacuerdo, primero comuníquese con su administrador(a) de reclamos, para ver si usted puede resolverlo. Si usted no está recibiendo beneficios, es posible que Ud. pueda obtener beneficios de Seguro Estatal de Incapacidad (SDI). Llame al Departamento Estatal del Desarrollo del Empleo (EDD) al (800) 480-3287.

Ud. puede obtener información gratis, de un oficial de información y asistencia, de la División estatal de Compensación al Trabajador (*Division of Workers' Compensation - DWC*), o puede escuchar información grabada, así como una lista de oficinas locales, llamando al (800) 736-7401. Ud. también puede ir al sitio electrónico en el Internet de la DWC en www.dir.ca.gov. Enlázese a la sección de Compensación para Trabajadores.

Ud. puede consultar con un(a) abogado(a). La mayoría de los abogados ofrecen una consulta gratis. Si Ud. decide contratar a un(a) abogado(a), sus honorarios se tomarán de sus beneficios. Para obtener nombres de abogados de compensación para trabajadores, llame a la Asociación Estatal de Abogados de California (*State Bar*) al (415) 538-2120, ó vaya a su sitio electrónico en el Internet en www.californiaspecialist.org.



EVALUATIONS & ASSIGNMENT SHEETS

Appendix 24

San Diego City College Nursing Education Program Course Evaluation
Effective: 01/2007
Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised: 01/2015
Associate Dean, San Diego City College, Nursing Program

COURSE NUMBER _____
SEMESTER/YEAR _____

*Note: All evaluations are completed by each student online at the Select Survey site. The Select Survey is provided to the Course Coordinators two (2) weeks before the end of each course.

This questionnaire gives you an opportunity to express your views of this course and the way it has been taught. **Indicate the response closest to your view by choosing the appropriate response.**

SECTION I - ITEMS 1-7: SELECT ONE RESPONSE FOR EACH STATEMENT

NA 0 - Not applicable or don't know. The statement does not apply to this course, or you simply are not able to give a knowledgeable response.

SA 1 - Strongly Agree. You strongly agree with the statement as it applies to this course.

A 2 - Agree. You agree more than you disagree with the statement as it applies to this course.

D 3 - Disagree. You disagree more than you agree with the statement as it applies to this course.

SD 4 - Strongly Disagree. You strongly disagree with the statement as it applies to this course.

	NA	SA	A	D	SD
1. The student learning outcomes and the overall requirements for the course were clear and easy to understand.	0	1	2	3	4
2. The student learning outcomes and the concepts of the course were related to the overall student learning outcomes of the curriculum.	0	1	2	3	4
3. The teaching methods and instructional materials utilized were appropriate and effective.	0	1	2	3	4
4. In my opinion, the learning activities were related to the student learning outcomes of the course.	0	1	2	3	4
5. The course examinations were challenging and required me to prepare thoroughly.	0	1	2	3	4
6. The clinical component of the course was					

	well-organized and effective.	0	1	2	3	4
7.	I have accomplished the stated student learning outcomes.	0	1	2	3	4

SECTION II - ITEMS 8-10: SELECT ONE RESPONSE FOR EACH STATEMENT

8. For my preparation and ability, the level of difficulty of this course was:
- | | |
|------------------------|-----------------------|
| 1. Very elementary | 4. Somewhat difficult |
| 2. Somewhat elementary | 5. Very difficult |
| 3. About right | |
9. The work load for this course in relation to other nursing courses was:
- | | |
|-------------------|-------------------|
| 1. Much lighter | 4. Heavier |
| 2. Lighter | 5. Much heavier |
| 3. About the same | 6. Not Applicable |
10. The pace in which the course material was presented was:
- | | |
|---------------------|------------------|
| 1. Very slow | 4. Somewhat fast |
| 2. Somewhat slow | 5. Very fast |
| 3. Just about right | |

SECTION III - ITEMS 11-19: SELECT ONE RESPONSE FOR EACH QUESTION.

**0 = Not applicable or don't know 1 = Excellent 2 = Good 3 = Satisfactory
4 = Fair 5 = Poor**

11.	Overall, I would rate the textbook(s).	0	1	2	3	4	5
12.	Overall, I would rate the instructional materials (videos, online syllabus, computer software, etc).	0	1	2	3	4	5
13.	Overall, I would rate the learning aids (study guides, procedures guides, skills lab supplies and equipment – mannequins, simulators, etc).	0	1	2	3	4	5
14.	Overall, I would rate the examinations.	0	1	2	3	4	5
15.	Overall, I would rate the classroom instruction.	0	1	2	3	4	5
16.	Overall, I would rate the value of the class discussions.	0	1	2	3	4	5
17.	Overall, I would rate the clinical experiences.	0	1	2	3	4	5
18.	Overall, I would rate the value of this course to me.	0	1	2	3	4	5
19.	Overall, I would rate my effort in this course.	0	1	2	3	4	5

SECTION IV - GENERAL COMMENT SECTION

*We would appreciate any additional comments you may have regarding this **course**. What learning experiences and/or activities did you find most profitable? What experiences or activities were least profitable? Explain. Please note that your feedback is appreciated and considered when recommendations for course revisions are made.*

Appendix 25

San Diego City College Nursing Education Program
Student Evaluation of Clinical Facility
Effective: 1/2007 Reviewed: 7/2017, 8/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 1/2015, 08/2024
Associate Dean, San Diego City College, Nursing Program

*Note: Each student completes all evaluations online at the Select Survey site. The Select Survey is provided to the Course Coordinators two (2) weeks before the end of each course.

Clinical Facility _____ Course Number _____

Semester/Year _____

Date _____

Please answer the following questions regarding your present clinical facility. This is an evaluation of how the clinical facility is meeting student needs.

- Did you feel you received adequate orientation to function within this facility?

YES _____; NO _____; PLEASE EXPLAIN:
- How would you rate the learning experiences available in this facility?

EXCELLENT _____ GOOD _____ FAIR _____ POOR _____
DESCRIBE:
- What did you find most helpful on the unit(s)?
- What did you find least helpful on the unit(s)?
- Did you have an opportunity to rotate to any specialty areas?
YES _____; NO _____; Please list areas:
 - Were you able to meet the student learning outcomes?
YES _____; NO _____;
Please Explain:
- Did the facility provide an adequate classroom/meeting place for pre and post conferences? YES _____; NO _____;
Please Explain:

7. Describe how you were treated by the staff.
8. Is there a particular staff member that you felt was very helpful or made you feel welcome and comfortable?
9. Would you recommend the unit(s) for future placement of nursing students? (Be specific for each unit)
10. What suggestions would you offer to improve student experiences at this facility? (Be specific for each unit)

Appendix 26

San Diego City College Nursing Education Program Clinical Faculty Evaluation
Effective: 01/2007
Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised: 05/2010, 08/2024
Associate Dean, San Diego City College, Nursing Program

*Note: Each student completes all evaluations via online via Select Survey site. The Select Survey is provided to the Course Coordinators two (2) weeks prior to the end of each course.

Faculty _____ Course _____ Date _____

M = MET U = UNMET N.A. = NOT APPLICABLE	M	U	N.A.
1. Provided appropriate orientation to the clinical unit.			
2. Explained his/her expectations and evaluation criteria.			
3. Was accessible to students.			
4. Reflected enthusiastic attitude toward his/her clinical area.			
5. Raised challenging questions or problems for discussion.			
6. Explained procedures in a clear, concise manner.			
7. Directed his/her evaluation of written nursing care plans toward clients' needs and problems.			
8. In pre-/post-conferences:			
a. Gave attention to the psychological environment. (Freedom to ask questions, participate, etc.)			
b. Applied theoretical discussion to practical situation.			
c. Maintained control of group interaction.			
9. Demonstrated competency and organization in the clinical area.			

10. Promoted an atmosphere conducive to learning.			
11. Encouraged students to think for themselves.			
12. Seemed genuinely concerned with students' progress and was actively helpful.			
13. The faculty treated students with respect, fairness and confidentiality.			
14. Encouraged further independence as student mastered clinical skills (within program and clinical facility limitations).			
15. Provided progressive constructive feedback to student concerning performance.			

Please clarify any "UNMET" responses and offer suggestions for improvement.
Any additional comments?

Appendix 27

San Diego City College Nursing Education Program
Clinical Performance Evaluation Each Evaluation is based on Each Course (Leveling Evaluation) Mid-Term And Final (Medical-Surgical 240 Evaluation)
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 01/2007, 01/2018, 08/2024, 06/2026
Associate Dean, San Diego City College, Nursing Program

Student's Name _____ **Date** _____

Clinical Facility _____ **Rotation: From** _____ **to** _____

Attendance: Days Absent _____ **Number of Days Tardy** _____

	EE	S	NI	U
1. Communication Skills: a. Utilizes appropriate communication styles and basic leadership skills in client care management b. Uses therapeutic communication techniques to establish a therapeutic environment c. Communicates using SBAR format relevant, accurate and complete information in a concise and clear manner to instructors, nurses and health care team members d. Utilizes facility protocols during verbal report at change of shift or when leaving client care area e. Utilize a “nursing brain” to organize and facilitate nursing report				
2. Critical Thinking/Clinical Judgment: *reflects NCSBN clinical judgment model a. Utilizes nursing process to plan, implement, and evaluate care for clients - Assessment (Recognize cues): Applies theoretical concepts to clinical situation, identifies changes in health status, assesses significant factors affecting client's ability to meet needs, and recognizes clients at risk for complications. <i>*Collect relevant information from patient history, signs, symptoms, and environment.</i> - Nursing Diagnosis/Analysis (analyze cues and prioritize hypothesis): Identifies actual and at-risk client problems from assessment data, identifies potential complications associated with client medical diagnoses and assessment data. <i>*Connect observed cues to the patient's clinical presentation to identify probable problems. Determine which problems require immediate attention based on severity and urgency.</i> - Planning (Generate Solutions): Participates with client, family, significant others, and health team to plan outcomes and therapeutic interventions, develops two written plans of care, establishes priorities according to client need, selects appropriate methods of instruction for teaching plan. <i>*Develop expected outcomes and nursing interventions to address patient needs.</i> - Implementation (Take Action): Implements plan of care according to priority of client needs, adjusts priorities for therapeutic nursing interventions as client's situation changes, assumes responsibility for care of assigned clients, including supervision of care given by other members of the health care team. <i>*Execute interventions based on priorities and planned outcomes.</i> - Evaluation: Compares and evaluates client's behavior with expected outcomes, evaluates learning by noting changes in client behavior and identifies need for				

community resources, evaluates client response to medications and procedures, modifies nursing care plan as necessary. <i>*Assess the effectiveness of interventions and adjust care as needed</i>				
b. Makes clinical judgments and management decisions to ensure accurate and safe client care				
c. Uses evidence-based data to support clinical decision making (example: lab values, diagnostics, etc.)				
	EE	S	NI	U
3. Performance of Nursing Skills: Safely and accurately performs client care skills - All skills from previous courses - Application of EKG leads and interpretation of strips - Pacemaker care - Management of chest drainage systems - Management of devices to monitor intracranial pressure - Ostomy care - Care of urinary diversion - Verbalize and/or discuss the management of hemodynamic monitoring devices - Verbalize, discuss and perform medication administration per hospital policy				
4. Teaching/ Learning: - Develops an individualized teaching plan based on assessed needs - Teaches the client and family the information and skills needed to achieve desired learning outcomes - Evaluates the progress of the client and family toward achievement of outcome - Modifies the teaching plan based on evaluation of client progress - Provides the client and family with the information to make choices regarding health - Identifies the need for community health resources and provides referrals as needed				
5. Diversity: - Identifies and honors the developmental, emotional, cultural, and spiritual influences on the client's health - Adapts care in consideration of the client's values, customs, culture, and or habits				
6. Professionalism: - Practices within the ethical, legal, and regulatory frameworks of professional nursing practice - Demonstrates accountability for nursing care given by self and/or delegated to others - Uses standards of nursing practice to perform and evaluate client care - Advocates for client rights - Participates as a member of student/professional organizations - Serves as a positive role model within healthcare settings and the community - Participates in lifelong learning - Delineates and maintains appropriate professional boundaries in the nurse-client relationship - Adheres to ANA code of ethics & position on incivility				
7. Leadership: - Applies principles of time management, organization, delegation and priority setting in providing nursing care - Collaborates with the client, family and members of the healthcare team to provide quality nursing care - Correlates theoretical concepts and clinical practice to identify the complex needs of clients in multiple settings				

d. Provide safe and effective nursing care for 2 clients minimum, progressing to 80% of the nursing load for each clinical shift				
8. Information Competency: a. Employs appropriate scientific resources and technology to plan and deliver client care b. Documents client care as per facility policy				
	EE	S	NI	U
9. Demonstrates personal responsibility: a. Demonstrates truthfulness and honesty b. Arrives in clinical prepared to provide care to assigned client(s) c. Evaluating own performance in anecdotal notes each week d. Uses constructive criticism and suggestions for improving nursing practice e. Arriving on time f. Informing faculty of absence g. Submitting all assignments correctly and on time h. Participation in all pre/post conferences				
EE=Exceeds Expectations; S=Satisfactory; NI=Needs Improvement; U=Unsatisfactory/Unsafe		S	NI	U
Instructor Comments:				
Student Comments:				

Faculty Signature/Date

Student's Signature/Date

Faculty's Signature/Date

Appendix 28

San Diego City College Nursing Education Program	
Student Assignment Sheet	
Effective:	01/2007
Reviewed:	07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised:	01/2007
Associate Dean, San Diego City College, Nursing Program	

Student Name	Day 1 Client Initials and Room Number	Day 2 Client Initials and Room Number	Area of Focus Procedures Students can do
			Post Conference Topics
			Time Room Number



CLINICAL / LAB

Appendix 29

San Diego City College Nursing Education Program
Pre-Clinical Conference Format (Sample Format)
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 01/2007, 08/2024, 06/2026
Associate Dean, San Diego City College, Nursing Program

Each student is expected to present pertinent client data and an anticipated plan of care based on information obtained through research and clinical preparation. Students should organize their presentation using the Next Generation NCLEX (NGN) Clinical Judgment Measurement Model and be prepared to explain the rationale for their clinical decisions.

1. Recognize Cues

Identify and present relevant information about the client, including:

Medical Diagnosis(es):

- Briefly describe the medical diagnosis(es).
- Explain the pathophysiology and how the condition alters normal physiological functioning.

Surgical Intervention(s), if applicable:

- Briefly describe the surgical procedure(s).
- Identify the date of surgery.
- Explain relevant physiological changes or potential complications associated with the surgical procedure.

Pertinent Client Data:

- Relevant subjective and objective assessment findings.
- Vital signs and trends.
- Pertinent laboratory and diagnostic findings.
- Current medications, treatments, therapies, and procedures.
- Relevant medical and surgical history.
- Changes in the client's condition.

2. Analyze Cues

Analyze the identified data and explain:

- Which findings are expected and which are unexpected.

