PROGRESS REPORT FOR
CONTINUED ACCREDITATION
OF THE ASSOCIATE DEGREE NURSING PROGRAM
AT
SANTA BARBARA CITY COLLEGE

MARCH 1976

PREPARED BY
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ASSOCIATE DEGREE NURSING PROGRAM
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<tr>
<td>I. The philosophy of the nursing program is clearly stated, periodically reviewed, and accepted by the controlling institution. The philosophy is consistent with the philosophy of the controlling institution, and is used to guide in the development of policy. The purposes of this specific program are realistically stated.</td>
<td>1. A copy of the philosophy of Santa Barbara City College is in appendix A, and a copy of the philosophy of the Associate Degree Nursing Program at Santa Barbara City College is in appendix B. It should be noted that the philosophy of the college puts much emphasis on the worth and development of each individual. The philosophy of the nursing programs surrounds the idea that the individual is of utmost importance. There are no concepts within the two philosophies which are in conflict with each other.</td>
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<tr>
<td>2. Both the college and the nursing program have outlined specific objectives for purpose of interpreting and implementing the philosophy. The college has categorized its objectives into three primary groups including educational, environmental, personal and social. Several of the objectives relate specifically to the nursing program and others do not; however, none are in conflict. The objectives of the college are in appendix A. The objectives of the nursing program are in appendix B.</td>
<td>2. Both the college and the nursing program have outlined specific objectives for purpose of interpreting and implementing the philosophy. The college has categorized its objectives into three primary groups including educational, environmental, personal and social. Several of the objectives relate specifically to the nursing program and others do not; however, none are in conflict. The objectives of the college are in appendix A. The objectives of the nursing program are in appendix B.</td>
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<tr>
<td>3. The philosophy of the Associate Degree Nursing Program was written by the total faculty originally in 1970-71. It was revised by the total faculty in a series of four meetings during 1975-76. (Minutes available at time of visit).</td>
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<tr>
<td>4. The objectives for the Associate Degree Nursing Program at Santa Barbara City College are in appendix B. Upon review, in the opinion of the faculty, they are realistic for this particular nursing program and in terms of the needs of society. They are also realistic in terms of the expected role of the new graduate and according to the resources available to the nursing program. The objectives were also revised during the 1975-76 school year.</td>
<td>4. The objectives for the Associate Degree Nursing Program at Santa Barbara City College are in appendix B. Upon review, in the opinion of the faculty, they are realistic for this particular nursing program and in terms of the needs of society. They are also realistic in terms of the expected role of the new graduate and according to the resources available to the nursing program. The objectives were also revised during the 1975-76 school year.</td>
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II. The administrative commitment to any nursing program is governed by its understanding of that program. The general policies which govern the nursing program are in accord with those of other comparable units within the controlling institution.

1. The administration of the college follows the established procedures of the institution for providing resources and facilities needed by the nursing program. The established procedure is for each department to submit its requests for budget allocations to the administration. Funding for supplies is allocated according to a formula which considers weekly student contact hours within each department. Other budget requests including staffing are reviewed by the Resources Allocation Review Board (RARB). The membership of the RARB consists of two administrators, two classified staff members, and four faculty members. After they have reviewed and prioritized all requests, each department is provided the opportunity to appeal the allocations. After all appeals are heard and the final budget is acted upon, it is sent to the Superintendent-President who in turn reviews it and then takes it to the Board of Trustees for final action.

2. The administration enables the nursing program to realize benefits commensurate with its place in the total organization by allocating funds through the procedure described in step 1. The faculty have felt that to this point in history requests have been given equitable consideration.

The administration enables the nursing program to realize responsibilities commensurate with its place in the total organization by providing support for its organization. The director of the program has responsibility for all health occupations (a total of six programs). There is an assistant director who participates directly in all faculty meetings and is closely involved with all decisions made relative to the registered nursing program. The Dean of Instruction and the Superintendent-President have exercised a policy which encourages independence of the nursing program and provides support in the decision-making process. The organizational chart of the institution is in appendix C.

3. The methods used to assure financial support for the nursing program are outlined in step 2 under criterion II. A copy of the operational budget for the nursing program is in appendix D.
II. Con't.

4. The calendar for events surrounding the budget is circulated to all department chairpersons, including the nursing director, by personnel in the business office. The nursing director or assistant director then notifies all faculty that requests must be submitted by the deadline date. Without exception the nursing faculty requests have been submitted on the budget requests for the department. Once the budget is submitted by the director or the assistant director of the program, the procedure described in step 2 under criterion II is followed. After the budget has been approved, supplies are ordered at the request of the faculty members.

5. The only expenses incurred by the nursing students are expenses related to malpractice insurance, uniforms, and books. The premiums charged for malpractice insurance are non-refundable once the student attends class. Prior to that time, students may receive a refund from the campus bookstore and are instructed about the procedure if they should ask. Uniforms are purchased from a local merchant and books are purchased from the campus bookstore. Refunds on these items are provided according to the individual merchant's established procedure.

6. The contracts between the nursing program and the clinical agencies are prepared by the director and assistant director of the nursing program. They are then submitted to the chief administrative agent for each cooperating institution for review and suggestions. Adjustments as needed are made and then signed by the chief administrator and approved by the respective boards of the involved institutions. All contracts with cooperating agencies were reviewed, rewritten and renewed during Spring and Fall 1975.

Each individual teacher determines the students' learning objectives for the content areas for which she is responsible. After the objectives are determined, the teachers determine what clinical experiences and therefore which clinical areas would be most desirable for students to best accomplish their objectives. Each semester, the teachers individually
II. Con't.

relate this information to the Assistant Director, ADN Program and she determines if there will be conflicts within the ADN Program or between the ADN Program and the Vocational Nursing Program or Community Health Technician Program. If the conflicts cannot be resolved on an individual basis, a meeting of all faculty is called for the purpose of discussion and resolution. This system has worked satisfactorily and faculty have been able to obtain the needed experiences. Once the clinical agencies have been assigned, on a semester to semester basis, the Assistant Director notifies each Director of each clinical agency at the beginning of the semester of the number of students that will be assigned to their respective units with the instructor supervisor involved and the dates they will be there.

7. Communication channels for the nursing program follow the organization chart for the college which is in appendix C. The Assistant Director and the Director have a very open relationship and an open door to faculty and students. Faculty and students, in most all instances, bring concerns to the Assistant Director if she is available. If she is not available they may take concerns to the Director; however, in most instances, the Director is informed by the Assistant Director of circumstances within the ADN program. The Dean of Instruction and President of the College are also available to faculty and students; however, they are usually kept informed by the Assistant Director or Director of the program.

8. The Health Occupations Division has a single advisory committee with representatives for each department within the Division. This concept was introduced and implemented during 1970-71 and has been in existence since that time. All faculty members were requested to submit names of those persons they felt would be able to make a contribution to the Division or an individual department. Their suggestions along with those suggested by the Assistant Dean, Health Occupations (Director, ADN Program) were reviewed and persons were then contacted and asked for a consent to serve. The membership has been reviewed annually since that time and changes have been made as needed. Meetings are called when needed.
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<td>II. Con't.</td>
<td>9. The Administration of Santa Barbara City College has demonstrated continued support of the nursing program. They have delegated administration of the operational aspects of the program to the Director and Assistant Director. When concerns have been taken to the Dean of Instruction and/or the Superintendent-President they have been met with support of the recommendations made by persons within the department. During the planning and implementation of the Self-Paced, Modularized curriculum, the Administration and Board of Trustees gave its full support.</td>
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</table>
III. The ultimate control of a nursing program is vested in a Board of Control responsible for determining general goals and broad policies. The Board of Control delegates responsibilities within the organization. The Director of the Nursing Program and the faculty have the primary responsibility for developing policies and procedures relating to the planning, the organizing, the implementing, and the evaluating of all aspects of the nursing program within the framework of the established organization.

