

# AP4106 Registered Nursing Program Standards

## I. Program Admission

Nursing Program applicants must successfully complete all admission requirements established by the college to which they are applying, in addition to the following:

### A. Selection Criteria

Colleges may admit generic students by requiring a satisfactory score on the Standardized Assessment Test, and by using one of the following three processes, both of which take into account the student's overall probability for success in the Program. Generic students are defined as students new to a nursing Program. For generic students, colleges may either:

1. Use the selection formula in the *California Community College Chancellor's Office Associate Degree Nursing ("ADN") Model Prerequisite Validation Study* (attached as Appendix B), which evaluates the following factors:

- College grade point average (GPA)
- College English GPA
- Core Biology GPA
- Core Biology repetitions (core biology course repetitions on the basis of a "significant lapse of time," as defined by Administrative Procedure 4228 et seq., where the student received a satisfactory grade the first time he/she took the course, shall not be included. For example, if a student received a "C" grade the first time he/she took Biology 6, then repeated Biology 6 and received an "A," the "A" grade will not be counted.)

**-OR-**

2. Use the "2.5/2.5" selection criteria, which requires all of the following:

- An overall GPA of 2.5 for all Human Anatomy, Human Physiology and Microbiology prerequisite courses, with no grade less than a "C", and no more than one repetition of any one of these courses;
- College level transferable English (English 101), minimum of three (3) semester units with a grade no less than a "C"; and
- A cumulative GPA of 2.5 for all college coursework taken.

**-OR-**

3. Multi-Criteria screening process

- Selection process will be determined using the multi-criteria

screening process in accordance with California Education Code 78261 and the California Community College Chancellor's Office directive. A multi-criteria score is determined for each candidate based on previous degrees/certificates, work or volunteer experience in the healthcare setting, GPA in identified coursework, life experience or special circumstances, foreign language proficiency and diagnostic assessment. Program admission will be offered to the highest scoring eligible applicants to fill available seats. Colleges may admit career ladder option students and 30-Unit Option students to the Nursing Program as follows:

4. Licensed Vocational Nursing (“LVN”) to Registered Nursing (“RN”) Career Ladder Option

- The career ladder option is available to LVN candidates who have: A current California Vocational Nursing license
- Completed all of the Program prerequisites
- Met the selection criteria of the Nursing Program
- Completed a transitional course as determined by the Nursing Program
- Completed one year of patient care experience as LVN

5. 30- Unit Option

The 30-Unit Option, as mandated by the California Board of Registered Nursing (“BRN”), enables LVN’s to apply for licensure as an RN. This option is open to eligible applicants who have:

- A current California Vocational Nursing license
- Completed courses with no less than a grade of “C” in Physiology (4 semester units)
- Completed Microbiology (4-5 semester) units with no less than a “C” Completed a transitional course as determined by the Nursing Program
- Completed one year of patient care experience as LVN

Completion of the 30-Unit Option qualifies students to sit for the Board of Registered Nursing (“BRN”) licensure exam, however, it **does not meet the requirements for the Associate of Science degree in Nursing and students will not receive a degree.**

**B. Program Prerequisite Courses**

The following prerequisites must be satisfied prior to admission to the Nursing Program. All courses must be completed with no less than a grade of “C” or better. Prerequisite courses taken at external institutions will be evaluated by Counseling faculty or the Articulation Officer in consultation with other discipline faculty as needed.

<b>Course</b>	<b>Minimum Requirements</b>	<b>LACCD Course</b>
Anatomy - <b>AND</b> - Physiology	4 semester units with a lab 4 semester units with a lab	Anatomy 001 Physiology 001 Biology 020
Microbiology	4 or 5 semester units with a lab	Microbiology 001 - <b>OR</b> - Microbiology 020
Math	Completion of the LACCD Math Placement Process.	
General Psychology	3 semester units	Psychology 001
Life-Span Psychology	3 semester units	Psychology 041
College Reading and Composition	3 semester units	English 101 English 101X English 101Y English 101Z E.S.L. 110

\*\*Please be advised that any of these courses may have prerequisites. Refer to the catalogue for criteria.