- How the assessment findings relate to the client's diagnosis, surgical procedure, medications, treatments, and overall clinical condition.
- Which findings may indicate an actual or potential complication.
- Relationships or patterns among the identified cues.

3. Prioritize Hypotheses

Based on the available client data:

- Identify the priority nursing problem(s).
- Determine which problem requires the most immediate nursing attention.
- Explain the rationale for prioritizing the identified problem(s), considering client safety, acuity, and potential for deterioration.

4. Generate Solutions

Develop appropriate nursing interventions for the identified priority problem(s).

Include:

- Nursing assessments and monitoring.
- Appropriate nursing care and interventions.
- Treatments or procedures related to the client's condition.
- Safety measures and prevention of complications.
- Interprofessional collaboration, as appropriate.
- Client education.

For each major intervention or treatment, provide the clinical rationale and be prepared to explain the procedure or intervention.

5. Take Action

Identify the nursing actions that should be implemented based on the client's priority needs.

Be prepared to explain:

- What action should be performed first.
- Which interventions the nurse may perform independently.
- Which interventions require a provider order or interprofessional collaboration.
- When the nurse should notify the healthcare provider or activate additional resources.
- How the planned actions promote safe, evidence-based client care.

6. Evaluate Outcomes

Identify the expected client outcomes and describe how the nurse will determine whether the plan of care is effective.

Include:

- Expected assessment findings or measurable outcomes.
- Client responses that indicate improvement, stability, or deterioration.
- Findings that would require modification of the nursing plan of care.
- Additional interventions that may be necessary if expected outcomes are not achieved.

7. Client Teaching Plan

Present the anticipated teaching plan based on the client's diagnosis, treatment, medications, procedures, and discharge needs.

Teaching should address, as applicable:

- Diagnosis and disease management.
- Medications.
- Treatments and procedures.
- Activity and safety precautions.
- Nutrition and lifestyle considerations.
- Signs and symptoms that require immediate medical attention.
- Follow-up care and available resources.
- Client understanding and readiness to learn.

Students should be prepared to explain the rationale for all priority nursing decisions and demonstrate how assessment findings guide safe clinical judgment and individualized client care.

Note: The clinical faculty member may modify the pre-clinical conference format based on the course level, clinical setting, assigned client population, and identified learning objectives.

Appendix 30

San Diego City College Nursing Education Program
Suggested Guidelines for Conferences in the Clinical Areas (Sample Format)
Effective: 01/2007
Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 07/2025, 06/2026
Revised: 01/2007, 08/2024, 06/2025, 06/2026
Associate Dean, San Diego City College, Nursing Program

Professors are expected to conduct pre- and post-clinical conferences to support student learning, clinical judgment, and the integration of theory into nursing practice.

I. Pre-Clinical Conference

The pre-clinical conference provides direction and establishes the focus of learning for the clinical day. Faculty should guide students in applying the Next Generation NCLEX (NGN) Clinical Judgment Measurement Model, including recognizing cues, analyzing cues, prioritizing hypotheses, generating solutions, and identifying appropriate nursing actions.

A. Establish the Focus of Learning

The Professor will help students identify the clinical priorities for the day.

For example, the student will be able to determine the oxygenation needs of a client through:

1 Recognizing Cues

- Reviewing pertinent subjective and objective assessment data.
- Identifying relevant vital signs, laboratory values, diagnostic findings, and clinical observations.

2. Analyzing Cues

- Identifying relationships among assessment findings.
- Determining which findings are expected, unexpected, or require further investigation.
- Identifying diagnostic tools used to evaluate the client's oxygenation status.

3. Prioritizing Hypotheses

- Identifying actual or potential client problems.
- Determining which findings require priority nursing attention.

4. Generating Solutions

- Identifying appropriate nursing interventions based on the client's needs and available clinical data.

5. Taking Action

- Determining appropriate nursing actions within the student's level of preparation and scope of practice.

B. Reinforce Professional Role and Scope

The Professor will assist students in recognizing the scope and limitations of the student nurse role, including:

- Practicing within the student's level of preparation and demonstrated competency.
- Recognizing when assistance or supervision is required.
- Communicating significant or unexpected client findings promptly to the clinical faculty member and appropriate members of the healthcare team.
- Maintaining client safety and professional accountability.

C. Strengthen Clinical Judgment

The Professor will reinforce clinical judgment through:

- Recognition and analysis of relevant client cues.
- Problem-solving.
- Application of nursing knowledge.
- Prioritization of client needs.
- Evidence-based decision-making.
- Selection of appropriate nursing interventions.
- Use of sound clinical judgment.

II. Post-Clinical Conference

The post-clinical conference provides students with an opportunity to reflect on and evaluate the clinical experience while completing the NGN clinical judgment process.

The Professor should provide opportunities for students to:

1. Analyze Clinical Experiences

- Review significant client findings, nursing interventions, and clinical decisions.
- Discuss relationships and patterns among identified cues.

2. Clarify the Relationship Between Theory and Practice
 - Apply classroom, laboratory, simulation, and evidence-based knowledge to actual client care experiences.
3. Evaluate Outcomes
 - Determine the client's response to nursing interventions.
 - Identify whether expected outcomes were achieved.
 - Discuss what additional assessments or interventions may have been needed.
4. Reflect on Clinical Judgment
 - Examine how cues were recognized and interpreted.
 - Discuss prioritization of client problems and nursing actions.
 - Identify alternative approaches when appropriate.
5. Promote Individualized Client-Centered Care
 - Recognize the client as an individual with unique physiological, psychosocial, cultural, developmental, and educational needs.
6. Clarify Thinking and Professional Responses
 - Provide an opportunity to discuss questions, clinical reasoning, communication, and responses to clinical experiences in a professional learning environment.
7. Reinforce Clinical Judgment
 - Strengthen the student's ability to recognize cues, analyze cues, prioritize hypotheses, generate solutions, take action, and evaluate outcomes in preparation for safe nursing practice and NGN-style clinical decision-making.

Appendix 31

San Diego City College Nursing Education Program
Nursing Process / Care Planning Guide to Expectations and Requirements
Effective: 1/2007
Reviewed: 7/2017, 8/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised: 1/2007, 08/2024, 01/2025, 07/2025, 06/2026
Associate Dean, San Diego City College, Nursing Program

Definition: The Nursing Process is a systematic, rational, and client-centered method used to plan, implement, and evaluate safe, quality nursing care. It provides a framework for identifying actual or potential client health problems, establishing priorities and expected outcomes, implementing appropriate nursing interventions, and evaluating the client's response to care.

The Nursing Process is integrated with the **NCSBN Clinical Judgment Measurement Model (NCJMM)**, which emphasizes six clinical judgment functions: **Recognizing Cues, Analyzing Cues, Prioritizing Hypotheses, Generating Solutions, Taking Action, and Evaluating Outcomes**. These functions support students in developing safe clinical judgment, prioritization, decision-making, and client-centered nursing care.

1. Assessment / Recognizing Cues

Collect, validate, organize, and document relevant client data.

Students are expected to:

- Gather client information systematically, including **history (HX), physical examination (PE), diagnostic findings, laboratory results, vital signs, and other relevant clinical data**.
- Include all applicable basic needs identified on the assessment tool.
- Distinguish between:
 - **Subjective data:** Information reported by the client, including symptoms.
 - **Objective data:** Observable or measurable findings, including signs, laboratory results, and diagnostic data.
- Identify relevant signs and symptoms associated with the client's condition and nursing problems.
- Validate data by comparing subjective and objective findings, clarifying vague or inconsistent information, verifying significantly abnormal findings, and recognizing factors that may affect the accuracy of collected data.

Within the NCJMM, **Recognizing Cues** involves identifying relevant and important information from multiple sources.

2. Problem Statement / Analyzing Cues and Prioritize Hypotheses

The problem statement reflects the student's clinical judgment regarding the client's actual or potential responses to health conditions or life processes.

Students are expected to:

- Cluster, analyze, and interpret assessment data.
- Identify patterns and relationships among clinical findings.
- Determine actual and potential client problems.
- Prioritize problems according to **urgency, client safety, physiologic needs, risk, and clinical significance**.
- Identify client risks, strengths, resources, and coping abilities.
- Develop applicable nursing problem statements using the required **PES format: Problem, Etiology, Signs and Symptoms**.

Required Format:

Problem related to (r/t): _____ as evidenced by (AEB): _____

Within the NCJMM, students **analyze cues by connecting recognized information to the client's clinical presentation and prioritize hypotheses** by determining which client problems require the most immediate attention.

3. Planning / Outcomes / Generating Solutions

Planning includes establishing priorities, developing expected client outcomes, and selecting appropriate nursing interventions.

Students are expected to:

- Establish priorities based on the client's condition, preferences, safety, and physiologic needs.
- Develop **client-centered outcomes** that are measurable, observable, realistic, achievable, and time-limited.
- Develop outcomes that reflect improvement, resolution, or reduction of the identified problem.

Required Outcome Format:

The client will: (expected achievement) AEB: (observable evidence) by: (timeframe).

Students must select nursing interventions that:

- Are individualized and specific to the client.
- Are evidence-based and consistent with nursing knowledge and established standards of care.
- Address identified client needs and expected outcomes.
- Specify what will be done, when it will be performed, how often, and, when applicable, the duration or sequence.

- Incorporate teaching, support, comfort, safety, respect, and client participation.

Required Intervention Format:

The nurse will: (specific nursing action).

Within the NCJMM, **Generate Solutions** involves identifying expected outcomes and selecting appropriate interventions to address the prioritized client needs.

4. Implementation / Taking Action

Implementation involves safely performing the nursing interventions necessary to achieve expected client outcomes.

Students are expected to incorporate:

- **Independent Nursing Interventions:** Actions initiated by the nurse within the nursing scope of practice, such as assessment, monitoring, teaching, health promotion, prevention, comfort measures, and supportive care.
- **Collaborative Interventions:** Actions performed in collaboration with members of the healthcare team, including physicians, nurse practitioners, physician assistants, dietitians, physical therapists, social workers, and other appropriate healthcare professionals.
- **Dependent Interventions:** Nursing actions performed pursuant to authorized healthcare provider orders and applicable agency policies.

Students must document interventions performed and the client's response to those interventions.

Within the NCJMM, **Taking Action** requires the nurse to implement the most appropriate intervention(s) based on the client's priority needs.

5. Evaluation / Evaluating Outcomes

Evaluation is a deliberate, systematic process used to determine the client's progress toward expected outcomes and the effectiveness of the Nursing Care Plan.

Students are expected to:

- Identify the expected outcome being evaluated.
- Collect relevant reassessment data.
- Compare the client's actual response with the expected outcome.
- Determine whether the outcome was:
 - **Met**
 - **Partially Met**
 - **Unmet**
- Clearly describe **how** the outcome was met, partially met, or unmet.
- Evaluate the effectiveness of nursing interventions.
- Revise or modify the Nursing Care Plan when appropriate.

- If an outcome is **Partially Met or Unmet**, identify how the plan of care will be modified to address the client's continuing or changing needs.

Students should continually consider: **Did the client achieve the expected outcome? Were the nursing interventions effective? Does the plan of care need to be continued, modified, or reassessed?**

Within the NCJMM, **Evaluating Outcomes** involves comparing the client's observed response with the expected response and determining whether additional or alternative actions are required.

This structure preserves your traditional **Assessment** → **Problem Statement** → **Planning** → **Implementation** → **Evaluation** care-planning process while explicitly showing students how each component connects to the **six NCJMM clinical judgment functions** used in contemporary NCLEX-RN clinical judgment assessment

Appendix 32

San Diego City College Nursing Education Program	
Skills Lab Referral Form	
Effective:	01/2007
Reviewed:	07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised:	01/2015, 06/2026
Associate Dean, San Diego City College, Nursing Program	

Date:

Student's Name:

Referring Faculty Name:

The above-named student is referred to the Skills Lab for remediation of the following skill deficiency (ies). **The student will not able to perform skill(s) listed below in the skills until remediation has occurred.** The student holds full responsibility for skills learning opportunities secondary to his/her lack of performance.

This referral must be presented to the lab faculty, BEFORE beginning practice.

Skill(s) Identified for remediation:

Deadline _____

Objectives for remediation identified by referring faculty, in collaboration with student:

- By the end of remediation, the student becomes proficient in:
- By the end of the remediation, the student needs to demonstrate and understand the proper technique in:
- Student will practice for _____ hour(s) in skills lab.
- A skills check-off must be performed on an alternate day after practice of skill in skills lab (not able to perform check-off of skill on same day as practiced).

Student Signature: _____

Date: _____

Initiating Faculty Signature: _____

Date: _____

Recommendations and Evaluation by Skills Lab Instructor/Course Faculty:

Date: _____

Evaluating Faculty: _____

Time In:

Time Out:

Appendix 33

San Diego City College Nursing Education Program
Collaborative Clinical Team Teaching
Effective: 01/2019 Reviewed: 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 08/2024, 01/2025, 06/2026
Associate Dean, San Diego City College, Nursing Education

Purpose

Collaborative Clinical Team Teaching is an instructional approach designed to promote consistency, equity, continuity, clinical judgment, and student safety in clinical nursing education. This model ensures that all nursing students receive instruction aligned with the same course objectives, clinical expectations, evaluation criteria, Next Generation NCLEX (NGN) clinical judgment competencies, and Nursing Education Program standards, regardless of which Professor is providing instruction at a given time.

Collaborative Clinical Team Teaching requires Professors to function as a unified instructional team while maintaining shared accountability for student learning, clinical judgment, professionalism, and safe client care. Contemporary nursing education literature describes co-teaching and team teaching as collaborative approaches in which two or more educators participate in planning, implementing, and evaluating learning experiences (Calaguas, 2025; Dougan et al., 2022; Pakkonen et al., 2026; Perumbil Pathrose et al., 2022).

Benefits

Collaborative Clinical Team Teaching provides nursing students with the opportunity to learn from two or more Professors who may bring different teaching styles, clinical experiences, perspectives, areas of expertise, and approaches to clinical reasoning.

While individual teaching styles may vary, all Professors are expected to provide instruction and evaluate student performance consistently with the San Diego City College Nursing Education Program Guidelines, Policies, Procedures, course objectives, clinical evaluation criteria, and established standards of nursing practice.

Recent nursing education literature identifies potential benefits of team teaching and co-teaching, including exposure to diverse faculty expertise and perspectives, active and reflective learning, faculty mentoring, shared responsibility, and opportunities to strengthen student engagement and

critical thinking (Gibson et al., 2025; Perumbil Pathrose et al., 2022; Power et al., 2023).

The collaborative model is intended to:

- Promote consistency in clinical instruction and student expectations.
- Provide equitable learning opportunities for all nursing students.
- Expose students to multiple professional perspectives and clinical experiences.
- Strengthen clinical reasoning and clinical judgment.
- Integrate the NGN Clinical Judgment Measurement Model throughout the clinical learning experience.
- Promote application of knowledge from theory to clinical practice.
- Support continuity in student supervision, coaching, and evaluation.
- Promote faculty collaboration and shared accountability.
- Reinforce professionalism, accountability, safe practice, and adherence to Nursing Education Program policies.