1. The organizational chart is in Appendix C. The lines of communication for the nursing program have been outlined in red. The Assistant Director of the ADN Program reports directly to the Assistant Dean, Health Occupations reports directly to the Administration Dean, Instruction, who reports directly to the Superintendent-President. Informal relationships exist between the Assistant Director and the Director with all other college personnel and they work together with other persons on problems or concerns which involve the other departments.

2. Because the Assistant Dean, Health Occupations (Director, ADN Program) has responsibility for six health occupations programs, an assistant director of the program was appointed. The assistant director is given 50% released time for the purpose of assisting the administration of the nursing program. The director has delegated to the assistant director most all of the administrative responsibilities. The director receives all minutes from faculty meetings and requests clarification when questions arise; she visits faculty meetings when possible and always attends when requested to do so. If concerns are presented, she becomes involved as requested by the students, faculty, or assistant director and acts accordingly. At the request of the faculty, all applicants to the nursing program for 1976-77 are being interviewed by the Assistant Director and the Director.

As described above, the supervisory responsibilities of the program have likewise, for the most part, been delegated to the assistant director. The faculty are capable and have a great deal of independence. Both the director and assistant director feel that the professional responsibilities of the faculty can be carried out without supervision.

The Assistant Dean, Health Occupation (Director, ADN Program) has full time administrative responsibilities and does not have any teaching responsibilities. The Assistant Director, at the request of the faculty and to continue some student contact, teaches one module in the nursing program.
III. Con't.

3. The registered nurse, or the director, in charge of the nursing program is the Assistant Dean, Health Occupations. She has responsibility of all health occupations which includes five degree programs and one certificate program. In addition, she has responsibility for continuing education, evening classes, and short-term health occupation offerings (such as Emergency Medical Technician). She works closely with administrators in charge of the other areas.
IV. The registered nurse responsible for the administration of the nursing program has the authority and responsibility for the nursing program based upon established policies of the controlling institution. The faculty has the responsibility for instructing students, academic advising and evaluating their progress. Its members should be adequately qualified and sufficient in number to accomplish the objectives of the nursing program. Opportunities should be provided by the administration for faculty to participate in activities related to self-development, so that they can contribute more fully to the improvement of the educational program.

A. Section 1425.5.

1. The faculty of the nursing program and the assistant director of the program discussed the teaching assignments and who should be responsible for specified content. Consideration was given to the teaching responsibilities—dictated by the content, preparation, expertise of the teacher, the level of the student when studying in the area, the clinical experiences which would best meet the objectives, and the total load of each teacher. Agreement was reached within the group and assignments were made as to who should have primary responsibility for each module in the curriculum. Because the program is self-paced, the students have a great deal of flexibility in requesting what they would like to study. Each week some students' area of study changes and reassignments must be made. This results in changes within the clinical areas and requires faculty discussion. At the faculty meeting each week, the number of students each faculty member will have in the clinical area the next week is reviewed and adjusted, according to the number of students, the levels and abilities of the students, and the objectives of the students. The student–teacher ratio, in most all instances, is kept below 12 : 1.

2. Rather than having the student enrollment determine the number of faculty, the number of faculty determines the number of students. The guideline or standard we try to follow is one faculty member for every ten students in the clinical area. If the ratio varies from this, a close look at the criteria as stated in 1 above is taken. The faculty attempt to accommodate and meet student needs rather than abide by an established ratio, i.e. the supervision required by three very capable finishing students on a general medical-surgical unit is very different from the supervision required by three capable but beginning students with the same assignments.
IV. Con't.

3. The College has an established policy for the evaluation of all faculty members. This policy is in the 1975-76 Faculty Manual on page 47 and in Appendix E of this report. The nursing faculty, as all other faculty, must follow this policy in their evaluations. The College also has approved student evaluation forms which may be used by individual faculty members. The nursing-faculty reached a mutual decision that each faculty member would attach the selected evaluation form to each student's final examination in every module. The evaluation form is to be completed and returned anonymously to the faculty member responsible for the module to which the student completed the final examination. These evaluations are then considered by each faculty member when revising the respective module. Students representatives are also invited to attend some faculty meetings during which they may provide feedback to the faculty.

4. The procedures described in 3 above are also used to evaluate teaching methods.

B. Section 1425.5.

1. The job description of the Assistant Dean, Health Occupations is written and available upon request from the Superintendent-President office. A copy is included in Appendix F.

The job description of the Assistant Director, ADN Program is written and available upon request from the Health Occupations office. It was last revised during Spring, 1976 and is included in Appendix F. The job description for faculty members is in the 1975-76 Faculty Manual on pages 120-122. A copy is included in Appendix F.

2. Santa Barbara City College has an Evaluation Manual in which the policy for evaluation is stated and the procedures to follow to implement the policy. A copy of the policy is in Appendix G. The nursing faculty follow the policy procedures when carrying out their evaluations. The criteria to which the evaluation committee member must address themselves are stated in the Evaluation Manual.
IV. Con't.

The College has a Faculty Manual which is revised each year to include any changes in personnel policies or procedures. This Manual includes all district policies or procedures which affect faculty members and a copy is given to each faculty member each year.

At the beginning of each academic year an Orientation for new faculty is planned and implemented by the Teacher Coordinator, Inservice and Articulation. Orientation of new faculty members within the nursing program is done by the director, assistant director, and individual faculty members. No formalized procedure has been established.

Evaluation of certificated personnel is done according to the procedures outlined in the Evaluation Manual for the college.

All faculty of the college are members of the Academic Senate and the Academic Senate has a committee structure which provides for input on all policies and decision making. A copy of the role of the Academic Senate as described in the Faculty Manual is included in Appendix H.

C. Section 1426.

1. All of the criteria included in the guides relative to Section 1426 are included in the evaluation process. Teaching, of course, is the major area considered in each Teacher's evaluation. Within the nursing program each nursing student is assigned to a nursing faculty advisor. This advisor is to assist the student in scheduling, registering, and other problems which may occur. The advisors are available, during regularly scheduled hours, for students. All nursing faculty are members of and participate in the nursing faculty meetings. Group decisions are reached and individuals then abide by the decisions made. The faculty meet a minimum of three hours each week in faculty meeting including the time spent in scheduling students in the modules. Participation on Committees and in professional and community organizations is done as desired by individual faculty members. Some faculty are extensively involved and others have set their priorities in a different direction.

-10-
IV. Con't.  

Section C. Con't.  

2. Concerns of the faculty are resolved according to the organizational structure of the institution. The Organization Chart is in Appendix C. Depending upon the concern the faculty may discuss and resolve it among themselves. The next person to become involved is the Assistant Director, then the Director, Dean of Instruction and ultimately the Superintendent-President. Faculty members are also at liberty to contact faculty members outside the nursing program and the appropriate academic senate committee if they should desire to do so. In most all instances, the faculty have been able to resolve their concerns within the faculty group or with the faculty group or with the Assistant Director and/or Director.
V. The curriculum reflects the philosophy and objectives of the program in nursing. Curriculum development and improvement are major and continuing responsibilities of the total faculty and are the result of intensive work and study in which each faculty member is actively involved. Curriculum development is based on carefully formulated educational objectives that have been defined in terms of accepted theory of learning and gives consideration to the potential capacities of the student, the resources available for providing educational experiences, and the ability of the faculty to utilize these resources. Curriculum revision and change are carefully planned in advance, and involve changes in outlook and perspective on the part of those responsible for the nursing program.

A. Section 1433.5.
1. The philosophy of the associate degree nursing program is included in Appendix B of this report. This includes the faculty's philosophy of nursing, of the learning process and of the associate degree nursing program. In the revised curriculum, there will be a total of 65 units required within the program for graduation. Thirty-six or 55% of the required units will be nursing units.