### **C. Health Requirements**

At the time of admission and throughout the course of the Program, students must be free from communicable diseases, infections, and other conditions that present a threat to or negatively impact the well-being of faculty, students, clinical facility personnel or patients, or would prevent the successful performance of the role, responsibilities and tasks required in the education and training Program of the college.

#### **1. Health assessment**

Each Nursing student shall have completed and filed a Nursing Health Assessment form (Appendix A) prior to entrance to the Program. The Health Assessment must be repeated biennially or earlier if required by an affiliating clinical agency.

Students must bear the cost of their examination and tests for:

- a. The Nursing Program Health Assessment
- b. Laboratory tests
- c. Immunizations/titers
- d. Urine drug screen

2. Background check

Nursing students must complete, at their own cost, a background check that meets the requirements of the Nursing Program and participating clinical facilities. If a student is out from the program for six months, then they shall repeat the background check and drug screen upon re-entry as required by an affiliating clinical agency.

3. Fit Testing as needed by clinical agencies

**II. Nursing Program Progression**

**A. First Semester**

Any student who withdraws from or receives a substandard grade (“D”, “F”, or “P/NP”) in any LACCD nursing course during the first semester of the Nursing Program will be dismissed from the Program and disqualified from re-entry into all LACCD Nursing Programs.

**B. Second, Third, and Fourth Semester**

1. A student in the second, third, and fourth semester Nursing Program who withdraws from or receives **one** substandard grade (“D”, “F”, or “NP/NCR”) in any nursing course will not be permitted to progress in the Program, unless the student successfully completes within one year an “Individual Remediation Plan” provided by the Nursing Program. Once the student has completed the “Individual Remediation Plan,” he/she will be permitted to repeat the course, once space is available.
2. A student in the Nursing Program who receives a **second** substandard grade (“D”, “F”, or “NP/NCR”) or withdrawal will be dismissed from the Program and disqualified from re-entry into all LACCD Nursing Programs.

**C. Withdrawals made on the following bases shall not count against the student:**

1. Extenuating circumstances including but not limited to, verified cases of accidents, illnesses or other circumstances beyond the control of the student.
2. Withdrawals that have been removed on the basis of a student withdrawing from the course due to discriminatory treatment, or due to retaliation for alleging discriminatory treatment. The determination of whether discriminatory treatment (or retaliation for alleging discriminatory treatment) has occurred must follow the process pursuant to BP 3410 Nondiscrimination.

#### **D. Leaves of Absence**

1. A student in good standing may request a leave of absence for up to **two semesters**.
2. Criteria for leave of absence may include, but are not limited to, verified cases of accident, illness or other circumstances beyond the control of the student.
3. Requests for leaves of absence shall be reviewed by a committee of the Nursing Program.

### **III. Dismissal**

- A. Students may be dismissed from the Nursing Program for failing to meet academic requirements, health requirements, and Program progression standards.
- B. Students may appeal their dismissal as follows:
  1. The student shall file a written petition to appeal his/her dismissal within fifteen (15) calendar days after they received the notification of dismissal. The petition shall clearly state the grounds on which continued enrollment should be granted, and shall provide supporting evidence.
  2. Petitions will be reviewed by an Appeals Committee consisting of, at a minimum, the Director of the Nursing Program, a minimum of three (3) faculty members, and a student services administrator. The student shall be provided the opportunity to address the Committee.
  3. The decision of the Appeals Committee shall be communicated to the student, in writing, no later than ten (10) business days after the Committee meets.
  4. Students may file a formal student grievance, pursuant to Administrative Regulation E-55, regarding dismissal from a Nursing Program.

### **IV. Violations of Code of Conduct**

Students may be disciplined for violations of the Code of Conduct (LACCD Board Rules, Chapter IX, Article VIII), including but not limited to “**unsafe conduct**,” which as defined in Board Rule 9806(a), includes “unsafe conduct in connection with a Health Services Program.”