Integration of Next Generation NCLEX Clinical Judgment

Collaborative Clinical Team Teaching will intentionally incorporate the NCSBN Clinical Judgment Measurement Model (NCJMM) associated with the Next Generation NCLEX into clinical instruction, pre-conference, direct client-care experiences, post-conference, simulation, assignments, and student evaluation.

The NGN evaluates entry-level clinical judgment through six cognitive skills: Recognize Cues, Analyze Cues, Prioritize Hypotheses, Generate Solutions, Take Action, and Evaluate Outcomes (National Council of State Boards of Nursing [NCSBN], 2023).

Professors will provide opportunities for students to demonstrate the following clinical judgment skills:

1. Recognize Cues
Identify relevant and significant information from multiple sources, including assessment findings, client history, laboratory results, diagnostic findings, medications, provider orders, and changes in client condition.
2. Analyze Cues
Organize and connect recognized cues to the client's clinical presentation and determine which findings are expected, unexpected, relevant, or concerning.
3. Prioritize Hypotheses
Analyze possible client problems and determine which concerns require the highest priority based on urgency, risk, safety, and the client's current condition.

4. Generate Solutions

Identify appropriate nursing interventions, expected outcomes, collaborative actions, and evidence-based strategies to address the identified priorities.

5. Take Action

Implement appropriate nursing interventions safely and within the student's scope, level of preparation, clinical agency requirements, and Nursing Education Program expectations.

6. Evaluate Outcomes

Reassess the client after interventions, compare actual outcomes with expected outcomes, determine the effectiveness of nursing actions, and modify the plan of care when indicated.

Professors should use questioning, discussion, observation, reflection, and feedback throughout the clinical day to help students progressively develop these clinical judgment abilities.

Collaborative Clinical Team Teaching Responsibilities

Both Professors share responsibility for the planning, implementation, supervision, and evaluation of the clinical learning experience. Effective co-teaching requires intentional planning, clear communication, shared goals, mutual respect, understanding of teaching approaches, and shared responsibility among participating faculty (Dougan et al., 2022; Pakkonen et al., 2026).

Professors are expected to collaborate weekly regarding:

- Course and clinical objectives.
- NGN clinical judgment competencies.
- Student assignments and learning activities.
- Pre-conference and post-conference activities.
- Client-care assignments.
- Clinical judgment and prioritization activities.
- Student supervision and engagement.
- Clinical expectations and routines.
- Formative and summative evaluation.
- Counseling, remediation, and student progression concerns.
- Professionalism and accountability.
- Safe client care.
- Implementation of Nursing Education Program policies and procedures.

Both Professors are expected to participate in the instruction and supervision of all students assigned to the clinical group.

Students should not routinely be separated into permanent groups assigned exclusively to one Professor. When students are temporarily divided for client-

care assignments, clinical learning activities, skills, or unit needs, the structure should provide opportunities for students to receive instruction, supervision, feedback, and evaluation from both Professors throughout the clinical rotation.

Pre-Clinical Conference

The pre-clinical conference will provide direction and focus for the clinical learning experience and prepare students to apply the NCSBN Clinical Judgment Measurement Model to client care.

Professors should guide students to:

- Recognize Cues by identifying pertinent subjective and objective client data.
- Analyze Cues by determining relationships among assessment findings, laboratory values, diagnostic results, medications, and the client's condition.
- Prioritize Hypotheses by determining the client's most significant or immediate needs.
- Generate Solutions by identifying appropriate nursing interventions, expected outcomes, safety considerations, and collaborative care needs.

Pre-conference should promote active student participation, clinical reasoning, questioning, and discussion rather than primarily faculty-directed lecture.

Clinical Learning Experience

During the clinical experience, Professors will collaboratively guide students in translating clinical judgment into safe nursing practice.

Students should be expected to:

- Continuously recognize and reassess relevant cues.
- Identify changes in client condition.
- Communicate significant findings promptly.
- Prioritize nursing care.
- Explain the rationale for nursing interventions.
- Safely perform nursing interventions within the student's level of preparation.
- Collaborate appropriately with members of the healthcare team.
- Apply evidence-based practice.
- Demonstrate professional communication and behavior.
- Advocate for client safety.
- Reevaluate client responses following nursing interventions.

Faculty questioning should encourage students to explain what they noticed, what they believe it means, what they are most concerned about, what they plan to do, why they selected the action, and how they will determine whether the intervention was effective.

Post-Clinical Conference

The post-clinical conference should provide students with an opportunity to reflect on and analyze the clinical experience using the NCSBN Clinical Judgment Measurement Model.

Students should be encouraged to:

- Identify significant cues encountered during the clinical day.
- Analyze relationships among client findings.
- Discuss how priorities were established.
- Explain solutions considered and interventions selected.
- Evaluate the effectiveness of nursing actions.
- Identify changes that would be made if faced with a similar situation.
- Connect nursing theory with clinical practice.
- Reflect on communication, professionalism, teamwork, and client safety.
- Identify opportunities for continued growth in clinical judgment.

Post-conference should emphasize reflection, analysis, clinical judgment, and application rather than simple reporting of tasks completed during the clinical day.

Instructional Approach

Professors will collaboratively teach established clinical objectives and actively engage students in the learning process.

Clinical teaching should emphasize guided questioning, discussion, clinical reasoning, clinical judgment, reflection, application, and evaluation, rather than relying primarily on faculty lecture.

Research on undergraduate nursing team teaching has identified benefits associated with active learning, reflection, student-faculty interaction, exposure to multiple perspectives, and opportunities to connect academic and clinical expertise (Perumbil Pathrose et al., 2022).

Both Professors are expected to:

- Facilitate student-centered discussion.
- Use NGN-style clinical judgment questioning.
- Encourage students to identify and interpret cues.

- Require students to prioritize client needs.
- Ask students to provide rationales for nursing interventions.
- Encourage students to consider alternative solutions.
- Evaluate students' ability to recognize changes in client condition.
- Reinforce connections between theory and clinical practice.
- Provide timely and constructive feedback.
- Model professional nursing behavior.
- Reinforce safe, evidence-based client care.
- Address performance or professionalism concerns consistently.
- Hold students accountable to established Nursing Education Program standards.
- Follow applicable College, District, clinical agency, and Nursing Education Program policies and procedures.

Professors' Expectations

1. Clinical Communication and SBAR

Professors will communicate pertinent information regarding the clinical experience with their clinical teaching partner and, when appropriate, the course coordinator/co-course coordinator.

An SBAR (Situation, Background, Assessment, Recommendation) format should be used to communicate the following:

- Student performance concerns.
- Clinical judgment concerns.
- Safety concerns.
- Professionalism issues.
- Client-care incidents.
- Counseling or remediation needs.
- Matters requiring faculty follow-up.

Professors must communicate significant concerns promptly to support early intervention and student success.

2. Ongoing Professor Communication

Professors will communicate regularly throughout the clinical rotation and establish a process for discussing:

- Daily clinical planning.
- Clinical routines and assignments.
- Student learning needs.
- Student engagement.
- NGN clinical judgment development.
- Clinical opportunities.

- Professors' roles and responsibilities.
- Student performance concerns.
- Safety concerns.
- Follow-up needs.

Clear and ongoing communication is consistently identified as an essential component of successful nursing co-teaching (Dougan et al., 2022; Pakkonen et al., 2026).

3. Scheduled Collaborative Planning

Professors will establish consistent planning time to prepare for the clinical experience and maintain alignment regarding:

- Clinical objectives.
- NGN clinical judgment activities.
- Pre- and post-conference.
- Client assignments.
- Learning activities.
- Faculty expectations.
- Evaluation methods.
- Student performance standards.

Adequate collaborative planning is important because co-teaching can create additional faculty workload when responsibilities, instructional approaches, and expectations are not established in advance (Perumbil Pathrose et al., 2022; Power et al., 2023).

4. Student Performance and Evaluation

Professors will routinely discuss formative and summative assessments of student performance.

Student evaluation should include the student's ability to:

- Recognize relevant cues.
- Analyze clinical information.
- Establish appropriate priorities.
- Generate safe and appropriate solutions.
- Take appropriate nursing action.
- Evaluate client outcomes.
- Communicate effectively.
- Demonstrate professionalism.
- Provide safe client care.

Professors' collaboration should occur when completing:

- Daily clinical feedback.
- Student counseling.
- Progress reports.
- Clinical evaluations.
- Remediation plans.
- Performance improvement plans.
- Mid-rotation evaluations.
- Final clinical evaluations.
- Other documentation related to student progression.

Student evaluation must be based on established course objectives, clinical evaluation criteria, documented faculty observations, NGN clinical judgment expectations, and Nursing Education Program standards.

When Professors have differing assessments of student performance, they will discuss the supporting observations and documentation and work collaboratively to reach an evaluation that is fair, objective, evidence-based, and consistent with established standards.

Clear role expectations and consistent assessment practices are important components of effective co-teaching and help reduce potential inconsistencies among faculty (Calaguas, 2025).

5. Clinical Management

Professors will discuss their approaches to clinical management before and throughout the clinical rotation, including expectations related to:

- Client assignments.
- Clinical preparation.
- Medication administration.
- Nursing skills.
- Documentation.
- Clinical judgment.
- Prioritization of care.
- Communication with clinical agency staff.
- Pre- and post-conference.
- Student accountability and professionalism.
- Management of unsafe or unsatisfactory clinical performance.

Differences in individual teaching styles should not result in conflicting expectations, standards, or evaluation criteria for nursing students.

6. Unified Professors Communication

Professors will present consistent expectations and function as a unified clinical teaching team.

Students should not receive conflicting direction regarding:

- Clinical expectations.
- Course requirements.
- Client-care responsibilities.
- Assignment requirements.
- Evaluation criteria.
- Professionalism.
- Safety.
- Nursing Education Program policies.

When a student raises a concern regarding information or a decision provided by another Professor, the Professor should communicate with one another before changing or contradicting the established direction whenever circumstances permit.

Professors will maintain a collaborative approach that prevents inconsistent expectations or opportunities for students to seek different decisions from individual Professors regarding the same clinical requirement, assignment, evaluation, or program policy.

The literature recognizes that differences in teaching approaches and the professor relationships can become barriers to team teaching when they are not addressed through planning, communication, shared expectations, and mutual respect (Dogan et al., 2022; Pakkonen et al., 2026; Perumbil Pathrose et al., 2022).

7. Shared Professors' Responsibilities

Professors will collaboratively establish responsibilities for:

- Clinical instruction.
- NGN clinical judgment activities.
- Pre- and post-conferences.
- Grading clinical assignments.
- Clinical workflow.
- Student supervision.
- Student counseling.
- Remediation.
- Documentation.
- Student evaluations.
- Observation of student performance.

- Communication with the course coordinator/co-course coordinator.
- Follow-up of student concerns.
- Implementation of Nursing Education Program policies.

Although specific duties may be divided for efficiency, both Professors remain responsible for maintaining awareness of the clinical performance, clinical judgment development, safety, and progression of all students assigned to the collaborative clinical group.

Shared planning, instruction, assessment, and clearly defined responsibilities are consistent with contemporary descriptions of co-teaching in nursing education (Calaguas, 2025; Dougan et al., 2022; Pakkonen et al., 2026).

Guiding Principle

Collaborative Clinical Team Teaching is based on shared responsibility, communication, consistency, professionalism, mutual respect, clinical judgment, and student safety.

Professors may bring different experiences, areas of expertise, and teaching approaches to the clinical environment; however, course objectives, NGN clinical judgment expectations, student evaluation standards, clinical requirements, and Nursing Education Program policies must remain consistent for all nursing students.

The goal is to provide every nursing student with an equitable, supportive, and academically rigorous clinical learning experience that strengthens the student's ability to:

Recognize Cues → Analyze Cues → Prioritize Hypotheses → Generate Solutions → Take Action → Evaluate Outcomes

To ultimately promotes safe client care, sound clinical judgment, professionalism, accountability, and readiness for nursing practice.

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5. In what ways can San Diego City College faculty and students improve the clinical learning experience?

6. Additional comments:

Thank you for taking the time to complete this survey.

Looking forward to a continued working relationship with your organization.



ASSESSMENT TECHNOLOGIES INSTITUTES (ATI)

Appendix 35

San Diego City College Nursing Education Program	
ATI Assessment / SDCC NEP Review Policy	
Effective:	01/2011
Reviewed:	07/2017, 8/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised:	01/2011, 08/2024, 06/2026
Associate Dean, San Diego City College, Nursing Program	

What is ATI?

Assessment Technologies Institute (ATI) offers an assessment-driven review program designed to enhance student academic and NCLEX-RN success. The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, learning styles, online tutorials, online practice assessments, and proctored assessments over the major content areas in nursing. ATI information and orientation resources can be accessed from the student home page.

It is highly recommended that students spend time navigating through these orientation materials.

COMPREHENSIVE ASSESSMENT AND REVIEW PROGRAM (CARP)

The CARP is designed to assist students on the licensure exam and enhance overall academic success while enrolled in the Nursing Education Program. Used as a comprehensive program and combined with the content of the Nursing Education Program, the CARP can assist students in preparing for course exams more efficiently and increase confidence and familiarity with content that reflects the NCLEX exam.

Modular Study

ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement coursework. Faculty may assign these modules during the course and/or as part of active learning/remediation following assessments.

Tutorials

ATI offers Tutorials that teach nursing students how to process information unique to the nursing profession, take a nursing assessment, and make sound clinical decisions. **Nurse Logic** is an excellent way to learn how nurses utilize information and make decisions.

The Learning System offers practice exams in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features embedded in the Tutorials help students understand the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.

Assessments

Standardized Assessments will help the student identify what they know and areas requiring active learning/remediation. Practice assessments are available to the student, and standardized proctored assessments are scheduled during the nursing courses. The Comprehensive Predictor is a comprehensive assessment tool that is predictive for passing the NCLEX-RN. Scores are reported for content, nursing process, critical thinking, therapeutic interventions, communication skills, and cognitive level.

Active Learning/Remediation

Active Learning/Remediation is a process of reviewing content in an area that was not learned or fully understood, as demonstrated by performance on an assessment. Active Learning/Remediation is intended to help the student review vital information to be successful in courses and on the NCLEX. The student's performance profile will list the topics to review. The student can remediate using the Focused Review, which contains links to ATI review modules, media clips, and active learning templates.

Faculty have online access to detailed information about each student's timing and duration of time spent on the assessment, focused reviews, and tutorials. Students must provide documentation that the required Practice Assessments and Remediation are completed using the "My Transcript" feature under the "My Results" tab of the ATI Student Home Page and submit the transcript prior to taking the Proctored Assessment.