The nursing curriculum offered and required of all nursing students was determined by the faculty within the program. The division of the content into the modules and assignments as to who would be responsible for each module was also done by the faculty. Individual faculty members responsible for the modules then prepared the modules for which they had responsibility. After the modules had been taught for one semester, all faculty with four student representatives evaluated each module in terms of what was included, methods of presentation, requirements of the module, and how it could be improved. These evaluation meetings took place in February 1975, and the minutes of these meetings are in the faculty minutes book.

During the preparation of each module, the instructor responsible prepared the clinical objectives. When students are studying in the respective modules, they are given clinical assignments which will allow them to satisfactorily achieve the objectives. If appropriate assignments cannot be found with one instructor, a different instructor is asked to take the student into the clinical area and make his/her assignments and supervise him/her when carrying out that assignment.

The evaluation of the curriculum is on-going and there are several ways in which it is done. Students participate in faculty meetings and provide feedback to faculty as to how the students perceive what
V. Con't.

Section 1433.5. (1) Con't.

is happening. There is interaction between students and faculty on an on-going basis. Each final examination (for all thirty-four modules) has attached to it an evaluation form which students are asked to fill out and return to the involved instructor. The assistant director prepared a questionnaire and gave it to all nursing students for their responses as to how they perceive the nursing program.

The students take the National League for Nursing Achievement Tests before they graduate and their percentile scores are collectively compared. State Board Examinations results have provided an index as to how well the curriculum prepared the students. We have sent out questionnaires to graduates and employers asking for feedback on the preparation of the graduates; however, this has not been done in the past two years. We informally receive feedback from both graduates and employers.

B. Section 1431.

1. The written guides of the clinical agencies which are used by the nursing program are very limited. The dress codes of the institutions are abided by the students when in the respective institutions and the procedure manual is followed for doing procedures if questions arise.

Orientation of students to the clinical agencies is done by faculty members. There is an Orientation Module which all students must pass before progressing in other modules. The Orientation Module outlines for students the items with which they should be familiar before going in a clinical area. Instructors are available to students to provide assistance when they are new to the program.

The orientation of faculty to the clinical agencies is done by other faculty. The new instructor is introduced to persons with whom she will be involved and is informed of the procedures which instructors are expected to follow. Each instructor informs her individual students of procedures she will follow, for example in posting assignments.
Section 1431. (1) Con't.

Continuing communications exist between the agency and the schools in both formal and informal ways. The school formally notifies each agency before the beginning of each semester as to which instructors and how many students will be at the agency. The instructors formally contact the head nurses of the units to which they will be assigned prior to taking students to the agency. Individual head nurses, or the director of the agency, may request to have a meeting with the instructors. The instructors provide information to the agency personnel as to what the students will be studying and the agency personnel inform the faculty, assistant director, or director if they feel there are problems.

The associate degree nursing program, the community health technician program, and the vocational nursing program are the only three programs which share the clinical facilities. All of these programs are within the Health Occupations Division at Santa Barbara City College and therefore, coordination is easily accomplished. The process used to make assignments is described earlier in this report.

C. Section 1432.

1. The nursing faculty are continually evaluating the nursing curriculum. The fact that a completely self-paced, modularized curriculum has been implemented is evidence that the faculty are aware of, interested in, and making changes according to advanced educational practices. The science courses are taught by the respective science departments and advances in this area are left to the science disciplines. The nursing faculty have met with the science faculty to discuss areas they felt were appropriate for inclusion. Each year the modules are reviewed as to potential under or over emphasis. Suggestions are made by individual faculty members and changes are made after discussion and decisions are made as to what should be included, i.e. a new module on "Assessment" is to be included in the curriculum in Fall 1976, as a result of changes which are occurring in nursing practice. A list of all of the modules and the total curriculum is in Appendix I. This proposal as to changes in the general education courses has been submitted to the College Curriculum Committee and approval is pending.
VI. The focus of the educational program is the student. The type of program influences policies relating to the selection, retention, and promotion of students, counseling and guidance services and student life.

A. Section 1434.

1. The college catalog outlines the admission requirements for the nursing program. A copy of these pages is in Appendix J. These same requirements are necessary for re-admission. Because there are many more applicants to the program than can be accepted, a selection procedure has been established and was approved by the Board of Trustees. It is anticipated that changes will be made in this procedure; however, a copy of the criteria used in selecting students during 1974-75 and 75-76 is in Appendix J. The situations to which applicants were asked to respond were written and evaluated by the faculty. The essays which were written by the applicants were evaluated by a minimum of two faculty members. Each faculty member gave a score of either 0 or 5 on each essay. If the two faculty members differed in their point assignments, a third faculty member evaluated the essay and the applicant was then given the number of points assigned by two faculty members. All eligible applicants were interviewed in groups of five or six by two faculty members and each applicant was then granted a number of points, agreed upon by the faculty members, for the interview.

2. Each instructor includes in her module the requirements for satisfactorily completing the module. The modules include the objectives which the student must satisfactorily complete, as well as the minimum theoretical grade which is required to pass the module. When students have satisfactorily completed all modules they are able to graduate from the program. Students, depending upon their past experiences, may be granted permission to challenge certain modules or be waived on certain modules.

3. Financial aid for the nursing students is administered by the campus Financial Aids Office. We provide that office information about student eligibility when requested to do so. We also provide students with information about available scholarships and will provide recommendations when requested and appropriate to do so.
VI. Con't.

Section 1434. (1) Con't.

4. The students' permanent records are kept in the college Admissions Office; however, the Health Occupations Office does keep records of the students' performance while in the nursing program. When students graduate from the program, an attempt is made to make a final summary of the students' performance. This is then kept on file for reference if recommendations are requested. The final summary sheet used is in Appendix K.

5. Each student in a Health Occupations Program is required to submit a physical examination report once each year. These are reviewed to determine the health status of individual students.

The college employs a full-time health nurse who is available for consultation to students. She also presents health education days in which she requests some health occupations students to participate.

B. Sections 1435. and 1435.3.

1. The required program for the nursing students consists of general education courses which are accepted in accordance with the school's established policy. These courses are taught by qualified faculty members within their respective departments. The hours required are computed according to the standard formula for the units granted for the hours required.

2. The school's standard policy for granting credit is three hours of theory/week for 18 weeks to grant three units of credit. The policy requires three hours of laboratory/week for 18 weeks to grant one unit of credit. It is according to this standard that the units for the nursing courses are figured.

3. Because of the self-paced, modularized curriculum, it is possible for students to challenge modules and the given credit. The faculty goes through the selection process only once each year; however, once students are enrolled into the program they are individually evaluated. Some students may be waived on certain modules and others may be waived on clinical and asked only to demonstrate their theoretical knowledge by taking the final examination.
VI. Con't. C. Section 1434.

1. The college maintains a full-time counseling staff and the Health Occupations division is assigned a counselor to counsel all students who are interested in the Health Occupations programs. The assistant director and director work very closely with the counselor in evaluating courses and assisting students in getting into the program which is most appropriate to accommodate their goals. The counselor receives the minutes from the faculty meetings so that he is kept aware of changes in procedures. Additionally, the Health Occupations counselor is invited to provide input on any changes in policies or the curricula of the health occupations programs.

