From:	Faye McHaney at HQ (Non ITT-TECH)
To:	Roseann Colosimo
Cc:	Kirk Borkowski at 090; Susan Stephens at 090; Marjorie Leahy at 090; Ramon Amezcua Jr at 090; Sheri Campfield at HQ
Subject:	ITT Nursing Program Chair
Date:	Monday, February 04, 2013 9:38:33 PM
Attachments:	Notice of Ramon Amezcua being Chair.docx CV-Ray-2013.doc

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Roseann,

Mr. Borkowski and I are pleased to announce that Mr. Ramon Amezcua, Jr. accepted the position of Nursing Program Chair on January 30, 2013 and will assume the position of Chair effective today, February 4, 2013. Attached you will find an official letter of notification to the Nevada State Board of Nursing and Mr. Amezcua's CV.

As the National Chair of Nursing I will continue to provide support to this campus ongoing and as needed.

Dr. Faye McHaney

Donna Faye McHaney, DNP, RN, FNP-BC, MAS
National Chair, Breckinridge School of Nursing
Breckinridge School of Nursing @ ITT Technical Institute
13000 N. Meridian
Carmel, IN 46032
FMcHaney1@itt-tech.edu
(b)(6) cell / (800) 973-3401 fax

ITT Technical Institute is accredited by the Accrediting Council for Independent Colleges and Schools which is an accrediting agency that is recognized by the Department of Education. http://www.acics.org/

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Subject: FW: Nevada Board meeting follow -up.
Date: Wednesday, June 12, 2013 9:14:57 AM
Attachments: DS ltr def ITT.doc
DS May 2013 Breckinridge ITT notice of deficiencyds.docx

From: Roseann Colosimo [mailto:rcolosimo@nsbn.state.nv.us]
Sent: Thursday, June 06, 2013 9:02 AM
To: Cheryl Ratliff at 090; Kirk Borkowski at 090
Cc: Jeannette Calderon
Subject: Nevada Board meeting follow -up.

Cheryl and Kirk

I am attaching an email copy of the letter of deficiency and survey report. Breckinridge will receive the official signed copy by certified mail in the next week. Since time is important before the July meeting I wanted you to have the information so you can review and plan. Since Ms Leahy notified me she has left Breckinridge school of nursing, I am more than willing to explain any findings from previous surveys that either of you have questions about.

Cheryl mentioned that Tuesday and Wednesdays may be the best survey days. The latest the survey can occur is July 9&10. It would also be possible July 2 and 3.

I have contacted our consultant Dr Louis with both of these sets of dates and both are okay with her right now. So I think probably it would be a good idea to set the dates for the survey as soon as possible. If other dates are looking better to you now then just let me know so my schedule and Dr Louis can be cleared if possible.

Also just for your planning, the July Board meeting is July 24-26,2013. The business meeting is held at Zephyr Cove which is a Presbyterian Camp at Lake Tahoe. I am not sure which day you will be on the calendar but maybe able to inform you next week. Of course 30 days before you will receive a certified mail letter notice of being on the agenda with day and time.

Roseann

Roseann

Roseann Colosimo PhD MSN RN
Education Consultant
Nevada State Board of Nursing
2500 W. Sahara Ave., suite 207
Las Vegas, 89102-4392
(b)(6)

From: Sheri Campfield at HQ
To: Quentin Dean
Subject: FW: ACICS Program Discontinuation - ITT Technical Institute, Henderson
Date: Wednesday, June 18, 2014 10:24:44 AM
Attachments: image001.png
00016092- ITT Technical Institute (Henderson) Nursing AS.pdf

I want to also let you know that I have formally discontinued the approval for this program since no students are now enrolled and it will no longer be offered.

From: Lauren D. Carey [mailto:lcarey@acics.org] **On Behalf Of** PAR
Sent: Wednesday, June 18, 2014 10:22 AM
To: Sheri Campfield at HQ
Cc: Susan Greer
Subject: RE: ACICS Program Discontinuation - ITT Technical Institute, Henderson

Hello,

This request has been completed. Please see that attached acknowledgement letter for confirmation.

Thank you,

Lauren D. Carey
Program Analyst I
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002
www.acics.org | 202.336.6783 - p | 202.842.2593 - f

From: Sheri Campfield at HQ [mailto:SCampfield@itt-tech.edu]
Sent: Tuesday, June 17, 2014 8:57 AM
To: PAR
Subject: ACICS Program Discontinuation - ITT Technical Institute, Henderson

ACICS approval is formally discontinued for the following program at the ITT Technical Institute as specified:

Location	State	ACICS Code	Location Code	Credential	Program	Program Start Date	Discontinuation Date
Henderson	NV	00016092	HEN/090	Associate of Applied Science	Nursing	9/2010	6/14/2014

There are currently no students enrolled in the programs nor are there any students enrolled for future start dates.

Please feel free to contact me directly if you have any questions.

Thank you.

Sheri Campfield
Regulatory Affairs Manager
ITT Educational Services, Inc.
719-203-5438

June 18, 2014 *Sent Via Email Only*

Sheri Campfield
ITT Technical Institute
168 North Gibson Road,
Henderson, NV 89014
Regulatory090@itt-tech.edu
SCampfield@itt-tech.edu

Dear Ms. Campfield:

SUBJECT: Acknowledgement of Program Discontinuation
ITT Technical Institute- Henderson, NV

This will acknowledge your letter received informing the Council that you have discontinued the following programs at your institution and that no students are currently enrolled:

Date of discontinuation: June 14, 2014

Program Title	Credential Level
Nursing	Academic Associates Degree

If at any time in the future you decide to once again offer this program, the institution will be required to submit ACICS New Program Applications. In addition, the institution should recognize that these programs may appear on the next Campus Accountability Report (CAR). If so, the institution would be expected to enter zeros for student population.

Thank you for keeping the Council informed of the activities at your institution.

Sincerely,

(b)(6)

Lauren Carey
Program Analyst I
202-336-6783
lcarey@acics.org

ITT Educational Services, Inc.

June 16, 2014

Mr. Anthony Bieda
Vice President of External Affairs
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002

RE: ITT Tech, Henderson (00016092) – Nursing Program Status Update

Dear Mr. Bieda:

As you are aware and have been monitoring, ITT Tech Henderson notified the Nevada State Board of Nursing ("Nursing Board") of its intention to terminate the Associate of Applied Science degree program in Nursing on September 17, 2013 and has not accepted students into the program since December 2011. The Nevada State Board of Nursing approved the completion of the Program teach-out during its May 17, 2014 Board Meeting. The last day of the term was June 7, 2014 and the last students graduated June 13, 2014.

Attached please find the following correspondence updates since the last submission:

- Monthly Report to NSBN – April 2014
- NSBN Follow-Up Letter from May 2014 Meeting
- Student/Graduate Notice June 2014 (provides contact information for assistance)
- Final Monthly Report to NSBN – May-June 2014
- Six Month Annual Report to NSBN – June 2014

All student/graduate records will continue to be maintained at the ITT Tech location in Henderson, NV. Please let me know if you require additional information. For any specific questions related to this program and the teach-out, please contact Mr. Borkowski directly at (702) 558-5404 or kborkowski@itt-tech.edu.

Sincerely,

(b)(6)

Sheri Campfield
Regulatory Affairs Manager
scampfield@itt-tech.edu

cc: Mr. David Perlman, Commission on Postsecondary Education
Mr. Kirk Borkowski, ITT Technical Institute - Henderson

13000 North Meridian Street, Indianapolis, Indiana 46032
Phone: (719) 203-5438; Fax (317) 706-3041
scampfield@itt-tech.edu

Nevada State Board of NURSING

SIX MONTH REPORT
NURSING EDUCATION PROGRAMS
Provisional Status

1. Legal name and address of nursing program

   Breckinridge School of Nursing
   ITT Technical Institute
   168 N. Gibson Rd.
   Henderson, NV

2. Date of Report

   June 13, 2014

3. Date of Provisional approval

   4/30/2010

4. Date of First graduating class:

   12/12/2012

5. NCLEX (G-4) report scores for all quarters:

Time Period	Pass	Fail
Jan 201`3 to Dec 2013	15	17
Jan 2014 to May 19, 2014	16	9

ED00011209

6. Name of national nursing accreditation body: N/A

7. Expiration date of accreditation: N/A

8. If not accredited, explain progress toward accreditation in the last 6 months: N/A

9. Name and status of university/college accreditation

   ITT Technical Institute in Henderson, NV is nationally accredited by the Accrediting Council of Independent Schools (ACICS) through December 31/2017.

10. Date of last survey

    April 17, 2013

11. What courses are transferable to the schools within the Nevada system of higher education?

    Each transcription is individually evaluated. Courses taught at other ITT institutions and the Breckinridge School of Nursing are transferable.

Organization and Administration

12. Who is the current dean/director/chair of the Nursing program?

    Cheryl Ratliff, RN, PhD (c), MS, MN

13. If person has started in the last 6 months, please describe in detail orientation received for this position: N/A

ED00011210

14. What is the teaching load of the nursing dean/director/chair per semester, quarter/block?

    Until May of 2014 the Program Chair had no teaching responsibilities.

    What is the current faculty/student ratio?

    As of the last two terms:

    a. Classroom: 1 instructor to 13 students
    b. Lab: 1 instructor to 8 students
    c. Clinical: 1 instructor to 8 students

15. List courses using preceptors and number of preceptors needed:

    All courses have been faculty facilitated with the exception of NU280 in which preceptorships are assigned for 24 hours. This course is faculty supervised.

16. Nursing Student Admissions: Admissions to the program were suspended December, 2011.

Class Start Date	Number Admitted in Class	Current Number in Class	Graduation Date	Number of student graduations	Number that have taken NCLEX

If you have a calculated retention rate for your NLNAC or CCNE accreditation please include: N/A

17. Faculty Biography Form

    Submit for each faculty currently teaching in your program. Submit CV for any new hire in the last 6 months

    In the last six months of the program there no new program hires. Current faculty in the past 6 months:

ED00011211

Page 010

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

18. List all sites of clinical experiences and contract date:

Clinical Agency	Contract Term	Associated Courses
Centennial Hills Hospital	3/31/15	NU130, NU230, NU 270, NU 280
Desert Springs Hospital	3/31/15	NU230, NU250, NU 280
Mountain View Hospital	8/1/14	NU130, NU230, NU 270, NU 280
Nevada Pediatrics	9/25/16	NU260
Southern Hills Hospital	8/1/14	NU230, NU 270
Spring Valley Hospital	3/31/15	NU260, NU 270
Sunrise Hospital	8/1/14	NU130, NU230, NU 270, NU 280
Summerlin Hospital	3/31/15	NU260
UMC	10/31/15	NU260, NU 270
Valley Hospital	3/31/15	NU 280
First Person Care Clinic	2/15/16	NU 260
The Shade Tree Shelter For Women	10/3/16	NU260

19. List any changes the faculty is considering for curriculum and when they will be brought to NSBN.

    The teach-out plan did not allow for any changes to the curriculum.

20. Financial Information

    List and describe any significant changes in funding/budget administration since last six-month report: include a summary of whether all proposed equipments for lab and faculty from application to NSBN have been acquired as well as current tuition and fees for students. N/A

    Total number of students:

    Average cost of program per student:

    Tuition and fees per student:

21. Faculty meetings – please attach minutes of last two faculty meetings (faculty meetings should demonstrate active faculty involvement in curriculum development and evaluation, concern for patient safety).

    Faculty met informally during the teach-out. Three faculty allowed for frequent communication. The APG addressed student progression issues. Throughout the teach-out the Program Chair advised the BON Consultant of pertinent program issues. There were no curriculum changes throughout the teach-out.

ED00011213

What are the strengths of your program? (Areas of clinical, theory or lab that are going particularly well):

The strengths of the program include the clinical placements, and commitment of the Program Chair and faculty to the conditions of the teach-out plan.

22. What are the challenges of your program at this point? Please include clinical placements that may not be meeting objectives/faculty that are not teaching in primary specialty area. Please include your plan of action to address this issue/s.

    The challenges in the past have been pediatric and obstetrical clinical learning experiences. The frequent changes qualified program administrators in the early phase of the program hampered the programs outcomes.

    The program has completed the teach-out. Career Services will assist the graduates to find jobs. Mechanisms are in place to assist former nursing students and graduates with any campus-based services available to all students.

23. Please list all faculty development activities for faculty in the past 6 months. Especially the support for faculty to improve theory or clinical teaching.

    Inservices include HESI Testing Services, and participation in the ITT Distinguished Nursing Lecture Series which started in June, 2014.

24. Please include an executive summary of the progress of your nursing program to this point in its development. Include in your summary how you are managing the many challenges of starting a school of nursing (faculty shortage, faculty conflict, student issues, and curriculum issues).

    The focus of the program has been on compliance with the teach-out plan and the improvement of NCLEX scores. Monthly reports provided updates to the teach-out plan.

25. Please include the method faculty is using to track patient safety issues in clinical and a summary of results.

    The HESI Testing Series includes class scores on the QSEN pillars: patient-centered care, teamwork, evidence-based practice, and safety. The performance of students by cohort is compared to other ADN and BSN programs. These data are used to evaluate the curriculum and student performance on the "safety" performance measures.

    Observations of faculty in the classroom and clinical setting include attention to patient safety in pre/post conference, care planning, and patient care. In the past 6 months there have been no patient safety issues involving students and/or faculty.

ED00011214

26. What opportunities does the school provide for students after NCLEX failure? What is the student participation in these opportunities? What are the costs involved?

    Preparation to take NCLEX occurs throughout the program. In NU280 students take the HESI Exit Exam with the expectation that they achieve 850 or greater. The Kaplan NCLEX Review is made available free of charge to all students.

27. Do you have a high stakes exit exam that affects graduation and progression for the student? What is the exam? Is it a percent of final grade? If so, how much?

    There are no high stakes exams given. Students may graduate if they do not achieve a minimum of 850 on the HESI Exit Examination. The examination is not a part of the NU280 grade.

ED00011215

Breckinridge School of Nursing & Health Sciences
ITT Technical Institute
Henderson, NV
Program Update
6/11/2014

The Nevada State Board of Nursing requests a monthly update on the status of the teach-out plan implemented as scheduled and completed on June 7, 2014. This is the last monthly report providing information on the execution of the teach-out plan. The Annual Report for Provisional Schools will be submitted by July 1, 2014. This report is prepared by Cheryl Ratliff, RN, PhD(c), Program Chair, Breckinridge School of Nursing, Henderson, NV.

Continued Compliance with the Board's Standards for Approval

To ensure continued compliance with the standards of approval until all matriculating students are graduates of our nursing program, Breckinridge's program leadership and faculty agree to

- **Continue efforts to improve the program's NCLEX pass rates using HESI testing strategies, remediation, and Kaplan review approaches**

  The 2014 Spring concluded with 3 of 3 enrolled students failing to meet the requirements of NU270. Five of eleven students enrolled in NU280 met the course requirements.

  The results of the third HESI Exit for the June graduating cohort are attached at the end of the report.

  Six students graduated this term. One student who had not completed the general education requirements is among the graduates of this quarter.

  The graduating and former students of the program were provided with a copy of the Notification to Graduates and Students of ITT Technical Institute Breckinridge School of Nursing and Health Sciences Associate of Applied Science in Nursing Program. This communication provides information about how to obtain assistance from the various departments of the campus and headquarters with respect to transcripts, assistance with career services, and preparation for NCLEX. All of the services are provided free of charge to the students including the NCLEX review. A copy of the form is attached at the end of the report. Copies of the signed forms are maintained in the student records.

  The graduating students are enrolled in the Kaplan Review Course.

- **Sustain a qualified program administrator and faculty that meet or exceed the faculty qualifications**

  The Program Chair will be on campus through 6/13/2014. Having accepted a promotion to ITT/ESI, the Program Chair is available to advise the campus Director and National Dean of Nursing on any programmatic issues that may occur in the future.

- **Sustain clinical agency agreements and relationships to plan for meaningful clinical learning experiences consistent with the course objectives**

  There have been no changes in the clinical affiliation agreements.

- **Participate in the Consortium to plan clinical learning experiences**

  There are no placements scheduled beyond the last day of the program.

- **Provide adequate budgetary, physical, and material resources through the teach out including adequate space for classrooms, skill laboratory, LRC, and computer labs available to meet student needs**

  There have been no changes to the physical and material resources at the campus or within the program. All campus services and departments will be available to assist the graduates and former students of the program.

- **Preceptor experiences that meet the regulatory requirements as demonstrated in the July 2-3, 2013 program survey**

  Preceptor experiences were completed May 9, 2014.

- **Submit quarterly reports of program activities and progress consistent with all programs operating in provisional status, and**

  This is the last monthly report. The Program Chair will complete the Annual Report for Provisional Schools prior to departure from the position.

- **Meet the program requirements to permit graduates to apply to the Board for approval to take the licensing examination.**

  Graduation is June 13, 2014.

Clinical Affiliations

Breckinridge School of Nursing agrees to sustain affiliation agreements to provide clinical learning experiences to meet stated course objectives. Agreements exist with the following agencies:

Clinical Agency	Contract Term	Associated Courses
Centennial Hills Hospital	3/31/15	NU130, NU230, NU 270, NU 280
Desert Springs Hospital	3/31/15	NU230, NU250, NU 280
Mountain View Hospital	8/1/14	NU130, NU230, NU 270, NU 280
Nevada Pediatrics	9/25/16	NU260
Southern Hills Hospital	8/1/14	NU230, NU 270
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UMC	10/31/15	NU260, NU 270
Valley Hospital	3/31/15	NU 280
First Person Care Clinic	2/15/16	NU 260
The Shade Tree Shelter For Women	10/3/16	NU260

Patient Safety

There have been no sentinel events or reports of concern from the clinical agencies with respect to student learning activities in the clinical settings. All clinical learning experiences were faculty facilitated. The Program Chair is in the clinical setting with faculty and students. Observations of faculty performance in the classroom and clinical setting occur each term. One faculty was terminated for failure to maintain minimum job requirements.

