



## **Nursing Program Administrators fall meeting**

October 31, 2019

1:15 pm – 5:00 pm CST

Meeting Minutes

**Meeting Format:** In-person

**Location:** Second Floor, Small Training Room  
Alabama Community College System Office  
135 South Union Street, Montgomery, AL 36130

**Facilitators:**

- Mr. Kenneth Kirkland – Director of Health Programs - ACCS
- Mrs. Mara Harrison – Special Assistant to the Chancellor - ACCS
- Dr. Chris Cox – Executive Director of Workforce Initiatives and Solutions - ACCS

**Program Administrators present:**

- Dr. Reitha Cabaniss – Beville State Community College
- Dr. Elizabeth Fuller – Bishop State Community College
- Dr. Jacqueline Smith – Bishop State Community College
- Dr. Lynn Hogan – Calhoun Community College
- Dr. Jennifer Steele – Central Alabama Community College
- Dr. Bridgett Jackson – Chattahoochee Valley Community College
- Dr. Jean Graham – Coastal Alabama Community College
- Ms. Joy Harrison – Coastal Alabama Community College
- Dr. Tiffany Scarborough – Coastal Alabama Community College
- Ms. Janet Gardner – Gadsden State Community College
- Dr. Debra Lett – H. Council Trenholm State Community College
- Ms. Yolanda Chandler (JSU DNP Student) – Jacksonville State University
- Dr. Anita Naramore – Jefferson State Community College
- Dr. Brenda O'Neal – Jefferson State Community College
- Dr. Chris Forbes – Jefferson State Community College
- Dr. Melisa Walker – Jefferson State Community College
- Dr. Alice Raymond – J.F. Drake State Community College
- Dr. Shelia Marable – Lawson State Community College
- Dr. Katrina Swain – Lawson State Community College
- Ms. April Wise – Lurleen B. Wallace Community College
- Dr. Myrna Williamson – Northeast Alabama Community College
- Ms. Ann Bales – Northwest Shoals Community College
- Ms. Brittney Humphries – Northwest Shoals Community College
- Dr. Jamila Grace – Reid State Technical College
- Ms. Andrea Bowden-Evans – Shelton State Community College
- Dr. Gladys Hill – Shelton State Community College
- Dr. Dee McClellan – Snead State Community College
- Dr. Lisa Shiver – Southern Union State Community College
- Ms. Rhonda Davis – Southern Union State Community College
- Dr. Gwyn Galloway – Wallace Community College – Dothan
- Ms. Deborah "Pepper" Hoover – Wallace State Community College – Hanceville



## I. Call to Order

- Mr. Kirkland called the meeting to order at 1:15 pm and thanked attendees for their ability to attend despite the inclement weather