2. The students are aware of the objectives which they must satisfactorily complete before passing a module. When they feel they have completed the objectives, they may request that they be evaluated in their clinical performance. The teacher is responsible for evaluating students; however, if students have questions about their evaluations, they may submit any input that they have. At the time of evaluation, the instructors may provide suggestions as to how the student could better perform. Each student's advisor keeps all evaluations and is therefore aware of the student's progress through the program. The advisor reviews the evaluations as they are returned to her and looks for consistent patterns of behavior. This information can then be used by the advisor to assist the student in his/her own future, further development.
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<tr>
<td>I. The policy of the school should require no more than thirty (30)</td>
<td>1. To this point in time, no licensed vocational nurse has requested to take the nursing curriculum as specified under Section 2736.6. If a person requested to do so, she/he would be provided that opportunity. The individual would be requested to provide information as to the experiences she/he has had and then the modules in which she/he has had least experience, not to exceed 20 units, would be required of the individual. The individual, in these 20 units, would be required to perform at an equivalent level to the basic students both in clinical experience and on theoretical examinations. The individual would be required to take 10 units of sciences through the life science or social science clusters and would have to attain the level required by the respective departments. Upon completion of the described 30 units the individual would not be considered a graduate of the Associate Degree Nursing Program but would rather simply be given credit for the work completed.</td>
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<td>semester units in nursing and related sciences.</td>
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<td>CRITERIA</td>
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<td>II. The thirty (30) units in nursing and related sciences shall be composed as follows:</td>
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<td>A. Twenty (20) units of nursing courses.</td>
<td>1. The twenty units of nursing modules would incorporate psychological and</td>
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<td>B. Ten (10) units of sciences related to nursing, including sociology and psychology.</td>
<td>sociological principles to the same extent as they are incorporated for the basic</td>
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<td>students. The modules follow an integrated approach and this criterion would</td>
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<td>therefore be met.</td>
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<td>2. There is no core course in anatomy, physiology, and microbiology offered</td>
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<td>at Santa Barbara City College and therefore these students would be unable to</td>
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<td>meet the 10 unit science requirement in this manner at Santa Barbara City College.</td>
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<td></td>
<td>3. These students could not meet the 10 unit science requirement by taking</td>
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<td>5 units of anatomy and physiology and 5 units of microbiology because Santa</td>
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<td></td>
<td>Barbara City College provides only a 4 unit microbiology course.</td>
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<td></td>
<td>4. These students could meet the 10 unit science requirement by taking science</td>
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<td>courses related to and supportive of nursing practice.</td>
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BOARD OF NURSING EDUCATION AND NURSE REGISTRATION CRITERIA FOR
ACCREDITATION AND GUIDELINES FOR EVALUATION OF TRANSFER AND CHALLENGE POLICIES

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<tr>
<td>I. A policy, available to all applicants, must clearly state the procedure for granting credit for previous education in the field of nursing.</td>
<td>1. Because of the individualized nature of the Associate Degree Nursing Program at Santa Barbara City College, meeting the needs of students with previous experience is relatively easy. The only policy that has been established is stated on page 76 of the 1975-76 college catalog. A copy of this is in Appendix J. The catalog states that &quot;Placement into modules is dependent upon past experiences and knowledge of nursing content.&quot; These students must apply and be accepted into the program following the same procedure as every other applicant. Once they are in the program students are evaluated individually. Depending upon their preparation, students may be completely waived on a module or in other instances, they may be requested to take a challenge examination. If they are requested to take a challenge examination, they are encouraged to purchase the module which all students use and to study the objectives included in the module. When they feel they are ready to take the final examination they so inform the instructor and are given the same final examination that all other students are required to take. They are also required to pass the final examination at the same level as all other students.</td>
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<td></td>
<td>2. As stated in 1 above, the nursing program is an individualized curriculum. If students feel they are prepared and know the information required in a given module and can perform the objectives, they may request to have special consideration. For example, we had a licensed vocational nurse who had had extensive experience in a cardiac care unit. Therefore, for the Circulatory Patterns module she was asked to perform in the clinical areas where she had not had experience and to demonstrate their theoretical knowledge of the required content. This, of course, made it possible for her to complete the module in a much lesser than average period of time.</td>
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<tr>
<td>II. Accreditation of the nursing program is contingent upon the operational policies and procedures for course challenge</td>
<td>1. If the student has the knowledge and skills necessary to satisfactorily complete a module, it is possible for the student to challenge. The student is required to perform at the same level as the basic students. Through the regular college challenge procedures they may also challenge other courses required within the nursing curriculum.</td>
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<td>2. Students who are interested in challenging the nursing modules have available to them the module, which includes the objectives and the required level for passing the module. The examination taken is the examination which must be passed by all students. Information as to the grade required for satisfactory completion is included in the module.</td>
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III. In addition to the policy on challenge for placement in the program, there shall be a policy defining the use of evaluative tools for diagnostic purposes that do not have placement as their goal.

1. At present there is no policy in existence to accommodate this criterion nor was the staff aware of such a regulation.

Before graduation, students are informed of the availability of the National League for Nursing Achievement Tests and are asked if they would like to take these tests in an attempt to evaluate their knowledge prior to taking the State Board Examination. If licensed practitioners would like to take these tests, it would be possible for them to do so under the auspices of the nursing program.
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<td>IV. All applicants and those desiring some form of challenge examination or evaluative examination shall be examined according to the sequence of courses in nursing. A comprehensive examination covering all courses is not acceptable.</td>
<td>1. The examinations given to students as challenge examinations are the same examinations which are given to the basic nursing students. On this basis, it is the opinion of the nursing faculty that challenge students be required to satisfactorily complete the nursing modules at a level equivalent to the basic students.</td>
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<td>V. The policy for challenge of nursing courses shall include more than one approach to evaluating the course being challenged.</td>
<td>1. The grading of the final examinations taken by challenge students is equivalent to the grading system for the basic nursing students. The module includes information as to the grades required to obtain an &quot;A,&quot; &quot;B,&quot; or &quot;C.&quot; Students who take a challenge examination are graded according to the same standard as basic students and it is therefore possible for these students to receive an &quot;A,&quot; &quot;B,&quot; or &quot;C&quot; on any module.</td>
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APPENDIX A

SANTA BARBARA CITY COLLEGE
PHILOSOPHY AND OBJECTIVES
PHILOSOPHY AND GOALS

PHILOSOPHY

We, at Santa Barbara City College, believe in the democratic ideal and in the dignity and worth of each individual. We believe that the development of a free, self-governing society is dependent upon a free, public, relevant educational system which provides for an informed and discriminating electorate. We believe that the community college is a unique and integral element of the educational system required in our free society, and our unique function and responsibility to a large and growing proportion of the people of this community is to serve as the institution of transition:

From the world of books and classes to the world of meaningful occupation;

From a basic study of "how?" and "what?" to the continuing and deeper study of "why?";

From the world of ideas and theories to the practical world of human relationships and responsible citizenship;

From one kind of work to another; and

From limitations of personal and intellectual development to a release of the full human potential.

GOALS

We, at Santa Barbara City College, have set as our objective the achievement of the following Educational, Environmental, and Personal and Social Goals as established by the college in cooperation with representatives of the community in a study of Goals, Objectives, and Organization.

Educational Goals

Occupational Education: to provide training for specific careers -- to provide re-training for people whose job skills are out of date.
Transfer Education: to provide education which will help each student who intends to transfer to a four-year college attain his or her goals.
General Education: to develop students' ability to combine and use knowledge from a variety of sources.
Continuing Education: to provide continuing education for local adults on a part-time basis -- to provide classes for adults appropriate to the needs and desires of the community, including general, vocational, and avocational education.
GOALS (Continued)

Developmental Education: to plan remedial and developmental courses which will help students to pursue goals related to specific talents.

Environmental Goals

A climate of learning: to maintain a climate of mutual trust and respect among students, faculty, and administration to create a climate where students and faculty easily and informally discuss ideas and interests.
A climate of personal decision making: to provide experiences that will help students make occupational choices and prepare for successful employment, to help students set their own personal goals and develop plans for achieving them, to provide students with counseling services related to choices, and in personal matters related to progress toward goals, and to provide services in financial aid, employment, and campus activities.

Personal and Social Goals

Personal: to help students develop a sense of self-worth and self-confidence to increase the desire and ability of students to study in a self-directed way, to instill in students a commitment to life-long learning.
Social: to encourage concern for the welfare of mankind, to help students learn to participate in public decisions which influence their own lives, to help students to be open, honest, and trusting in their relationships with others.
APPENDIX B

SANTA BARBARA CITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
PHILOSOPHY AND OBJECTIVES
1. Philosophy of Nursing

Nursing is a service to individuals in response to changing health needs in a variety of settings. It is an applied science based on principles taken from biological, physical and behavioral sciences. Nursing includes independent and cooperative functions in the provision and coordination of health care to prevent illness, provide care to the sick and promote optimum health.