Per LACCD Board Policy 5500 Standards of Student Conduct, disciplinary measures may include but are not limited to suspensions and/or expulsions from nursing Programs and/or the District altogether. Students may not pursue student grievances for disciplinary actions taken pursuant to the process in BP 5500.

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**APPENDIX A**  
**NURSING PROGRAM HEALTH ASSESSMENT**

<b>Last Name</b>	<b>First Name</b>	<b>M. Initial</b>	<b>Student ID#</b>
<b>Address (Street, City, Zip)</b>			
<b>Home Phone #</b>	<b>Cell Phone #</b>	<b>E-mail Address</b>	
<b>College:</b>			
The following is to be filled out by a primary care provider (MD, NP, DO, or PA) every two (2) years. Note: Affiliated clinical agencies may require certification more frequently and may require additional health clearance processes.			

<b>Primary Care Provider (PCP):</b> The above-named person is a nursing student at the above-named college and is required to provide this certification in order to perform clinical duties at agencies affiliated with the college. Please provide the requested information below.
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<b>Height:</b>	<b>Weight:</b>	<b>Color Blindness Screening</b>
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<b>COPIES OF ALL LAB REPORTS AND IMAGING STUDIES MUST BE INCLUDED WITH THIS FORM.</b>		
<b>Labs for Physical</b>	<b>Date</b>	<b>Results</b>
<b>Serology (RPR)</b>		
<b>CBC</b>		
<b>Urinalysis</b>		
<b>Comprehensive Drug Panel</b>		

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<b>Student Last Name</b>	<b>First Name</b>	<b>M. Initial</b>	<b>Student ID#</b>
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<b>Immunity Status*</b>	<b>Date</b>	<b>Results</b>
<b>Rubeola (measles)</b>	<i>Titer/Vaccine</i>	
<b>Mumps</b>	<i>Titer/Vaccine</i>	
<b>Rubella</b>	<i>Titer/Vaccine</i>	
<b>Varicella</b>	<i>Titer/Vaccine</i>	
<b>Hepatitis B</b>	<i>Titer/Vaccine</i>	
<b>Covid-19</b>	<i>Vaccine/1<sup>st</sup> dose Vendor:</i>	
<b>Covid-19</b>	<i>Vaccine/2<sup>nd</sup> dose (if applicable) Vendor:</i>	
<b>Covid-19</b>	<i>Booster Vendor:</i>	
<b>Covid-19</b>	<i>Add'l booster(s) (if applicable) Vendor:</i>	

\*If titers are equivocal or negative, a vaccine will be required; and titer repeated per medical protocol.

<b>Immunizations</b>	<b>Date</b>	<b>Results</b>
<b>Influenza/Flu Vaccination</b>		
<b>Tetanus, Diphtheria, &amp; Pertussis (Tdap)</b>		

<b>TB Clearance</b>			
<b>Quantiferon Gold</b>		<b>Result:</b>	
<b>OR</b>			
<b>If PPD Negative, then a 2-Step PPD is Required</b>			
	<b>Date of 1st PPD</b>		<b>Results:</b>
	<b>Date of 2nd PPD</b>		<b>Results:</b>
<b>If PPD or Quantiferon Gold is Positive, then the following items are Required</b>			
	<b>Date of Positive Quantiferon Gold</b>		
	<b>Date of positive PPD:</b>		
	<b>Date of Chest X-ray: (include X-Ray report)</b>		<b>Results:</b>

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<b>Student Last Name</b>	<b>First Name</b>	<b>M. Initial</b>	<b>Student ID#</b>
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<b>Primary Care Provider (PCP):</b>	
Please certify (by initialing beside each statement) that the following are true for the above-named student, based on a physical examination.	
<b>Initial</b>	<b>Certification Statement</b>
	The above-named student is in good physical and mental health sufficient to perform the duties as a nursing student.
	The above-named student does not have a health condition that would create a hazard to self or others, including employees, patients, visitors, etc.
	The above-named student is free from any communicable diseases.