The complete package of student assessment and review materials includes:

I. Entrance

- Exam of Essential Academic Skills (TEAS)
- Self-Assessment Inventory
- Critical Thinking Entrance/Exit Assessment
- Quest for Academic Success

II. Content Mastery Series

Assessment and review are designed in accordance with the NCLEX-RN exam blueprint and cover the following nursing specialty areas:

- **Fundamentals of Nursing** - Includes foundations of practice, health care continuum, holistic healing, nursing process, growth and development, helping relationships, basic communication, teaching and learning, leadership, management and change, health assessment, basic nursing skills, perioperative nursing care,

supporting sensory perceptual functioning and basic comfort care needs. **(NRSE 142)**

- **Maternal/Newborn Nursing Care** - Includes content on women's health care, physiologic changes and potential complications during pregnancy, labor, delivery and the postpartum period. Newborn care and potential health care problems are included. Cultural considerations, pharmacology and nutrition are integrated into this lifespan approach exam. **(NRSE 146)**
- **Nursing Care of Children** - Covers topics related to the growth and development of children, common health disorders, socio-cultural and emotional issues, communication and therapeutic modalities. **(NRSE 146)**
- **Mental Health Nursing Care** - Contains content related to mental health disorders, therapeutic milieu, special populations and stress/crisis management. **(NRSE 242)**
- **Medical/Surgical Nursing Care** - Covers the major physiologic systems, as well as fluid and electrolyte, acid-base balance and pharmacological considerations. **(NRSE 244)**
- **Nutritional Care** - Covers nutritional concepts and dietary management for specific health care problems. **(NRSE 144)**
- **Pharmacology for Nursing Practice** - Covers basic pharmacological principles and management of health care disorders with medications. Some components of the exam include dosage and fluid calculations, drug relationship indications and interactions, and safety with medication administration. **(NRSE 240)**
- **Nursing Leadership** - Assesses the student's knowledge regarding the nurse's role in leadership and management within the multidisciplinary team. Safety-related items include decision-making, supervision, planning, counseling, delegation, and identification of client needs. **(NRSE 246)**

Reference to the Nursing Student Handbook regarding additional information about ATI.

INTERPRETATION AND CONSEQUENCES

Assessment Technologies Institute (ATI) online practice assessments are designed to be a tool for self-study and active learning of the content. They can be used wherever students can access the Internet and allow students to practice for NCLEX-RN® by using the computer-based assessments and researching answers in their reference materials.

All students enrolled in a Nursing Education Program (NEP) are required to take ALL scheduled ATI proctored assessments. For ATI requirements, refer to the Student Handbook.

ATI Proctored Assessments Tardiness and Absence Policy: Refer to the absences and lateness related to examinations

***Note:** Refer to the Student Handbook: RN Comprehensive Predictor® 2019 Probability of Passing Expectancy Table.

USING ATI – ASSESSMENT INSTRUCTION

Technical Requirements

Windows

Adobe Acrobat 7 or higher

Mozilla/Firefox 3.0 or later

MAC

MAC OS X

Safari 3.0 or later

Step 1

You already created an account when you took the TEAS. If you do not remember your user name or password, please call ATI at 800-667-7531.

Step 2

To take an assessment you must sign in with User Name and Password and select "Take an Assessment" on the left main menu. Enter the Assessment ID and the next page will require the Password. Click "Read Instructions" and then "Start Assessment". Upon completion of the Assessment, click "Get Report" to get a detailed report of your performance on the Assessment.

Step 3

If you go back to "My Results", you can create a "Focused Review" which will link you to all the remediation tools available from ATI.

SAN DIEGO CITY COLLEGE NURSING EDUCATION

ASSESSMENT TECHNOLOGIES INSTITUTES (ATI) & POINTS

ATI offers an assessment-driven review program designed to enhance student academic and NCLEXRN success. The program includes assessment indicators for academic success, critical thinking and learning, online tutorials, online practice assessments, and proctored assessments over the major content areas in nursing. The nursing faculty highly recommends that nursing students complete the online practice examinations to achieve level 2.

If a student earned a Level 1 or less, the student must retake the ATI proctored exam on the scheduled exam date. Failure to retake the ATI proctored exam in week eight (8) on the scheduled exam date will result in the student forfeiting ATI points and receiving a zero (0) for the proctored ATI exam. Any student may participate in the ATI proctored exam retake on the scheduled retake day.

Any student who participates in the retake and demonstrates improvement with advancement, resulting in the student receiving a higher level, will receive an additional 10 points. (For example, a Student received a Level 2 on the ATI assessment and participated in the retake, receiving a Level 3.

ATI is worth a maximum of 10% of the cumulative grade based on the grading criteria listed in the course syllabus. NRSE 146, NRSE 244 B, and NRSE 246 B have 2 ATI examinations, and each examination is worth 5% of the cumulative grade. Refer to the point scale below.

The ATI Live Review is an optional 3-day review session provided by Assessment Technologies Institute (ATI) after the 4th semester ends. The live review is part of the students ATI package that will provide students with guidance on how to prepare for the new NCLEX-RN NGN exam.

The students who participate in the entire 3-day ATI review will earn an extra 25 points on the ATI proctored exam that is taken in Group B (ATI Medical Surgical Proctored or the ATI Leadership proctored exam).

Students who participate in the entire 3-day review session will receive an additional 25 points that will be applied to the ATI Proctored Assessment Points (ATI Proctored Med/Surg Exam) for that course.

GRADING SCALE FOR ATI ASSESSMENTS' POINTS

COURSE	ATI	LEVEL 3 Points	LEVEL 2 Points	LEVEL 1 Points and retake of the proctored exam	< LEVEL 1 Points and retake of the proctored exam
NRSE 142	Fundamentals of Nursing	100	75	50	0
NRSE 144	Nutritional Care	100	75	50	0
NRSE 146	Maternal/Newborn Nursing Care	100	75	50	0
NRSE 146	Nursing Care of Children	100	75	50	0
NRSE 235	Fundamentals of Nursing (LVN-RN)	100	75	50	0
NRSE 240	Pharmacology for Nursing Practice	100	75	50	0
NRSE 242	Mental Health Nursing Care	100	75	50	0
NRSE 244	Medical/Surgical Nursing Care	100	75	50	0
NRSE 246	Leadership	100	75	50	0

Comprehensive Predictor: Students who meet the minimum criteria for the comprehensive predictor will receive 15 additional points added to the proctored ATI exam in the concurrent course.

Refer to the Nursing Student Handbook for additional information regarding ATI requirements, expectations, and resources.



ADDITIONAL RESOURCES

Appendix 36

San Diego City College Nursing Education Program
Volunteer Worker Registration Form
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 01/2007
Associate Dean, San Diego City College, Nursing Program

From: _____

Date: _____

Site: _____

RE: VOLUNTEER WORKER REGISTRATION FORM

The following individual will be volunteering time and service: (Print Please)

Volunteer Name:

Home Address & Phone:

City, State & Zip:

Emergency contact name & phone number:

District Site & Department:

Dates of Assignment:

from: _____ to: _____

Days and # Hours per week:

Describe Volunteer duties:

Name of Supervisor:

Signature of Supervisor:

Name of Dean/Manager:

Signature of Dean/Manager:

Thank you for generously sharing your time and expertise with S.D.C.C.D.

PLEASE CAREFULLY PRINT EVERYTHING EXCEPT SIGNATURE LINES AND
FORWARD COMPLETED FORM TO RISK MGMT. DISTRICT OFFICE.

Appendix 37

San Diego City College Nursing Education Program	
Lab Volunteer Duties / Responsibilities	
Effective:	01/2007
Reviewed:	07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised:	01/2007, 08/2019, 06/2026
Associate Dean, San Diego City College, Nursing Program	

Lab volunteers support Nursing Education Program faculty by assisting with organizing, preparing, and maintaining the nursing skills and simulation laboratory environment. Volunteers are expected to follow faculty direction, maintain a safe and orderly environment, and remain within the scope of assigned volunteer responsibilities.

Duties and Responsibilities

1. Gather Supplies

Gather supplies as requested by faculty. Faculty will provide written instructions or a supply list designated for volunteers and located in the Nursing Office.

2. Monitor Supplies and Equipment

Identify and report supplies or equipment that are:

- Missing,
- Damaged,
- In need of repair, or
- Low in quantity.

Volunteers should report concerns to designated Nursing Education Program professor or staff.

3. Return and Organize Supplies

Return supplies and equipment to their designated locations as directed by faculty.

4. Maintain Laboratory Areas

Assist with restoring laboratory rooms to a clean, safe, and orderly condition as requested by faculty. Responsibilities may include:

- Arranging chairs and furniture,
- Making beds,
- Disposing of single-use or nonreusable items appropriately,
- Returning equipment and supplies to designated locations, and
- Completing other assigned tasks necessary to prepare the laboratory for future learning activities.

5. Set Up Clinical Learning Areas

Set up bedside or laboratory learning areas according to written faculty instructions. Faculty will provide instructions designated for volunteers in the Nursing Office.

Example: Place an NG tube, emesis basin, 1-inch tape, and stethoscope on the bedside table in the designated laboratory room.

6. Use Appropriate Protective Equipment

Wear gloves when handling manikins or when directed by faculty. Follow applicable infection prevention, laboratory safety, and equipment-handling procedures.

7. Sign In and Out

Sign in and out using the Volunteer Log Sheet located in the Nursing Office for each scheduled volunteer shift.

8. Report Absences

Notify the Nursing Office as soon as possible if unable to report for a scheduled volunteer assignment by calling **619-388-3441** or **619-388-3822**.

9. Follow Faculty Direction

Perform only duties assigned or approved by Nursing Education Program faculty or designated staff. Volunteers should ask for clarification whenever they are uncertain about an assignment, equipment, supply, or laboratory procedure.

10. Maintain Professionalism and Safety

Volunteers are expected to conduct themselves professionally, protect confidential information, follow Nursing Education Program policies and procedures, and immediately report any safety concern, injury, equipment malfunction, or hazardous condition to faculty or Nursing Office staff.

Appendix 38

San Diego City College Nursing Education Program
Actual Medication Error / Potential Medication Error (Near Miss) Tracking Form
Effective: 01/2007
Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised: 01/2007, 06/2026
Associate Dean, San Diego City College, Nursing Program

Select one:

- ☐ Actual Medication Error
- ☐ Potential Medication Error / Near Miss

Directions

Use this form to document and track all actual medication errors and potential medication errors/near misses involving nursing students during the clinical learning experience.

A potential medication error/near miss is a medication-related error or unsafe situation that could have reached the client but was identified, intercepted, and corrected before the medication was administered or otherwise reached the client.

Examples of a potential medication error/near miss may include:

- An incorrect medication dose prepared but identified before administration.
- The wrong medication selected but identified before administration.
- An incorrect route identified before the medication is administered.
- A medication prepared for the wrong client but corrected before administration.
- A required assessment, laboratory value, allergy, or medication parameter identified before administration and preventing an unsafe medication action.
- An error identified by the student, Professor, Staff Registered Nurse (Staff RN), pharmacist, or another appropriate healthcare professional before the medication reaches the client.

An actual medication error is a medication-related event that reaches the client, regardless of whether the client experiences harm.

This Nursing Education Program tracking form does not replace the clinical agency's medication-error, client-safety, or event-reporting requirements. Professors and students must follow the clinical agency's policies, procedures, chain of command, and reporting requirements whenever an actual or potential medication error occurs.

For an actual medication error, immediate priority must be given to client safety, assessment, communication, and appropriate intervention. The Professor and student must promptly notify the Staff Registered Nurse (Staff RN) assigned to the client and other appropriate healthcare personnel in accordance with clinical agency policy.

Medication Error Occurring With the Staff Registered Nurse

If a nursing student is involved in an actual medication error or potential medication error/near miss while working with the Staff Registered Nurse (Staff RN), the same medication-safety and reporting requirements apply.

The student and Staff RN must immediately address client safety and follow the clinical agency's medication-safety, client-assessment, chain-of-command, and event-reporting procedures. The nursing student must notify the Professor as soon as possible.

The Professor will:

- Obtain pertinent information regarding the event from the student and Staff RN.
- Collaborate with the Staff RN and appropriate clinical agency personnel regarding required follow-up.
- Ensure that the student follows applicable Nursing Education Program requirements.
- Document the actual or potential medication error on the student's weekly anecdotal record.
- Complete the Nursing Education Program medication-error tracking form.
- Provide appropriate student counseling, education, remediation, and follow-up.
- Notify the Course Coordinator/Co-Course Coordinator and Nursing Education Program administration when indicated.

An actual or potential medication error remains a student medication-safety event regardless of whether the medication was administered under the direct supervision of the Professor or the Staff RN.

The clinical agency's event-reporting process must be followed when required. The Nursing Education Program tracking form does not replace the clinical agency's documentation or reporting requirements.

Professor Responsibilities

The Professor is responsible for:

- Immediately stopping the medication-administration process when an error or potential error is identified and it is safe to do so.
- Ensuring that the client's condition is assessed and monitored as appropriate.
- Promptly notifying the Staff RN assigned to the client.
- Collaborating with the Staff RN regarding immediate client assessment, monitoring, intervention, and follow-up.
- Notifying the Charge Nurse and other appropriate clinical agency personnel as required.
- Ensuring that the provider, pharmacist, nursing supervisor, or other appropriate healthcare personnel are notified according to clinical agency policy.
- Following all clinical agency medication-safety and event-reporting procedures.
- Completing required clinical agency documentation for an actual medication error and, when required by the agency, a potential medication error/near miss.
- Documenting the event on the student's weekly anecdotal record.
- Completing this Nursing Education Program tracking form.
- Notifying the Course Coordinator/Co-Course Coordinator and Nursing Education Program administration when indicated.
- Providing appropriate student counseling, education, remediation, and follow-up based on the nature and severity of the event.

Check all applicable boxes and provide objective, factual information.

General Information

Date of Event: _____

Time of Event: _____

Clinical Facility: _____

Unit/Department: _____

Student Name: _____

Professor Name: _____

Nursing Course Number: _____

Staff Registered Nurse (Staff RN) Assigned to Client:

Was the student working directly with the Staff RN at the time of the event?

☐ Yes

☐ No

Type of Medication Safety Event

☐ Actual Medication Error — Reached the Client

☐ Potential Medication Error / Near Miss — Did Not Reach the Client

Description of Event

Provide a brief, objective description of what occurred. Include pertinent facts without assigning blame.

Nature of Medication Error / Near Miss

Check all that apply.