11. Philosophy of the Learning Process

The ADN faculty of Santa Barbara City College, believe that learning is an individualized, continuing and dynamic process. Learning should be self-motivated, self-directed, and self-rewarding. Individuals learn in accordance with their readiness, their experiential background and their motivation. There is a natural tendency for students to desire growth through learning; to be creative; to want to become adept; and to seek answers to their queries.

The most significant role of an instructor is that of a resource person. In fulfilling this role, the instructors are knowledgeable in their subject area, available to the students, and responsive to their learning needs.

In summary, learning is the responsibility of the student; creating an environment that will facilitate that learning is the responsibility of the instructor.

III. Philosophy of the Associate Degree Program

The Associate Degree Program at Santa Barbara City College accepts students with varying educational and experiential backgrounds. The program provides opportunity for individual progression culminating in competence as a beginning practitioner prepared for licensure as a registered nurse. Emphasis is given both clinically and academically to the problem solving process in giving direct patient care.

IV. Objectives

Upon graduation, the associate degree graduate will be able to:

1. Utilize communication skills as an integral part of her nursing role.
2. Recognize her limitations and refuse responsibility in performing those tasks for which she is not prepared.
3. Function under the direction of a team leader and assume responsibility for guidance and supervision of ancillary personnel.
4. Recognize when changes in the health care delivery system are indicated and participate supportively in the change process.
5. Apply scientific principles in a variety of nursing situations, initiating change when indicated.
6. Perform nursing tasks with manual dexterity and understanding.
7. Assume the role of patient advocate.
8. Make judgments based upon the legal implications of nursing.
9. Practice nursing in accordance with professional ethics.

Revised/December, 1975
BMD: nb
APPENDIX C

ORGANIZATION CHART OF SANTA BARBARA CITY COLLEGE
APPENDIX D

OPERATIONAL BUDGET OF
ASSOCIATE DEGREE NURSING PROGRAM
## SANTA BARBARA COMMUNITY COLLEGE DISTRICT
### BUDGET WORKSHEET
#### 1975-76

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*Santa Barbara Community College District, Budget Worksheet, 1975-76, Pp. 62-63*
APPENDIX E

EVALUATION POLICY FOR CERTIFIED PERSONNEL
POLICY ON

EVALUATION OF CERTIFICATED PERSONNEL

General Statement

The Santa Barbara Community College District is committed to the creation of a climate of learning in which excellence of performance by students and staff and continuing personal and professional growth are both encouraged and made possible. The evaluation of certificated personnel shall be directed toward the achievement of these objectives.

In its procedures for evaluation of certificated personnel, the district shall be guided by the following policies:

1. Evaluation procedures shall have as their basic intent the improvement of performance in assigned tasks.

2. All full-time members of the certificated staff, except those employed on one to four-year contracts as described in Education Code Section 13345.15, shall be evaluated in accordance with these policies.

3. At a minimum, annual evaluations shall be completed for contract personnel, and bi-annual evaluations for regular personnel. Annual evaluations shall be completed for all administrators.

4. Evaluation procedures shall include self-evaluation, peer-evaluation, client-evaluation, and administrator evaluation.

5. Evaluation of certificated personnel shall be coordinated and consistent and shall be uniform for all contract personnel and uniform for all regular personnel.

6. Those being evaluated shall be protected from misuse of evaluation and shall be entitled to protection of their civil, professional, and human rights.

7. It shall be the responsibility of every full-time member of the certificated staff to participate in his or her own evaluation and to participate on an equitable basis in the evaluation of other members of the staff.

8. Written evidence that evaluation has taken place and a written record of the results of evaluation shall evolve from the procedures.

* Administrative Regulations and Procedures appear in Appendix C. Contact the Instruction Office for an Evaluation Packet to be used in the evaluation process.
POLICY ON EVALUATION OF CERTIFICATED PERSONNEL (Continued)

9. The evaluation process shall be carefully and periodically appraised in consultation with the faculty to assure that evaluation does, in fact, produce improvement of performance.

10. Recognition shall be given to the responsibility of the district to provide support for evaluation procedures as well as to provide assistance with and opportunities for growth and improvement of performance.

11. Within established guidelines of coordination and consistency, options shall be provided to meet individual circumstances and needs.

Performance Criteria:

In accordance with the provisions of Education Code Section 13481.05, which requires the Board in consultation with the faculty to set forth "reasonable but specific standards which it expects its certificated employees to meet in the performance of their duties", the following general professional criteria shall serve as a basis for evaluating all certificated personnel. Procedures and specific criteria will vary depending upon the tasks assigned but the general criteria will be the same for all members of the certificated staff.

1. Demonstrates knowledge of assigned tasks.

2. Demonstrates ability to use knowledge for the benefit of clients.

3. Demonstrates ability to judge student achievement of the goals of a particular course or employee achievement of the goals of a particular work assignment.

4. Demonstrates willingness to accept responsibility for improvement of the total college through service outside his or her basic assignment.

5. Demonstrates ability to communicate effectively and to facilitate open communication.


Approved by Board of Trustees July 13, 1972.

**Santa Barbara City College, Faculty Manual, 1975-76, Pp.47-48**
APPENDIX F

JOB DESCRIPTION OF ASSISTANT DEAN, HEALTH OCCUPATIONS; ASSISTANT DIRECTOR, HEALTH OCCUPATIONS; AND FACULTY
ASSISTANT DEAN, HEALTH OCCUPATIONS

The Assistant Dean, Health Occupations, is responsible to the Administrative Dean of Instruction for planning, developing, coordinating, supervising, and evaluating all Health Occupation programs.

A. ADVISES AND ASSISTS:

1. Health Occupations faculty in:
   a. Setting of professional goals.
   b. Preparation of course outlines.
   c. Evaluation of personnel.
   d. Evaluation of instruction.
   e. Preparation of budget requests.
   f. Handling of matters affecting students as requested by faculty or students.
   g. Processing of complaints and grievances.
   h. Planning and development of facilities.

2. Representative Council and appropriate College committees in:
   a. Development of policy related to instructional services.

3. The Office of Instruction in:
   a. Development of procedures for instructional services.
   b. Recruitment, selection, orientation, and in-service training of personnel.
   c. Selection of criteria for evaluation of instruction.
   e. Establishment of liaison and communication with other departments, other educational institutions, lay advisory groups, business and industry, related community agencies and organizations.
   f. Analysis of facility utilization.
   g. Planning and development of facilities.

B. DEVELOPS AND PREPARES:

1. Statement of goals of Health Occupations programs.

2. Five-year academic plan for Health Occupations.
3. Three-year projection of resource needs, personnel development plan, and semester plans for course offerings in Health Occupations programs.

4. Reports of evaluation of Health Occupations curricula.

5. Requests for new Health Occupations curricula or for modification of existing curricula.

6. Requests for Health Occupations budget allocations.

7. Information related to Health Occupations for College Catalog.

8. Requests for institutional research and for special grants and projects in Health Occupations.

9. Requests for personnel, rooms, offices, and special facilities for Health Occupations.

10. Requests for instructional support services including library, audio-visual, learning resources, and tutorial services.

11. Requests for alterations and improvements in facilities and for new facilities.

12. Information related to departmental offerings in special sessions such as Evening Division, Summer Session, and Instructional TV.

C. COORDINATES:

1. Activities of Health Occupations programs related to planning, development, curriculum, instructional procedures, equipment, supplies, book orders, printing and duplicating, faculty recruitment, selection, orientation and evaluation, and articulation with related agencies and educational institutions.