## II. Administrative Update

- Mr. Kirkland mentioned meeting minutes would be distributed by the end of Monday afternoon as a DRAFT for 48-hours to allow for revisions as needed. After 48-hours, if no revisions made, the meeting minutes would stand and be distributed/posted online.
- Mr. Kirkland introduced Mrs. Mara Harrison, special assistant to the Chancellor, to provide an overview of the Alabama Perkins V plan and ACCS's role within the plan.
- Mrs. Harrison introduced herself to the members present and began a presentation of the Perkins V plan which included overviews on the following aspects of the plan:
  - Overview of Governor Ivey's Success+ plan and the goal of adding 500,000 credentialed workers to the workforce by 2025.
  - Overview of the Alabama Perkins V plan allows in this reauthorization of the Carl D. Perkins Act to strengthen engagements with all levels of educational institutions (secondary and post-secondary), community, and workforce partners.
  - Overview outlining the timeline for implementation of the Perkins V plan with discussion that Alabama is in its transition year and the 4 year plan will open for public debate on November 1, 2019 with anticipated federal approval in 2020.
  - Overview of the Alabama Terminal on Linking and Analyzing Statistics (ATLAS) which combines several different areas of institutional, primary and secondary labor market information into a concise easy to use format for the public
    - This will provide data leading to the star rating system for identifying occupations as high wage, high demand, and high skill in each region of the state.
    - Discussion reinforcing that almost all the Health profession programs in ACCS meet these criteria. One example would be nurse assistant who is not considered high wage but is in high demand. Therefore, this program would still be allowable as an entry into the nursing pathway "pipeline."
  - Overview of the Alabama Committee on Credentialing and Career Pathways (ACCCP) and the 16 technical advisory committees (TACs). There are representatives from industry, postsecondary, secondary, and subject matter experts for each of the 16 career clusters.
  - Overview of the Alabama Office of Apprenticeship (AOA) which is housed under the Alabama Department of Commerce. The AOA serves the purpose of assisting workforce entities with the application process of forming apprenticeships and filing through the AOA carries the benefit of dually filing with the Department of Labor (DOL).
    - Discussion took place regarding the differences between preceptorship (which is non-paid clinical experience in a clinical agency while enrolled in an academic program of study) and an apprenticeship (which is a paid training program with a registered employer and can take place without enrolling in an academic program depending on the trade).
    - Mr. Kirkland added to this discussion by mentioning the Nursing Apprenticeship being pursued under the Alabama Nursing Career Pathways initiative is not designed to allow individuals to achieve candidacy for NCLEX by itself. He further added any nursing apprenticeship would be employer led training that is complimentary of the nursing program education and only available to students who are currently enrolled in an ACCS nursing program.



- Mr. Kirkland further added that a proposal is being drafted to allow a nursing student to obtain a nurse apprentice permit that would allow a limited number of skills to be performed under an apprenticeship. This proposal is still underway and planned for spring proposal to the Alabama Board of Nursing for consideration.
  - Overview of the student population groups pathway with a picture depicting the pathway of a traditional student – secondary student – and non-traditional student (adult learner) would take to enter the career pathways
  - Mrs. Harrison then concluded her overview of the Perkins V plan by sharing a personal story on how her grandmother was able to obtain LPN training and licensure because of non-traditional pathways for students and that Perkins V is devoted to reaching all groups of students who have traditionally not had those opportunities.
- Following a five-minute break, the meeting continued with Mr. Kirkland facilitating the remainder of the meeting.
- Mr. Kirkland discussed the creation of a “one-stop center” for health programs on the ACCS website
  - Access to the health programs link can be found by going to [accs.edu](http://accs.edu) → staff resource library → healthcare link. <https://www.accs.edu/resources/resource-library/#healthcare>
  - Mr. Kirkland mentioned there will always be four years of program minutes available with the oldest year rolling off. Those minutes will be archived in the event of need. Every health discipline, including nursing, minutes will be stored under the year of their meeting to allow Deans and other instructional officers to quickly determine which health programs have met that year without the burden of going through multiple links.
  - Additionally, Mr. Kirkland discussed how concept-based curriculum documents and any other documents were now housed under the Nursing folder found on the staff resource library. Members were encouraged to contact Mr. Kirkland if documents are missing so the library can be as up to date as possible.
- Mr. Kirkland continued the meeting by discussing the committees that are being formed.
  - The MAT-to-LPN committee has been formed and is multidisciplinary in that half of the committee is MAT program directors (from accredited programs) and the remaining half are nursing program directors. The focus of the committee is revising the NUR 120 Healthcare Transition course to serve as a bridge program for Medical Assistants (MAs) to bridge into nursing programs. By completing the NUR 120 and NUR 115 course in 1-semester these students could be candidates for the NCLEX-PN.
    - There was discussion had by some of the members present regarding the challenges MAT students have and that certain types of program delivery (hybrid) may not be the best approach. Mr. Kirkland mentioned that the committee is still working through some of its challenges regarding admission criteria (e.g. which certifications it will accept as admission criteria), implementation considerations, and clinical requirements.
    - Mr. Kirkland mentioned that once the project was completed a formal proposal to the Board of Nursing (ABN) would take place. Additionally, Mr. Kirkland mentioned wanting to pilot this course before any consideration of system wide implementation be taken.
    - Details of this committee’s work will be shared at the spring 2020 nursing administrators meeting.
  - Mr. Kirkland also mentioned that a dual enrollment LPN committee would be formed to create a plan for how this pathway may be further explored/implemented.