ELSEVIER
HESI Assessment

RN Exit Exam ® Summary Report

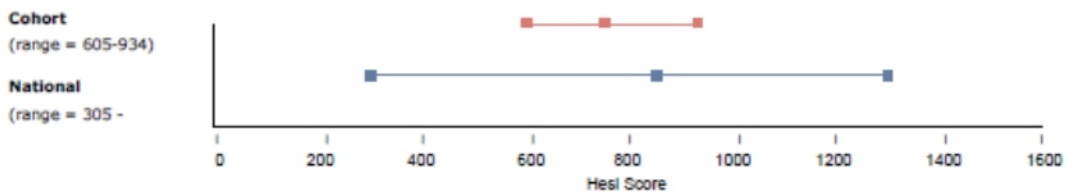
SUMMARY OF AGGREGATE FINDINGS

Number of Students	11	Mean HESI Score	754
Number of Scored Test Items	150	Median HESI Score	766
Number of Non-Scored Test Items	10	Mean HESI Conversion Score	70.35
Reliability of Examination (KR20)	0.76	Range of HESI Scores	605 - 934
Percentile Rank	24.81	Standard Deviation of Scores	91.91

NATIONAL COMPARISONS OVERALL MEAN SCORE

	All RN (n = 52023)	BSN	ADN	Diploma
Percentile	52.06	51.12	52.76	51.60
Mean	856	853	859	855

NATIONAL COMPARISONS BY PROGRAM TYPE FOR ALL RN's



HESI EXIT EXAMINATION SCORES: PREDICTION OF STUDENT NCLEX SUCCESS

HESI Scoring Interval	Performance Level	# of Students	% of Students
> or = 950	Recommended Performance	0	0%
900 - 949		1	9%
850 - 899	Acceptable Performance	1	9%
800 - 849	Below Acceptable Performance	1	9%
750 - 799		3	27%
700 - 749	Needs Further Preparation	2	18%
650 - 699		2	18%
< or = 649		1	9%

NOTIFICATION TO GRADUATES AND STUDENTS OF

ITT TECHNICAL INSTITUTE BRECKINRIDGE SCHOOL OF NURSING AND HEALTH SCIENCES ASSOCIATE OF APPLIED SCIENCE IN NURSING PROGRAM

This notice serves to confirm the closing of the Associate of Applied Science in Nursing program ("Program") offered by ITT Technical Institute Breckinridge School of Nursing and Health Sciences in Henderson, Nevada ("ITT Tech Henderson").

As you have previously been made aware and pursuant to NAC 632.711, ITT Tech Henderson notified the Nevada State Board of Nursing ("Nursing Board") of its intention to terminate the Program on September 17, 2013. The Nevada State Nursing Board approved the completion of the Program teach-out during its May 17, 2014, Board Meeting. The last day of the term and official closing date for the Program is June 7, 2014.

For former students and graduates requiring assistance with respect to NCLEX testing or other academic needs, please refer to the following contact information:

Student and Graduate Assistance Contact Information:	
Cheryl Ratliff, Chair ITT Technical Institute, Henderson Phone: (702) 558-5404 email: cratliff@itt-tech.edu	Through June 13, 2014
Dr. Samson Yigezu, Vice President & National Dean Breckinridge School of Nursing and Health Sciences	June 14, 2014 - August 31, 2014

ITT Technical Institute 13000 N. Meridian St. Carmel, IN 46032-1404 Work: 1-800-388-3368, Extension 482 syigezu@itt-tech.edu	
Kirk Borkowski, Director ITT Technical Institute, Henderson Phone: (702) 558-5404 email: kborkowski@itt-tech.edu	Effective September 1, 2014
The following campus personnel will be available for additional student services:	
Michael Park, Director of Career Services (Career Services Assistance) ITT Technical Institute, Henderson Phone: (702) 558-5404 email: mpark@itt-tech.edu	
Anna Vishnevsky, Registrar (Transcript Assistance) ITT Technical Institute, Henderson Phone: (702) 558-5404 email: avishnevsky@itt-tech.edu	

(b)(6)

By no later than June 7, 2014, please return a signed copy of this notice to Cheryl Ratliff, Chair, Breckinridge School of Nursing and Health Sciences.

Copy to Student

NOTIFICATION TO GRADUATES AND STUDENTS OF ITT TECHNICAL INSTITUTE BRECKINRIDGE SCHOOL OF NURSING AND HEALTH SCIENCES ASSOCIATE OF APPLIED SCIENCE IN NURSING PROGRAM

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NOTIFICATION TO GRADUATES AND STUDENTS OF ITT TECHNICAL INSTITUTE BRECKINRIDGE SCHOOL OF NURSING AND HEALTH SCIENCES ASSOCIATE OF APPLIED SCIENCE IN NURSING PROGRAM

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As you have previously been made aware and pursuant to NAC 632.711, ITT Tech Henderson notified the Nevada State Board of Nursing ("Nursing Board") of its intention to terminate the Program on September 17, 2013. The Nevada State Nursing Board approved the completion of the Program teach-out during its May 17, 2014, Board Meeting. The last day of the term and official closing date for the Program is June 7, 2014.

For former students and graduates requiring assistance with respect to NCLEX testing or other academic needs, please refer to the following contact information:

Student and Graduate Assistance Contact Information:	
Cheryl Ratliff, Chair ITT Technical Institute, Henderson Phone: (702) 558-5404 email: cratliff@itt-tech.edu	Through June 13, 2014
Dr. Samson Yigezu, Vice President & National Dean Breckinridge School of Nursing and Health Sciences	June 14, 2014 - August 31, 2014

ITT Technical Institute 13000 N. Meridian St. Carmel, IN 46032-1404 Work: 1-800-388-3368, Extension 482 syigezu@itt-tech.edu	
Kirk Borkowski, Director ITT Technical Institute, Henderson Phone: (702) 558-5404 email: kborkowski@itt-tech.edu	Effective September 1, 2014

The following campus personnel will be available for additional student services:

Michael Park, Director of Career Services (Career Services Assistance)

ITT Technical Institute, Henderson

Phone: (702) 558-5404

email: mpark@itt-tech.edu

Anna Vishnevsky, Registrar (Transcript Assistance)

ITT Technical Institute, Henderson

Phone: (702) 558-5404

email: avishnevsky@itt-tech.edu

(b)(6)

By no later than June 7, 2014, please return a signed copy of this notice to Cheryl Ratliff, Chair, Breckinridge School of Nursing and Health Sciences.

Copy to Students

NOTIFICATION TO GRADUATES AND STUDENTS OF ITT TECHNICAL INSTITUTE BRECKINRIDGE SCHOOL OF NURSING AND HEALTH SCIENCES ASSOCIATE OF APPLIED SCIENCE IN NURSING PROGRAM

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By no later than June 7, 2014, please return a signed copy of this notice to Cheryl Ratliff, Chair, Breckinridge School of Nursing and Health Sciences.

Nevada State Board of
NURSING

May 22, 2014

THE ITT TECHNICAL INSTITUTE
CHERYL RATLIFF
168 N GIBSON RD
HENDERSON, NV 89014

Dear Ms. Ratliff:

The Nevada State Board of Nursing appreciated your attendance along with Mr Cotton, attorney and Mr Borkowski Campus Director to report on the "teach out". The NSBN was sad to hear about so many students in the last cohorts withdrawing from classes. The board continued to express concern about the HESI scores which showed the students performing at a level below the national standard.
The last students graduate on June 13, 2014, the NSBN will require a final report on the program. Mr Cotton's idea of students receiving a letter informing them how to access both their transcripts and additional support and resources for NCLEX attempts was ordered by the board. The board is also to be provided with a copy of the letter so Board also knows who to contact if any concerns or questions arise from students.

Sincerely,

NEVAD STATE BOARD OF NURSING

(b)(6)

Roseann Colosimo PhD RN
Education Consultant

5011 Meadowood Mall Way, Suite 300, Reno, NV 89502-6547 (fax) 775-687-7707
4220 S. Maryland Pkwy., Suite 300, Las Vegas, NV 89119-7533 (fax) 702-486-5803
www.nevadanursingboard.org • 888-590-6726 • nursingboard@nsbn.state.nv.us

Breckinridge School of Nursing & Health Sciences
ITT Technical Institute
Henderson, NV
Program Update
4/30/2014

The Nevada State Board of Nursing requests a monthly update on the status of the teach-out plan that is in progress and scheduled for completion by June, 2014. This report provides an update from April 1 to April 31, 2014. This report is prepared by Cheryl Ratliff, RN, PhD(c), Program Chair, Breckinridge School of Nursing, Henderson, NV.

Continued Compliance with the Board's Standards for Approval

To ensure continued compliance with the standards of approval until all matriculating students are graduates of our nursing program, Breckinridge's program leadership and faculty agree to

- **Continue efforts to improve the program's NCLEX pass rates using HESI testing strategies, remediation, and Kaplan review approaches**

  The 2014 Spring term began with 12 students enrolled in NU270 and 18 students in NU 280. Efforts to assist the students to achieve the course objectives include offering tutoring each week, an additional faculty in the clinical setting verifying clinical skills, and pre- post unit test review sessions. The office hours of faculty are posted and students are encouraged to request individual and group tutoring. Reviews prior to each test are available to students.

  The results of the initial HESI Exit for the June graduating cohort are attached at the end of the report.

- **Sustain a qualified program administrator and faculty that meet or exceed the faculty qualifications**

  Currently there are two adjunct faculty and 2 full time faculty teaching in the program. The last day of the term is June 7, 2014. Graduation is June 13, 2014. All faculty assignments and commitments will continue through June 13, 2014.

- **Sustain clinical agency agreements and relationships to plan for meaningful clinical learning experiences consistent with the course objectives**

  There have been no changes in the clinical affiliation agreements.

- **Participate in the Consortium to plan clinical learning experiences**

  The Consortium documentation reflects the current clinical placements and schedules.

- **Provide adequate budgetary, physical, and material resources through the teach out including adequate space for classrooms, skill laboratory, LRC, and computer labs available to meet student needs**

  There have been no changes to the physical and material resources at the campus or within the program. The campus will relocate in the fall but not before the program is closed. All campus services and departments will be available to assist the graduates and former students of the program.

- **Preceptor experiences that meet the regulatory requirements as demonstrated in the July 2-3, 2013 program survey**

  The Program Chair and a full time faculty member are facilitating the experience. The practice is to introduce the student to the preceptor and visits with the preceptor and student occur during the preceptorship. All preceptorships will be completed by May 9, 2014.

- **Submit quarterly reports of program activities and progress consistent with all programs operating in provisional status, and**

  This is a monthly report as a part of the teach out plan.

- **Meet the program requirements to permit graduates to apply to the Board for approval to take the licensing examination.**

  Graduation is June 13, 2014. There will be no nursing courses offered after this date. Seventeen students (17) are expected to graduate pending meeting the program requirements. The Spring term begins March 17, 2014.

Teach-Out Update

The Spring quarter began March 17, 2014. The table identifies the students enrolled by course, the number of students enrolled, the anticipated graduation date of the students, and the last academic quarter that the course(s) is offered to students enrolled in the program.

Quarter/Course	Number of Students	Student Graduation Date	Last Quarter Course Offered
9th Quarter NU 270 Complex Nursing Care	12 (7)*	June, 2014	Spring, 2014
NU 280 Nursing Roles II	17 (12)*	June, 2014	Spring, 2014

One student in NU280 was withdrawn from the course due to academic conduct. At the time of this report one unit exam has been administered in each course. In NU270, 5 of 12 students are meeting the course objectives. In NU 280, 1 of 18 students is meeting the course objectives. An update on the academic progress of the students will be provided at the May presentation to the Board. (*) reflects the number of students taking the course a second time.

Faculty Assignment Update

The table reflects the faculty assignments in the Winter term (theory and clinical).

Faculty Member	Status	Responsibilities	Facilities
Cheryl Ratliff RN, PhD (c)	Full Time	NU 280 Preceptorships	Spring Valley & Others
Esther Larks, RN, MSN	Full Time	NU 270 & NU 280 (Theory & Clinical)	Spring Valley
Kimberly Phillips, RN, MSN	Full Time	NU 270 (Theory & Clinical)	Spring Valley
Antoinette Vegara, RN, MSN	Adjunct	NU 270 (Clinical)	Spring Valley
Mercy Mott, RN, DNP	Adjunct	NU 270 (Theory)	

Clinical Affiliations

Breckinridge School of Nursing agrees to sustain affiliation agreements to provide clinical learning experiences to meet stated course objectives. Agreements exist with the following agencies:

Clinical Agency	Contract Term	Associated Courses
Centennial Hills Hospital	3/31/15	NU130, NU230, NU 270, NU 280
Del Mar Gardens	4/10/14	NU100, NU120, NU130
Desert Springs Hospital	3/31/15	NU230, NU250, NU 280
Health South-Henderson	7/26/14	NU240
Mountain View Hospital	8/1/14	NU130, NU230, NU 270, NU 280
Nevada Pediatrics	9/25/16	NU260
Southern Hills Hospital	8/1/14	NU230, NU 270
Spring Valley Hospital	3/31/15	NU260, NU 270
Sunrise Hospital	8/1/14	NU130, NU230, NU 270, NU 280
Summerlin Hospital	3/31/15	NU260
UMC	10/31/15	NU260, NU 270
Valley Hospital	3/31/15	NU 280
First Person Care Clinic	2/15/16	NU 260
The Shade Tree Shelter For Women	10/3/16	NU260

Patient Safety

There have been no sentinel events or reports of concern from the clinical agencies with respect to student learning activities in the clinical settings. All clinical learning experiences are faculty facilitated. The Program Chair is in the clinical setting with faculty and students. Observations of faculty performance in the classroom and clinical setting occur each term.

HESI Exit Exam

ITT TECH-HENDERSON

Exam Date: 04/01/2014 To 04/01/2014

Session #: 228998

RN Exit V-1_D

HESI Score: 699

ELSEVIER

HESI Assessment

RN Exit Exam ® Summary Report

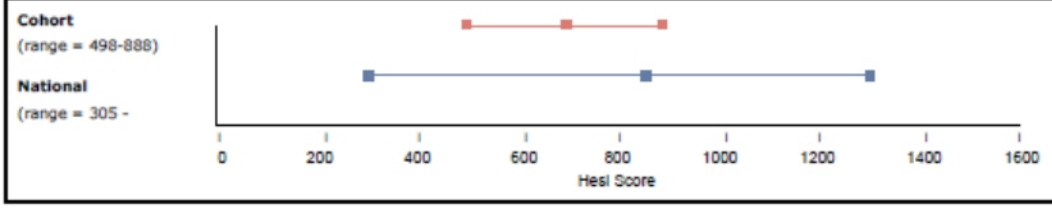
SUMMARY OF AGGREGATE FINDINGS

Number of Students	19	Mean HESI Score	699
Number of Scored Test Items	150	Median HESI Score	714
Number of Non-Scored Test Items	10	Mean HESI Conversion Score	64.37
Reliability of Examination (KR20)	0.76	Range of HESI Scores	498 - 888
Percentile Rank	14.74	Standard Deviation of Scores	107.24

NATIONAL COMPARISONS OVERALL MEAN SCORE

	All RN (n = 53099)	BSN	ADN	Diploma
Percentile	49.38	48.50	50.05	48.96
Mean	856	853	859	855

NATIONAL COMPARISONS BY PROGRAM TYPE FOR ALL RN's



HESI EXIT EXAMINATION SCORES: PREDICTION OF STUDENT NCLEX SUCCESS

HESI Scoring Interval	Performance Level	# of Students	% of Students
> or = 950	Recommended Performance	0	0%
900 - 949		0	0%
850 - 899	Acceptable Performance	2	11%
800 - 849	Below Acceptable Performance	1	5%
750 - 799		4	21%
700 - 749	Needs Further Preparation	4	21%
650 - 699		1	5%

ITT Educational Services, Inc.

March 21, 2014

Mr. Anthony Bieda
Vice President of External Affairs
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002

RE: ITT Tech, Henderson (00016092) – Nursing Program Approval Status

Dear Mr. Bieda:

Attached please find an adverse action reporting update submitted on behalf of ITT Technical Institute, Henderson.

If you have any questions or require additional information my email address is scampfield@ittesi.com or I can be reached at 719-203-5438.

Sincerely,

(b)(6)

Sheri Campfield
Regulatory Affairs Manager
scampfield@itt-tech.edu

13000 North Meridian Street, Indianapolis, Indiana 46032
Phone: (719) 203-5438; Fax (317) 706-3041
scampfield@itt-tech.edu

Nevada State Board of
NURSING

Received 2/26/2014

February 24, 2014

THE ITT TECHNICAL INSTITUTE
CHERYL RATLIFF
168 N GIBSON RD
HENDERSON, NV 89014

Dear Ms. Ratliff:
Please take note that Breckinridge School of Nursing at ITT Technical Institute Nursing Program has been placed on the agenda for the March Nevada State Board of Nursing meeting for the purpose of review, discussion and action regarding the continued compliance with regulations during the "teach out"
The meeting will be held March 26-28, 2014 at The Tamarack Junction, 13101 S. Virginia St. Reno NV 89511, NV 89109. The meeting will commence at 9:00 AM or soon thereafter. The Board will hear all matters, and hearings will continue from day to day until the Board hears each matter. It is anticipated that your matter will be heard March 26, Wednesday afternoon at 1pm or soon thereafter.

Thank you for your attention to this matter. Please do not hesitate to contact this office at 888-590-6726 if you have any questions.

Sincerely,

NEVAD STATE BOARD OF NURSING

(b)(6)

Roseann Colosimo PhD RN

5011 Meadowood Mall Way, Suite 300, Reno, NV 89502-6547 (fax) 775-687-7707
4220 S. Maryland Pkwy., Suite 300, Las Vegas, NV 89119-7533 (fax) 702-486-5803
www.nevadanursingboard.org • 888-590-6726 • nursingboard@nsbn.state.nv.us

Nevada State Board of
NURSING

Received
2/6/2014

February 5, 2014

THE ITT TECHNICAL INSTITUTE
CHERYL RATLIFF
168 N GIBSON RD
HENDERSON, NV 89014

Dear Ms. Ratliff:

The Nevada State Board of Nursing appreciated your and Mr Cotton's attendance at the January 15, 2014meeting. The Board continued to express concern for the students as the HESI scores presented in the monthly report were below the national mean. The Board did accept that Breckinridge school of Nursing at ITT Technical Institute was in compliance with Nevada Regulations. The NSBN continued the "teach out" and expected another report at the March meeting and continue the consultation with Ms. Lambert

Sincerely,

NEVAD STATE BOARD OF NURSING

(b)(6)

Roseann Colosimo PhD RN
Education consultant

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Breckinridge School of Nursing & Health Sciences
ITT Technical Institute
Henderson, NV
Program Update
2/28/2014

The Nevada State Board of Nursing requests a monthly update on the status of the teach-out plan that is in progress and scheduled for completion by June, 2014. This report provides an update from February 1 to February 28, 2014. This report is prepared by Cheryl Ratliff, RN, PhD(c), Program Chair, Breckinridge School of Nursing, Henderson, NV.

Continued Compliance with the Board's Standards for Approval

To ensure continued compliance with the standards of approval until all matriculating students are graduates of our nursing program, Breckinridge's program leadership and faculty agree to

- **Continue efforts to improve the program's NCLEX pass rates using HESI testing strategies, remediation, and Kaplan review approaches**

  The Kaplan RN Review for the March graduating report is April 1- 4, 2014. Of the December graduating cohort, 8 of 10 students have reportedly passed NCLEX. There are 7 students remaining to test. One student from the September graduating cohort tested and failed.

  Reviews of course content or tutoring sessions have been offered throughout the term for students in medical surgical and maternal child nursing. Open labs are maintained for students.

  The results of HESI Exit testing for the March graduating cohort are attached. Review sessions are focused on assisting the students to use the HESI remediation resources in addition to course review and tutoring.

- **Sustain a qualified program administrator and faculty that meet or exceed the faculty qualifications**

  Currently there are 3 adjunct faculty and 2 full time faculty teaching for 23 students in the program. A reassessment of faculty needs will occur prior to the start of the Spring term.