Type of Event	Details
☐ Wrong medication	
☐ Wrong dose	
☐ Wrong client	
☐ Wrong route	
☐ Wrong time	
☐ Omitted medication	
☐ Duplicate medication/dose	
☐ Incorrect preparation or dilution	
☐ Incorrect infusion rate	
☐ Allergy/contraindication not identified	
☐ Required assessment or parameter not verified	

☐ Medication order not
verified/clarified _____

☐ Medication-administration
safety process not followed _____

☐ Other _____

Clinical Assignment

Number of clients assigned to the student at the time of the event:

Approximate point in the clinical day when the event occurred:

☐ Beginning

☐ Mid-shift

☐ End of shift

☐ Other: _____

Immediate Client Safety Actions

For actual medication errors, check all actions completed as applicable:

☐ Medication administration stopped or held when appropriate

☐ Client assessed

☐ Vital signs obtained, as appropriate

☐ Client monitored/reassessed

☐ Staff RN assigned to the client notified

☐ Student was working with the Staff RN when the event occurred

☐ Professor notified by the student and/or Staff RN

☐ Professor collaborated with the Staff RN regarding immediate client care
and follow-up

☐ Charge Nurse notified

☐ Healthcare Provider notified by the Staff RN

☐ Provider notified, according to clinical agency policy

☐ Pharmacist notified, according to clinical agency policy

- ☐ Nursing Supervisor/House Supervisor notified, if required
- ☐ Additional treatment/intervention initiated as ordered
- ☐ Clinical agency event/incident report completed
- ☐ Other: _____

Describe immediate actions, communication with the Staff RN and Professor, and client response:

Clinical Agency Reporting and Communication

Was the Staff RN assigned to the client notified or directly involved at the time of the event?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Name of Staff RN: _____

Time Staff RN notified: _____

Was the Professor notified?

- ☐ Yes
- ☐ No

Time Professor notified: _____

Was the event reported according to the clinical agency's medication-safety/event-reporting policy?

- ☐ Yes
- ☐ No
- ☐ Not Applicable

Additional notified:

- ☐ San Diego City College Nursing Education Program:
 - ☐ Course Coordinator/Co-Course Coordinator
 - ☐ Department Chair/Assistant Nursing Director
 - ☐ Associate Dean of Nursing

☐ Other: _____

Facility event/incident report completed, if required:

- ☐ Yes
- ☐ No
- ☐ Not Required

Note: Clinical agency event/incident reports are completed and maintained according to the clinical agency's policy. This Nursing Education Program form is maintained separately in accordance with Program and College requirements.

Professor's Assessment of Contributing Factors

Based on observation and available information, identify factors that may have contributed to the actual or potential medication error.

- ☐ Knowledge deficit
- ☐ Failure to verify medication order
- ☐ Failure to follow medication-administration rights/safety checks
- ☐ Incomplete client assessment
- ☐ Calculation error
- ☐ Communication issue
- ☐ Documentation issue
- ☐ Distraction/interruption
- ☐ Time-management concern
- ☐ Failure to seek clarification or assistance

- ☐ Clinical judgment concern
- ☐ Environmental/workflow factor
- ☐ Other: _____

Professor's interpretation of the event:

Student Reflection of the event

Student's interpretation of the actual medication error or potential medication error/near miss:

What cues or information should have been recognized?

What should have been analyzed or prioritized differently?

What action should be taken in a similar situation in the future?

Student Counseling / Remediation / Follow-Up

- ☐ Immediate Professor counseling completed
- ☐ Medication-administration process reviewed
- ☐ Rights of medication administration reviewed
- ☐ Medication calculation remediation required
- ☐ Medication safety assignment required

- ☐ Skills laboratory remediation required
- ☐ Simulation remediation required
- ☐ Clinical judgment remediation required
- ☐ Student referred to Course Coordinator/Co-Course Coordinator
- ☐ Progress Report/Performance Improvement Plan initiated
- ☐ Additional monitoring required
- ☐ Other: _____

Action Taken / Follow-Up Plan:

Program Progression / Administrative Action

Depending on the nature, severity, frequency, and circumstances of the medication error or near miss, additional action may be required in accordance with established Nursing Education Program policies and procedures.

- ☐ Clinical progression reviewed
- ☐ Unsatisfactory clinical performance considered
- ☐ Additional clinical monitoring required
- ☐ Student referred to Course Coordinator/Co-Course Coordinator
- ☐ Department Chair/Assistant Director of Nursing notified
- ☐ Associate Dean of Nursing notified
- ☐ Progress Report/Performance Improvement Plan initiated
- ☐ Removal from the clinical setting, if indicated
- ☐ Potential dismissal from the Nursing Education Program, in accordance with established program policies, student progression requirements, and applicable due process procedures

☐ Other: _____

Administrative Action / Comments:

Nursing Education Program Notification

☐ Course Coordinator/Co-Course Coordinator notified

☐ Assistant Director of Nursing notified

☐ Associate Dean of Nursing notified

☐ Additional follow-up required

Comments:

Signatures

Student Signature: _____

Date: _____

Professor Signature: _____

Date: _____

Nursing Course Number: _____

Course Coordinator/Co-Course Coordinator signature: _____

Date: _____

Department Chair/Assistant Nursing Director signature: _____

Date: _____

Assistant Director of Nursing signature: _____

Date: _____

Signature Acknowledgment

Signatures acknowledge that the event, contributing factors, counseling, remediation, and/or administrative follow-up were reviewed. A signature does not necessarily indicate agreement with all information documented on this form.

Safeguards related to the Actual Medication Error / Potential Medication Error (Near Miss)

The Nursing Education Program will apply the following safeguards when reviewing an actual medication error or potential medication error/near miss:

- Each event will be reviewed based on the individual facts and circumstances and will not automatically result in a predetermined academic consequence.
- Academic decisions will be based on the student's clinical judgment, level of preparation, adherence to medication-safety procedures, communication, response to intervention, client-safety implications, prior documented performance concerns, and ability to practice safely.
- Clinical agency reporting requirements and Nursing Education Program academic review are separate processes. Completion of a clinical agency event or incident report does not, by itself, determine a student's academic outcome.
- Nursing Education Program documentation will remain factual, objective, and limited to information necessary for academic evaluation, student safety, remediation, and progression decisions.
- Faculty should not duplicate or reproduce confidential clinical agency incident-report documentation in the student's academic record unless specifically required by applicable policy or law.
- The student will be informed of identified concerns, provided an opportunity to respond, and receive applicable counseling, remediation, or follow-up consistent with Nursing Education Program policies.
- When dismissal, removal from the clinical setting, or another significant progression action is being considered, the Nursing Education Program will follow established College, District, and Program procedures, including applicable due process requirements.
- The Staff Registered Nurse's role may be documented when relevant to the event; however, the Staff RN is not required to sign the Nursing Education Program tracking form unless required by the clinical agency or an established affiliation agreement.

- All documentation and communication related to the event will be handled in accordance with applicable privacy, confidentiality, College, District, Nursing Education Program, and clinical agency requirements.

Academic Review and Program Progression related to the Actual Medication Error / Potential Medication Error (Near Miss)

An actual medication error or potential medication error/near miss does not, by itself, determine the student's academic or program progression outcome.

The Nursing Education Program will evaluate each event based on the individual circumstances, including the student's level of preparation, clinical judgment, adherence to established medication-safety procedures, recognition and communication of the error, response to faculty or Staff Registered Nurse direction, client-safety implications, prior performance concerns, and demonstrated ability to practice safely.

Counseling, remediation, additional clinical monitoring, unsatisfactory clinical performance, removal from the clinical setting, or potential dismissal from the Nursing Education Program may be considered as appropriate and in accordance with established Nursing Education Program policies, College and District procedures, and applicable due process requirements.

Clinical agency reporting and employment-related processes are separate from the Nursing Education Program's academic evaluation and student progression processes.

Appendix 39

San Diego City College Nursing Education Program
Nursing Department Computer Lab
Effective: 01/2007
Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised: 01/2007, 01/2025, 06/2026
Associate Dean, San Diego City College, Nursing Program

A computer lab has been established in room V-315D for nursing students' use. The nursing faculty encourages all students to take advantage of this lab to enhance their learning experiences.

The Student Services Committee has established the following rules for the computer lab:

- This is a learning environment. Please be courteous and respectful so that every student working independently may concentrate and complete their task.
- If you leave the computer for any reason, you must log out.
- When using audio materials, please use your own headphones.
- Food and drinks are NOT ALLOWED in the lab.
- Set cell phones to off.
- If you use a cell phone, take or make calls outside the room.
- Do not reconfigure the hardware or software.
- Software not belonging to the Nursing Education Department is not allowed to run or be installed on these computers.
- Software piracy is a federal offense.
- If a printer is made available for student use, it will be connected to one computer in the lab. Students must bring paper, and the NSA must purchase ink cartridges for the printer.

Important Information Regarding Violating Rules:

1. Students violating these rules will be asked to leave the lab.
2. Continued misuse of the lab will result in suspension from the lab.
3. Children are not allowed in the classrooms or labs.
4. Before leaving the computer lab, shut down the computer and monitor.

Appendix 40

San Diego City College Nursing Education Program
Guest Speaker Request Policy
Effective: 01/2007
Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised: 01/2007, 06/2026
Associate Dean, San Diego City College, Nursing Program

Purpose

Guest speakers may be invited to participate in Nursing Education Program courses to enhance student learning by providing professional expertise, clinical perspectives, specialized knowledge, career information, or other content directly related to established course objectives and student learning outcomes.

Guest speakers are intended to supplement the instruction provided by the Professor and do not replace the Professor's responsibility for course instruction, student supervision, or achievement of course objectives.

Approval

Professors who wish to invite a guest speaker must complete the applicable San Diego City College Guest Speaker Request Form/Lecture-Workshop Speaker Engagement Form and submit it to the appropriate Dean or designee for approval before the scheduled presentation. Here is the SDCCD form Guest Speaker Request Form/Lecture-Workshop Speaker Engagement Form link: [Lecture Agreement](#)

- Professor's name.
- Course number and CRN.
- Date, time, and location of the presentation.
- Guest speaker's name and contact information.
- Presentation topic.
- Purpose of the presentation.
- Guest speaker's qualifications or professional expertise.
- Relationship of the presentation to the course objectives and student learning outcomes.

Guest speakers should not be invited or confirmed on behalf of the Nursing Education Program until applicable College approval requirements have been completed.

Professor Responsibilities

The Professor is responsible for:

- Ensuring that the guest speaker's topic is relevant to the course content, objectives, and level of student learning.
- Reviewing the planned content with the guest speaker before the presentation, when appropriate.
- Ensuring that the presentation is consistent with Nursing Education Program, College, and District policies and procedures.
- Informing the guest speaker of applicable expectations regarding professionalism, confidentiality, student privacy, appropriate classroom conduct, and the educational environment.
- Remaining present for the entire time the guest speaker is in the classroom or instructional setting.
- Maintaining responsibility for the classroom, students, and learning environment during the presentation.
- Facilitating student questions and discussion as appropriate.
- Intervening when necessary to address information or conduct that is inconsistent with course objectives, professional standards, client safety, or applicable College or District policies.
- Providing students with clarification or additional instruction when needed following the presentation.

The presence of a guest speaker does not transfer instructional responsibility from the Professor to the guest speaker.

Guest Speaker Expectations

Guest speakers are expected to:

- Present information within the approved topic and purpose of the presentation.
- Maintain professional and respectful communication.
- Respect differing viewpoints and the educational environment.
- Protect confidential and personally identifiable information.
- Avoid discussing identifiable client information or presenting protected health information unless appropriately de-identified and permitted by applicable law and policy.
- Avoid requesting or disclosing confidential student information.
- Follow applicable Nursing Education Program, College, District, and campus requirements.
- Comply with faculty direction while participating in the instructional environment.

Guest speakers should be informed that their participation is for educational purposes and does not constitute endorsement by the Nursing Education

Program, San Diego City College, or the San Diego Community College District of the speaker's personal, professional, commercial, or organizational views.

Academic Freedom and Respectful Dialogue

Guest speaker presentations may introduce different professional perspectives, emerging practices, or topics that encourage critical thinking and discussion. Presentations and classroom discussions should remain relevant to the educational purpose of the course and be conducted in a manner consistent with principles of academic freedom, professionalism, fairness, mutual respect, and freedom of expression.

Professors remain responsible for facilitating the educational discussion and helping students evaluate information using evidence, professional standards, course content, and sound clinical judgment.

Commercial Products and Services

Guest speakers should not use the classroom primarily to advertise, solicit, recruit, or sell products or services unless the activity has been specifically approved and is directly related to the educational purpose of the presentation.

Any potential financial, organizational, or professional conflict of interest relevant to the presentation should be disclosed when appropriate.

Client and Student Confidentiality

Guest speakers and Professors must protect client and student confidentiality.

Clinical examples, case studies, photographs, recordings, presentations, or other materials used during a guest presentation must not disclose identifiable client information unless appropriate authorization has been obtained and disclosure is permitted under applicable requirements.

Students should not be asked to disclose personal, academic, health, or other confidential information as a condition of participating in a guest presentation.

Photography, Audio, and Video Recording

Photography, audio recording, video recording, livestreaming, or other recording of a guest presentation must comply with applicable College, District, Nursing Education Program, privacy, accessibility, and consent requirements.

Guest speakers may not independently photograph or record nursing students without appropriate authorization.

Accessibility

Guest speaker presentations and accompanying instructional materials should be provided in a manner that supports accessibility and equitable participation.

Professors should coordinate necessary accommodations and accessible materials in accordance with applicable San Diego City College and District procedures.

Campus and Visitor Requirements

Guest speakers are considered visitors to the College and are expected to comply with applicable campus safety, conduct, parking, and visitor requirements.

When parking arrangements are needed, the Professor or department should follow current San Diego Community College District procedures for requesting guest parking.

Cancellation or Modification

The Nursing Education Program or College may cancel, postpone, relocate, or modify a guest speaker presentation when necessary because of instructional needs, safety concerns, facility limitations, failure to obtain required approval, or other College or District requirements.

Guiding Principle

Guest speakers should enhance and not replace the Professor's instruction. The Professor maintains responsibility for ensuring that the guest presentation supports course objectives, promotes a respectful and inclusive learning environment, protects confidentiality, and contributes meaningfully to nursing students' education, clinical judgment, professionalism, and preparation for nursing practice.

Appendix 41

San Diego City College Nursing Education Program	
Resources Available on the Faculty Website	
Effective:	01/2007
Reviewed:	07/2017, 08/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026
Revised:	07/2015, 06/2026
Associate Dean, San Diego City College, Nursing Program	

Many forms and other resources are available on the San Diego Community College District Faculty Resources website:

[Faculty Resources](#)

The following are examples of commonly used City College forms:

Absence, Request for Leave of Absence

Faculty Appraisal Guide and Forms

Grant Application Planning, Notification, and Approval Guide

Injury and Illness Incident and Investigation Report

Lecture/Workshop Speaker Engagement Agreement

Petitions

Professional Development:

a. Proposal

b. Revision

c. Completion

Retirement or Resignation Notice

Sabbatical

Procedures

Application

Removal of Disruptive Student

Faculty Academic Sanction

Student Rights, Responsibilities, Campus Safety, and Administrative Due

Process: [San Diego Community College District Board Policy 5500 – Student](#)

[Rights, Responsibilities, Campus Safety and Administrative Due Process](#)

Student Disciplinary Procedures

City College Key Request Form is available on the San Diego City College

Business Services website: [San Diego City College Business Services](#)

Employee Resources and Faculty Web Services are available on the San

Diego Community College District Website: [San Diego Community College District](#)

San Diego City College Nursing Education Website

[San Diego City College Nursing Education Program](#)

Directions to City College:

[Directions to City College](#)

Appendix 42

San Diego City College Nursing Education Program
Prerequisite Course Equivalency
Effective: 09/2011 Reviewed: 11/2016, 08/2017, 08/2018, 08/2019, 10/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 11/2016, 06/2026
Associate Dean, San Diego City College, Nursing Program

PREREQUISITE COURSE EQUIVALENCY:

The San Diego City College Nursing Education Program may accept prerequisite coursework completed at a regionally accredited college or university when the coursework is determined to be equivalent in content, units, and academic rigor to the required San Diego City College prerequisite course.