- Mr. Kirkland mentioned during this discussion that he had spoken with ACEN CEO Marsal Stoll and received some recommendations on programs across the Northeast who have successfully implemented these type programs (one celebrating their 50<sup>th</sup> anniversary this past June) and that the committee would have information from those schools to use for best practices.
- Note: As of the date of this meeting, this committee has not yet been named.
- Mr. Kirkland provided an overview of the Alabama Nursing Career Pathways initiative focusing on employer led externships that would lead to apprenticeships at some point in the future. This externship is currently focused on long-term care industries but future meetings with the Alabama Hospital Association are underway for investigating pathways for apprenticeships in the hospital setting (e.g. behavioral health/pharmacy)[see slides regarding Alabama Nursing Career Pathways initiative].
  - This externship is being piloted with the Alabama Nursing Home Association in the ANHA's region 6 [see slide six].
  - Details of this initiative will be shared at the spring 2020 nursing administrators meeting.

### III. Nursing Program Review

- **Admission Criteria**
  - Mr. Kirkland opened the discussion of admission criteria specific to the NUR 209 course with regarding to the Nursing Licensure Compact.
    - <https://www.abn.alabama.gov/wp-content/uploads/2019/10/ENLC-overview.pdf>
    - Discussion between the members took place discussing the differences between multistate privileges (MSP) versus multistate licensure (MSL).
    - Consensus between the members present agreed to following language being added to the Program Admission Criteria – Mobility students criteria:
      - *Students are additionally required to provide proof of unencumbered LPN licensure (Alabama or Multistate licensure (MSL)) or active, unencumbered Alabama Paramedic licensure at time of application. Other allied health licensures in Alabama may be considered for application as approved by the nursing program.*
  - Discussion was had between the members present regarding the overall admission criteria pertaining to the eligibility for ENG 101 and MTH 100 specifically addressing corequisite enrollment classes.
    - For the purpose of these minutes, corequisite enrollment classes are those in which the student is enrolled in an individual course of study designed to bridge skills gaps in English and Math proficiencies. For example, a combined English 099/101 or Math 099/100 course. Additionally, upon successful completion of a corequisite enrollment course the student receives a transcribed grade showing completion of English 101 and/or Math 100.
    - The shared views of the members present reached consensus that the student does meet eligibility requirements outlined in the nursing admission criteria because the successful student ultimately receives a transcribed grade showing completion of English 101 and/or Math 100.