<b>Name of PCP:</b>	
<b>Address:</b>	<b>Credentials: MD NP DO PA</b>
<b>Telephone:</b>	<b>License Number:</b>
<b>Signature of PCP:</b>	<b>Physical Exam Date:</b>
<b>Provider Name:</b> <b>Office Address:</b>	<b>Provider Phone No.:</b>

Disclaimer: Nursing Program health requirements are subject to change based on requirements by affiliating clinical agency.

**Revised: April 2022**

## APPENDIX B

The following is adapted from the California Community College Chancellor's Office *Advisory on Use of "Model Prerequisites" for Enrollment in Associate Degree Nursing Programs (ADN)* (Memo 03-23, July 16, 2003).

### Guidelines to Evaluate Effectiveness of Selection Model

A college can evaluate the effectiveness of the selection model. First the college must calculate the four parts of the ADN selection formula. These parts are:

- College GPA
- College English GPA
- Core Biology GPA (Anatomy, Physiology, and Microbiology)
- Core Biology

Repetitions Calculate

each part as follows:

**College GPA** - use the GPA as it appears on the student's transcript, excluding non-credit and not-for-credit courses.

**College English GPA** - use all credit English course grades, regardless of the level of English course.

**Core Biology GPA** - include all microbiology, anatomy and physiology classes the student has taken at the college (or at other colleges since the formula works with transcript data for students who may have taken these classes elsewhere). Compute the GPA in the usual way. Divide grade points by units ( $30/13 = 2.31$ ).

**Core Biology Repetitions** - count the number of times the student has taken a Core Biology course and divide by the number of courses taken. For example – a student has taken the same microbiology course three times with grades of W, F and C. For the computation of GPA, take only the last course and note that the student repeated the class twice. Do this for all microbiology classes. So the college might have the following:

Course	Grade	Units	Repetitions	Grade Points
Microbiology 50	C	5	2	10
Anatomy 1	B	4	0	12
Physiology 1	C	4	1	8
Total		13	3	30

Compute Repetitions. Divide repetitions by the number of courses. In this case there were three repetitions of three microbiology courses so the repetitions are  $3/3 = 1$ .

Compute college and English GPA in a similar way. Let's say that when the college does this for a given student the college GPA is 2.5 and the English GPA is 2.2.

Insert these three numbers in the formula below.

$$\exp(-1.3907 + .3465(\text{Co1GPA}) + .3139(\text{EngGPA}) + .267(\text{BioGPA}) - 1.0279(\text{BioReps}))$$


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$$(1 + \exp(-1.3907 + .3465(\text{Co1GPA}) + .3139(\text{EngGPA}) + .267(\text{BioGPA}) - 1.0279(\text{BioReps})))$$

As shown below, here are the inserted values.

$$\exp(-1.3907 + .3465(2.5) + .3139(2.2) + .267(2.31) - 1.0279(1))$$


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$$1 + \exp(-1.3907 + .3465(2.5) + .3139(2.2) + .267(2.31) - 1.0279(1))$$

When the calculation is performed, the result is .60662. Round to 60% and this is the predicted probability of the student completing the college's nursing program - that is if the college's nursing program is like the average nursing program in the consortium of twenty nursing programs examined in the ADN prerequisite study. However, taking nothing for granted, the validity and reliability (consistency) of this formula should be checked for the college's program.

### Analyzing the college's results

Validate the formula by applying it to some former students. Use a sample of at least 60 students who ENTERED the college's program at least two years ago, and calculate their formula components and probability of success and then place the students into three groups. These groups are the students who have a predicted probability of success below 60%, those who have a predicted probability of 60% to 80% and those with a predicted probability of 80% to 100%. The college may have 20 or so students in each group.

Example

Group	Number
<60%	18
60%-80%	24
80% and above	18
Total	60

Since these are past students who have already completed or dropped out of the college's program, the college needs to associate each program outcome with the predicted completion outcome. Below is an example of students whose predicted probability of success is below 60%.