2. Communication and liaison between Health Occupations faculty and administrative offices for support services, budget, personnel, and evaluation of personnel.

3. Planning and preparation of five-year academic plan for Health Occupations.

4. Development of Schedule of Classes in consultation with Health Occupations faculty.

5. Procedures for evaluation of Health Occupations instructions programs.

6. Preparation of budget requests for Health Occupations.
7. Preparation of requests for institutional research and of proposals for special grants and projects.

8. Preparation of equipment and supply lists and inventories, requisitions and book orders.

9. Preparation of reports as required by State and national agencies established to control health occupations programs.

10. With Assistant Dean, Occupational and Career Education in preparation of reports required by the State Board of Vocational Education.

11. With Assistant Dean, Continuing Education, planning and development of health occupation non-credit courses.

12. Representation of college on Health Occupations Advisory Committees.


D. REVIEWS AND FORWARDS:

1. Reports and records of Health Occupations faculty.

2. Student and staff complaints or grievances.

3. Requests for field trips.

4. Results of personnel evaluations.

5. Requests of Health Occupations faculty.

E. APPROVES:

1. Issuance of equipment, supplies, books and other instructional support materials for Health Occupations.

2. Requests or purchase orders for equipment, supplies, library materials, audio-visual materials, text books, and printing and duplicating.

Performs such other duties as may be assigned by the Administrative Dean of Instruction.
JOB DESCRIPTION

ASSISTANT DIRECTOR, HEALTH OCCUPATIONS

Responsible to Assistant Dean, Health Occupations Programs:

1. Assist with recruitment and interviewing of student and faculty applicants.

2. Assist in preparing reports for local, state and national agencies.

3. Be responsible to see that A.D.N. curriculum and faculty meetings are ongoing and regular.

4. Be available to nursing faculty and students for consultation and assistance.

5. Promote understanding of the ADN Program within the college and the community.

6. Work with administrator in planning regular meetings with outside agencies and Health Occupations Advisory Committee.

7. Relieve the administrator in her absence.

8. Assist in ongoing research of students, program, and graduates.

9. Assist in development of an ongoing education program for health professionals.

10. Assist in preparation of class and clinical schedules and provide clinical agencies with the latter.

11. Collect yearly budget requests from team coordinators or individual faculty members. Assist in final preparation of budget.

12. Obtain evaluations of all students in Health Occupations from individual instructors immediately after an instructor recognizes unsatisfactory performance in a particular student.

Revised: Spring, 1976
FACULTY: All members of the faculty are responsible to their Department Chairperson for the timely performance of instructional and related professional responsibilities.

A. INSTRUCTIONAL RESPONSIBILITIES
1. Gives instruction in accordance with the stated philosophy and objectives of Santa Barbara City College.
2. Gives instruction in classes according to the established and approved course outlines.
3. Acquaints all students with course requirements, evaluation procedures, field trip demands and attendance requirements during the first week of each semester.
4. Provides each student with an opportunity for individual evaluation of his or her progress prior to the drop deadline.
5. Maintains necessary attendance, scholastic and personnel records.
6. Submits course outlines as requested by the Office of Instruction.

B. RELATED PROFESSIONAL RESPONSIBILITIES OF ALL FACULTY MEMBERS
1. Posts and maintains adequate office hours for student consultation (a minimum of 3 hours per week for full-time teachers).
2. Arranges with the College nurse or an administrator for emergency first aid for accidents or "incidents" in the classroom or on campus (e.g., fainting or epileptic seizure) and follows established safety and emergency procedures.
3. Reports for duty after summer vacation in accordance with annual contract dates and attends all scheduled faculty meetings unless excused by the Superintendent-President.
4. Attends commencement exercises, in academic dress, unless excused by the President of the Academic Senate or the Superintendent-President.
5. Unless there are compelling reasons, attends all scheduled faculty meetings, department meetings and meetings of committees of which he or she is a member.
6. Notifies the Administrative Dean of Instruction not later than 7:45 a.m. if unable to be present for assigned classes. (The previous afternoon or evening is preferable.) Gives directions for use by substitutes.
7. As an alternative to committee membership responsibilities may share in co-curricular program by supporting student activities through attendance and through service as a sponsor or advisor.
8. Submits requests for maintenance and custodial services to the Business Office - not to the custodian.
9. Turns in all required grade, eligibility, and other reports to the designated office by the time stated in accordance with standardized directions for record keeping.

10. Teaches classes only on campus in assigned room unless specific alternate arrangements have been approved by the Office of Instruction.

11. Schedules guest speakers according to the College policy. (See "Guest Speakers").

12. Makes all requests for field trips through the Instruction Office. If students have to be excused from classes other than the one for which the trip is planned, a list of students with the hours of classes from which they are to be excused must be submitted to the Instruction Office at least one week before the date of the trip.

13. Advises Students,
   a. Assists students with study problems.
   b. Refers students to appropriate college sources for information or further counseling.
   c. Assists students to evaluate their potentialities for successful achievement in the instructor's subject field.
   d. Provides information concerning vocational opportunities in the instructor's field.
   e. Provides full information regarding content of courses.
   f. Provides information regarding post-community college educational and training opportunities and demands in the teacher's field.
   g. Communicates EARLY with the Administrative Dean, Student Services and Activities, or Head Counselor concerning any student the instructor feels needs further follow-up.

C. RELATED PROFESSIONAL RESPONSIBILITIES OF REGULAR AND PERMANENT MEMBERS OF THE FACULTY
1. Initiates and/or participates in:
   a. Establishment of educational goals for his or her area of instruction.
   b. Annual up-dating of five-year academic plan and three-year projection of resource needs for his or her area of instruction.
   c. Evaluation of curricula and development of proposals for new curricula or for modifications in existing curricula.
   d. Professional self-evaluation in accordance with district policy.
   e. Evaluation of other certificated personnel and evaluation of the instructional program.
   f. Development of requests for instructional support services including library, audio-visual, learning resources, and tutorial services.
g. Development of information for College Catalog and Schedule of Classes.

h. Development of requests for institutional research and of requests for special grants and projects.

i. Selection of equipment, supplies, books and other instructional support materials.

j. Maintenance of inventory and proper records of instructional resources.

k. Exercise of budget control as assigned.

2. Consults, advises and assists in:

a. Development of schedule of course offerings.

b. Determination of need for new teaching staff.

c. Recruitment, selection, orientation, and in-service training of new staff.

d. Development of budget requests in his or her instructional area.

e. Maintenance of liaison and communication within area of instruction and between area of instruction and other departments, students, the Representative Council, College committees, other educational institutions, lay advisory groups, business and industry, related community agencies, and the College Information office.

f. Preparation of schedules for personnel, rooms, offices, and special facilities as they relate to his or her area of instruction.

g. Development and improvement of instructional support services.

h. Development of proposals for institutional research and special grants and projects.

i. Preparation of plans for improvement and development of instructional facilities.

j. Development of instructional offerings for special sessions such as Evening Division, Summer Session, Instructional Television.

k. Communication with students regarding standards, guidelines, regulations, services, and activities.

l. Recruitment and selection of students for college career programs.
APPENDIX G

EVALUATION POLICY FOR
CERTIFIED PERSONNEL
POLICY ON

EVALUATION OF CERTIFICATED PERSONNEL*

General Statement

The Santa Barbara Community College District is committed to the creation of a climate of learning in which excellence of performance by students and staff and continuing personal and professional growth are both encouraged and made possible. The evaluation of certificated personnel shall be directed toward the achievement of these objectives.

In its procedures for evaluation of certificated personnel, the district shall be guided by the following policies:

1. Evaluation procedures shall have as their basic intent the improvement of performance in assigned tasks.

2. All full-time members of the certificated staff, except those employed on one to four-year contracts as described in Education Code Section 13345.15, shall be evaluated in accordance with these policies.