- **Sustain clinical agency agreements and relationships to plan for meaningful clinical learning experiences consistent with the course objectives**

  Our clinical affiliation agreement with the Valley Health System has been extended until March, 2015. An agreement with the First Person Care Clinic has been established. The clinic serves the uninsured and indigent population. The affiliation provides opportunity for patient teaching and health promotion activities in pediatric nursing. The clinical experience is facilitated by a full time faculty member.

- **Participate in the Consortium to plan clinical learning experiences**

  The Consortium documentation reflects the current clinical placements and schedules. Planning for the last term of the teach out is underway with 7 students expected to be enrolled. The clinical placements were secured through the Consortium.

- **Provide adequate budgetary, physical, and material resources through the teach out including adequate space for classrooms, skill laboratory, LRC, and computer labs available to meet student needs**

  There have been no changes to the physical and material resources at the campus or within the program.

- **Preceptor experiences that meet the regulatory requirements as demonstrated in the July 2-3, 2013 program survey**

  For the Winter term, NU 280 Nursing Roles II clinical preceptorships are in progress. The Program Chair and a full time faculty member are facilitating the experience. The practice is to introduce the student to the preceptor and visits with the preceptor and student occur during the preceptorship.

- **Submit quarterly reports of program activities and progress consistent with all programs operating in provisional status, and**

  This is a monthly report as a part of the teach out plan.

- **Meet the program requirements to permit graduates to apply to the Board for approval to take the licensing examination.**

  The next graduation is March 21, 2014. Seventeen students are expected to graduate pending meeting the program requirements. The Spring term begins March 17, 2014. We anticipate 7 students in this last graduating cohort.

Teach-Out Update

The Winter term began December 9, 2013 and concludes March 10, 2014. There are 23 students enrolled in this term. The table identifies the students enrolled by course, the number of students enrolled, the anticipated graduation date of the students, and the last academic quarter that the course(s) is offered to students enrolled in the program.

Quarter/Course	Number of Students	Student Graduation Date	Last Quarter Course Offered
8th Quarter NU260 Maternal Child Nursing	6	June, 2014	Winter Quarter, 2014
9th Quarter NU 270 Complex Nursing Care NU 280 Nursing Roles II	17 17	March, 2014	Summer Quarter, 2014

One student was granted readmission to the program to retake NU 270 and NU 280 in the Spring term. The last cohort in the teach-out is expected to have 7 students.

Faculty Assignment Update

The table reflects the faculty assignments in the Winter term (theory and clinical).

Faculty Member	Status	Responsibilities	Facilities
Cheryl Ratliff RN, PhD (c)	Full Time	NU 280 Preceptorships	Spring Valley & Others
Esther Larks, RN, MSN	Full Time	NU 270 & NU 280 (Theory & Clinical)	Spring Valley
Kimberly Phillips, RN, MSN	Full Time	NU 270 (Theory & Clinical)	The Shade Tree Nevada Pediatrics
Madonna Lansing, RN, MSN	Adjunct (Currently on leave due to family illness)	NU260 (Theory & Clinical)	The Shade Tree, Nevada Pediatrics
Antoinette Vegara, RN, MSN	Adjunct	NU 270 (Clinical)	Spring Valley
Estella Hoffman, RN, DNP	Adjunct	NU 270 (Clinical)	Spring Valley
Judith Elkins, RN, PhD	Adjunct	NU260 (Theory) & NU 280 (Theory)	N/A

Clinical Affiliations

Breckinridge School of Nursing agrees to sustain affiliation agreements to provide clinical learning experiences to meet stated course objectives. Agreements exist with the following agencies:

Clinical Agency	Contract Term	Associated Courses
Centennial Hills Hospital	3/31/15	NU130, NU230, NU 270, NU 280
Del Mar Gardens	4/10/14	NU100, NU120, NU130
Desert Springs Hospital	3/31/15	NU230, NU250, NU 280
Health South-Henderson	7/26/14	NU240
Mountain View Hospital	8/1/14	NU130, NU230, NU 270, NU 280
Nevada Pediatrics	9/25/16	NU260
Southern Hills Hospital	8/1/14	NU230, NU 270
Spring Valley Hospital	3/31/15	NU260, NU 270
Sunrise Hospital	8/1/14	NU130, NU230, NU 270, NU 280
Summerlin Hospital	3/31/15	NU260
UMC	10/31/15	NU260, NU 270
Valley Hospital	3/31/15	NU 280
First Person Care Clinic	2/15/16	NU 260
The Shade Tree Shelter For Women	10/3/16	NU260

Patient Safety

There have been no sentinel events or reports of concern from the clinical agencies with respect to student learning activities in the clinical settings. All clinical learning experiences are faculty facilitated. The Program Chair is in the clinical setting with faculty and students. Observations of faculty performance in the classroom and clinical setting occur each term. All adjunct faculty are teaching the same courses as previous terms. Judith Elkins, RN, PhD is currently teaching NU 280.

HESI Exit Exam

ITT TECH-HENDERSON

Exam Date: 02/18/2014 To 02/18/2014

Session #: 219109

RN Exit V-2_D

HESI Score: 737

ELSEVIER

HESI Assessment

RN Exit Exam ® Summary Report

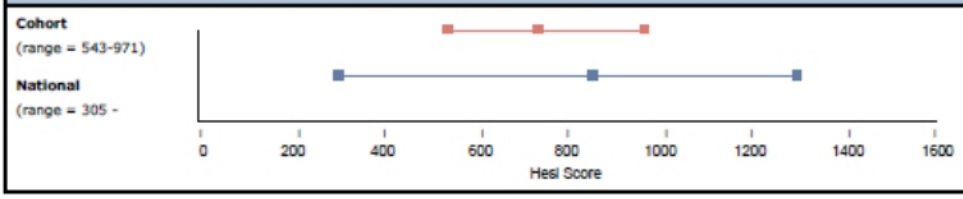
SUMMARY OF AGGREGATE FINDINGS

Number of Students	18	Mean HESI Score	737
Number of Scored Test Items	150	Median HESI Score	764
Number of Non-Scored Test Items	10	Mean HESI Conversion Score	68.48
Reliability of Examination (KR20)	0.81	Range of HESI Scores	543 - 971
Percentile Rank	21.89	Standard Deviation of Scores	123.34

NATIONAL COMPARISONS OVERALL MEAN SCORE

	All RN (n = 53383)	BSN	ADN	Diploma
Percentile	49.70	48.83	50.36	49.28
Mean	856	853	859	855

NATIONAL COMPARISONS BY PROGRAM TYPE FOR ALL RN's



HESI EXIT EXAMINATION SCORES: PREDICTION OF STUDENT NCLEX SUCCESS

HESI Scoring Interval	Performance Level	# of Students	% of Students
> or = 950	Recommended Performance	1	6%
900 - 949		1	6%
850 - 899	Acceptable Performance	0	0%
800 - 849	Below Acceptable Performance	3	17%
750 - 799		5	28%
700 - 749	Needs Further Preparation	1	6%
650 - 699		3	17%
< or = 649		4	22%

Breckinridge School of Nursing & Health Sciences

ITT Technical Institute

Henderson, NV

Program Update

1/31/2014

The Nevada State Board of Nursing requests a monthly update on the status of the teach-out plan that is in progress and scheduled for completion by June, 2014. This report provides an update from January 1 to January 31, 2014. This report is prepared by Cheryl Ratliff, RN, PhD(c), Program Chair, Breckinridge School of Nursing, Henderson, NV.

Continued Compliance with the Board's Standards for Approval

To ensure continued compliance with the standards of approval until all matriculating students are graduates of our nursing program, Breckinridge's program leadership and faculty agree to

- **Continue efforts to improve the program's NCLEX pass rates using HESI testing strategies, remediation, and Kaplan review approaches**

  The Kaplan RN Review was conducted January 6-9, 2014. To date, two of the December graduates have tested and passed NCLEX. Four students are scheduled to test this week. With assistance of the Nurse Consultant to the NVBON and the Program Chair, this cohort seems to understand the importance of testing as soon as possible. Graduates are provided continued support in their preparations to take NCLEX.

  Reviews of course content or tutoring sessions are scheduled for students in medical surgical and maternal child nursing. Open labs are maintained for students.

  No HESI testing occurred in this month.

- **Sustain a qualified program administrator and faculty that meet or exceed the faculty qualifications**

  Since the last reporting period Mr. Amezcua, designated Assistant Program Chair, resigned concerned with the uncertainties of the program. All leadership responsibilities are assumed by the Program Chair including clinical site visits and observations.

- **Sustain clinical agency agreements and relationships to plan for meaningful clinical learning experiences consistent with the course objectives**

  An agreement with the Clark County School District is in review with the legal of counsel of both organizations. All other agreements with facilities are in place as previously reported. Two potential pediatric clinical sites have been identified and discussions are occurring with the facility leadership.

- **Participate in the Consortium to plan clinical learning experiences**

  The Consortium documentation reflects the current clinical placements and schedules. Planning for the last term of the teach out is underway with 7 students expected to be enrolled. The clinical placements were secured through the Consortium.

- **Provide adequate budgetary, physical, and material resources through the teach out including adequate space for classrooms, skill laboratory, LRC, and computer labs available to meet student needs**

  There have been no changes to the physical and material resources at the campus or within the program.

- **Preceptor experiences that meet the regulatory requirements as demonstrated in the July 2-3, 2013 program survey**

  For the Winter term, NU 280 Nursing Roles II clinical preceptorships are in progress. With the departure of the Assistant Chair, the Program Chair is facilitating the experience. The practice is to introduce the student to the preceptor and visits with the preceptor and student during the preceptorship. Faculty document observations in the student's preceptor packet.

- **Submit quarterly reports of program activities and progress consistent with all programs operating in provisional status, and**

  This is monthly report as a part of the teach out plan.

- **Meet the program requirements to permit graduates to apply to the Board for approval to take the licensing examination.**

  The next graduation is in March 2014. Sixteen (16) students are scheduled to graduate.

Teach-Out Update

The Winter term began December 9, 2013. There are 22 students enrolled in this term. The table identifies the students enrolled by course, the number of students enrolled, the anticipated graduation date of the students, and the last academic quarter that the course(s) is offered to students enrolled in the program.

Quarter/Course	Number of Students	Student Graduation Date	Last Quarter Course Offered
8th Quarter NU260 Maternal Child Nursing	6	June, 2014	Spring Quarter, 2014
9th Quarter NU 270 Complex Nursing Care NU 280 Nursing Roles II	16 16	March, 2014	Summer Quarter, 2014

One student has been granted readmission to the program to retake NU 270 and NU 280. This student will return for the Spring term beginning in March 2014. The last cohort in the teach-out is expected to have 7 students.

Faculty Assignment Update

The table reflects the faculty assignments in the Winter term (theory and clinical).

Faculty Member	Status	Responsibilities	Facilities
Cheryl Ratliff RN, PhD (c)	Full Time	NU 280 Preceptorships	Spring Valley & Others
Esther Larks, RN, MSN	Full Time	NU 270 (Theory & Clinical)	Spring Valley
Kimberly Phillips, RN, MSN	Full Time	NU 270 (Theory & Clinical)	The Shade Tree Nevada Pediatrics
Madonna Lansing, RN, MSN	Adjunct (Currently on leave due to family illness)	NU260 (Theory & Clinical)	The Shade Tree, Nevada Pediatrics
Antoinette Vegara, RN, MSN	Adjunct	NU 270 (Clinical)	Spring Valley
Estella Hoffman, RN, DNP	Adjunct	NU 270 (Clinical)	Spring Valley
Judith Elkins, RN, PhD	Adjunct	NU260 (Theory) & NU 280 (Theory)	N/A

Clinical Affiliations

Breckinridge School of Nursing agrees to sustain affiliation agreements to provide clinical learning experiences to meet stated course objectives. Agreements exist with the following agencies:

Clinical Agency	Contract Term	Associated Courses
Centennial Hills Hospital	3/31/14	NU130, NU230, NU 270, NU 280
Del Mar Gardens	4/10/14	NU100, NU120, NU130
Desert Springs Hospital	3/31/14	NU230, NU250, NU 280
Health South-Henderson	7/26/14	NU240
Mountain View Hospital	8/1/14	NU130, NU230, NU 270, NU 280
Nevada Pediatrics	9/25/2016	NU260
Southern Hills Hospital	8/1/14	NU230, NU 270
Spring Mountain Treatment Center	2/7/17	Currently not using
Spring Valley Hospital	3/31/14	NU260, NU 270
Sunrise Hospital	8/1/14	NU130, NU230, NU 270, NU 280
Summerlin Hospital	3/31/14	NU260
UMC	10/31/15	NU260, NU 270
Valley Hospital	3/31/14	NU 280
The Shade Tree Shelter For Women	10/3/2016	NU260

Patient Safety

There have been no sentinel events or reports of concern from the clinical agencies with respect to student learning activities in the clinical settings. All clinical learning experiences are faculty facilitated. The Program Chair is in the clinical setting with faculty and students. Observations of faculty performance in the classroom and clinical setting occur each term. All adjunct faculty are teaching the same courses. Judith Elkins, RN, PhD has assumed responsibility for NU 280 Nursing Roles II.

Skills laboratory sessions are continuing. The focus was on skill refreshment and patient safety.

Breckinridge School of Nursing

ITT Technical Institute

Henderson, NV

Program Update

12/31/2013

The Nevada State Board of Nursing requests a monthly update on the status of the teach-out plan that is in progress and scheduled for completion by June, 2014. This report provides an update from December 1 to December 31, 2013.

Continued Compliance with the Board's Standards for Approval

To ensure continued compliance with the standards of approval until all matriculating students are graduates of our nursing program, Breckinridge's program leadership and faculty agree to

- **Continue efforts to improve the program's NCLEX pass rates using HESI testing strategies, remediation, and Kaplan review approaches**

  In December, the HESI Maternal/Child, Gerontology, and Mental Health examinations were administered in their respective courses. The score on the Maternal Child exam was 710 (24.91 percentile rank). The mean score in ADN programs is 810. The score on the Gerontology exam was 618 (4.4 percentile rank). The mean score in ADN programs is 862. The score on the Mental Health exam was 702 (14.1 percentile rank). The mean score in ADN programs is 849. Summary results of the each test are at the end of the report.

  Of the 10 graduates in September, 2013 four students passed NCLEX. One student reportedly failed the test. The status of the remaining five students is unverified. We continue to reach out to the students but have not received any additional official or unofficial results at the time of the report preparation.

  The Kaplan RN Review is January 6-9, 2014 for the December graduates. Twenty-three (23) students are participating. One student is a graduate of another ITT Tech nursing program out of state. Another student, who has not tested, is from the June 2013 cohort.

- **Sustain a qualified program administrator and faculty that meet or exceed the faculty qualifications**

  There have been no changes in faculty since the last reporting period.

- **Sustain clinical agency agreements and relationships to plan for meaningful clinical learning experiences consistent with the course objectives**

  An agreement with the Clark County School District is in review with the legal of counsel of both organizations. All of other agreements with facilities are in place as previously reported.

- **Participate in the Consortium to plan clinical learning experiences**

  The Consortium documentation reflects the current clinical placements and schedules. On December 11, 2013 the Program Chair and Assistant Program Chair met with the Consortium Administrator to validate the placements.

- **Provide adequate budgetary, physical, and material resources through the teach out including adequate space for classrooms, skill laboratory, LRC, and computer labs available to meet student needs**

  There have been no changes to the physical and material resources at the campus or within the program.

- **Preceptor experiences that meet the regulatory requirements as demonstrated in the July 2-3, 2013 program survey**

  Planning for the Winter term NU 280 Nursing Roles II preceptor experiences is in progress. A full time faculty member facilitates the experience. The faculty member introduces the student to the preceptor and visits with the preceptor and student during the preceptorship. Faculty document observations in the student's preceptor packet.

- **Submit quarterly reports of program activities and progress consistent with all programs operating in provisional status, and**

  This is the third monthly report as a part of the teach out plan. The Program Chair is preparing the BON Annual Report for submission as requested in January.

- **Meet the program requirements to permit graduates to apply to the Board for approval to take the licensing examination.**

  The next graduation is in March 2014. Seventeen (17) students are scheduled to graduate.

Teach Out Update

At the end of the Fall 2013 term, two students did not meet course requirements. One student failed NU 250 Mental Health Nursing because of grades on quizzes, failure to submit a paper, and poor performance on the HESI Mental Health examination. One student in NU280 did not achieve a minimum of 90% on the Drug Calculation Examination. The students may invoke the appeal process as defined in the school catalog. The process involves a recommendation from the Nursing Admission, Progression, and Graduation Committee (APG) submitted to the Program Chair and Academic Dean.

The Winter term began December 9, 2013. There are 23 students are enrolled in the Winter term. The table identifies the students rolled by course, the number of students enrolled, the anticipated graduation date of the students, and the last academic quarter that the course(s) is offered to students enrolled in the program.

Quarter/Course	Number of Students	Student Graduation Date	Last Quarter Course Offered
8th Quarter NU260 Maternal Child Nursing	6	June, 2014	Spring Quarter, 2014
9th Quarter NU270 Complex Nursing Care NU 280 Nursing Roles II	17 17	March, 2014	Summer Quarter, 2014

Faculty Assignment Update

The table reflects the faculty assignments in the Winter term (theory and clinical).

Faculty Member	Status	Responsibilities	Facilities
Ramon Amezcua, RN, MSN	Full Time	NU 280/Faculty Mentor/Asst. Program Chair	
Esther Larks, RN, MSN	Full Time	NU270 (Theory & Clinical)	Spring Valley
Madonna Lansing, RN, MSN	Adjunct (Currently on leave due to family illness)	NU260 (Theory & Clinical)	The Shade Tree, Nevada Pediatrics
Antoinette Vegara, RN, MSN	Adjunct	NU270 (Clinical)	Spring Valley
Estella Hoffman, RN, DNP	Adjunct	NU270 (Clinical)	Spring Valley
Kimberly Phillips, RN, MSN	Full Time	NU270/NU260	The Shade Tree
Judith Elkins, RN, PhD	Adjunct	NU260 (Theory)	N/A

Clinical Affiliations

Breckinridge School of Nursing agrees to sustain affiliation agreements to provide clinical learning experiences to meet stated course objectives. Agreements exist with the following agencies:

Clinical Agency	Contract Term	Associated Courses
Centennial Hills Hospital	3/31/14	NU130, NU230, NU270, NU280
Del Mar Gardens	4/10/14	NU100, NU120, NU130
Desert Springs Hospital	3/31/14	NU230, NU250, NU280
Health South-Henderson	7/26/14	NU240
Kindred		Expressing interest in an agreement
Mountain View Hospital	8/1/14	NU130, NU230, NU270, NU280
Nevada Pediatrics	9/25/2013	NU260
Southern Hills Hospital	8/1/14	NU230, NU270
Spring Mountain Treatment Center	2/7/17	
Spring Valley Hospital	3/31/14	NU260, NU270
Sunrise Hospital	8/1/14	NU130, NU230, NU270, NU280
Summerlin Hospital	3/31/14	NU260
UMC	10/31/15	NU260, NU270
Valley Hospital	3/31/14	NU280
The Shade Tree Shelter For Women	10/3/2013	NU260

Patient Safety

There have been no sentinel events or reports of concern from the clinical agencies with respect to student learning activities in the clinical settings. All clinical learning experiences are faculty facilitated. The Assistant Program Chair is in the clinical setting with faculty and students. Observations of faculty performance in the classroom and clinical setting occur each term. All adjunct faculty are returning to teach in the same course.