- Mr. Kirkland is to amend the nursing admission criteria documents in the Nursing Program Guidebooks and distribute for nursing program administrators to review prior to official adoption
- Curriculum Review
  - Mr. Kirkland brought up for discussion to the members present that since concept-based curriculum (CBC) implementation some colleges have had the opportunity to graduate at least 2 cohorts and that review of the concepts/exemplars and overall curriculum plan should be done.
    - Mr. Kirkland proposed to the members present that a link should be created through a faculty portal where nursing faculty have the ability to share their views on the revision of the curriculum by individual class, concept, and exemplars.
    - Once this data is received, it would be organized by individual nursing course and then reviewed at the spring 2020 nursing administrator meeting. This would allow administrators to synthesize the data received and determine evidence-based need for revision.
  - Mr. Kirkland introduced for discussion that members had mentioned wanting to discuss NUR 209 issues noticed by several programs related to retention, curriculum, and other concerns. Discussion was postponed until after review of data received from the faculty survey of the nursing curriculum (which will include the NUR 209 course) for more meaningful discussion.
  - Mr. Kirkland introduced for discussion that an email had been received regarding need to discuss NUR 211 content being “realigned” to NUR 221 due to length of time between concepts. Discussion was postponed until after review of data received from the faculty survey of the nursing curriculum (which will include both courses) for more meaningful discussion.
  - Mr. Kirkland introduced for discussion that some administrators wanted to review the need for moving certain skills from one course to another to allow students more opportunity to practice (e.g. Foley and Intravenous catheter insertion). Discussion was had among the members present and consensus reached that an additional line item would be added to the “above and below the line” document allowing programs the discretion of practicing certain skills as determined by the needs of the program to the “below the line” category.
    - Mr. Kirkland is to amend the “above and below the line” document and send out to the members for consideration before final adoption should take place.
  - Mr. Kirkland introduced discussion on the Program Guidebook and recommended the need for a page to be added at the beginning that outlines what changes were made in the previous years that would be found in this current edition
    - These changes will be formatted to follow the outline of the ACEN standards for ease in tracking changes
    - Example of this is below:

EXAMPLE of “Updates to Nursing Program Guide” page

Updates to Nursing Program Guide 2020-2022

1. Philosophy & Mission

1.1 Philosophy of nursing program was amended to include recommendations of XXXX

3. NCLEX Test Plan Based Curriculum

3.1 Curriculum was amended to include updated NCLEX test plan for XXXXX on XXXX

3.2 .....|



- Members present indicated this would be a helpful addition and Mr. Kirkland is responsible for ensuring this is tracked and updated accordingly.
- A brief discussion was had among the members present regarding a four-semester program format. No actions items were generated regarding this topic.

#### **IV. Discussion, Questions, and Concerns**

- Mr. Kirkland mentioned to the group that for ease in scheduling future meetings that a template of items to be discussed in a fall versus spring meeting may be beneficial. Additionally, that future structures might look like the following agenda:
  - 1 pm – 3 pm: All Nursing Program Administrators meeting
  - 3 pm – 5pm: individual committees or task forces meeting
- Mr. Kirkland will draft some ideas and send out to the members for consideration of the meeting formats mentioned.

#### **V. Adjourn**

- With no further need for discussion or concerns raised, Mr. Kirkland adjourned the meeting at 5:00 pm.
- Next meeting is TBD and set for spring 2020.

**The Alabama Community College System  
Nursing (AND with PN Option and Mobility) Program Admission Criteria  
2019**

- Unconditional admission to the college
- A completed application for admission to the nursing program before the program's published deadline
- A minimum of **18 ACT** composite National or Residual
- A minimum of **2.5 GPA** for nursing required academic core courses and minimum of 2.0 cumulative GPA at current, native institution or cumulative 2.0 in the institution from which the student is transferring
- A minimum of **2.5 GPA** cumulative high school GPA for students without prior college courses (GED will be used if applicable)
- Meet the eligibility criteria for nursing
- Eligibility of ENG 101\*, MTH 100\*, and BIO 201

**Mobility Students:**

Students applying for admission, in addition to the above admission criteria, must provide proof of the following:

- Proof of unencumbered LPN licensure (Alabama or Multistate licensure (MSL)) or active, unencumbered Alabama Paramedic licensure at the time of application.
  - Other allied health licensures in Alabama may be considered for application as approved by the nursing program.
- Prerequisites required for mobility program application:
  - ENG 101\*, MTH 100\* or higher-level math, BIO 201, BIO 202, SPH 106/107, and PSY 210