3. At a minimum, annual evaluations shall be completed for contract personnel, and bi-annual evaluations for regular personnel. Annual evaluations shall be completed for all administrators.

4. Evaluation procedures shall include self-evaluation, peer-evaluation, client-evaluation, and administrator evaluation.

5. Evaluation of certificated personnel shall be coordinated and consistent and shall be uniform for all contract personnel and uniform for all regular personnel.

6. Those being evaluated shall be protected from misuse of evaluation and shall be entitled to protection of their civil, professional, and human rights.

7. It shall be the responsibility of every full-time member of the certificated staff to participate in his or her own evaluation and to participate on an equitable basis in the evaluation of other members of the staff.

8. Written evidence that evaluation has taken place and a written record of the results of evaluation shall evolve from the procedures.

9. The evaluation process shall be carefully and periodically appraised in consultation with the faculty to assure that evaluation does, in fact, produce improvement of performance.

10. Recognition shall be given to the responsibility of the
POLICY ON EVALUATION OF CERTIFICATED PERSONNEL

district to provide support for evaluation procedures as well as to provide assistance with and opportunities for growth and improvement of performance.

11. Within established guidelines of coordination and consistency, options shall be provided to meet individual circumstances and needs.

Performance Criteria:

In accordance with the provisions of Education Code Section 13481.05, which requires the Board in consultation with the faculty to set forth "reasonable but specific standards which it expects its certificated employees to meet in the performance of their duties", the following general professional criteria shall serve as a basis for evaluating all certificated personnel. Procedures and specific criteria will vary depending upon the tasks assigned but the general criteria will be the same for all members of the certificated staff:

1. Demonstrates knowledge of assigned tasks.

2. Demonstrates ability to use knowledge for the benefit of clients.

3. Demonstrates ability to judge student achievement of the goals of a particular course or employee achievement of the goals of a particular work assignment.

4. Demonstrates willingness to accept responsibility for improvement of the total college through service outside his or her basic assignment.

5. Demonstrates ability to communicate effectively and to facilitate open communication.


Approved by Board of Trustees July 13, 1972.

APPENDIX H

ROLE OF ACADEMIC SENATE IN DECISION MAKING
Academic Senate

The Santa Barbara City College Academic Senate consists of all certificated employees of the District who do not perform any services for the College that require an administrative or supervisory credential. The representative body of the Academic Senate is known as the Representative Council. Through the Academic Senate, the faculty expresses its views and recommends policies.

Efforts are made to reach agreement between administration and the Representative Council on policies. In those cases when agreement cannot be achieved, the Representative Council presents its views and recommendations to the Board of Trustees through the Superintendent/President or directly as an item on the Board of Trustees agenda.

Committees

Participation in policy development and decision making is achieved mainly through a system of committees. Committee service is a significant professional responsibility of all members of the certificated staff.

The Representative Council appoints both standing and ad hoc committees in accordance with its constitution.

College committees are appointed by the Superintendent/President. Faculty members are appointed to College committees in consultation with the Representative Council.

Functions of Academic Senate and College committees are provided with the list of committees.

*Santa Barbara City College, Faculty Manual, 1975-76, Pp. 11-12*
APPENDIX I

TOTAL NURSING CURRICULUM
## ADN Nursing Modules

<table>
<thead>
<tr>
<th>Modules</th>
<th>Units</th>
<th>Pre-Requisites</th>
<th>Concurrent or Pre-Req.</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Hosp. Millieu</td>
<td>0.4</td>
<td>None</td>
<td>2,3</td>
</tr>
<tr>
<td>2 Safety</td>
<td>0.5</td>
<td>None</td>
<td>1,3</td>
</tr>
<tr>
<td>3 O.R.R.</td>
<td>1.0</td>
<td>None</td>
<td>1,2</td>
</tr>
<tr>
<td>4 Structural</td>
<td>1.0</td>
<td>1,2</td>
<td>3*</td>
</tr>
<tr>
<td>5 Meds</td>
<td>0.4</td>
<td>1,2,3,4</td>
<td>6,7</td>
</tr>
<tr>
<td>6 Teaching</td>
<td>1.0</td>
<td>None</td>
<td>Any pt. care mod.</td>
</tr>
<tr>
<td>7 Communication</td>
<td>1.0</td>
<td>1,2</td>
<td>Any pt. care mod., 14</td>
</tr>
<tr>
<td>8 S-E-C-R</td>
<td>1.0</td>
<td>None</td>
<td>4,9,13,14</td>
</tr>
<tr>
<td>9 Adaptation to Illness</td>
<td>0.7</td>
<td>1,2,3,14</td>
<td>4,10,18 A&amp;P*, 7*, 8*</td>
</tr>
<tr>
<td>10 Immobility</td>
<td>1.0</td>
<td>1,2,3,4</td>
<td>A&amp;P* 6,7,8,9,14</td>
</tr>
<tr>
<td>11 Fluids &amp; Electrolytes</td>
<td>1.0</td>
<td>1,2,3,4</td>
<td>A&amp;P*</td>
</tr>
<tr>
<td>12 Infection</td>
<td>0.8</td>
<td>1,2,3,4,5,14</td>
<td>6,8,9 Micro* A&amp;P*</td>
</tr>
<tr>
<td>13 Dietary</td>
<td>1.0</td>
<td>1,2,3,4,8</td>
<td>6*, 10 A&amp;P*</td>
</tr>
<tr>
<td>14 Assessment</td>
<td>0.6</td>
<td>1,2,3,4</td>
<td>7*, 8*, 10</td>
</tr>
<tr>
<td>15 Childbearing</td>
<td>2.7</td>
<td>1,2,3,4,14</td>
<td>6*, A&amp;P*, 7</td>
</tr>
<tr>
<td>16 Psycho-Social Crisis</td>
<td>0.5</td>
<td>1,2,3,4,7,8,9,14</td>
<td>20, 21, 22, 26</td>
</tr>
<tr>
<td>17/18 Operative Nsg</td>
<td>1.5</td>
<td>1,2,3,4,5,10,11,14</td>
<td><em>6</em>, A&amp;P*, 9*, 25</td>
</tr>
<tr>
<td>19 Interruption of Structural Integrity</td>
<td>1.2</td>
<td>1,2,3,4,9,14</td>
<td>A&amp;P*, 10*, 17, 18</td>
</tr>
<tr>
<td>20 Metabolic-Oncology</td>
<td>1.0</td>
<td>9, 11, 13, 14</td>
<td>Micro* 16, 20</td>
</tr>
<tr>
<td>21 GI Infection</td>
<td>1.5</td>
<td>6, 7, 8, 9, 10, 11, 14</td>
<td></td>
</tr>
<tr>
<td>22 GI-Malabortion, etc.</td>
<td>1.4</td>
<td>6, 7, 8, 9, 10, 11, 14</td>
<td></td>
</tr>
<tr>
<td>23/24 Sensory and Neuro Deficits</td>
<td>2.0</td>
<td>6, 7, 26, 9, 10, 11, 12, 16, 17, 18</td>
<td>A&amp;P, Micro, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</td>
</tr>
<tr>
<td>25 G-U</td>
<td>2.0</td>
<td>1,2,3,4,5,12</td>
<td>A&amp;P*, 18, Micro*</td>
</tr>
<tr>
<td>26 Resp.</td>
<td>1.5</td>
<td>17, 11, 9, 14</td>
<td>16</td>
</tr>
<tr>
<td>27 Circulatory</td>
<td>2.5</td>
<td>14, 17, 18, Micro</td>
<td>A&amp;P, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</td>
</tr>
<tr>
<td>28 Neuro-Musc. Debilitations</td>
<td>1.0</td>
<td>9, 10, 11, 17, 14, 18, Micro, 13, 16</td>
<td>16, 25*</td>
</tr>
<tr>
<td>29 Stigmatized Behavior</td>
<td>1.0</td>
<td>1,2,3,4,7,8</td>
<td>Psych I* 30, 31</td>
</tr>
<tr>
<td>30 Neurotic Behavior</td>
<td>1.0</td>
<td>16, 14</td>
<td>Psych I* 29, 31, 21, 22</td>
</tr>
<tr>
<td>31 Psychotic Behavior</td>
<td>1.0</td>
<td>9, 16, 14</td>
<td>Psych I* 29, 30</td>
</tr>
<tr>
<td>32 Nurse as Employee</td>
<td>0.3</td>
<td>during last semester</td>
<td>during last semester</td>
</tr>
<tr>
<td>33 Current Issues</td>
<td>1.0</td>
<td>during last semester</td>
<td>Final Module</td>
</tr>
<tr>
<td>34 Complex Care</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Required Concurrent or Pre-Requisite
APPENDIX J