In the Fall term a laboratory skills session of six hours was held. The focus was on skill refreshment and patient safety. The same learning activity will occur in the Winter term.

HESI Specialty Exam | Session #: 209668
ITT TECH-HENDERSON | SP Mat/Pedi_D
Exam Date: 12/04/2013 To 12/04/2013 | HESI Score: 710

ELSEVIER
HESI Assessment

RN Specialty Exam ® Summary Report

SUMMARY OF AGGREGATE FINDINGS			
Number of Students	17	Mean HESI Score	710
Number of Scored Test Items	50	Median HESI Score	689
Number of Non-Scored Test Items	5	Mean HESI Conversion Score	64.70
Reliability of Examination (KR20)	0.62	Range of HESI Scores	485 - 929
Percentile Rank	24.91	Standard Deviation of Scores	125.32

NATIONAL COMPARISONS OVERALL MEAN SCORE				
	All RN (n = 10026)	BSN	ADN	Diploma
Percentile	50.77	50.97	50.78	0.00
Mean	821	822	821	0

HESI Specialty Exam | Session #: 209669
ITT TECHNICAL INSTITUTE-HENDERSON | SP Psy_D
Exam Date: 12/10/2013 To 12/10/2013 | HESI Score: 702

ELSEVIER
HESI Assessment

RN Specialty Exam ® Summary Report

SUMMARY OF AGGREGATE FINDINGS			
Number of Students	6	Mean HESI Score	702
Number of Scored Test Items	50	Median HESI Score	670
Number of Non-Scored Test Items	5	Mean HESI Conversion Score	66.01
Reliability of Examination (KR20)	0.58	Range of HESI Scores	514 - 880
Percentile Rank	14.16	Standard Deviation of Scores	144.67

NATIONAL COMPARISONS OVERALL MEAN SCORE				
	All RN (n = 27963)	BSN	ADN	Diploma
Percentile	69.63	69.63	47.11	43.18
Mean	933	933	849	834

HESI Specialty Exam | Session #: 209667

ITT TECHNICAL INSTITUTE-HENDERSON | SP Gerontology_D

Exam Date: 11/26/2013 To 11/26/2013 | HESI Score: 618

ELSEVIER

HESI Assessment

RN Specialty Exam ® Summary Report

SUMMARY OF AGGREGATE FINDINGS			
Number of Students	1	Mean HESI Score	618
Number of Scored Test Items	50	Median HESI Score	618
Number of Non-Scored Test Items	5	Mean HESI Conversion Score	57.31
Reliability of Examination (KR20)	0.64	Range of HESI Scores	618 - 618
Percentile Rank	4.42	Standard Deviation of Scores	

NATIONAL COMPARISONS OVERALL MEAN SCORE				
	All RN (n = 3647)	BSN	ADN	Diploma
Percentile	48.76	54.87	43.55	0.00
Mean	882	907	862	0

FACULTY PROFILES								
Faculty Name	FT/PT	Date of Initial Appointment	Rank	Baccalaureate Degree and Name of Institution Granting Degree	Master's Degree and Name of Institution Granting Degree	Doctorate Degree and Name of Institution Granting Degree	Areas of Clinical Experience	Academic Teaching (T) and Other (O) Areas of Responsibility
Ramon Amezcua, Jr.	FT	9/1/2012	Instructor	Bachelor of Science in Nursing - Texas A&M International University	Masters of Science in Nursing - Family Nurse Practitioner - Texas A&M International University	Second semester student - Doctor of Education in Sport Management - Emphasis in Sport Theory - Specializing in Human Resource Management in Sport	Fundamentals of Nursing, Medical Surgical Nursing, Pharmacology, Pathophysiology, Health Assessment	(O) Assist Program Chair Preceptor-ship NU280 (T) Nursing Roles II, NU270 (T) Complex Care Nursing
					Masters of Science in Sport Medicine - United States Sports Academy			
					Masters of Science in Sport Management - Minor in NCAA Compliance - United States Sports Academy			
Esther Larks	FT	8/1/2012	Instructor	BSN Rockford College	MSN/ED University of Phoenix	NA	Geriatric Nursing	NU110 (T) Clinical Nursing Concepts/Techniques I I, NU120 (T) Clinical Nursing Concepts/Techniques II, NU130 (T) Adult Nursing I NU230 (T), Adult Nursing II NU240 (T) Gerontologic Nursing, NU280 (T) Nursing Roles II
Margaret Carson	PT	10/13/2013	Instructor	Bachelor of Science in Nursing - University of Nevada	Master's Degree in Nursing Adminstration		Mental Health Nursing	
Judith Elkins	PT	10/13/2013	Instructor	BSN-Madonna University	Master's Degree in Nursing Adminstration	Doctor of Education-Organizational Management/Leadership	Maternal Child Nursing Nursing Administration	NU260 (T) Maternal Child Nursing
Mary Ann Esteban	PT	10/13/2013	Instructor	BSN-University of Phoenix	PhD(c) Nursing	Doctor of Education	Obstetrical Nursing	NU260 (T) Maternal Child Nursing

Estrella Evangelista-Hoffman	PT	10/13/2013	Instructor	BSN - St. Paul College of Nursing	Master's Degree in Nursing/Ed Health Education & Promotion	DNP Systems Leadership	Educational leadership, curriculum development in health care informatics, public health and healthcare delivery supported programs, grant and program deveopment that focuses on the use of systems in addressing healthcare delivery issues.	NU270 (C) Complex Care Nursing
Kimberly Phillips	PT	10/13/2013	Instructor	BSN- Westminster College	Master's Degree in Nursing	Post-Masters Certificate Family Nurse Practitioner	Pediatric Trauma Nursing Medical-Surgical Nursing	NU270 (T & C) Complex Care Nursing
Antonette Vergara	PT	10/13/2013	Instructor	BSN - Sacred Heart College	Master's Degree in Nursing		Emergency Nursing Leadership	NU270 (C) Complex Care Nursing
Diane Jones	FT	8/1/2012	Admin. Asst.					Administrative Office Tasks

Breckinridge School of Nursing

ITT Technical Institute

Henderson, NV

Program Update

12/3/2013

The Nevada State Board of Nursing requests a monthly update on the status of the teach-out plan that is in progress and scheduled for completion by June, 2014. This report provides an update from November 1 to November 30, 2013.

Continued Compliance with the Board's Standards for Approval

To ensure continued compliance with the standards of approval until all matriculating students are graduates of our nursing program, Breckinridge's program leadership and faculty agree to

- **Continue efforts to improve the program's NCLEX pass rates using HESI testing strategies, remediation, and Kaplan review approaches**

The HESI RN Exit Examination (3rd test) was administered to 21 students on November 26, 2013. The students are encouraged to take the examination three times to monitor for improvements after remediation and increase exposure to NCLEX style questions. A restructing of the testing resulted in a combined cohort score for the third test. The table summarizes the results of the testing sessions.

Test Date	Mean Score	Percentile Rank	National Mean
September, 2013 (10 Graduates)	590	3.65	856
September, 2013 (10 students- second test, 10/29/2013)	706	16.39	851
September, 2013 (12 students – second test, 10/29/2013)	958	78.9	851
November, 2013 (21 students, 11/26/2013)	741	22.53	856

In review of the cohort's performance, the faculty met with each student with a mean score below 850 to discuss their remediation plan and clinical learning activities. The case scenarios for the skill lab used test results. Based on the analysis of the three HESI

RN Exit exams, the areas of fundamentals and medical surgical are the lowest in the content areas of the exam. The HESI Fundamentals and Medical Surgical exams will be given during the remainder of the term to assist in defining student learning needs for remediation. Summary reports of the HESI RN Exit Exam are provided at the end of the report.

The Gerentologic HESI Test was given to one student on November 26, 2013. The student score was 615. A remediation will be available to the student in 48 hours.

The Maternal/Child HESI Test will be given on December 4, 2013.

Faculty is using the reporting features of the tests for formative and summative curriculum assessment and evaluation. Most students are approaching the exams in earnest reflected by concentration during the exam sessions, discussion of remediation materials, and pride in their improved scores. The results of the third HESI Exit are below the national mean but higher than the September graduating class.

- **Sustain a qualified program administrator and faculty that meet or exceed the faculty qualifications**

  There have been no changes in faculty since the last reporting period.

- **Sustain clinical agency agreements and relationships to plan for meaningful clinical learning experiences consistent with the course objectives**

  An agreement with the Clark County School District is in review with the legal of counsels of both organizations. All other agreements with facilities are in place as previously reported.

- **Participate in the Consortium to plan clinical learning experiences**

  Requests for 2014 have been submitted to the Consortium. *Conflicts* as identified have been resolved and the site reflects current clinical schedules.

- **Provide adequate budgetary, physical, and material resources through the teach out including adequate space for classrooms, skill laboratory, LRC, and computer labs available to meet student needs**

  There have been no changes to the physical and material resources at the campus or within the program. The consultant to the Board toured the campus facilities.

- **Preceptor experiences that meet the regulatory requirements as demonstrated in the July 2-3, 2013 program survey**

  In NU280 Nursing Roles II, preceptor experiences are underway with 21 nursing students in various clinical areas at Centennial Hospital, Health South, and Spring Valley Hospital. A full time faculty member facilitates the experience. The faculty member introduces the student to the preceptor and visits with the preceptor at the end of each preceptorship. The faculty member also makes unannounced visits during the

preceptorship to monitor the experience. Faculty oversight is documented in each student's preceptor packet.

- **Submit quarterly reports of program activities and progress consistent with all programs operating in provisional status, and**

  This is the second of monthly reports as a part of the teach out plan.

- **Meet the program requirements to permit graduates to apply to the Board for approval to take the licensing examination.**

  The next graduating class is December 20, 2013. Twenty-one (21) students are expected to graduate. Three graduates of the September cohort tested and passed NCLEX. All graduates will be provided the review January 6 – 9, 2014.

Teach Out Update

The Fall term ends 12/7/2103.The Winter term starts December 9, 2013.

Quarter/Course	**Number of Students**	**Student Graduation Date**	**Last Quarter Course Offered**
6th Quarter NU240 Gerentologic Nursing	1*	June, 2014	Fall Quarter, 2013
7th Quarter NU250 Mental Health Nursing	6 **	June, 2014	Winter Quarter, 2013
8th Quarter NU260 Maternal Child Nursing	17	June, 2014	Spring Quarter, 2014
9th Quarter NU270 Complex Nursing Care NU280 Nursing Roles II	21***	March, 2014	Summer Quarter, 2014

* Two students transferred to other ITT programs

** One student is taking NU240 and NU250 concurrently

*** Ten students in academic jeopardy

At mid-term, 10 students in NU280 have not achieved a minimum of passing score on the Drug Calculation Examination. Review and tutoring is being provided to the students. A retake of the test is scheduled December 3, 2013.

Following the graduation of 21 students December 20, 2013, there will be 23 students remaining in the program. The table above identifies the students remaining by quarter, the number of students enrolled, the anticipated graduation date of the students, and the last academic quarter that the course(s) will be offered to students enrolled in the program.

Faculty Assignment Update

Faculty are currently being assigned to the remaining courses (theory and clinical).

Faculty Member	Status	Responsibilities	Facilities
Ramon Amezcua, RN, MSN	Full Time	NU 280/Faculty Mentor/Asst. Program Chair	
Esther Larks, RN, MSN	Full Time	NU270 (Theory & Clinical)	Spring Valley,
Madonna Lansing, RN, MSN	Adjunct	NU260 (Theory & Clinical)	The Shade Tree, Nevada Pediatrics
Antoinette Vegara, RN, MSN	Adjunct	NU270 (Clinical)	Spring Valley
Estella Hoffman, RN, DNP	Adjunct	NU270 (Clinical)	Spring Valley
Kimberly Phillips, RN, MSN	Full Time	NU270/NU260 (Orientation)	The Shade Tree
Judith Elkins, RN, PhD	Adjunct	NU260 (Theory)	N/A

At the end of the report, the Faculty Profile and Student Winter Schedule highlight faculty experience, qualifications, and schedules for the Winter term.

Clinical Affiliations

Breckinridge School of Nursing agrees to sustain affiliation agreements to provide clinical learning experiences to meet stated course objectives. Agreements exist with the following agencies:

Clinical Agency	Contract Term	Associated Courses
Centennial Hills Hospital	3/31/14	NU130,NU230,NU270,NU280
Del Mar Gardens	4/10/14	NU100, NU120, NU130
Desert Springs Hospital	3/31/14	NU230, NU250, NU280
Health South-Henderson	7/26/14	NU240
Kindred		Expressing interest in an agreement
Mountain View Hospital	8/1/14	NU130, NU230, NU270, NU280
Nevada Pediatrics	9/25/2013	NU260
Southern Hills Hospital	8/1/14	NU230, NU270
Spring Mountain Treatment Center	2/7/17	
Spring Valley Hospital	3/31/14	NU260, NU270
Sunrise Hospital	8/1/14	NU130,NU230,NU270,NU280
Summerlin Hospital	3/31/14	NU260
UMC	10/31/15	NU260, NU270
Valley Hospital	3/31/14	NU280
The Shade Tree Shelter For Women	10/3/2013	NU260

Patient Safety

There have been no sentinel events or reports of concern from the clinical agencies with respect to student learning activities in the clinical settings. All clinical learning experiences are faculty facilitated. The Assistant Program Chair is in the clinical setting with faculty and students. Observations of faculty performance in the classroom and clinical setting occur each term. All adjunct faculty are returning to teach in the same course.

RN Exit Exam Reports

HESI Exit Exam | Session #: 209671
ITT TECHNICAL INSTITUTE-HENDERSON | RN Exit V-2_D
Exam Date: 10/29/2013 To 10/29/2013 | HESI Score: 706

ELSEVIER HESI Assessment

RN Exit Exam ® Summary Report

SUMMARY OF AGGREGATE FINDINGS			
Number of Students	11	Mean HESI Score	706
Number of Scored Test Items	150	Median HESI Score	646
Number of Non-Scored Test Items	10	Mean HESI Conversion Score	66.29
Reliability of Examination (KR20)	0.80	Range of HESI Scores	577 - 902
Percentile Rank	16.39	Standard Deviation of Scores	117.19

NATIONAL COMPARISONS OVERALL MEAN SCORE				
	All RN (n = 53341)	BSN	ADN	Diploma
Percentile	48.41	47.40	50.00	49.36
Mean	851	848	857	855

HESI Exit Exam | Session #: 204099
ITT TECHNICAL INSTITUTE-HENDERSON | RN Exit V-2_D
Exam Date: 10/29/2013 To 10/29/2013 | HESI Score: 958

ELSEVIER HESI Assessment

RN Exit Exam ® Summary Report

SUMMARY OF AGGREGATE FINDINGS			
Number of Students	10	Mean HESI Score	958
Number of Scored Test Items	150	Median HESI Score	880
Number of Non-Scored Test Items	10	Mean HESI Conversion Score	82.73
Reliability of Examination (KR20)	0.84	Range of HESI Scores	563 - 1319
Percentile Rank	78.80	Standard Deviation of Scores	245.56

NATIONAL COMPARISONS OVERALL MEAN SCORE				
	All RN (n = 52073)	BSN	ADN	Diploma
Percentile	50.73	49.63	52.44	51.75
Mean	851	848	857	855

HESI Exit Exam

ITT TECHNICAL INSTITUTE-HENDERSON

Exam Date: 11/26/2013 To 11/26/2013

Session #: 209672

RN Exit V-3_D

HESI Score: 741

ELSEVIER

HESI Assessment

RN Exit Exam ® Summary Report

SUMMARY OF AGGREGATE FINDINGS			
Number of Students	21	Mean HESI Score	741
Number of Scored Test Items	150	Median HESI Score	754
Number of Non-Scored Test Items	10	Mean HESI Conversion Score	67.88
Reliability of Examination (KR20)	0.75	Range of HESI Scores	552 - 947
Percentile Rank	22.53	Standard Deviation of Scores	103.79

NATIONAL COMPARISONS OVERALL MEAN SCORE				
	All RN (n = 53322)	BSN	ADN	Diploma
Percentile	49.65	48.77	50.31	49.22
Mean	856	853	859	855

Winter Quarter Schedule - Draft
2013

NU260 Maternal Child Nursing **Theory: Ms. Elkins** **Starts: 12/11/13**	**Wednesday** **13:00 to 1655**		**Ends: 3/5/14**
Olutoyin	Charisse	Ramon	
Mary Antonette	Charnette	Kenneth	
NU260 Maternal Child Nursing **Clinical: Ms. Esteban** **Starts: 1/9/14**	**Thursday** **6:30 to 18:30**	**Spring Valley Hospital** **OB/LD/NICU Department** **First Floor**	**Ends: 2/6/14**
Olutoyin	Charisse	Ramon	
Mary Antonette	Charnette	Kenneth	
NU260 Maternal Child Nursing **Clinical: Ms. Philips** **Starts: 2/6/2013**	**TBA**	**The Shade Tree** **Nevada Pediatrics**	**Ends: 3/7/14**
Olutoyin	Charisse	Ramon	
Mary Antonette	Charnette	Kenneth	
NU270 Complex Care Nursing **Theory: Ms. Philips** **Starts: 12/10/13**	**Tuesday** **9:00 to 1225**		**Ends: 3/4/14**
Christian	Allegra	Karla Kay	Rogelyn
Jennifer	Kacie	Kristi Ann	Arbee
Sirkorn	Salena	Brianne	Wallu
Diana	Nicholas	Maribel	Carrie
Jessica			
NU270 Complex Care Nursing **Clinical: Ms. Hoffman** **Starts: 12/19/13**	**Thursday** **6:30 to 18:30**	**Spring Valley Hospital** **Fourth Floor**	**Ends: 3/6/14**
Allegra	Karla Kay	Kristi Ann	
Arbee	Kacie	Salena	
NU270 Complex Care Nursing **Clinical: Ms. Vergara** **Starts: 12/20/13**	**Friday** **6:30 to 18:30**	**Spring Valley Hospital** **Fourth Floor**	**Ends: 3/7/14**
Nicholas	Jessica	Jennifer	
Christian	Brianne	Maribel	
NU270 Complex Care Nursing **Clinical: Ms. Larks** **Starts: 12/20/13**	**Friday** **6:30 to 18:30**	**Spring Valley Hospital** **Second Floor**	**Ends: 3/7/14**
Wallu	Sirkorn	Diana	
Carrie	Rogelyn		
NU280 Nursing Roles II **Theory: Mr. Amezcua** **Starts: 12/10/13**	**Tuesday** **13:00 to 1630**	Various Facilities	**Ends: 3/4/14**
Christian	Allegra	Karla Kay	Rogelyn
Jennifer	Kacie	Kristi Ann	Arbee
Sirkorn	Salena	Brianne	Wallu
Diana	Nicholas	Maribel	Carrie
Jessica			

NOTE: DATES, TIMES AND LOCATIONS SUBJECT TO CHAN

Rev:12/2/13

ITT Technical Institute ITT

168 Gibson Road
Henderson, NV 89014-6712

(702) 558-5404
www.itt-tech.edu

November 14, 2013

Mr. Anthony Bieda
Vice President of External Affairs
Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002

RE: ITT Tech, Henderson (00016092) – Nursing Program Approval Status

Dear Mr. Bieda:

Thank you for the opportunity to update you regarding the Breckinridge School of Nursing and Health Sciences Nursing program approval status. Specifically, in your letter dated August 15, 2013, you requested an update concerning the outcome of the revocation appeal before the Nevada State Board of Nursing (NSBN). Following the September 2013 NSBN meeting, the Board approved a "teach-out" plan for the program and granted *continued provisional approval*. The program continues to be closely monitored by the NSBN. The following correspondence is provided in **Attachment 1**:

- Approved teach-out plan (9/17/13)
- NSBN follow-up letter concerning plan acceptance and continued provisional approval status (10/7/13)
- The first of required monthly NSBN updates (10/31/13)

Following the graduation of 10 students September 14, 2013, there are 45 students enrolled in the program. The table identifies the students remaining by quarter, the number of students enrolled, the anticipated graduation date of the students, and the last academic quarter that the course(s) will be offered to students enrolled in the program.