This may include approved online science courses and laboratory courses, provided the coursework meets applicable College, District, Nursing Education Program, and regulatory requirements.

When there is a question regarding course equivalency or content, the appropriate academic department responsible for the discipline will determine course equivalency. For example, questions regarding Biology prerequisite coursework will be referred to the appropriate Biology department or designated discipline faculty for review.

The San Diego Community College District Evaluations Office makes the final determination regarding acceptance and application of official transfer coursework to College degree and program requirements.

Procedure

Prospective nursing students should complete the following steps:

1. Apply to the San Diego Community College District

Submit an application for admission to the San Diego Community College District through the current online admissions process.

2. Submit Official College or University Transcripts

Submit official transcripts from all applicable colleges and universities previously attended.

Official transcripts are not required for coursework completed within the San Diego Community College District at San Diego City, Mesa, or Miramar College because coursework from these colleges is maintained on the District academic record.

Official transcripts from other institutions may be submitted electronically or by mail in accordance with current SDCCD requirements.

Electronic Transcripts

SDCCD accepts official electronic transcripts sent directly through approved transcript providers, including Parchment and the National Student Clearinghouse (NSC).

Transcripts submitted by students as PDF attachments are not considered official.

Mailed Official Transcripts

Official transcripts may be mailed to:

San Diego Community College District
Attn: Transcript Department
3375 Camino Del Rio South, Room 100
San Diego, CA 92108

Transcripts must meet current SDCCD requirements for official transcripts.

For current instructions regarding submission of official transcripts, refer to:

[SDCCD – Submitting Transcripts](#)

3. Request a Transcript Evaluation

After all required official transcripts have been received by SDCCD, students should consult with a counselor to determine whether a formal transcript evaluation is required.

When an evaluation is required, submit the Request for Transcript Evaluation through the current SDCCD online process.

[SDCCD – Request for Transcript Evaluation and Student Forms](#)

Important: All required official transcripts must be received by SDCCD before a transcript evaluation request is submitted.

4. Allow Sufficient Time for Evaluation

Students are responsible for requesting transcript evaluation sufficiently in advance of Nursing Education Program application and enrollment deadlines.

Current SDCCD processing time for transcript evaluations is a minimum of 90 business days. Processing times are established by the District and are subject to change.

Students should refer to the current SDCCD transcript and evaluation website for the most up-to-date processing information.

5. Meet With a General Counselor/Nursing Counselor

Once the transcript evaluation has been completed, students should meet with a San Diego City College general counselor or nursing counselor to review the evaluation results and develop or update their education plan.

The education plan should identify completed requirements and any remaining coursework necessary for the Nursing Education Program and applicable degree requirements.

Nursing Education Program Application Review

For purposes of the Nursing Education Program application process, applicants must follow the transcript and documentation requirements published for the applicable admission cycle.

An initial Nursing Education Program application review does not replace the formal SDCCD transcript evaluation process. Official determination and posting of accepted transfer coursework remain subject to SDCCD Evaluations Office requirements.

Student Responsibility

Students are responsible for:

- Ensuring that official transcripts are submitted from all required institutions.
- Confirming that SDCCD has received the transcripts.
- Requesting a formal transcript evaluation when required.
- Allowing adequate time for the evaluation process.
- Meeting with a counselor for educational planning.
- Providing their SDCCD Student ID number when requesting assistance regarding their academic record or evaluation.
- Meeting all Nursing Education Program application, prerequisite, and admission deadlines.

Note: Failure to complete the transcript evaluation process in sufficient time may affect a student's ability to demonstrate completion of prerequisite or degree requirements by established deadlines.

Appendix 43

SAN DIEGO CITY COLLEGE

disAbility Support Programs & Services



SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

Disability Support Programs and Services

To: City College Nursing Faculty

From: Darren Walters, DSPS Coordinator, City College

Re: Guidance Regarding Denial of an Approved Accommodation

Purpose of Guidance

This memo provides guidance to City College Nursing Faculty regarding **(A)** the Disability Support Programs and Services (DSPS) accommodations process, **(B)** the College's responsibilities to provide auxiliary aides and services to students with disabilities, and **(C)** discussion of the role of nursing faculties in ensuring that students receive their authorized accommodations while they are enrolled in City College's Nursing Program.

Background

The San Diego Community College District (the "District") is committed to all provisions of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and Section 508 of the Rehabilitation Act of 1973. San Diego Community College District is committed to providing students with disabilities academic accommodations to access the same educational opportunities available to other students. Students are afforded rights and responsibilities related to accessing academic accommodations, fully described in Procedure AP 5140 and Procedure BP 5140 outlined below:

- Students provide documentation of a qualified disability to Disability Support Program and Services (DSPS) to support requests for academic accommodations. Absent verification of a learning disability, students contact DSPS to initiate an assessment, if needed.
- Students participate in a careful, deliberate, and interactive process with a DSPS Counselor to determine eligibility for accommodations and services, and to reach an agreement on effective and reasonable academic accommodation(s).

- Once eligible for services, students request DSPS accommodations in a timely manner each semester and provide academic accommodation letter to their instructor(s).
- Students make measurable progress toward their educational goal.

A student, faculty or DSPS faculty may dispute an accommodation. If there is a dispute, the accommodation(s) originally authorized by DSPS will be provided during the problem resolution process and subsequent challenges.

Disability Rights, Responsibilities, and Academic Accommodations:

[Disability Rights, Responsibilities, and Academic Accommodations | San Diego Community College District](#)

A. DSPS accommodations process

Students who present faculties with an Authorized Academic Accommodation (AAA) form have applied and qualified for DSPS services. They have met with a DSPS counselor and were authorized individualized academic accommodations through an interactive process and review of available medical verification. The most common accommodations for the classroom are extended time on tests, note-takers, and recording of lectures.

With regard to students who have been authorized for **test proctoring**, this is typically due to the need to:

- a) provide a distraction-reduced setting where the student's focus isn't affected by noise or movement and/or
- b) provide extended time beyond the standard, in effort to mitigate the effect the disability has upon the student's memory, cognition and/or focus

It is the College's responsibility to ensure authorized accommodations, such as test proctoring, are coordinated in a timely manner and appropriately provided.

- If the student is approved for extended time and distraction reduced setting, the Nursing Faculty will notify students of testing location, date & time in writing. This will typically occur through CANVAS, but it is the student's responsibility to confirm location, date & time of each test prior to the test date.
- If the student is approved for accommodations beyond extended time and distraction reduced setting, which typically necessitate taking the test in the DSPS Test Proctor Center (A131), the student must request the test **at least ONE WEEK in advance; TWO WEEKS for Finals** through the DSPS Test Proctor Request Form.

During situations in which the faculty or instructional department seek to provide test proctoring without DSPS support, it is critical that (a) the student

is communicated with in advance of this decision, (b) the testing accommodations listed on the authorized academic accommodations form are provided appropriately and (c) faculty's contact DSPS in advance if they have questions or concerns regarding the accommodations they've decided to provide.

Should a student come forward and state they have not been provided an authorized accommodation:

- In accordance with BP 3105, a student who is not provided an authorized accommodation shall notify the DSPS office promptly so that an interactive meeting is scheduled for resolution. If a student contacts their faculty alleging that an authorized accommodation was not provided, the faculty should refer the student to DSPS. It's recommended that the faculty contact DSPS (in-person, phone or email) to report the student's claim, as well. [ACADEMIC ACCOMMODATION \(Board of Trustees Policy – BP 3105\)](#)
- Similarly, in accordance with AP 3105.1, if a faculty questions or disagrees with an authorized accommodation, they shall promptly contact the DSPS office to speak with the DSPS counselor who authorized the accommodation. For practical purposes, the DSPS coordinator may be contacted or may follow up with the faculty if the counselor is unavailable. It is critical to note that the authorized accommodation must be provided during the complaint resolution process

B. College's responsibilities to provide auxiliary aides and services to students with disabilities

The purpose of academic accommodations is to allow qualified students with disabilities access to the same educational opportunities available to other students. Section 504 of the Rehabilitation Act of 1973 ensures that students with disabilities are allowed "academic adjustments" and "auxiliary aids", commonly referred to as "academic accommodations". Authorized academic accommodations are specific to the students' disabling condition(s), in effort to help mitigate the educational limitations they impose upon the student's ability to access, comprehend, or demonstrate information in the academic environment. Within SDCCD, DSPS faculty and campus 504 Officers (in rare cases) are the designated subject matter experts specific to authorizing academic accommodations for qualified students.

C. Role of the nursing faculty's in ensuring that students receive their authorized accommodations while they are enrolled in City College's Nursing Program

The role of the nursing faculty's, and all faculty's for that matter, to ensure accommodations are received is extremely important. Should a student allege

to an faculty that their authorized accommodation wasn't provided, it is in the student's, the faculty's and the College's best interest that the faculty refer the student to DSPS and that the faculty contact DSPS as promptly as possible in effort to resolve the matter in an efficient and informal process.

Upon receipt of an allegation that an authorized accommodation wasn't provided, the DSPS counselor will contact the student and faculty to investigate and determine if the allegation is accurate.

If following an investigation it is confirmed that an faculty failed to implement, or denied an authorized accommodation, the DSPS manager/coordinator (or counselor designee) will convene an informal meeting of appropriate representatives within five (5) instructional days in effort to seek a resolution to ensure the authorized accommodation is provided unless it creates a "fundamental alteration" to the course outline of record. Resolution options should not create an undue burden upon the student, nor should it result in the student having to perform additional work beyond what was expected of their classmates. Examples to avoid include: requiring the student to attempt an additional timed assessment or additional project or assignment.

For instances in which a testing/quiz accommodation was determined to be have been denied or improperly implemented, the student should be presented with options to demonstrate their knowledge of the information represented on the test/quiz. All options should be considered in effort to mitigate any negative impact the denied or improperly implemented accommodation may have had upon the student's score.

Options that could be considered:

- If the student's extended time was cut short, the faculty could score the answered questions and disregard the unanswered questions
- The test/quiz score could be removed from the total class points possible

If the student does not agree with the options presented, the student will be advised of their opportunity to submit a formal 504 Complaint and directed to the Complaint Reporting Form.

SAN DIEGO CITY COLLEGE

disAbility Support Programs & Services

DSPS and Nursing Education Program Test Proctoring Guidelines

The San Diego City College Nursing Education Program is committed to providing approved academic accommodations and maintaining the integrity, security, and consistency of the testing process. Students receiving disability-related testing accommodations are responsible for following both DSPS/City Testing Center procedures and the Nursing Education Program testing requirements.

1. Authorized Academic Accommodations

Students receiving accommodations through disAbility Support Programs & Services (DSPS) must maintain current approved accommodations for each semester.

Continuing DSPS students may request a semester update to their accommodations through the MyDSPS Student Portal. Students who require changes or additional accommodations may need to consult with their DSPS Counselor.

Once approved, students are responsible for obtaining their Authorized Academic Accommodations (AAA) letter and providing it promptly to the Professor and/or Course Coordinator for each applicable Nursing course.

Students are encouraged to complete the accommodation process before the semester begins whenever possible to ensure that approved accommodations can be implemented in a timely manner.

[Access the MyDSPS Student Portal](#)

2. Approved Testing Accommodations

Testing accommodations will be provided only as authorized by DSPS and documented in the student's current Authorized Academic Accommodations (AAA) letter.

Students may elect not to use one or more approved accommodations for a particular examination. When declining an approved testing accommodation, the student should notify the Professor/Course Coordinator and the Testing Center, when applicable, before the examination.

Declining an accommodation for one examination does not automatically remove the accommodation from the student's approved AAA letter.

3. Testing Location and Scheduling

Once the Professor receives the student's current Authorized Academic Accommodations (AAA) letter, the Professor/Course Coordinator will provide the student with the examination date, time, location, and approved testing arrangements.

At the beginning of each semester, the Department Chair/Assistant Nursing Director will email the Nursing Education Program examination schedule to the DSPS Team to coordinate proctored examinations for students with approved testing accommodations.

DSPS will be responsible for providing in-person test proctoring for students whose approved accommodations require or utilize DSPS testing services. Nursing Professors will be responsible for proctoring examinations administered online, while ensuring that each student's approved testing accommodations are provided in accordance with the current AAA letter.

Professors will announce the examination location to students through Canvas prior to each scheduled examination.

Professors and DSPS will collaborate, as needed, to address testing arrangements, schedule changes, and approved accommodations throughout the semester.

The primary City Testing Center is currently located in:

BT-203
San Diego City College
1313 Park Boulevard
San Diego, CA 92101

[San Diego City College Test Proctoring Services](#)

4. Student Proctoring Request, if applicable

Students using the City Testing Center are responsible for submitting the required Student Proctoring Request Form within the established time frame.

Current City College guidance requires students to submit a reservation request:

- At least 7 days before a regular examination, and
- At least 14 days before a final examination.

Students should communicate with their Professor before submitting the request because Testing Center requests require instructor coordination and approval.

[Student Test Proctoring Information and Request](#)

Students should make testing reservations as early as possible because seating and staffing availability may be limited during high-demand periods such as midterms and final examinations.

5. Examination Date and Time

Unless otherwise authorized by the Professor, Course Coordinator, DSPS, or Testing Center, an accommodated examination should be completed on the same date as the examination administered to the remainder of the class.

The examination will begin at the student's scheduled testing time.

Students are expected to arrive on time and prepared to begin testing.

If a student arrives late, testing time may be affected by Testing Center hours, scheduled appointments, room availability, or the established examination window. Students should not assume that additional testing time will automatically be provided because of late arrival.

When an emergency or unexpected circumstance occurs, the student must contact the Professor/Course Coordinator as soon as possible.

6. Failure to Submit a Timely Testing Request

Students are responsible for submitting Testing Center requests within the required time frame.

Failure to submit a timely request may affect the Testing Center's ability to provide a testing appointment because seating and proctor availability cannot be guaranteed.

Students should immediately contact their Professor and the Testing Center if a deadline is missed.

Approved accommodations are determined by DSPS; however, students are responsible for following established procedures to arrange testing services.

7. Testing Environment and Approved Materials

Only materials specifically authorized for the examination may be used in the testing environment.