ADMISSION REQUIREMENTS FOR NURSING PROGRAM
HEALTH OCCUPATIONS PROGRAMS

Candidates for acceptance into a health occupation program at Santa Barbara City College must be admitted to Santa Barbara City College, as well as to the program of interest. An application and two copies of high school and any college transcripts must be submitted to the Health Occupations Office. Applications and instructions may be obtained from that office. In addition, a separate application must be submitted to the Admissions Office of the college. Note: In each Health Occupations program, all requirements and qualifications must be met within three (3) weeks after announced deadline date.

Associate Degree Nursing

The Registered Nursing program is offered for qualified men and women to prepare for staff nurse positions in hospitals and similar health agencies.

The program is accredited by the California State Board of Nursing Education and Nurse Registration and by the National League for Nursing (NLN). Graduation from Santa Barbara City College with a major in nursing qualifies graduates to take the state board examination for licensure as registered nurses.

Nursing theory offered in campus classes is integrated with clinical nursing practice in cooperating community hospitals or health agencies.

Uniforms are required at specified community agencies. Students must be individually responsible to provide transportation to and from clinical agencies and the college.

Progression through and completion of this program requires the attainment of a minimum grade of "C" in each required nursing, life science, or behavioral science course; and an average grade of "C" in all other courses.

In any nursing course, a satisfactory theory grade must be supplemented with a satisfactory evaluation by the instructor in the clinical area. If, at any time, a student's conduct, physical, or emotional health is such that it is a potential threat to the well-being of patients, the student will be dismissed from the nursing major.

Note: Closing date for applications is February 1, 1976, or when 200 applications have been received, whichever comes first. All requirements or qualifications for admittance to the program must be met by this time in order for a submitted application to be honored. Applications are accepted only one year in advance of the date for which the student is applying.

Admission to this program is based on:

1. Graduation with a grade point average of 2.75 in academic subjects from an accredited high school, or successful passing of G.E.D. test (high school equivalency), or 2.0 in academic college courses.

2. One year of high school chemistry (with laboratory), or a semester of college chemistry (with laboratory); minimum grade(s) of "C" completed by the end of the fall semester preceding the September of admission, except for high school seniors who may complete this requirement in their senior year. (Chemistry 4 is recommended.)

3. Minimum age of 17 years.

4. All applicants must take the SCAT test; minimum quantitative score of 40, or completion of Math 1 course with a minimum grade of "B"; and minimum verbal score of 50, or English 1 with minimum grade of "C". Additional testing may be required by the Health Occupations Office.

5. Satisfactory results of physical examination (upon acceptance into program).

6. Personal recommendations, references from past employers, and/or personal interview, as requested by the Division Chairperson, Health Occupations.

The nursing curriculum is divided into 36 independent modular units called nursing courses. These modules are listed in the Catalog. Placement into modules is dependent upon past experiences and knowledge of nursing content. A nursing student must complete each module satisfactorily to graduate from the nursing program.

When accepted into the nursing program, each student will be assigned a nursing faculty adviser. The student with his adviser will determine the number of units he anticipates being able to complete in any given semester.

A student may be enrolled in the nursing program for a maximum of six semesters plus eight weeks. Students must satisfactorily complete two units in 17 weeks (excluding summer), and satisfactorily complete any module within three calendar months (excluding summer) from the time the first final exam is taken, or be withdrawn from the program.

The suggested sequence of required courses is as follows:

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>UNITS</th>
<th>SECOND YEAR</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>S</td>
<td>F</td>
</tr>
<tr>
<td>Nursing</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>English 1</td>
<td>3</td>
<td>Soc. 1, Black Studies 3, or</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>Chicano Studies 3</td>
<td></td>
</tr>
<tr>
<td>Zoology 5-Biology</td>
<td>5</td>
<td>Hist. 5, Pol. Sci. 3, Black</td>
<td></td>
</tr>
<tr>
<td>Speech 2*</td>
<td>3</td>
<td>Studies 1, or Chicano</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>Studies 1</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

x = number of units determined by student and adviser.
* May substitute English 2 with Division Chairperson's permission.

It is helpful for non-Spanish speaking students to complete courses in Spanish in addition to the required courses.

*Santa Barbara City College, Catalog, 1975-76, Pp. 75-76
The Board of Trustees of Santa Barbara City College in conjunction with the faculty of the Associate Degree Nursing Program have established the selection process as follows:

**Academic Performance**

**Grade Point Average**
- Using: High school transcript (Grades 10-12) OR College transcript if completed 12 units or more.
- 2.00 = 0
- 2.01-2.25 = 1
- 2.26-2.50 = 2
- 2.51-2.75 = 3
- 2.76-4.00 = 4

If 9 of last 12 academic units were taken in ONE semester (within last 5 years) with G.P.A. of C or better = 2

**S.C.A.T. Scores (only accepted)**
- **Verbal**
  - 50-59 = 3
  - 60-99 = 4

If score 49 or below must take Remedial English.
- If Remedial English taken and received A = 2
- OR
- If English 1 with Grade of A = 3
- If English 1 with Grade of B = 2

**Quantitative**
- 40-49 = 2
- 50-99 = 3

If score is 39 or below must take Math. 1.
- If Math. 1 Grade is A = 1

**Microbiology or Chemistry (High School Chemistry, Chemistry 4 or Chemistry 1) with B or better:**
- (High School seniors get credit based on 1 semester grade for Chemistry only) = 1

**College Anatomy and/or Physiology with B or better** = 1

**Chemistry completed within last 5 years** = 1

**SUB-TOTAL:** = 16

**Self-Development**

Fluent in conversational Spanish. = 2

Bachelor's degree in psychology, sociology, or cultural anthropology. = 2

Work experience - above average job performance in any job 6 months consecutively = 2

Bicultural - American Indian, Asian, Black and Chicano to be given specific emphasis (over)
Selection Process, A.D.N. Program

Page 2

Essays of 250 typewritten words each:

1. "Describe yourself as you are today and the experiences, activities and/or people which have contributed to your development." = 5

2. "What goals do you plan to have accomplished 7 years from now?" = 5

SUB-TOTAL: 18

Other

Interview = -10

Reactions to predetermined situations = 5

Residents of Santa Barbara Community College District one year prior to date of application = 1

SUB-TOTAL: 16

TOTAL POSSIBLE: 50
APPENDIX K

FINAL SUMMARY SHEET FOR ADN GRADUATES
Year of Graduation

Name (Mr., Mrs., Miss)

Address

Zip

Date of Birth

Appearance and Personality:

Health:

Relationship with Others:

Educational Performance: (Theoretical and Technical)

General Impression:

Signature

Title

Date
## N.L.N. Scores

### State Board Scores

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical</td>
<td></td>
</tr>
<tr>
<td>Surgical</td>
<td></td>
</tr>
<tr>
<td>Obstetrics</td>
<td></td>
</tr>
<tr>
<td>Nursing of Children</td>
<td></td>
</tr>
<tr>
<td>Psychiatric Nursing</td>
<td></td>
</tr>
</tbody>
</table>

Passed: Date _______. Failed: Date _______.

Passing Score: 350.