Quarter/Course	Number of Students	Student Graduation Date	Last Quarter Course Offered
6th Quarter NU240 Gerentologic Nursing	1*	June, 2014	Fall Quarter, 2013
7th Quarter NU250 Mental Health Nursing	6 **	June, 2014	Winter Quarter, 2013
8th Quarter NU260 Maternal Child Nursing	17	March, 2014	Spring Quarter, 2014
9th Quarter NU270 Complex Nursing Care NU280 Nursing Roles II	21	December, 2013	Summer Quarter, 2014

* Two students transferred to other ITT programs
** One student is taking NU240 and NU250 concurrently

You requested evidence that ITT Tech has disclosed the status of its nursing program at the Henderson, NV campus to enrolled students, as well as to admissions and recruitment personnel, in keeping with criterion 3-1-412 (a): Institutions must communicate "current and accurate information regarding courses and programs...."

ITT Technical Institute ITT
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Student Disclosure:

- *NSBN deficiencies letter - June 5, 2013*: A program deficiencies notice was disclosed to students in writing and students in turn signed and returned an acknowledgement. These signed documents were also submitted to the NSBN as required **(Attachment 2)**.
- *NSBN revocation of approval letter – July 30, 2013:* A student town hall session was scheduled and conducted to inform students of the NSBN's decision. Mr. Ron Hamm, ITT/ESI Executive Vice President of the Breckinridge School of Nursing and Health Sciences, hosted the student meeting which occurred on August 13, 2013 **(Attachment 3)**.
- *NSBN confirmation of continued provisional status and teach-out plan approval – October 7, 2013:* The campus Director met with students at another town hall session on Friday, September 20, 2013. A subsequent, formal student communication confirming the program closing date is being provided and signed copies collected from students **(Attachment 4)**.
- Cheryl Ratliff, Program Chair, personally updates Nursing students and answers their questions and concerns on a weekly basis.

Admissions and Recruitment Personnel:

New students have not been admitted into the program since December 2011. There has been no dedicated Nursing program representative on staff nor has there been any program advertisement since December 2011. Since May 2013, all inquiries into the nursing program are directed to and handled by the campus Director.

Additional Update:

Provided as **Attachment 5** is a NSBN notice for the campus to appear at the November 6-8, 2013 NSBN meeting. The campus is required to be present at every scheduled meeting to provide updates concerning the program's status and compliance with requirements. The NSBN November meeting follow-up letter is enclosed as **Attachment 6**.

In compliance with the Board of Nursing request, a report was submitted to the Board reflecting the program update for the month of October 2013. The consultant to the Board also reported favorably on the faculty qualifications, clinical experiences, and classroom activities occurring during a two day site visit which took place on October 29 and November 1, 2013. Based on the favorable reports, the Board passed a motion to continue the Board approved teach-out plan.

As required, I will continue to keep you updated. Please contact me if you have any questions or require additional information.

Sincerely,

(b)(6)

Kirk Borkowski
Director

cc: Cheryl Ratliff, PhD (c) MS, MN, RN, Chair, Breckinridge School of Nursing and Health Sciences
Sheri Campfield, Regulatory Affairs Manager, ITT/ESI

Nevada State Board of
NURSING

November 12, 2013

THE ITT TECHNICAL INSTITUTE
CHERYL RATLIFF
168 N GIBSON RD
HENDERSON, NV 89014

Dear Ms. Ratliff:
The Nevada state Board of Nursing appreciated you, Mr Borkowski and Attorney Cotton attending the November Board meeting to discuss the compliance with regulation of the "teach out" of the nursing program at Breckinridge School of Nursing at ITT Technical Institute. The written report submitted and the verbal report of the Consultant Ms Lambert reassured the NSBN that the recent hires were competent faculty for the students continued progression. The NSBN reviewed that all students had clinicals at appropriate facilities.
The Board will review the continued progress of students during the "teach out" at the January board meeting. Thank you for your work to improve the program so students can be competent safe new graduates.

Sincerely,

NEVAD STATE BOARD OF NURSING

(b)(6)

Roseann Colosimo PhD RN
Education Consultant

5011 Meadowood Mall Way, Suite 300, Reno, NV 89502-6547 (fax) 775-687-7707
4220 S. Maryland Pkwy., Suite 300, Las Vegas, NV 89119-7533 (fax) 702-486-5803
www.nevadanursingboard.org • 888-590-6726 • nursingboard@nsbn.state.nv.us

NOTIFICATION TO STUDENTS OF

ITT TECHNICAL INSTITUTE BRECKINRIDGE SCHOOL OF NURSING AND HEALTH SCIENCES ASSOCIATE OF APPLIED SCIENCE IN NURSING PROGRAM

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Pursuant to NAC 632.711, ITT Tech Henderson notified the Nevada State Board of Nursing ("Nursing Board") of its intention to terminate the Program on September 17, 2013. ITT Tech Henderson will continue to comply with the applicable standards for approval until all the matriculating students are graduated from the program on, or prior to, the proposed closing date of September 6, 2014.

By signing below, I, (b)(6) acknowledge receipt of this notification concerning the proposed closing date of the program.

Signature: (b)(6) Date: 11-13-13

By no later than November 19, 2013, please return a signed copy of this notice to Cheryl Ratliff, Chair, Breckinridge School of Nursing and Health Sciences.

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Nevada State Board of
NURSING

November 12, 2013

THE ITT TECHNICAL INSTITUTE
CHERYL RATLIFF
168 N GIBSON RD
HENDERSON, NV 89014

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Sincerely,

NEVAD STATE BOARD OF NURSING
(b)(6)

Roseann Colosimo PhD RN
Education Consultant

5011 Meadowood Mall Way, Suite 300, Reno, NV 89502-6547 (fax) 775-687-7707
4220 S. Maryland Pkwy., Suite 300, Las Vegas, NV 89119-7533 (fax) 702-486-5803
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By signing below, I, _____ (print), acknowledge receipt of this notification concerning the proposed closing date of the program.

Signature: _____ Date: _____

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Breckinridge School of Nursing

ITT Technical Institute

Henderson, NV

Program Update

10/31/2013

The Nevada State Board of Nursing requests a monthly update on the status of the teach-out plan that is in progress and scheduled for completion by June 2014. This report provides an update from September 19, 2013 to October 31, 2013.

Continued Compliance with the Board's Standards for Approval

To ensure continued compliance with the standards of approval until all matriculating students are graduates of our nursing program, Breckinridge's program leadership and faculty agree to

- **Continue efforts to improve the program's NCLEX pass rates using HESI testing strategies, remediation, and Kaplan review approaches**

  The HESI Exit Examination was administered to 21 students on October 29, 2013. The HESI Exit Exam institutional mean scores are 706 and 958 with percentile ranking of 16.39 and 78.9, respectively. The scores represent the results of comparable exams given at the same time to 21 students under two different exam codes. A single report to merge the data is being prepared. Screen shots of the results of the two tests are attached. The September 2013 graduating cohort's mean score was 590 representing the 3.65 percentile rank.

  In review of the cohort's performance, the faculty will meet with each student with a mean score below 850, facilitate development of the individual remediation plan, use question analysis to identify skill lab scenarios, prioritize clinical learning experiences, and develop content review sessions. Discussion, analysis, and follow-up to the HESI Exit Exam results are reflected in the Nursing Faculty Organization meeting minutes of October 21 and 28, 2013.

  Additional HESI Practical Exams occur on the following dates: December 4, 2013 and December 10, 2013.

  Faculty development activities will increase understanding of the testing service and how to use the information for formative and summative evaluation. Students receive copies of the individual analysis of the results of their tests and the suggested plan for remediation within 48 hours of test completion. Students are receiving assistance to interpret their reports and use the results to formulate their learning goals.

  Previous use of the HESI was limited to testing and reporting of results as a part of the course assessment strategies.

Ongoing faculty development and program evaluation activities will include the HESI as one dimension of assessment and curriculum evaluation.

- **Sustain a qualified program administrator and faculty that meet or exceed the faculty qualifications**

  The program chair was hired 5/6/2013. Newly hired faculty includes one full time faculty and four adjunct faculty. Two adjunct faculty taught in previous terms.

- **Sustain clinical agency agreements and relationships to plan for meaningful clinical learning experiences consistent with the course objectives**

  Two new clinical affliation agreements have been signed: The Shade Tree and Nevada Pediatrics Specialists. Another agreement with the Clark County School District is in review with the legal of counsel of both organizations. All of other agreements with facilities are in place as previously reported.

- **Participate in the Consortium to plan clinical learning experiences**

  Requests for 2014 have been submitted to the Consortium. The Consortium is used for new requests and modifications of clinical learning experiences.

- **Provide adequate budgetary, physical, and material resources through the teach out including adequate space for classrooms, skill laboratory, LRC, and computer labs available to meet student needs**

  There have been no changes to the physical and material resources at the campus or within the program.

- **Preceptor experiences that meet the regulatory requirements as demonstrated in the July 2-3, 2013 program survey**

  In NU 280 Nursing Roles II, preceptor experiences are underway with 21 nursing students in various clinical areas at Centennial Hospital and Spring Valley Hospitals. A full time faculty member facilitates the experience.

- **Submit quarterly reports of program activities and progress consistent with all programs operating in provisional status, and**

  This is the first of monthly reports as a part of the teach out plan.

- **Meet the program requirements to permit graduates to apply to the Board for approval to take the licensing examination.**

  The next graduating class is December 20, 2013. Twenty-one (21) students are expected to graduate. One graduate of the September cohort tested and passed NCLEX. All graduates are provided the Kaplan Review.

Teach Out Update

Following the graduation of 10 students September 14, 2013, there are 45 students enrolled in the program. The table identifies the students remaining by quarter, the number of students enrolled, the anticipated graduation date of the students, and the last academic quarter that the course(s) will be offered to students enrolled in the program.

Quarter/Course	Number of Students	Student Graduation Date	Last Quarter Course Offered
6th Quarter NU240 Gerentologic Nursing	1*	June, 2014	Fall Quarter, 2013
7th Quarter NU250 Mental Health Nursing	6 **	June, 2014	Winter Quarter, 2013
8th Quarter NU260 Maternal Child Nursing	17	March, 2014	Spring Quarter, 2014
9th Quarter NU270 Complex Nursing Care NU280 Nursing Roles II	21	December, 2013	Summer Quarter, 2014

* Two students transferred to other ITT programs

** One student is taking NU240 and NU250 concurrently

At mid-term, one student is not meeting NU 270 course requirements.

Faculty Assignment Update

Faculty are currently being assigned to the remaining courses (theory and clinical).

Faculty Member	Status	Responsibilities	Facilities
Ramon Amezcua, RN, MSN	Full Time	NU 270/Faculty Mentor/Asst. Program Chair	Spring Valley
Esther Larks, RN, MSN	Full Time	NU240/NU280 (Theory & Clinical)	Centennial, Spring Valley,
Madonna Lansing, RN, MSN	Adjunct	NU260 (Theory & Clinical)	The Shade Tree, Nevada Pediatrics
Antoinette Vegara, RN, MSN	Adjunct	NU270 (Clinical)	Spring Valley
Estella Hoffman, RN, DNP	Adjunct	NU270 (Clinical)	Centennial
Kimberly Phillips, RN, MSN	Full Time	NU270/NU260 (Orientation)	Spring Valley
Judith Elkins, RN, PhD	Adjunct	NU260 (Theory)	N/A
Margaret Carson, RN, MS	Adjunct	NU250 (Theory & Clinical)	Desert Springs

At the end of the report, the Faculty Profile and Student Schedule highlight faculty experience, qualifications, and schedules for the Fall term

Clinical Affiliations

Breckinridge School of Nursing agrees to sustain affiliation agreements to provide clinical learning experiences to meet stated course objectives. Agreements exist with the following agencies:

Clinical Agency	Contract Term	Associated Courses
Centennial Hills Hospital	3/31/14	NU130,NU230,NU270,NU280
Del Mar Gardens	4/10/14	NU100, NU120, NU130
Desert Springs Hospital	3/31/14	NU230, NU250, NU280
Health South-Henderson	7/26/14	NU240
Kindred		Expressing interest in an agreement
Mountain View Hospital	8/1/14	NU130, NU230, NU270, NU280
Nevada Pediatrics	9/25/2013	NU260
Southern Hills Hospital	8/1/14	NU230, NU270
Spring Mountain Treatment Center	2/7/17	
Spring Valley Hospital	3/31/14	NU260, NU270
Sunrise Hospital	8/1/14	NU130,NU230,NU270,NU280
Summerlin Hospital	3/31/14	NU260
UMC	10/31/15	NU260, NU270
Valley Hospital	3/31/14	NU280
The Shade Tree Shelter For Women	10/3/2013	NU260

Patient Safety

There have been no sentinel events or reports of concern from the clinical agencies with respect to student learning activities in the clinical settings. All clinical learning experiences are faculty facilitated. The Assistant Program Chair is in the clinical setting with faculty and students. Observations of faculty performance in the classroom and clinical setting occur each term. In this period, the focus is on orienting new faculty to the program.

HESI Exit Exam | Session #: 209671
ITT TECHNICAL INSTITUTE-HENDERSON | RN Exit V-2_D
Exam Date: 10/29/2013 To 10/29/2013 | HESI Score: 706

ELSEVIER
HESI Assessment

RN Exit Exam ® Summary Report

SUMMARY OF AGGREGATE FINDINGS			
Number of Students	11	Mean HESI Score	706
Number of Scored Test Items	150	Median HESI Score	646
Number of Non-Scored Test Items	10	Mean HESI Conversion Score	66.29
Reliability of Examination (KR20)	0.80	Range of HESI Scores	577 - 902
Percentile Rank	16.39	Standard Deviation of Scores	117.19

NATIONAL COMPARISONS OVERALL MEAN SCORE				
	All RN (n = 53341)	BSN	ADN	Diploma
Percentile	48.41	47.40	50.00	49.36
Mean	851	848	857	855

HESI Exit Exam | Session #: 204099
ITT TECHNICAL INSTITUTE-HENDERSON | RN Exit V-2_D
Exam Date: 10/29/2013 To 10/29/2013 | HESI Score: 958

ELSEVIER
HESI Assessment

RN Exit Exam ® Summary Report

SUMMARY OF AGGREGATE FINDINGS			
Number of Students	10	Mean HESI Score	958
Number of Scored Test Items	150	Median HESI Score	880
Number of Non-Scored Test Items	10	Mean HESI Conversion Score	82.73
Reliability of Examination (KR20)	0.84	Range of HESI Scores	563 - 1319
Percentile Rank	78.80	Standard Deviation of Scores	245.56

NATIONAL COMPARISONS OVERALL MEAN SCORE				
	All RN (n = 52073)	BSN	ADN	Diploma
Percentile	50.73	49.63	52.44	51.75
Mean	851	848	857	855

Nevada State Board of
NURSING

October 10, 2013

THE ITT TECHNICAL INSTITUTE
CHERYL RATLIFF
168 N GIBSON RD
HENDERSON, NV 89014

Dear Ms. Ratliff:

Please take note that Breckinridge School of Nursing at ITT Technical Institute has been placed on the agenda for the November Nevada State Board of Nursing meeting for the purpose of review, discussion and action regarding report on the "teach out".
The meeting will be November 6-8, 2013 at Tamarack Junction, 13101 S. Virginia St, Reno, NV 89511. The Board meeting will hear your agenda item at 1 pm on Wednesday November 6 or soon thereafter.

Thank you for your attention to this matter. Please do not hesitate to contact this office at702-668-4528 if you have any questions.

Sincerely,

NEVAD STATE BOARD OF NURSING

(b)(6)

Roseann Colosimo PhD RN
Education Consultant

5011 Meadowood Mall Way, Suite 300, Reno, NV 89502-6547 (fax) 775-687-7707
2500 W. Sahara Ave., Suite 207, Las Vegas, NV 89102-4392 (fax) 702-486-5803
www.nevadanursingboard.org • 888-590-6726 • nursingboard@nsbn.state.nv.us

Breckinridge
School of Nursing
and Health Sciences
@ ITT Technical Institute.

September 17, 2013

Nevada State Board of Nursing
Las Vegas Office
2500 W. Sahara Ave., Suite 207
Las Vegas, NV 89102-4392

Re: Breckinridge School of Nursing and Health Sciences @ ITT Technical Institute, Henderson - Voluntary Termination of Program

To the Board:

Pursuant to NAC 632.711, the Breckinridge School of Nursing and Health Sciences @ ITT Technical Institute, Henderson, ("Breckinridge") hereby notifies the Nevada State Board of Nursing ("Board") of its intention to terminate and, with Board approval, "teach out" its Associate of Applied Science in Nursing program, effective September 6, 2014.

Breckinridge is committed to educating and helping to instill an enthusiasm for providing compassionate, quality nursing care in its students. Despite our desire to develop and cultivate an environment and climate that would promote professional nursing practice, we recognize the need to recalibrate our efforts and focus on improving curriculum, program outcomes and other initiatives that will permit our provisionally approved Nursing program to receive full approval consistent with the requirements of NAC 632.625. Unfortunately, we do not reasonably believe that we can apply for full approval from the Board within the time frame required by NAC 632.625(1).

Breckinridge understands its need to continue to comply with the standards for approval until all the matriculating students are graduated from the program. As set forth below, we anticipate that all enrolled students will have completed their scheduled courses by September 6, 2014. We are aware of our obligation to notify the Board if the actual closing date will be different from our proposed closing date.