<b>RN and LPN Nursing Selection Criteria</b>		
<b>Calculation of Points for Ranking</b>	<b>MIN</b>	<b>MAX</b>
1. Minimum ACT Composite 18	18	36
2. Points for Grades on Core Academic Courses: <ul style="list-style-type: none"> <li>• ENG 101*, MTH 100*, BIO 201, BIO 202</li> <li>• A = 3, B = 2, C = 1</li> </ul>	0	12
3. Minimum GPA 2.5 on Core Academic Courses: <ul style="list-style-type: none"> <li>• ENG 101*, MTH 100*, BIO 201, BIO 202</li> <li>• All courses <u>DO NOT</u> have to be complete for program eligibility</li> <li>• GPA is calculated on course(s) taken or accepted in transfer and appearing on institution's transcript.</li> <li>• Students without prior college courses, minimum of 2.5 cumulative high school GPA (GED as applicable)</li> <li>• Minimum of 2.0 cumulative GPA at current, native institution or cumulative 2.0 GPA at institution from which student is transferring</li> <li>• Core general education courses taken in high school as dual enrollment will be used in GPA calculation</li> </ul>		
4. Additional 10 points as determined by the individual college policy & procedure		

*\*students enrolled in corequisite courses (e.g. MTH 098/100 and ENG 098/101) do meet eligibility criteria for application to nursing programs.*

**The Alabama Community College System  
Nursing (AND with PN Option and Mobility) Program Admission Criteria  
2019**

**Practical Nursing Core Courses (for stand-alone PN programs):**

- ENG 101\*, MTH 100\*, BIO 201, BIO 202, PSY 210, and SPH 106/107

**Associate Degree Core Courses:**

- ENG 101\*, MTH 100\*, BIO 201, BIO 202, PSY 210, SPH 106/107, BIO 220, and a HUM elective.



## ACCS—Nursing Programs : Above and Below the Line Guidelines

<b>Above-the-Line</b>	<b>Agreed upon as a state system; can not be changed at individual colleges</b>	<b>Program Philosophy &amp; Conceptual Framework</b>	Nursing Philosophy, Conceptual Framework, and Program Outcomes developed as part of the state aligned curriculum
		<b>End-of-Program Student Learning Outcomes (SLOs)</b>	End-of-Program SLOs remain standard across all nursing programs
		<b>Program Outcomes</b>	Program Outcomes: NCLEX Rates
		<b>Course Number</b>	Course numbers are identical in all ACCS Nursing programs
		<b>Course Title</b>	Course titles are identical in all ACCS nursing programs
		<b>Course Descriptions</b>	Course descriptions are identical in all ACCS nursing programs
		<b>Course Competencies</b>	Course competencies are identical in all ACCS nursing programs
		<b>Admissions Criteria</b>	Nursing admissions standards are the same for those in concept-based curriculum (CBC) (with exception to the 10 additional points)
<b>Below-the-Line</b>	<b>Can be unique to each college</b>	<b>Learning Assignments</b>	Assignments to be completed by the student to obtain mastery of the content
		<b>Learning Objectives</b>	List of objectives that relate to the topic that are more specific than the broader course competency
		<b>Assessment Activities</b>	Activities to evaluate the student's mastery of the competency
		<b>Scoring Guides</b>	Criteria to promote consistency in grading and give the student an indication on how they will be graded, including rounding
		<b>Handouts</b>	Distributed in class, online, or in the syllabus
		<b>Textbooks</b>	Pre-determined book(s) that will be utilized in the course(s).
		<b>Delivery methods</b>	Teaching methodologies such as classroom lecture, discussion, presentation, concept maps, case studies, simulations, psychomotor skills, etc.
		<b>Admissions Criteria</b>	Nursing programs choose the additional 10-points selection criteria to meet their local needs
		<b>Teaching Plans</b>	A prepared plan to direct the faculty during a specific amount of content
		<b>Program Outcomes</b>	Can be made specific dependent on the institution (e.g. job placement rates, completion/graduation rates)
		<b>Grading Plans</b>	The pre-determined methodologies used to calculate a students course grade. The grading plan identifies all components that will be considered when determining the course grade.