Examples may include:

- Professor-approved testing materials,
- Approved calculators by DSPS,
- Approved scratch paper,
- DSPS-authorized assistive technology, or
- Other materials specifically permitted by the Professor or identified as an accommodation.

Unauthorized materials or electronic devices may not be used during an examination.

Cell phones and other unauthorized electronic devices are not permitted during testing unless specifically authorized as an accommodation or by the Professor/Testing Center.

Students must follow all Testing Center and Nursing Education Program requirements regarding personal belongings, electronic devices, testing materials, and examination security.

8. Distraction-Reduced Testing Environment

When a distraction-reduced environment is an approved accommodation, the City Testing Center will make reasonable efforts to provide an appropriate testing environment.

A distraction-reduced environment does not necessarily mean a completely distraction-free environment.

The City Testing Center currently provides access to supports such as noise-canceling headphones and earplugs, when available.

Students may use approved accommodations and Testing Center resources consistent with their AAA letter and testing requirements.

9. Missed Testing Appointments

If a student misses a scheduled Testing Center appointment, it is the student's responsibility to promptly communicate with the Professor/Course Coordinator.

A missed Testing Center appointment does not automatically authorize a make-up examination.

Any make-up examination is subject to the Nursing Education Program's course examination policy and the Professor/Course Coordinator's determination.

If a make-up examination is authorized, the student may be required to submit a new Testing Center reservation request.

10. Academic Integrity and Testing Security

Students are expected to maintain academic integrity and comply with all Nursing Education Program, San Diego City College, SDCCD, and Testing Center requirements during examinations.

If a Testing Center proctor observes or suspects conduct that may compromise examination integrity or violate testing requirements, the proctor may document the circumstances and notify the Professor.

The Professor will review the information and determine appropriate academic and/or administrative follow-up in accordance with applicable College and District policies and procedures.

Potential violations of academic integrity or student conduct may be addressed under:

- SDCCD BP 5500 – Student Rights, Responsibilities, Campus Safety and Administrative Due Process
- AP 5520 – Student Disciplinary Procedures
- AP 3100.3 – Honest Academic Conduct

[SDCCD Board Policies and Administrative Procedures](#)

11. Student Responsibility

Students receiving testing accommodations are responsible for:

- Maintaining current DSPS accommodations.
- Providing the current AAA letter to the appropriate Professor/Course Coordinator.
- Communicating with the Professor regarding testing arrangements.
- Submitting Testing Center requests within established deadlines when applicable.
- Confirming each examination's date, time, and location.
- Arriving on time.
- Following Testing Center and Nursing Education Program examination requirements.
- Using only authorized materials.
- Maintaining academic integrity and examination security.
- Promptly communicating with the Professor when an emergency, missed appointment, or testing concern occurs.
- Students have the right to decline the use of any approved accommodation; however, they must notify the Professor and DSPS Counselor in writing by email at least one week in advance.

Student Acknowledgment

I acknowledge that I have reviewed and understand the DSPS and Nursing Education Program Test Proctoring Guidelines.

I understand that I am responsible for maintaining current approved accommodations, communicating my accommodation needs to my Professor/Course Coordinator, completing applicable Testing Center requests within established deadlines, and following Nursing Education Program and City Testing Center testing procedures.

Student Name: _____

Student Signature: _____

Date: _____

Appendix 44 Unsuccessful NRSE Course Template Letter

Dear Nursing Student,

This communication informs you that your cumulative weighted exam scores in the NRSE ____ (Title of the NRSE Course) course is less than 75%. Please refer to the Nursing Student Handbook and NRSE ____ syllabus for grading practice.

We are aware that this news is disappointing. Please be advised of the following process:

1. Refer to the following policies in the Student Handbook:
 - a. Reentering the Nursing Program
 - b. Student Dismissal From the Nursing Program
2. Drop the remaining courses for the (Fall/Spring) semester
3. Contact Susan Chandler at schandle@sdccd.edu to make an appointment to meet with the Acting Associate Dean, Dr. Armstrong in 30 days (include a date):

Reference to the Nursing Student Handbook Program Readmission Policy:

Note: An Exit Interview is required for the student. The student should schedule an appointment with the Associate Dean of Nursing or their designee within 30 days following program dismissal, during the nursing department office hours. This 30-day period serves as a "cool-off" time.

If a student is unsuccessful in a nursing course during the second 8-week session, they should schedule the Exit Interview during the Spring Semester when the campus is fully operational.

Thank you,

NRSE____ Team

Updated: 07/2025, Reviewed 06/2026

Appendix 45

SAN DIEGO CITY COLLEGE NURSING EDUCATION
SDCCD Email Policy
Effective: 9/2019 Reviewed: 9/2019, 11/2020, 8/2022, 08/2023, 08/2024, 01/2025, 07/2025, 06/2026 Revised: 08/2024, 06/2026
Associate Dean, San Diego City College, Nursing Education

All Nursing Education Program faculty must use their official San Diego Community College District (SDCCD) email account and/or Canvas when communicating with students regarding College, course, clinical, or Nursing Education Program matters.

Faculty must not use personal email accounts, personal text messaging accounts, or other non-District-approved electronic platforms to transmit or discuss confidential student education records.

All communication containing student-specific information must comply with the Family Educational Rights and Privacy Act (FERPA), applicable SDCCD policies and procedures, and Nursing Education Program confidentiality requirements.

Procedure

1. District Email Account

All faculty must obtain and maintain access to their official SDCCD-issued email account.

New faculty should complete all required employment and technology onboarding processes so that their District account and technology access can be established.

If assistance is needed in establishing or accessing an SDCCD account, faculty should contact their immediate supervisor and/or the SDCCD IT Help Desk.

2. Account Activation and Technology Access

Once an SDCCD account has been established, the faculty member is responsible for completing the required account activation, password setup, multifactor authentication, and other security requirements provided by the District.

Faculty experiencing difficulty accessing their account should contact the:

SDCCD IT Help Desk
Phone: 619-388-7000

[SDCCD mySDCCD – Staff/Faculty Information](#)

3. Faculty Responsibility

Faculty are responsible for:

- Regularly monitoring their official SDCCD email account.
- Using their SDCCD email account for College-related communication.
- Maintaining access to Canvas and other District-approved instructional systems.
- Protecting their username, password, multifactor authentication information, and other account credentials.
- Promptly reporting suspected unauthorized access or account-security concerns in accordance with District procedures.

4. Course Coordinator Responsibilities

The Course Coordinator/Co-Course Coordinator will use only official SDCCD faculty email addresses when listing Professor contact information in:

- Canvas,
- Course syllabi,
- Course documents,
- Nursing Education Program communications, and
- Other official instructional materials.

Personal faculty email addresses should not be published or used as the primary means of communication with nursing students.

5. Communication With Students

Faculty should communicate with students through:

- Official SDCCD faculty email,
- Canvas Inbox/Messages,
- Canvas Announcements, and/or
- Other District-approved communication systems.

When communicating by email, faculty should use the student's official SDCCD student email address whenever student-specific or educational information is being discussed.

Faculty should verify the identity of the student before releasing confidential education-record information electronically.

6. FERPA and Protection of Student Information

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and 34 C.F.R. Part 99, protects the privacy of student education records.

Faculty must safeguard personally identifiable and confidential student information, including, but not limited to:

- Student identification numbers,
- Examination and quiz grades,
- Course grades,
- Clinical evaluations,
- Progress reports,
- Counseling or remediation documentation,
- Attendance information,
- Academic performance information,
- Accommodation-related information, and
- Other personally identifiable information contained within a student's education record.

Such information must not be transmitted, stored, or shared through personal email accounts, personal cloud-storage accounts, personal Google Drive accounts, or other non-District-approved electronic systems.

Faculty should use only District-approved systems and storage locations when accessing, maintaining, or communicating confidential student information.

7. Emailing Grades and Other Confidential Information

Faculty should exercise caution when communicating grades or other confidential educational information electronically.

Whenever possible, grades and individualized student feedback should be provided through secure District-approved systems such as Canvas, rather than through general email communication.

Faculty should not send unauthorized individuals or through unsecured communication methods such as:

- Lists containing multiple students' grades,
- Student ID numbers combined with grades,
- Clinical evaluation information intended for another student, or
- Other confidential education records

8. Confidentiality and Minimum Necessary Information

Faculty should disclose only the student information necessary to accomplish the legitimate educational purpose of the communication.

Emails containing confidential student information should be addressed only to individuals who have a legitimate educational interest in receiving that information.

Faculty must verify recipients before transmitting confidential student information and should avoid unnecessary use of Reply All, group email distribution, or other methods that could inadvertently disclose protected student information.

Important: Family Educational Rights and Privacy Act Notice:

FERPA: A federal law that protects the privacy of student education records and limits disclosure of personally identifiable student information without appropriate authorization.

Student education records and personally identifiable student information must be maintained and communicated in accordance with FERPA and applicable SDCCD policies and procedures.

Faculty must not store or transmit confidential student information through personal email accounts, personal electronic devices or cloud-storage systems, or other non-District-approved platforms.

For additional information regarding FERPA and the protection of student education records, refer to the [SDCCD Student Privacy & FERPA webpage](#).

The SDCCD Faculty Resource Handbook as a faculty-specific reference because it specifically reminds faculty that student names, ID numbers, email addresses, grades, and attendance information must not be accessible to unauthorized individuals.

Faculty Resource Handbook: (2023-2024 Edition)
[SDCCD Faculty Resource Handbook](#)

Appendix 47 SBAR TEMPLATE

Situation:

Student _____ arrived at _____ on _____.
Class/Clinical/Lab starts at _____

Background:

NRSE _____ - Foundations of Nursing

Assessment:

SDCC Student Handbook Late Policy p. _____:

A student who is late up to **7 minutes** to clinical will be given a written warning on the first occurrence, placed on a professionalism contract on the second occurrence and dismissed from the program on the third occurrence. A student late **8 minutes or more** will be considered absent for the day and will be sent home, as any lateness is disruptive to client care. Timekeeping will be determined at the clinical instructor's discretion.

SDCC Student Hand book Absences and Clinical Make-up Assignments Policy p. _____:

1. All make up clinical time will be (**1-hour make up time for every 1 hours missed**) = (1:1).

SDCC Student Hand book Criteria for Unsafe Clinical Performance p. 89 (Professional Accountability):

"Fails to accept ethical and legal responsibility for his/her own actions, thereby violating professional integrity as expressed in the ANA Code for Nurses, NSNA Code of Academic and Clinical Conduct, and the Nurse Practice Act."

Example: "Fails to conduct self in a professional manner; falsifies records; **does not follow school/hospital policies and procedures**; participates in cheating and/or plagiarism."

Required:

1. The student must make up missed clinical time in the skills lab.
2. Time to be made up: _____
3. When making up the missed clinical time, the student must present the skills lab referral form to the skills lab faculty.
4. **Repeated patterns** of tardiness may result in a Student Success Plan for Professionalism.
5. **Repeated patterns** of absences across courses will be reviewed by the Director of Nursing Education. Continued patterns of tardiness/absenteeism will result in dismissal from the nursing program."

Student/Date
Reviewed, 06/2026

Instructor/Date

Appendix 48 Skills Lab Referral Template

Date: 08/22/2024

Student Name: John Doe

Referring Faculty Name: Dr. Vinegas

The above-named student is referred to the Skills Lab for the following clinical deficiency (ies) remediation. A student may not perform the skill(s) listed below in the clinical setting until remediation has occurred. The student is responsible for missed clinical learning opportunities due to a lack of preparedness for clinical practice.

This referral must be presented to the lab faculty BEFORE beginning practice.

Skill(s) Identified for remediation:

- Administration of piggyback medication (s) independently
- Assessment of the IV access site and knowing the gauge
- Flushing a saline lock (remember to push out the air)
- Administration of IV push medications using the appropriate technique
- Medication mechanisms of the following:
 1. Classification
 2. Action
 3. Indication
 4. Side effects/contraindications
 5. Pre & Post Assessments (Including labs, VS, etc that are pertinent to the medications)
- Make an appointment with Skills Lab Faculty for a Simulation Learning Experience to care for the client prior to your clinical rotation: Professor Shafer's email: Skills Lab Faculty

Objectives for remediation identified by referring faculty, in collaboration with student:

- Practice IV medication administration as noted above in the skills lab with faculty or Peer Tutor and demonstrate appropriate IV medication administration to faculty assigned to the Skills Lab.
- Practice flushing a saline lock.
- Accurately remove (from the Pyxis medication dispenser) & prepare IV drug dosages with faculty.
- Verbalize the mechanism of action, indication, side effects/contraindications, and pre-and post-assessments of medications commonly administered in the clinical setting, including antibiotics,

Lasix, ACE inhibitors, Beta-Blockers, Calcium Channel Blockers, ARBs,
Cardiac Inotropics, and Anticoagulants.

Student Signature: _____ Date: _____

Initiating Faculty Signature: _____ Date: _____

Recommendations and Evaluation by Skills Lab Instructor/Course Faculty:

Date: _____ Evaluating Faculty: _____

Time In: _____

Time Out: _____

Appendix 49

San Diego City College Nursing Education Program
Skills Lab Remediation / Retest
Effective: 09/2012 Reviewed: 09/2012, 01/2025, 07/2025, 06/2026 Revised 01/2025, 06/2026

POLICY: Students who fail skills testing must remediate in the skills lab prior to retesting. Three unsuccessful retests will result in Course Failure.

PROCEDURE: When a student is unsuccessful in skills testing, the student will be given the skills lab remediation form, which must be completed and signed by the professor who tested the student. The form must also be completed and signed by the professor who observed the student during remediation in the skills lab.

- Identify the student who is unsuccessful during the skills test.
- Immediately complete the skills lab remediation form, including the description of the reason for the failure of the skill.
- The student and the professor sign the form and place the original copy in the student's file.
- The professor will provide a photocopy to the student and instruct the student to take the form to the skills lab for remediation.
- The student must remediate all skills being tested in a lab in front of the professor before being retested.
- The student must have the professor write a description of the student's performance, sign, and date the remediation form.
- The student must bring the form to the scheduled retesting if the student has successfully passed the remediation.
- The student will retest with a different professor.
- The Course Coordinator will schedule retests.
- The completed remediation form will be returned, and the course coordinator will place the remediation form in the student's file.
- The professor will document the student's performance and email the team to inform them if the student was successful or unsuccessful on the skills retest.

Reference to Nursing Student Handbook

Appendix 50

San Diego City College Nursing Education Program
Calculating Full-Time Equivalent (FTE)
Effective: 05/2025 Reviewed: 05/2025, 07/2025, 06/2026 Revised:
Associate Dean, San Diego City College, Nursing Program

POLICY: Full-time tenure Faculty are guaranteed a 1.0 Full-Time Equivalent (FTE), a formula is used to calculate the FTE including overload.

Full-Time Equivalency (FTE) Calculation: Full-Time Equivalency (FTE) is a standardized measure used to determine an employee's workload in relation to a full-time position. For faculty, FTE is calculated based on the number of instructional or work hours completed within a defined academic period.