The records of students who enrolled in our Nursing program will be managed and stored at the ITT Technical Institute, Henderson, located at (b)(6)

Breckinridge
School of Nursing
and Health Sciences
@ ITT Technical Institute.

Continued Compliance with the Board's Standards for Approval

To ensure continued compliance with the standards of approval until all matriculating students are graduated from our Nursing program, Breckinridge's program leadership and faculty agree to

- Continue efforts to improve the program's NCLEX pass rates using HESI testing strategies, remediation, and Kaplan review approaches
- Sustain a qualified program administrator and faculty that meet or exceed the faculty qualifications
- Sustain clinical agency agreements and relationships to plan for meaningful clinical learning experiences consistent with the course objectives
- Participate in the Consortium to plan clinical learning experiences
- Provide adequate budgetary, physical, and material resources through the teach out including adequate space for classrooms, skill laboratory, LRC, and computer labs available to meet student needs
- Preceptor experiences that meet the regulatory requirements as demonstrated in the July 2-3, 2013 program survey
- Submit quarterly reports of program activities and progress consistent with all programs operating in provisional status, and
- Meet the program requirements to permit graduates to apply to the Board for approval to take the licensing examination.

Planned Teach Out Schedule

Following the scheduled graduation of 10 students on September 14, 2013, there will be 48 students enrolled in the program. The table below identifies the students remaining by quarter, the number of students enrolled, the anticipated graduation date of the remaining students, and the last academic quarter that the course(s) will be offered to students enrolled in the program.

Quarter/Course	Number of Students	Student Graduation Date	Last Quarter Course Offered
6th Quarter NU240 Gerentologic Nursing	3	September, 2014	Fall Quarter, 2013
7th Quarter NU250 Mental Health Nursing	5	June, 2014	Winter Quarter, 2013
8th Quarter NU260 Maternal Child Nursing	17	March, 2014	Spring Quarter, 2014
9th Quarter NU270 Complex Nursing Care NU280 Nursing Roles II	23	December, 2013	Summer Quarter, 2014

Attached is the Vertical Curriculum.

Breckinridge
School of Nursing
and Health Sciences
@ ITT Technical Institute.

Faculty

Faculty are currently being assigned to the remaining courses (theory and clinical).

Faculty Member	Status	Responsibilities
Ramon Amezcua, RN, MSN	Full Time	NU 270/Faculty Mentor
Esther Larks, RN, MSN	Full Time	NU240/NU280
Madonna Lansing, RN, MSN	Adjunct	Not currently assigned
Antonette Vergara, RN, MS CEN	Adjunct (in process)	NU270/NU280
Estrella Hoffman, RN, MCN, Med, DNP, CNL	Adjunct (in process)	NU270/NU280
Kimberly Phillips, RN, MSN, CNP, FNP	Adjunct (in process)	NU270

Clinical Affiliations

Breckinridge agrees to sustain affiliation agreements to provide clinical learning experiences to meet stated course objectives. Agreements exist with the following agencies:

Clinical Agency	Contract Term	Associated Courses
Centennial Hills Hospital	3/31/14	NU130,NU230,NU270,NU280
Del Mar Gardens	4/10/14	NU100, NU120, NU130
Desert Springs Hospital	3/31/14	NU230, NU250, NU280
Health South-Henderson	7/26/14	NU240
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Mountain View Hospital	8/1/14	NU130, NU230, NU270, NU280
Southern Hills Hospital	8/1/14	NU230, NU270
Spring Mountain Treatment Center	2/7/17	
Spring Valley Hospital	3/31/14	NU260, NU270
Sunrise Hospital	8/1/14	NU130,NU230,NU270,NU280
Summerlin Hospital	3/31/14	NU260
UMC	10/31/15	NU260, NU270
Valley Hospital	3/31/14	
The Shade Tree Shelter For Women	Pending	

Breckinridge
School of Nursing
and Health Sciences
@ ITT Technical Institute.

The program will continue to use the Consortium to submit requests for clinical learning experiences.

Thank you for your consideration of our request to terminate and "teach out" our Nursing program, and please let me know if you require any additional information to assist you in your deliberations.

Sincerely,

Cheryl V. Ratliff, Ph.D (c), MS, MN, RN

Program Chair

Breckinridge School of Nursing and Health Sciences at ITT Technical Institute

Nevada State Board of
NURSING

October 7, 2013

John Cotton
Cotton, Driggs, Walch, Holley, Woloson & Thompson
400 S 4th St Fl 3rd
Las Vegas, NV 89101

RE: Continued provisional approval of Breckinridge School of Nursing at ITT

Dear Mr. Cotton,

During its September Board meeting the Nevada State Board of Nursing voted to grant the request for reconsideration and accept the teach out plan presented to the Board. The Board granted continued provisional approval of Breckinridge School of Nursing at ITT until the teach-out is complete, specifically no longer than September, 2014. In addition, the Board ordered monthly site visits to be completed by a consultant solely at the cost of Breckinridge School of Nursing at ITT.

It was further ordered that Breckinridge School of Nursing at ITT keep Board staff informed of the status of their hiring of adequate faculty to meet the regulatory requirements for patient safety. Breckinridge School of Nursing at ITT will present an update to the Board during the November 2013 meeting reporting the status of the students' progression through the program, procurement and maintenance of qualified, adequate leadership and faculty, and addressing any and all concerns identified in any past and future surveys conducted by the Board. If at any time Breckinridge School of Nursing is not in compliance with Nevada regulations, including student to faculty ratios, the teach out plan will be terminated

Should you have any questions please do not hesitate to contact me at 775-687-7743.

Sincerely,
NEVADA STATE BOARD OF NURSING

(b)(6)

Debra Scott, MSN, RN, FRE
Executive Director

5011 Meadowood Mall Way, Suite 300, Reno, NV 89502-6576 (phone) 775-687-7700 (fax) 775-687-7707
2500 W. Sahara Ave., Suite 207, Las Vegas, NV 89102-4392 (phone) 702-486-5800 (fax) 702-486-5803
www.nevadanursingboard.org • 888-590-6726 • nursingboard@nsbn.state.nv.us

From: Cheryl Ratliff at 090
To: Kirk Borkowski at 090; Sheri Campfield at HQ
Date: Tuesday, November 05, 2013 3:22:39 PM

ATTENTION

NURSING STUDENTS & FACULTY

TOWN HALL MEETING

TOPIC: ADN NURSING PROGRAM

AUGUST 13, 2013

12:30 - 1:30 PM

Theory 4 & 5

GUEST:

Ron Hamm, President
Breckinridge School of Nursing & Health Sciences
Executive Vice President
ITT Educational Services

Nevada State Board of
NURSING

June 5, 2013

Breckinridge School of Nursing
ITT Technical Institute
Cheryl Ratliff
168 N Gibson Road
Henderson, NV 89014

Dear Ms. Ratliff:

The Nevada State Board of Nursing appreciated your and Mr. Kirk Borkowski's attendance at the May Board meeting to discuss the clinical safety concerns and the qualified administrator regulation. The Board directed that a letter of deficiency be sent in accordance with Nevada regulations for nursing programs.

> **NRS 632.470 Schools of professional nursing: Periodic survey of approved schools; acceptance of survey from nationally recognized association; reports and recommendations; notice of deficiencies; effect of failure to remedy deficiencies.**
>
> 1. Except as otherwise provided in this subsection, the Board shall periodically cause to be surveyed all approved schools of professional nursing in this State. Written reports of those surveys must be submitted to and considered by the full Board. In lieu of causing the approved schools of professional nursing to be surveyed, the Board may accept a survey and recommendation completed by a nationally recognized association that accredits schools of professional nursing, if the association has been approved by the Board.
> 2. If, after consideration of the reports, the Board determines that a school of professional nursing is not maintaining the standards required by this chapter and by the Board, notice thereof in writing specifying the deficiencies must forthwith be given to the school.
> 3. The Board shall revoke the approval of a school of professional nursing which fails to remedy such deficiencies within a reasonable time after receiving written notice thereof.

The Board also directed Board staff to survey Breckinridge School of Nursing at ITT Technical Institute prior to the July 24-26, 2013 Board meeting so that a review of the plan and actions to remedy the notice of deficiencies can be reviewed by the Board.

The Board directed that all current students receive a written notice that Breckinridge School of Nursing has received a deficiency notice from the Nevada State Board of Nursing. The school must secure and submit to the Board a signed receipt of notice from each student.

The Board expressed concerns about your program's initial NCLEX results, the lack of a completed application for candidacy for Accrediting Commission on Education of Nurses (ACEN), formerly National League for Nursing Accreditation Commission (NLNAC).

5011 Meadowood Mall Way, Suite 300, Reno, NV 89502-6547 (fax) 775-687-7707
2500 W. Sahara Ave., Suite 207, Las Vegas, NV 89102-4392 (fax) 702-486-5803
www.nevadanursingboard.org • 888-590-6726 • nursingboard@nsbn.state.nv.us

The Board acknowledged that Ms. Ratliff, your recently hired director, meets the regulatory requirements to be a director of a nursing program as outlined in **NAC 632.660,** but that for 24 out of the 32 months that students have been on campus, a fulltime qualified nursing administrator was not in place.

The Board reminded Breckinridge School of Nursing that full approval must be reached by December 31, 2014, which is two years after the graduation of your first class. Full approval requires nursing program accreditation and a full calendar year 80% pass rate for first time NCLEX takers. Since an application for candidacy for nursing accreditation has yet to be submitted, the Board expressed concern that there may not be sufficient time to accomplish this goal. The Board reminded you that no extensions are given to nursing programs which do not meet the requirements for full approval. As such, should your program fail to meet the requirements for full approval by December 31, 2014, Breckinridge School of Nursing will not be given an extension to do so.

Attached is the survey form documenting the lack of progress made toward your program to meet Nevada regulations to provide a safe nursing education program. If you have any questions, please contact me at (702) 668-4528. Please contact me as soon as possible to negotiate the dates for the staff survey as directed by the Nevada State Board of Nursing.

Sincerely,

NEVAD STATE BOARD OF NURSING

Roseann Colosimo, PhD, RN
Education Consultant

Nevada State Board of
NURSING

June 5, 2013

Breckinridge School of Nursing
ITT Technical Institute
Cheryl Ratliff
168 N Gibson Road
Henderson, NV 89014

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The Board also directed Board staff to survey Breckinridge School of Nursing at ITT Technical Institute prior to the July 24-26, 2013 Board meeting so that a review of the plan and actions to remedy the notice of deficiencies can be reviewed by the Board.

The Board directed that all current students receive a written notice that Breckinridge School of Nursing has received a deficiency notice from the Nevada State Board of Nursing. The school must secure and submit to the Board a signed receipt of notice from each student.

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Sincerely,

NEVAD STATE BOARD OF NURSING

Roseann Colosimo, PhD, RN
Education Consultant

NOTICE TO STUDENTS OF

ITT TECHNICAL INSTITUTE BRECKINRIDGE SCHOOL OF NURSING AND HEALTH SCIENCES ASSOCIATE APPLIED SCIENCE IN NURSING PROGRAM

On June 6, 2013, ITT Technical Institute Breckinridge School of Nursing and Health Sciences ("ITT Tech Henderson") received a deficiency notice from the Nevada State Board of Nursing ("Nursing Board").

A copy of the deficiency notice is available upon request. To request a copy, please contact **Cheryl Ratliff, Nursing Chair at (702) 558-5404 or by email at cratliff@itt-tech.edu**.

(b)(6)

No later than June 28, 2013, please return a signed copy of this notice to Cheryl Ratliff, Nursing Chair, at the ITT Tech Henderson campus.

NOTICE TO STUDENTS OF

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(b)(6)

No later than June 28, 2013, please return a signed copy of this notice to Cheryl Ratliff, Nursing Chair, at the ITT Tech Henderson campus.

Sick on day missed class. CR

NOTICE TO STUDENTS OF

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(b)(6)

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(b)(6)

No later than June 28, 2013, please return a signed copy of this notice to Cheryl Ratliff, Nursing Chair, at the ITT Tech Henderson campus.

Sick on day missed class: CR

NOTICE TO STUDENTS OF

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From: Cheryl Ratliff at 090
To: Kirk Borkowski at 090; Sheri Campfield at HQ
Date: Tuesday, November 05, 2013 3:22:39 PM

ATTENTION

NURSING STUDENTS & FACULTY

TOWN HALL MEETING

TOPIC: ADN NURSING PROGRAM

AUGUST 13, 2013

12:30 - 1:30 PM

Theory 4 & 5

GUEST:

Ron Hamm, President
Breckinridge School of Nursing & Health Sciences
Executive Vice President
ITT Educational Services

Nevada State Board of
NURSING

October 10, 2013

THE ITT TECHNICAL INSTITUTE
CHERYL RATLIFF
168 N GIBSON RD
HENDERSON, NV 89014

Dear Ms. Ratliff:

Please take note that Breckinridge School of Nursing at ITT Technical Institute has been placed on the agenda for the November Nevada State Board of Nursing meeting for the purpose of review, discussion and action regarding report on the "teach out".
The meeting will be November 6-8, 2013 at Tamarack Junction, 13101 S. Virginia St, Reno, NV 89511. The Board meeting will hear your agenda item at 1 pm on Wednesday November 6 or soon thereafter.

Thank you for your attention to this matter. Please do not hesitate to contact this office at702-668-4528 if you have any questions.

Sincerely,

NEVAD STATE BOARD OF NURSING

(b)(6)

Roseann Colosimo PhD RN
Education Consultant

5011 Meadowood Mall Way, Suite 300, Reno, NV 89502-6547 (fax) 775-687-7707
2500 W. Sahara Ave., Suite 207, Las Vegas, NV 89102-4392 (fax) 702-486-5803
www.nevadanursingboard.org • 888-590-6726 • nursingboard@nsbn.state.nv.us

Withheld pursuant to exemption

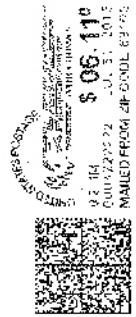
(b)(6)

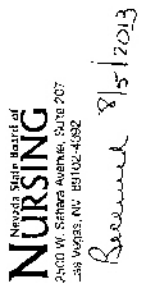
of the Freedom of Information and Privacy Act

NOTE: DATES, TIMES AND LOCATIONS SUBJECT TO CHANGE

FACULTY PROFILES								
Faculty Name	FT/PT	Date of Initial Appointment	Rank	Baccalaureate Degree and Name of Institution Granting Degree	Master's Degree and Name of Institution Granting Degree	Doctorate Degree and Name of Institution Granting Degree	Areas of Clinical Experience	Academic Teaching (T) and Other (O) Areas of Responsibility
Ramon Amezcua, Jr.	FT	9/1/2012	Instructor	Bachelor of Science in Nursing - Texas A&M International University	Masters of Science in Nursing - Family Nurse Practitioner - Texas A&M International University	Second semester student - Doctor of Education in Sport Management - Emphasis in Sport Theory - Specializing in Human Resource Management in Sport	Fundamentals of Nursing, Medical Surgical Nursing, Pharmacology, Pathophysiology, Health Assessment	(O) Assist Program Chair Preceptor-ship NU280 (T) Nursing Roles II, NU270 (T) Complex Care Nursing
					Masters of Science in Sport Medicine - United States Sports Academy			
					Masters of Science in Sport Management - Minor in NCAA Compliance - United States Sports Academy			
Esther Larks	FT	8/1/2012	Instructor	BSN Rockford College	MSN/ED University of Phoenix	NA	Geriatric Nursing	NU110 (T) Clinical Nursing Concepts/Techniques I I, NU120 (T) Clinical Nursing Concepts/Techniques II, NU130 (T) Adult Nursing I NU230 (T), Adult Nursing II NU240 (T) Gerontologic Nursing, NU280 (T) Nursing Roles II
Margaret Carson	PT	10/13/2013	Instructor	Bachelor of Science in Nursing - University of Nevada	Master's Degree in Nursing Adminstration		Mental Health Nursing	
Judith Elkins	PT	10/13/2013	Instructor	BSN-Madonna University	Master's Degree in Nursing Adminstration	Doctor of Education-Organizational Management/Leadership	Maternal Child Nursing Nursing Administration	NU260 (T) Maternal Child Nursing
Mary Ann Esteban	PT	10/13/2013	Instructor	BSN-University of Phoenix	PhD(c) Nursing	Doctor of Education	Obstetrical Nursing	NU260 (T) Maternal Child Nursing

Estrella Evangelista-Hoffman	PT	10/13/2013	Instructor	BSN - St. Paul College of Nursing	Master's Degree in Nursing/Ed Health Education & Promotion	DNP Systems Leadership	Educational leadership, curriculum development in health care informatics, public health and healthcare delivery supported programs, grant and program deveopment that focuses on the use of systems in addressing healthcare delivery issues.	NU270 (C) Complex Care Nursing
Kimberly Phillips	PT	10/13/2013	Instructor	BSN- Westminster College	Master's Degree in Nursing	Post-Masters Certificate Family Nurse Practitioner	Pediatric Trauma Nursing Medical-Surgical Nursing	NU270 (T & C) Complex Care Nursing
Antonette Vergara	PT	10/13/2013	Instructor	BSN - Sacred Heart College	Master's Degree in Nursing		Emergency Nursing Leadership	NU270 (C) Complex Care Nursing
Diane Jones	FT	8/1/2012	Admin. Asst.					Administrative Office Tasks





Nevada State Board of
NURSING

Returned 8/5/2013 CO

July 30, 2013

Breckinridge School of Nursing
ITT Technical Institute
Attn: Cheryl Ratliff
158 N. Gibson Road
Henderson, NV 89014

Dear Ms. Ratliff and Mr. Borkowski:

The Nevada State Board of Nursing appreciates your attendance at the July Board meeting to discuss the letter of deficiency. On May 17, 2013, at the board meeting you were notified of the letter according to NRS 632.470 notice of deficiencies and effect of failure to remedy deficiencies. The NSBN after reviewing the second quarter first time pass rate of NCLEX of 12.5% with a year to date of 40%, being informed that no application for candidacy for nursing accreditation has been submitted, and a survey reporting concerns about competent faculty made a motion to revoke your nursing program's Board approval.

On July 24, 2013, the NSBN approved a motion to revoke the approval per NRS 632.470 as reasonable time has elapsed and due to public safety concerns.

Sincerely,

NEVAD STATE BOARD OF NURSING

(b)(6)

Roseann Colosimo, PhD, RN
Education Consultant

ED00011378

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Quentin Dean

From: Sheri Campfield at HQ <SCampfield@itt-tech.edu>
Sent: Wednesday, June 12, 2013 9:58 AM
To: Quentin Dean
Subject: ITT Tech Henderson Nursing Program Update 061213
Attachments: 19-22 ACICS Adverse Action Documentation Updates 061213.zip

Mr. Dean,

Updated correspondence is provided to you on behalf of ITT Tech Henderson as required under adverse action reporting requirements. Please refer to Items 19-22 below and the referenced documents are attached.