Student	Predicted probability of success	Program Completion
1	59%	Yes
2	48%	No
3	45%	Yes
4	55%	Yes
5	40%	No
6	49%	No
7	50%	Yes
8	55%	Yes
9	38%	No
10	54%	No

Predicted probabilities of success range from 38% to 59%, so the average is approximately 50%. Next, look at how many students complete the program. Note that five out of the ten are program completers. There appears to be some alignment. 50% average predicted probability of success and 50% actually complete the program. This kind of intuitive correspondence between predicted success and actual success is a good indicator that this formula works for the college's program.

The college needs to apply the same procedures to students in the higher ranges as well. Do greater percentages of students in the higher cohorts actually complete the college's programs? If they do, then this is additional evidence that the formula works for the college's program.

The formula will not work invariably well for all students. As with any model predicting some future outcome, there is some degree of error. Students will always be a surprise. Some students with very high predicted probabilities will drop out while others with low predicted probabilities will stay in, however, in general, prior research has shown students at the lower predicted probabilities tend to be retained less well than students at the higher ranges.

### **How to set the cut score**

There are many considerations for setting cut scores. Below are several examples.

1. Set a cut score that will maximize correct identifications of students who will succeed and fail (using the group of former students for whom the college have computed predicted probabilities of success and compare these probabilities with their actual success rates).
2. Set the cut score that seems appropriate (e.g. a student should have at least a 70% chance of success).
3. Determine the cut score so as to deny entrance to only those students who are highly unlikely to succeed. First the college must define "highly unlikely to succeed." For instance, if the nursing faculty, in conjunction with other interested parties at the college, believe that students with less than a 50% chance of success are highly unlikely to succeed. The college may use this as the college's

cut score.

## **Disproportionate Impact**

One of the goals of any selection criteria is to minimize disproportionate impact on identified populations that is not due to varying levels of educational preparation and performance found among applicants to a program.

A common way of computing disproportionate impact is the “80% rule.” The rule says that the percentage of all subpopulations selected must be within 80% of the selection rate for the group with the highest selection rate. For example: If the college set a cut score that selects 90% of White students in the college’s applicant pool, the percentages of all subgroups selected must be higher than 72% (or .80 multiplied by .90). So, if the college has 10 Latino/a students applying for the college’s program and the selection formula identifies fewer than 7 (approximately 70%) students with a higher likelihood for success, then under the 80% rule, this could be an indicator of disproportionate impact.

If disproportionate impact is detected, the college can change the cut score at which the college selects students into the college’s program. Remember the college can set the cut score anywhere the college wants. The college might set it low so that the college only excludes people highly unlikely to succeed, e.g. 50%; or the college might set the cut score higher because of the intuitive appeal of 70% predicted probability of success; or the college might set it quite high at 85% because the college has an impacted program; yet have low rates of retention and successful program completion.

At each cut-score point the percentage of each subpopulation being selected will change. The college needs to check the major score points to see their effect on disproportionate impact. The college may very well need to choose a score point that does not violate the 80% rule. The 80% rule may be violated more easily at higher cut scores so be sure to check these. For example, the college may check the disproportionate impact of cut scores that excludes the bottom 10% of applicants, the bottom 25% of applicants and the bottom half of applicants. One of these should conform to the 80% rule.

## **Other Issues**

Assume the college chooses a very low cut score - one that excludes only 10% of the college’s entering applicant pool. Further, assume that the college only has spots for one in four students. There are still too many students for the seats in the program. The remaining slots in the program will need to be allotted to students who meet all prerequisites based on some non- evaluative selection method such as a lottery or a first-come-first-served basis.

It is important to keep in mind that prerequisites must be applied uniformly to all students. For example, it would be inappropriate to allocate 80% of program seats to students who meet the cut score while allocating the remaining 20% of seats through a lottery to everyone who does not achieve the required score. If the proposed prerequisite has been properly validated and does not produce adverse impact, it must be applied to all students and if it has not been validated and tested for adverse impact, it can’t be used for any students.

Another problem that may arise is that the college sets a cut score so high that the college doesn't have enough students to fill the college's seats. The college may need to lower the cut score. If this happens the college may want to use the formula only as an advisory to students who are coming in under-prepared. It is always important to attempt to provide the necessary support services, such as tutoring, counseling and other accepted methods when students fall into academic difficulty.