Standard FTE Definition

At our institution, one full-time faculty workload (1.0 FTE) is defined as:

- 15 hours per week,
- Over 17.5 weeks per semester,
- Which totals 262.5 hours per semester.

PROCEDURE: How to calculate (FTE)

$$\text{FTE} = (\text{Total instructional hours per semester}) \div 262.5$$

Example: 0.4 FTE

To determine the number of instructional hours that correspond to a 0.4 FTE:

$$0.4 \times 262.5 \text{ hours} = 105 \text{ instructional hours per semester}$$

To find the **weekly hours**:

$$105 \text{ hours} \div 17.5 \text{ weeks} = 6 \text{ hours per week}$$

Appendix 51

San Diego City College Nursing Education Program
Clinical Faculty Medication Administration Policy
Effective: 05/2025 Reviewed: 05/2025, 07/2025, 06/2026 Revised:
Associate Dean, San Diego City College, Nursing Program

POLICY: Clinical faculty members are not allowed to administer high-risk intravenous (IV) medications, including IV narcotics, in any clinical, simulation, or instructional setting. They must adhere to the hospital's policies and procedures regarding client safety and care.

Definition: High-risk IV medications are defined as medications that pose a significant risk of harm if used in error and include, but are not limited to:

- IV chemotherapy agents
- IV insulin drips
- IV anticoagulants (e.g., heparin infusions)
- IV vasoactive agents (e.g., dopamine, norepinephrine)
- IV sedatives and anesthetics requiring continuous monitoring
- IV electrolytes requiring dilution or monitoring (e.g., IV potassium, magnesium sulfate)
- Any other medication classified as high-risk by the institution or affiliated clinical sites

Procedure:

1. Faculty Scope Clarification:

Clinical faculty are responsible for instruction, supervision, and evaluation of students in clinical settings. They may demonstrate procedures using simulation or non-client-based instruction but shall not personally administer high-risk IV medications in a clinical environment.

2. Site Coordination:

Faculty must adhere to the policies of affiliated clinical sites. If clarification is needed regarding a medication's risk classification,

faculty should consult with the clinical site supervisor or institutional liaison.

3. Incident Reporting:

Any accidental or unauthorized administration of high-risk IV medications must be reported immediately to the appropriate academic administrator and follow the institution's incident reporting protocol.

Appendix 52

San Diego City College Nursing Education Program
Dream Student Nurse Externship SDCC NEP Policy
Effective: 06/2026 Reviewed: 06/2026 Revised:
Associate Dean, San Diego City College, Nursing Program

Purpose

The DREAM Student Nurse Externship Program is a collaborative educational opportunity between UC San Diego Health (UCSD Health) and participating Associate Degree Nursing (ADN)/Associate of Science in Nursing programs.

The purpose of the externship is to provide eligible San Diego City College Nursing Education Program students with additional professional nursing experiences that support the transition from nursing student to entry-level Registered Nurse practice.

The externship is intended to enhance, but not replace, the Nursing Education Program's required clinical learning experiences. Participation provides students with opportunities to strengthen clinical judgment, professional communication, teamwork, leadership, career readiness, and understanding of nursing practice within a Magnet-recognized healthcare organization.

Program Overview

The DREAM Student Nurse Externship Program is administered by UC San Diego Health.

Current program components may include:

- Participation during the student's final academic year.
- A two-semester commitment, generally Fall and Spring.
- Clinical/externship experiences at UC San Diego Health.
- Educational and professional development sessions.
- One-to-one pairing with an RN Preceptor.
- One-to-one mentoring.
- Skills development.
- Career development activities.
- Professional nursing portfolio development.
- Completion recognition upon successful fulfillment of program requirements.

Program structure, hours, placement opportunities, eligibility requirements, and application deadlines are established by UC San Diego Health and are subject to change.

[UC San Diego Health – DREAM Student Nurse Externship Program](#)

Eligibility

Students interested in the DREAM Student Nurse Externship Program must meet all current eligibility requirements established by UC San Diego Health and the San Diego City College Nursing Education Program.

Current eligibility requirements include, but may not be limited to:

- Enrollment in an ADN or ASN nursing program that maintains an active clinical affiliation with UC San Diego Health.
- Participation during the student's final academic year.
- Enrollment in an approved externship course through the student's nursing program.
- A cumulative GPA meeting the minimum established by UC San Diego Health.
- Maintenance of satisfactory academic and clinical standing in the Nursing Education Program.
- The student must not be on an active Student Success Plan, remediation plan, or other formal performance-improvement plan related to professionalism, unsafe clinical practice, or significant clinical performance concerns at the time of application or participation.
- The student must demonstrate consistent professionalism, accountability, safe clinical judgment, and adherence to Nursing Education Program policies and clinical agency expectations.
- Compliance with UC San Diego Health health, immunization, background, insurance, and other onboarding requirements.
- Ability to participate in required UC San Diego Health didactic and educational activities.
- Compliance with any additional eligibility requirements established by UC San Diego Health for the applicable application cycle.

Note: If a student is placed on a Student Success Plan or other formal performance-improvement plan for professionalism, unsafe clinical practice, or significant clinical performance concerns after selection into the DREAM Program, continued participation may be reviewed by the Nursing Education Program in collaboration with UC San Diego Health, as appropriate.

Note: If a student is placed on a Student Success Plan or other formal performance-improvement plan for professionalism, unsafe clinical practice,

or significant clinical performance concerns, the student is ineligible to apply to the DREAM Program at UC San Diego Health.

Because program requirements may change, students are responsible for reviewing the current DREAM eligibility criteria before applying.

Application and Selection

Application to the DREAM Student Nurse Externship Program is completed directly through the UC San Diego Health Explore Career Path Program. Students may be required to submit materials that include:

- Résumé or curriculum vitae.
- Cover letter.
- Letters of reference.
- Proof of health insurance.
- Academic documentation.
- Other information required by UC San Diego Health.

[UC San Diego Health – DREAM/Explore Career Path Applications](#)

Submission of an application does not guarantee selection or placement. UC San Diego Health is responsible for establishing its application process, reviewing applicants, selecting participants, determining placements, and assigning RN preceptors and mentors.

The San Diego City College Nursing Education Program does not guarantee acceptance into the DREAM Program or placement in a particular unit, specialty, shift, or clinical area.

Nursing Education Program Approval

Before beginning the externship, selected students must notify the appropriate Nursing Education Program Professor/Course Coordinator and complete all College and Program requirements associated with enrollment in the designated externship course.

Participation must be consistent with:

- Nursing Education Program policies and procedures.
- San Diego City College and SDCCD requirements.
- Applicable clinical affiliation agreements.
- UC San Diego Health policies and procedures.
- Applicable California Board of Registered Nursing requirements.

Students may not independently substitute DREAM externship hours for required Nursing Education Program clinical hours.

Externship Course Enrollment

Students selected for the DREAM Program must enroll in the designated San Diego City College externship/work experience course, as applicable, for each semester in which academic enrollment is required.

Enrollment must be completed within established College registration deadlines.

Students are responsible for maintaining enrollment and meeting all course requirements throughout their participation in the externship.

Successful participation in the DREAM Program does not automatically satisfy a Nursing Education Program course, clinical, graduation, or licensure requirement unless specifically authorized through the approved curriculum.

Student Responsibilities

Students participating in the DREAM Student Nurse Externship Program are expected to:

- Maintain satisfactory academic and clinical standing in the Nursing Education Program.
- Remain eligible under the requirements listed in this policy throughout the externship.
- Remain enrolled in required Nursing Education Program courses.
- Complete all required externship and College enrollment requirements.
- Attend required UC San Diego Health orientations, didactic sessions, clinical experiences, meetings, and professional development activities.
- Arrive on time and prepared for assigned externship experiences.
- Follow the direction of the assigned RN Preceptor and other authorized UC San Diego Health personnel.
- Practice within the student's authorized role, educational preparation, and level of competency.
- Seek assistance whenever an assignment, procedure, medication, or clinical situation is beyond the student's level of preparation or competency.
- Demonstrate professional communication, accountability, integrity, and respect.
- Protect client privacy and confidentiality.
- Follow HIPAA requirements.
- Follow UC San Diego Health policies and procedures.
- Follow all applicable Nursing Education Program policies and procedures.
- Maintain all required health, safety, background, insurance, and compliance documentation.
- Complete required assignments, evaluations, time records, or other documentation associated with the externship course.

Clinical Judgment and Professional Development

Students should use DREAM experiences to further develop clinical judgment consistent with the NCSBN Clinical Judgment Measurement Model (NCJMM). Students should demonstrate progressive development in their ability to: Recognize Cues → Analyze Cues → Prioritize Hypotheses → Generate Solutions → Take Action → Evaluate Outcomes

Students should also use the externship experience to strengthen:

- Prioritization and organization of nursing care.
- Communication with clients, families, nurses, and interdisciplinary team members.
- Professional nursing identity.
- Evidence-based practice.
- Client safety.
- Quality improvement.
- Teamwork and collaboration.
- Leadership.
- Professional accountability.
- Transition-to-practice readiness.

RN Preceptor Role

UC San Diego Health will assign an RN Preceptor according to its DREAM Program procedures.

The RN Preceptor may:

- Orient the student to the assigned clinical environment.
- Facilitate appropriate learning experiences.
- Model professional nursing practice.
- Provide guidance and supervision consistent with the student's role.
- Promote clinical judgment and professional development.
- Provide feedback regarding student performance.
- Communicate concerns to appropriate UC San Diego Health and Nursing Education Program personnel when indicated.

Students must recognize that participation in the externship does not authorize independent Registered Nursing practice.

Nursing Education Program Professor, Assistant Nursing Director/Department Chair, Nursing Student Success Advisor, or the Associate Dean of Nursing responsibilities:

The designated nursing department team member will be responsible for the externship course will provide academic oversight consistent with College, District, Nursing Education Program, and applicable regulatory requirements.

Responsibilities may include:

- Reviewing course objectives and requirements with participating students.
- Maintaining communication with students and appropriate UC San Diego Health representatives.
- Monitoring student progress toward established externship learning objectives.
- Reviewing required student assignments and documentation.
- Addressing academic or professional concerns.
- Collaborating with the clinical partner when concerns regarding student performance or safety arise.
- Evaluating student completion of applicable course requirements.

Clinical Safety

Client safety is the highest priority.

Students must immediately communicate any safety concern, significant change in client condition, medication concern, error, near miss, injury, exposure, or other clinical event to the assigned RN Preceptor/Staff

Registered Nurse and follow UC San Diego Health policies and procedures. The student must also notify the appropriate Nursing Education Program Professor as soon as possible when the event affects the student's clinical or academic performance or requires Program follow-up.

Clinical agency reporting requirements and Nursing Education Program academic review are separate processes.

Professional Conduct

DREAM participants remain San Diego City College Nursing Education Program students while participating in the externship and are expected to comply with applicable:

- Nursing Education Program standards of professionalism.
- San Diego City College and SDCCD Student Code of Conduct requirements.
- UC San Diego Health professional conduct requirements.
- Confidentiality and privacy requirements.
- Academic integrity expectations.
- Clinical safety requirements.

Conduct that places a client, student, employee, or other individual at risk may result in immediate removal from the clinical environment pending appropriate review.

Continued Eligibility and Performance Review

Participation in the DREAM Student Nurse Externship Program is contingent upon the student maintaining satisfactory academic, clinical, and professional standing throughout the externship.

If a student is placed on a Student Success Plan, remediation plan, or other formal performance-improvement plan related to professionalism, unsafe clinical practice, or significant clinical performance concerns after acceptance into the DREAM Program, continued participation may be reviewed.

The review may include consultation among:

- The Nursing Education Program Professor/Course Coordinator.
- The Department Chair/Assistant Nursing Director.
- The Associate Dean of Nursing, as applicable.
- Appropriate UC San Diego Health DREAM Program representatives.

Depending on the nature and severity of the concern, the student may:

- Continue in the DREAM Program with additional monitoring.
- Be required to complete remediation or corrective actions.
- Be temporarily removed from externship activities.
- Be determined ineligible to continue participation in the DREAM Program.

A decision regarding continued DREAM participation is separate from the student's Nursing Education Program progression unless the underlying conduct also violates Nursing Education Program academic, clinical, safety, or professionalism requirements.

Attendance and Scheduling

Students are responsible for meeting all attendance and scheduling requirements established by UC San Diego Health and the applicable externship course.

Externship participation must not interfere with required Nursing Education Program:

- Theory courses.
- Clinical rotations.
- Simulation.

- Skills laboratory activities.
- Examinations.
- Mandatory meetings or activities.

Required Nursing Education Program courses and clinical experiences take priority over optional externship activities when scheduling conflicts occur, unless alternative arrangements have been formally approved.

Students should communicate scheduling conflicts promptly to the appropriate Professor and UC San Diego Health representative.

Confidentiality and HIPAA

Students must maintain confidentiality of all client, employee, student, and organizational information encountered during the externship.

Students must not:

- Access health records without an authorized educational or clinical purpose.
- Photograph or record clients or protected clinical information.
- Post information about clients or clinical experiences on social media.
- Remove protected health information from the clinical agency.
- Discuss identifiable client information in public or unauthorized settings.

Violation of confidentiality or privacy requirements may result in removal from the externship and additional action under Nursing Education Program, College, District, and/or UC San Diego Health policies.

Performance Concerns

When concerns arise regarding a student's clinical performance, professionalism, attendance, communication, safety, or compliance with externship requirements, the UC San Diego Health representative and Nursing Education Program Professor should communicate promptly, as appropriate.

Depending on the nature and severity of the concern, actions may include:

- Counseling.
- Conference with the SDCC NEP Administrative Team.
- Additional education or remediation.
- Performance improvement plan.
- Increased monitoring.
- Removal from a particular learning experience.
- Removal from the DREAM externship.

- Review of the student's Nursing Education Program progression when the conduct also constitutes a violation of Nursing Education Program requirements.
- Removal from the DREAM Program by UC San Diego Health does not automatically determine the student's Nursing Education Program progression. Any academic or progression decision will be made separately in accordance with established Nursing Education Program, College, and District policies and applicable due process requirements.

Completion

Students must satisfactorily complete all UC San Diego Health and applicable San Diego City College externship course requirements to receive credit or recognition associated with the experience.

Completion of the DREAM Student Nurse Externship Program does not guarantee:

- Employment with UC San Diego Health.
- Placement in a specific nursing specialty.
- Selection for a new graduate RN position.
- Graduation from the Nursing Education Program.
- Eligibility for RN licensure.

Guiding Principle

The DREAM Student Nurse Externship Program is an enhanced professional learning opportunity designed to complement the San Diego City College Nursing Education Program.

Participation should strengthen the student's transition from nursing education to professional practice while reinforcing:

Safety First, Professionalism Always, Trust Earned.

Resources

[UC San Diego Health – DREAM Student Nurse Externship Program](#)
[UC San Diego Health – Explore Career Path Application Portal](#)
[California Board of Registered Nursing](#)