Doc #	Date	Nevada Board of Nursing – Correspondence Listing
1	4/30/10	NSBN Nursing Program Approval Letter
NA	1/2011	NSBN Provisional Site Survey Visit
2	11/22/11	Grade Change Approval Request (requiring minimum "B") Submitted and NSBN Response
3	12/6/11	NSBN Letter Concerning Required January 2012 Board Appearance
4	1/19/12	NSBN Board Appearance Response Letter – Notification to halt admissions and directed site survey.
5	1/25/12	NSBN Waiver Approval – T. Jones Qualifications
NA	2/2012	NSBN Directed Survey Visit
6	2/17/12	NSBN Letter Concerning Required March 2012 Board Appearance
7	3/2012	NSBN Survey Report (thru February 2012 Survey Visit)
8	3/26/12	NSBN Letter of Response from institution's March 2012 board meeting appearance addressing site visit concerns from February 2012. *Note – there was no formal, written response required to be submitted to the NSBN. The concerns raised during the visit were addressed in person by the institution at the March 2012 Board Meeting. The institution's response to the Board's concerns as addressed in person was provided to ACICS on 4/24/12 (Exhibit A).*
9	October 2010	Six Month Report Submissions to NSBN *(standard NSBN reporting requirement).*
	April 2011	
	October 2011	
	April 2012	
	October 2012	
N/A	10/1-2/2012	NSBN Directed Survey Visit – reassessment improvements since the 2/2012 visit.
10	9/24/12	Formal Chair Notification from campus to NSBN (prior was verbal)
11	10/3/12	NSBN Site Visit Report
12	10/14/12	Campus Written Response to Site Visit Report

13	9/9/12	NSBN Response Following November 7, 2012 Board Appearance
14	12/5/12	Student Complaint and campus response.
15	1/7/13	NSBN Subpoena and response related to #14 above.
16	2/5/13	Notification to NSBN concerning new Nursing Program Chair.
17	2/6/13	Notification to NSBN concerning retraction of new Nursing Program Chair hire.
18	2/6/13	Report to NSBN concerning a medication error occurring at a clinical site on February 1, 2013.
19	2/27/13	NSBN Subpoena related to #18 above.
20	4/11/13	Six Month Report Submission to NSBN – April 2013
21	4/17/13	NSBN letter indicating the campus is on the May Board Meeting agenda.
NA	5/8/13	ITT Technical Institute Henderson, Nursing program Chair hired: Cheryl Ratliff, 5/8/13 date of hire.
N/A	5/16-17/13	NSBN May 2013 Board Meeting
22	6/6/13	NSBN March 2013 Board Meeting Follow-Up: .pdf includes deficiency letter and updated survey report attached. Campus to be visited by NSBN July 2013.

Sheri Campfield
Regulatory Affairs Manager
ITT Educational Services, Inc.
719-203-5438

Nevada State Board of
NURSING

SIX MONTH REPORT
NURSING EDUCATION PROGRAM

I.

Legal name of Program	Breckinridge School of Nursing at ITT Technical Institute
Address of Program	168 S. Gibson Road, Henderson NV 89014
Date of report	April 11, 2013
Date of Provisional Approval	April 30, 2010
Date of first graduating class	December 7, 2012
NCLEX (G-4) report scores for all quarters	Attach Report Appendix I
ACCREDITATION	
National nursing accreditation body	(circle one) (NLNAC) CCNE
Expiration date of accreditation	N/A
	The Breckinridge School of Nursing at ITT Technical Institute is completing preparation of the application for NLNAC accreditation for its Associate of Applied Science in Nursing Program. A faculty member has been assembling the documents necessary to submit the application for accreditation and a draft of the is waiting for approval. Additionally, an outside consultant has been hired to work closely with Dr. Faye McHaney as the program progresses toward accreditation.
Name and status of	ITT Technical Institute in Henderson, NV is nationally accredited by the Accrediting Council for Independent Colleges and Schools

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university /college accreditation.	(ACICS) through April 30, 2013. (Appendix II)
Date of last survey	The ACICS survey is attached. There were no concerns regarding the Henderson Campus.
Current Administrator of the Nursing Program	Ms. Leahy, Assistant Chair, has been oriented to the role of Chair, spent time at another program for mentoring, was the Acting Chair of the program for seven months and is very familiar with the requirements and administration of the Program of Nursing. She re-assumed the role of acting chair in March when Dr. McHaney stepped down as Interim Chair due to family issues. Ms. Leahy works closely with Dr. McHaney is the National Nursing Chair for ITT-Tech School of Health Sciences. She has considerable experience monitoring and assisting the nursing programs throughout the company and is very familiar with all of the policies and procedures for the School of Nursing. In addition, she has previously spent time at this site and been actively involved in the day to day operations of the program. She has worked closely with both the Dean and the Director in this position as well.
	What is the teaching load of the administrator? The administrator teaches one 4 credit course, Nursing Roles II.
What is current faculty/student ratio?	Classroom 1:12.5 Lab - no labs Clinical – 1:5.9

II. List courses using preceptors and number of preceptors needed?

NU270 10 preceptors
NU280 11 preceptors

III. What courses are transferable to the schools within the Nevada system of Higher Education?

Decisions concerning the acceptance of Breckinridge School of Nursing at ITT Technical Institute credits by any institution other than a Breckinridge School of Nursing at ITT Technical Institute are made at the sole discretion of the receiving institution.
Courses that are accepted through transfer from another school are reviewed on

individual basis. Non-nursing courses are considered for transfer. Generally all core nursing courses in the program must be completed at the Breckinridge School of Nursing at ITT Technical Institute. However, consideration is given to students that can demonstrate successful completion of a course and the course meets ITT Technical's course objectives and requirements.

IV. Nursing Student Admissions

Class start date	Number in class	Current number in class	Number of student graduations
September2010	27	0	8
December 2010	28	0	9
March2011	30	11	0
June2011	30	10	0
September 2011	30	20	0
December 2011	30	23	0
March 2012*	30	11	0

If you have a calculated retention rate for your NLNAC or CCNE accreditation please includes.
**Submitted to NSBN with error. There have been no program starts since December 2011.*
See Appendix 1

What is the number of students who have not had a normal progression but are still in program (failed a course, become ill, family crisis)?

25 students are out of progression

What is the number of students admitted who have left or not successfully completed program? 93 students

IV. Faculty Biography Forms- New hires

Submit for each faculty currently teaching in your program.

(b)(6)

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

(b)(6)

Submit CV for any new hire in last 6 months.

See Appendix III

VI. List all sites of clinical experiences and contract date

Boulder City Hospital	(b)(6)	3/23/2010	3/23/2014
Centennial Hills Hospital		4/01/2010	3/31/2014

SIX MONTH REPORT: PROVISIONALLY APPROVED NURSING PROGRAMS

	(b)(6)		
Delmar Gardens of Green Valley		/10/2012	4/10/2014
Desert Springs Hospital		4/01/2010	3/31/2014
HealthSouth Hospital of Henderson		7/26/2011	7/26/2014
HealthSouth Hospital of Las Vegas		7/26/2011	7/26/2014
HealthSouth Hospital of Tenaya		7/26/2011	7/26/2014
Montessori Visions Academy/		11/2/2012	11/2/2015
Mountainview Hospital		3/28/2012	8/1//2014
Southern Hills Hospital and Medical Center		3/28/2012	8/1/2014
Spring Mountain Treatment Center		2/07/2012	2/07/2017
Spring Valley Hospital		4/01/2010	3/31/2014
Sunrise Children's Medical Center		3/28/2012	3/28/2014
Sunrise Hospital & Medical Cente		3/28/2012	8/1/2014
Valley Hospital		4/01/2010	3/31/2014
University Hospital Medical Center		10/17/2012	10/31/2015

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VII. List any changes the faculty is considering for curriculum and when will be brought to NSBN.

There are no curriculum changes planned at this time.

VIII. Financial Information

List and describe any significant changes in funding/budget administration since last six-month report: include a summary of whether all proposed equipment's for lab and faculty from application to NSBN have been acquired. Include changes in tuition.

All equipment for lab and faculty from application to NSBN has been acquired as reported previously. In addition, 2 further computers have been purchased for use during SIM teaching. There have been no significant changes in funding or budget administrations since the last six-month report.

IX. Faculty meetings

Attach minutes of last two faculty meetings.

Appendix IV.

X. Strengths and Challenges

What are the strengths of your program? Including the areas of clinical, theory or lab that are going particularly well.

Faculty have a variety of expertise and are actively working as a team to ensure that all aspects of the nursing program are being delivered with quality and consistency. ITT Technical Institute and the nursing program are student driven, and focused on facilitating the students' success. Students are actively engaging in their theory, lab, and clinical classes.

A faculty has been assigned to provide supplemental instruction to students during each week that will provide further assistance to enhancing their knowledge of content and skills. Supplemental instruction is designed to enhance content that relates to weak areas on HESI exams.

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The nursing lab continues to be one of our strengths, as it is equipped with many items that afford the students varied learning opportunities and experiences. Faculty with strong clinical backgrounds are staffing the open lab hours in order to enhance and facilitate student learning.

There are a multitude of resources available to the students such as the Learning Resource Center (LRC) (available on campus), the Virtual Library (available online) computer labs, increased supplemental instruction sessions, tutoring, and career development services.

Other strengths also include team teaching that allows for faculty growth and development, small class sizes of no more than 30 per cohort, a program designed to meet the needs of the non-traditional student, career services department to assist students in maintaining employment if needed while attending school and to help with placement after completing the program, individualized tutoring for students as needed, and faculty and administration that are available during flexible hours during the week for advising and counseling of students.

What are the challenges of your program at this point? Include clinical placements that may not be meeting objectives, faculty that are not teaching in primary specialty area. Include your plan of action to address these issues.

An ongoing challenge has been recruiting a qualified Chair for the nursing program that meets the NSBN regulations. The school has made an offer to a candidate and is awaiting her response. This candidates CV has already been submitted to the Education Consultant to the NSBN to ensure that she meets the Boards requirements for the chair position.

At this time, sufficient clinical contracts are in place to provide current and future clinical opportunities for students. Obtaining clinical placements is an ongoing process. We are continuing to obtain clinical placements in specialty areas as we progress forward in the curriculum. Continued participation in the Clinical Consortium allows an opportunity to work with the other nursing schools and the facilities to ensure we meet the needs of the students for clinical experience.

Faculty interviewing and hiring has and will continue throughout the progression of the program. There are currently 5 full time instructors who have been in place over 6 months and 3 adjunct instructors that have been hired since the last report. We have expanded our advertising for faculty and are working closely with multiple national recruiting agencies. In addition, there has been an adjustment in Nursing Faculty Salary to ensure competiveness with the market demands.

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XI. List all faculty development activities in the past 6 months, in particular, the support for faculty to improve theory or clinical teaching.

Quarterly Faculty In-service:

September 2012: Self-reflection on classroom experiences during the previous quarter followed by discussion of events that were positive and events that could be changed or improved upon.

December 2012: Classroom Management through "Presence"

March 2013: Personality Styles and How it Affects Teaching and Learning

Presentations by Dean in NFO meetings:
- Classroom management and expectations for students
- Academic advising

See Also Appendix V.

XII. Executive summary of the progress of your nursing program to this point in its development addressing how you are managing the many challenges of starting a school of nursing (faculty shortage, faculty conflict, student issues, curriculum issues). Include a section on the issues of patient safety and nursing student clinical experiences.

ITT Technical Institute in Henderson, NV received provisional approval from the Nevada State Board of Nursing (NSBN) to offer the Associate of Applied Science in Nursing Program on April 29, 2010 following the NSBN site visit. Once the Nursing Program received approval from the NSBN, it acquired approval from the Commission on Postsecondary Education in Nevada, received approval from the School's accrediting body, the Accrediting Council for Independent Colleges and Schools (ACICS), hired an administrative coordinator, organized and implemented nursing student admission activities, hired the first faculty, and admitted the first class for the September 13, 2010 quarter. ITT Technical Institute has continued to move forward with the nursing program.

ED00011390

Faculty

Since submission of the last report, the interim campus Director Ms. J. Parma, a consultant with ITT with considerable management experience as well as knowledge of the ITT system has been replaced with a permanent Director. Mr. Kirk Brokowski assumed the Director role October 1, 2012, bringing many years of management experience and following 2 months of ITT Director training to the position. The Assistant Chair, Marjorie Leahy, has been Acting Chair since March 1, 2013. The school offered the Nursing Chair position to a candidate who meets all of the requirements. This candidate's resume has been reviewed by the Education Consultant to the NSBN.

Faculty requirements have been met and interviewing continues to ensure faculty will be in place for future quarters as the program progresses. Since the last report, 3 adjunct instructors have been hired and are actively teaching in their areas of expertise. As with any new program, faculty turnover has occurred for a variety of reasons (Appendix VI). A review of salaries in the area was conducted and ITT Technical Institute has instituted a revised salary schedule.

All faculty are teaching in their areas of expertise and will continue to do so as the program progresses (Appendix VII). All faculty continue orientation for both the ITT Technical Institute campus and the nursing program as needed. All faculty are actively participating in professional development activities, such as working part-time in local healthcare facilities in their area of expertise and CEU related professional development endeavors. Some faculty have been assigned to team teach to provide mentoring for classroom development skills. The VitalSim mannequins have become a popular resource for students, and lab faculty utilize them at every possible opportunity.

Faculty mentoring has continued since inception of the program. Faculty team teaching is included in the one-on-one mentoring. This provides a mechanism that allows faculty colleague support and guidance throughout their team teaching roles. The following training topics have been developed and delivered to the faculty in informal discussions, individual discussions and one-on-one mentoring.

The Teacher-Student Relationship
Managing the Challenge of Teaching
Creativity and Innovation
Exams, Evaluations, and Feedback

Faculty continue to be monitored through quarterly evaluations with guidance being provided for professional development in teaching areas. Most recently mentoring needs have been added to the evaluation process and each faculty will be mentored by an experienced faculty in areas needing improvement.

Regularly scheduled Nursing Faculty Organization meetings have provided the faculty a forum for discussing the various topics associated with the program's growth and progression, as well as a way for the Nursing Program Chair to gather and communicate information to the faculty. The Admissions, Progression, and Graduation Committee and

ED00011391

the Curriculum Committee meet monthly and/or more often if needed. A grievance committee was formed that consists of two faculty members elected during the NFO meeting faculty members serving on the Admissions, Progression and Graduation Committee (APG) and the Nursing Chair. This committee reviews appeals and grievances prior to a decision by the Dean. Recommendations are made to the Dean from this committee.

The faculty have developed as a cohesive group with student success as their shared goal. They regularly provide one-on-one assistance to students as well as referring them to Supplemental Instruction as needed. They are conscientious in regards to ensuring all students needing remediation based on HESI exam scores are assisted to improve upon their learning.

Admissions

Thirty-one (31) students accepted admission and started in the program December of 2011. There have been no further admissions since that time at the direction of the NSBN.

Information sessions and HESI A2 admissions testing are on hold. Prior to suspending recruitment efforts approximately 30 students had expressed interest in the program by attending an information session and writing the HESI A2 admissions exam. Inquiries regarding the program have continued and there is now a waiting list of approximately 60 students.

Student Issues

Students have a variety of forums to express their opinions and recommendations to the nursing program administration staff. These include a Nursing Student Association (NSA), the Nursing Student Advisory Committee (NSAC), and Town Hall meetings. A chapter of the NSA has been formed by the students and has a faculty advisor assigned to them. A student representative has become part of the Curriculum and Admission, Progression, and Graduation Committees.

A Nursing Student Advisory Committee (NSAC) has been formed with each student cohort electing one member and one alternate from their group. Student input is discussed at the NSAC and recommendations presented to the NFO. The Chair of this committee is a member of the Nursing Faculty Organization (NFO) and attends NFO meetings.

Town Hall meetings are held quarterly and are open to all nursing students. Students are encouraged to attend these meetings. Due to the variability of student schedules from quarter to quarter, especially with their clinical obligations, it is an ongoing challenge to maintain consistent participation of student representatives in the NFO, APG and curriculum committees.

ED00011392

Accreditation

The Nursing Administrative Assistant continues working toward organization and development of files that are needed for NLNAC accreditation. Ms. Widman, although having moved to another campus, continues to oversee the work being done to prepare for NLNAC accreditation. She currently has a draft application prepared that is being reviewed by headquarters. Ms. Leahy attended an NLNAC workshop in March of 2011 and is participating in ITT Technical Institute webinars on preparing for NLNAC accreditation.

Monthly conference calls for all Breckinridge School of Nursing Chairs, Campus Directors, and Academic Deans are held to provide a forum for training and open discussion concerning nursing programs for standards. Currently, Self-Study Evaluation Plan (SPEP) training is being conducted during these meetings to provide formal training for Breckinridge School of Nursing standards for nursing programs. A consultant, Diana Scherlin, is available to consult and assist as the campus progresses towards accreditation.

Patient Safety and Student Clinical Experience

Patient safety and nursing student clinical experiences are an integral component of the curriculum for every class, lab, and clinical within the nursing department. All clinical students and faculty have been within compliance per all Clinical Affiliation Agreements during the past six months with two exceptions. One faculty member has been terminated due to unsafe practice in the clinical site and reported to the NSBN.

There has been one medication error which caused no physical harm to the patient. Proper procedures for reporting of the incident were followed and the patient assessed every 15 minutes while the faculty and student were at the site, monitoring for effects of the medication administered. The error was reported to the NSBN and an investigation is underway by the Discipline Committee. The faculty and student have completed counseling and remediation assigned by the school relating to medication safety.

All student, faculty, and site feedback has been positive, and all clinical groups are progressing successfully at this time. Written feedback from the staff of the sites used and from the faculty and students using the site are positive. In addition, when the Chair or Assistant Chair conducts clinical site observations they frequently receive positive feedback from nurses, managers and Directors about the students.

XIII. Near miss /safety report

ED00011393

One near miss by a staff nurse was identified by a student and a medication error averted.

XIV. QSEN integration in curriculum

QSEN competencies are threaded throughout the curriculum. Patient centered care is frequently reinforced by all faculty and age and cultural considerations are discussed with all topics as appropriate. Pain and its' management is taught as a vital sign, considered in all clinical encounters and used in care plans.

The program has been using SBAR for communication in the clinical area for well over a year. Therapeutic communication is part of the curriculum and evaluated in the clinical experiences. The Nevada State Practice Act is used to discuss the different levels of nursing care providers and their scope of practice. Delegation based on this information is also taught and tested.

The use of evidence based care as the basis for why we do what we do is frequently reinforced. Students also report on research articles in class to provide living examples of how and why practice changes over time.

Quality improvement is taught using evidence based practice to help illuminate the process. Students also practice filling out an incident report based on a skit provided by the instructors to help them understand quality improvement.

Safety is addressed in every course, exam and clinical experience. As the students use informatics in almost every clinical experience site, the opportunity to discuss how informatics supports safe patient care is taken.

Thank you for all your hard work to help Nevada develop quality nursing education programs which will eventually improve and maintain high levels of patient safety in healthcare.

ED00011394

Appendix I

NCLEX (G-4) scores for all quarters

September 2012 Quarter

Passed: 5
Failed first attempt: 2
Not yet written: 1

December 2012 Quarter

Not yet written: 9

ED00011395

Appendix II

December 19, 2012

Mr. Jeffrey Georgeson
Director
ITT Technical Institute
9511 Angola Court
Indianapolis, IN 46268

Regulatory011@itt-tech.edu

Dear Mr. Georgeson:

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December 19, 2012
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Subject: New Grant Deferral Letter

The Council has considered your institution's application for a new grant of accreditation. As a result of its review, the Council found the following based on the *Accreditation Criteria*:

Concord and Columbia (South Carolina) additional locations

- There is inadequate documentation to support that regularly schedule faculty meetings are occurring (Section 3-1-544).

Cordova additional location

- Teaching loads are not reasonable for some classes with a lab component (Section 3-4-303).

Columbia (South Carolina) additional location

- Professional development plans do not contain appropriate documentation of professional growth activities (Section 3-1-543 and Glossary).

Tampa additional location

- Two programs do not adequately utilize community resources (Section 3-1-512(c)).

Mr. Jeffrey Georgeson
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Council Action

Therefore, in recognition of the institution's efforts to address the areas of non-compliance, the Council acted to extend the current grant of accreditation through April 30, 2013 or the date of the Council's final decision, whichever is the latest, and to defer further action on the new grant of accreditation until its April 2013 meeting pending receipt of the following information:

Concord and Columbia additional locations

- A list of scheduled faculty meetings for 2013 along with evidence that all faculty meetings scheduled to take place prior to February 15, 2013, have taken place. Documentation must include, but is not limited to, an attendance roster (sign-in sheet) of the faculty members who were present, meeting minutes, and documentation that faculty members who were not present at the meetings have been provided with the minutes for the meetings and other relevant documentation from the meetings.

Cordova additional location

- Evidence that courses IT 113, Structured Cabling, in the academic associate's degree program in Information Technology–Computer Network Systems and NT1210, Introduction to Networking, in the academic associate's degree program in Network Systems Administration do not have an excessive amount of students in the lab components. Documentation must include, but is not limited to, a copy of the campus course schedule for the fall 2012 term and the winter 2013 term that shows all teaching assignments and a course roster for each course offered during those terms. The course schedule and rosters must document that no lab course at the campus has an excessive amount of students per instructor. In cases where lab courses have high enrollments, a teaching assistant or teaching aide must be designated to ensure an appropriate student/teacher ratio for the course. If the campus assigns a teaching assistant or aide, evidence must be presented that qualifies this individual for that position. Documentation must include, but is not limited to, a signed employment letter, signed job description, ACICS data sheet, photocopies of official transcripts for all qualifying credentials held, and a resume.

Columbia additional location

- A current faculty development plan for Ms. Nydia Burdick along with documentation that all activities listed on the plan to be completed prior to February 15, 2013, have been completed. Faculty development plans are to include an appropriate mix of in-service training and professional growth activities and must identify the period of time for which the plan is valid (period not to exceed one year in length), and must be signed by the faculty member and his/her supervisor. Activities listed on the plan must be relevant to the instructors teaching assignment and must be quantifiable.

Tampa additional location

- Evidence that community resources are being utilized to enrich the Project Management and Administration and the Visual Communications programs at the campus. Documentation must include a synopsis of the use of the community resource activities that have occurred and/or been scheduled to occur through February 15, 2013, as well as sign-in sheets that evidence student attendance, signed student waiver forms, acceptance and presentation by guest speakers, and evidence of students on field trips or in other community involvement activities.

Mr. Jeffrey Georgeson
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The information or reports listed above must be received in the Council office electronically by **February 28, 2013**. Failure to provide all information requested by the Council may result in the denial of your institution's application.

The Council is obligated to take adverse action against any institution that fails to come into compliance with the *Accreditation Criteria* within established time frames without good cause. Please consult the Introduction of Title II, Chapter 3 for additional information.

Please contact Ms. Lindsey Withem at (202) 336-6783 if you have any questions.

Sincerely,

(b)(6)

Albert C. Gray, Ph.D.
Executive Director and CEO

c: Ms. Jamilee Zeltner, Akron additional location
Mr. Donald Clendaniel, Albany additional location
Mr. Michael Roane, Albuquerque additional location
Ms. Kim Horn, Arlington additional location
Mr. Raymond Barry, Arnold additional location
Ms. Kim Ingram, Atlanta additional location
Mr. Douglas Howard, Austin additional location
Mr. William Wells, Baton Rouge additional location
Mr. Richard Sean Hart, Bessemer additional location
Ms. Schon Nielson, Boise additional location
Ms. Nadine Palazzolo, Canton additional location
Ms. Cynthia Matson, Cary additional location
Ms. Deborah Brent, Chantilly additional location
Ms. Tina Daley-Ball, Charlotte (South) additional location
Ms. Laurie Pluck, Charlotte (North) additional location
Mr. Chadwick Jaynes, Chattanooga additional location
Mr. William Dotson, Clive additional location
Ms. Allison Hawkins, Clovis additional location
Mr. David Tipps, Columbia additional location
Ms. Jennifer Walters, Columbus additional location
Mr. Jeff Ortega, Concord additional location
Mr. David Cunningham, Cordova additional location
Mr. Randy Scheifer, Dayton additional location
Mr. Nicholas Karimi, Duluth additional location
Ms. Sally Watkins, Dunmore additional location
Ms. April Elston, Earth City additional location
Mr. Matthew Barrett, Eden Prairie additional location
Ms. Nanell Lough, Fort Lauderdale additional location
Ms. Michelle Lawrence, Fort Myers additional location
Mr. Alois Johnson, Fort Wayne additional location
Mr. Lester Burgess, Getzville additional location
Mr. Michael Kranzusch, Green Bay additional location

Mr. Jarvis Racine, Greenfield additional location
Mr. Anthony Berrios, Greenville additional location
Mr. Keith Miller, Harrisburg additional location
Ms. Kirk Borkowski, Henderson additional location
Ms. Tenika Glenn, High Point additional location
Ms. Angelique Walker, Hilliard additional location
Ms. Kathy Shearer, Houston additional locations
Mr. Randal Hayes, Huntington additional location
Ms. Scot Haynes, Jacksonville additional location
Ms. Amy St. Clair, Johnson City additional location
Mr. David Roustio, Kansas City additional location
Mr. Nasser Salmanzadeh, Kennesaw additional location
Mr. Bradley Parish, Knoxville additional location
Mr. Mathew Matisak, Lake Mary additional location
Mr. Dennis Kelley, Lathrop additional location
Mr. Raymond Joll, Levittown additional location
Ms. Jennifer Gripshover, Lexington additional location
Mr. Herb Brubaker, Little Rock additional location
Ms. Jennifer Hill, Liverpool additional location
Mr. Michael Wayne Alcorn, Louisville additional location
Ms. Diane Black, Madison (Alabama) additional location
Mr. Brock Haas, Madison (Mississippi) additional location
Mr. William Vinson, Madison (Wisconsin) additional location
Mr. James Unger, Maumee additional location
Mr. David Dock, Merrillville additional location
Ms. Susan Jenkins, Miami additional location
Mr. Adam Merkle, Mobile additional location
Ms. Kristine Ginley, Mount Prospect additional location
Mr. Christopher Bowcutt, Murray additional location
Ms. Karen Finkenkeller, Nashville additional location
Mr. Steve Reynolds, Newburgh additional location
Ms. Christine Ettehad, Norfolk additional location
Ms. Traci Fletcher-Garrett, Norwood (Ohio) additional location
Ms. Tisha Alie, Norwood (Massachusetts) additional location
Ms. Loretta Davis, North Las Vegas additional location
Ms. Lisa Breitenberg, Oak Brook additional location
Mr. Wally Emerson III, Oklahoma City additional location
Mr. Steve Kollar, Omaha additional location
Mr. Frederick Poblete, Orange additional location
Mr. Elvis Parker, Orland Park additional location
Mr. Chad Muse, Owings Mills additional location
Mr. Brian Mitchell, Oxnard additional location
Mr. Eugene McWhorter, Phoenix additional location
Mr. Robert Bain, Pittsburgh additional location
Mr. Jude Nix, Plymouth Meeting additional location
Mr. Wayne Matulich, Portland additional location
Mr. Chris Stayton, Rancho Cordova additional location
Ms. Rose Galloway, Richardson additional location
Mr. Abdullah Johnson, Richmond additional location

Mr. Jeffrey Georgeson
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Page 7

Mr. Ron Charpia, Salem additional location
Ms. Kathryn Barrera, San Antonio additional location
Ms. Maria Alamat, San Bernardino additional location
Mr. David Parker, San Diego additional location
Mr. Rick Hoke, San Dimas additional location
Mr. Leon Baker, South Bend additional location
Mr. Heath Hulsey, Springfield (Mississippi) additional location
Mr. Dale Turner, Springfield (Virginia) additional location
Ms. Sheryl Gunning, St. Petersburg additional location
Mr. R. Christian Bilich, St. Rose additional location
Ms. Sara Finlay, Strongsville additional location
Ms. Dawn Newman, Swartz Creek additional location
Mr. Dana Martin, Sylmar additional location
Ms. Sheryl Gunning, Tampa, additional location
Mr. Joshua Joseph, Tarentum additional location
Mr. Charles Wilson, Tempe additional location
Ms. Ionela Di Conti, Torrance additional location
Ms. Emily Campbell, Troy additional location
Mr. Arnulfo Runas, Tucson additional location
Ms. Karen Selby, Tulsa additional location
Mr. Gerald Kraatz, Warrensville Heights additional location
Ms. Leslie Scott, Webster additional location
Ms. Sophie Lueth, Westminster additional location
Ms. Rose Horton, Wichita additional location
Ms. Nadine Dowling, Wilmington additional location
Mr. Dennis Hormel, Wyoming additional location
Mr. Frank J. Quartini, Youngstown additional location
Mr. J. Michael DeLong, Texas Workforce Commission
Ms. Cathie Maeyaert, Texas Higher Education Coordinating Board

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

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of the Freedom of Information and Privacy Act

Recognizing & Reducing the risk for
senior suicide 1.0 5/25/10
Rethinking Schizophrenia management: Exploring once-monthly
medication 1.0 5/11/10
Understanding HIV/AIDS discrimination, confidentiality and the
law 2.0 3/25/10
Balancing efficacy & safety in the
treatment of bipolar mania & schizophrenia 1.0 3/16/10
Where should rehabilitation take place 1.0 2/23/10
The neurobiology of bipolar disorder 1.0 12/10/09
Course Name Number of Hours/Units Date of Completion
HIV associated with mental health 2.0 11/10/09
Advance Cardiac Life Support (ACLS) 15 9/17-9/18/09
Introduction to dialectic behavior
therapy (DBT) 6.5 9/17/10

Risk reduction counseling: Assessing
risk, inspiring change 2.0 9/3/09
Fire safety hazard chemicals, disaster
preparedness, abuse & neglect, blood borne
pathogens, HIPAA, infection
control, patient's rights, customer
service, restraints 6.0 8/26/09
Understanding infant adoption 6.0 7/25/09
AIDS in the elderly 2.0 6/23/09
Ethical principles in health care 2.0 6/17/09
Ethics 3.0 6/3/09
Importance of early recognition &
appropriate treatment of bipolar 1.0 5/12/09
Prevention in healthcare 7.0 5/5/09
24th Annual advances in respiratory
care conference 12 4/27-4/28/09
Public benefits workshop 6.0 3/26/09
The clinical challenges in the treatment
of bipolar manic & mixed episodes 1.0 3/10/09
Transitioning nursing care 1.0 2/11/09
Sex, drugs, rock & roll: Alcohol, methamphetamine and HIV
2.0 11/21/08
9th Annual service coordination conference: Caring for the caregiver
6.0 9/23-24/08
Dual relationships & boundaries: Ethical considerations for nurses
2.0 9/24/08
Hepatitis A,B & C 2.4 6/25/08
Licenses and Certificates

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Appendix IV

NFO_Minutes 03-11-13.doc

NFO_Minutes 03-25-13.doc

Appendix V

Faculty Development Activities

09/21/2012 – 04/05/2013

All instructors have attended the quarterly in-services which focus on topics relevant to teaching, learning and classroom management.

Ramon Amezcua
- Creating Student success
- Preparing to Teach
- Basic Teaching Skills
- NSBN Clinical Faculty Academy for Southern Nevada

Kandi Betts-Thomas
- Communication Strategies and Techniques
- Classroom Management Techniques
- How to Motivate college Students
- Evaluation Techniques
- How Adults Lean and Use Knowledge
- Advanced Instructional Techniques
- Questioning Techniques
- Maintaining a Respectful learning Environment
- NSBN Clinical Faculty Academy for Southern Nevada

Esther Larks

- Communication Strategies and techniques
- Classroom Management Techniques
- How to Motivate College Students
- NSBN Clinical Faculty Academy for Southern Nevada
- Preventable Adverse Effects

Marjorie Leahy

- Effective Recruitment Communications
- Section 504
- Bringing Evidence-Based Practice to Life
- Critical thinking: Working Smarter
- Never Events: Nurses' Key Role

Angelina Manchester

- Chronic Diseases Management Conference
- NSBN Clinical Faculty Academy for Southern Nevada

Michelle Neel

- Communication Strategies and Techniques
- Classroom management Techniques
- How to Motivate College Students
- Diversity on the Job: Diversity and You
- Reaching all Students
- Bloom's Taxonomy
- Memory and Cognition
- Instructional Techniques
- NSBN Clinical Faculty Academy for Southern Nevada

Marsha Resler-Stansbury

- Certificate in Peri-Natal Issues
- Communication Strategies and Techniques
- Classroom Management Techniques
- How to Motivate College Students
- Maintaining a Respectful Learning Environment
- Successful Teaching and Emotional Intelligence
- Learning Styles and Multiple Intelligences
- NSBN Clinical Faculty Academy for Southern Nevada
- NSAIDs Raise Risk for Acute Kidney Injury in Children
- RSV Bronchiolitis: Prevention, Identification and Management
- AAP Policy Statement: Emergency Contraception for Teens
- Antidiabetic Drug for Treatment of childhood Obesity
- Onychomycosis in Children
- Risk for Local Injection Site Reactions in children Receiving Vaccinations
- Antimicrobial Agent Linked with Allergic Sensitization in Children
- AAP Issues Immunization Schedule for 2013
- Obesity and Psoriasis Risk in Children

Appendix VI

Faculty retention and turnover.

Name of Provisional Nursing School: ITT Technical Institute / Breckinridge School of Nursing

Date first students started: September 13, 2010

Please list every nursing faculty who has been hired since your program has opened. Accordingly I should then have a list of your current faculty as the date left box is empty for current faculty. Of course add as many rows as you need.

Faculty name	Date of hire	Date left	MSN/ BSN	Full time/part time/adjunct	Reason for leaving
(b)(6)	3/20/13			Adjunct Instructor	
	3/18/13		MSN	Adjunct Instructor	
	1/16/13		MSN	Adjunct Instructor	
	6/4/12		MSN	Full time Instructor	
	7/19/12		MSN	Full time Instructor	
	8/2/12		MSN/Ed	Full time Instructor	
	9/19/12		MSN	Full time Instructor	
	6/4/12		MSN	Full time Instructor	
	6/4/12	03/11/13		Full time Instructor	Transferred to Chair at another site
	12/7/11	6/15/12	MSN	Full time Instructor	Left for another position
	7/19/11	6/15/12	MSN	Full time Instructor	Left for another position
	1/9/12	12/9/12	MSN	Full time Instructor	Competence

(b)(6)	8/22/11	11/17/11	MSN	Nursing Program Chair	Quit without notice
	4/4/12	8/12/12	MSN	Full time Instructor	Left for another position
	3/30/12	5/10/12	MSN	Adjunct Instructor	
	8/5/09	1/1/11	MSN	Consultant, Program Establishment	Program Established Chair Hired
	6/21/11	9/17/12	MSN	Full time Instructor	
	1/26/12	3/8/12	BSN	Adjunct Instructor	No MSN- Special wavier 1Q only
	4/6/11		MSN	Adjunct Instructor	
	3/16/11		MN	Asst. Nursing Program Chair	
	3/31/11	6/7/11	MSN	Full time Instructor	Left for another position
	6/14/11	2/13/13	MSN	Adjunct Instructor	Competence
	4/22/11	6/8/12	MSN	Full time Instructor	Left for another position
	9/1/10	3/2/12	MSN	Full time Instructor	Left for another position
	3/30/11	11/9/11	MSN	Full time Instructor	Competence
	2/12/10	2/16/11	MSN / PhD	Nursing Program Chair	Health

Appendix VII

Full –Time Faculty Areas of Expertise

Ramon Amezcua: Medical Surgical Nursing, Critical Care

Kandi Betts: Mental Health

Esther Larks: Med/Surg and Gerontology

M. Leahy: Med/Surg and Gerontology

Michelle Neel: Medical Surgical Nursing, Critical Care

Marsha Stansbury: Medical Surgical Nursing, has completed a certificate for Maternal/Child Nursing

Part-Time Faculty Areas of Expertise

Madonna Lansing: Pediatrics

Alan Juaregia: Pediatrics, Maternity

Angelina Manchester: Medical/Surgical Nursing

ED00011421

Nevada State Board of
NURSING

April 17, 2013

THE ITT TECHNICAL INSTITUTE
MARJORIE LEAHY, Mr. Kirk Borkowski
168 N GIBSON RD
HENDERSON, NV 89014

Dear Ms. Leahy and Mr Borkowski:

Please take note that Breckinridge School of Nursing at ITT Technical nursing program has been placed on the agenda for the May Nevada State Board of Nursing meeting for review, discussion and action regarding the continued lack of a qualified administrator and clinical safety issues. The meeting will be held May 16-17, 2013 at The Tuscany Hotel and Suites 255 East Flamingo Road Las Vegas, NV 89109. The meeting will commence at 9:00 AM or soon thereafter. The Board will hear all matters, and hearings will continue from day to day until the Board hears each matter. It is anticipated that your matter will be heard 9am on Thursday May 16, 2013.

Thank you for your attention to this matter. Please do not hesitate to contact this office at 702-668-4528 if you have any questions.

Sincerely,
NEVADA STATE BOARD OF NURSING
(b)(6)

Roseann Colosimo, PhD, MSN, RN
Education Consultant

5011 Meadowood Mall Way, Suite 300, Reno, NV 89502-6547 (fax) 775-687-7707
2500 W. Sahara Ave., Suite 207, Las Vegas, NV 89102-4392 (fax) 702-486-5803
www.nevadanursingboard.org • 888-590-6726 • nursingboard@nsbn.state.nv.us

April 17, 2013

Mr. Jeffrey Georgeson
Director
ITT Technical Institute
9511 Angola Court
Indianapolis, IN 46268

Regulatory011@itt-tech.edu

Dear Mr. Georgeson:

ITT TECHNICAL INSTITUTE, INDIANAPOLIS, INDIANA	ID CODE 00016040(MC)
ITT TECHNICAL INSTITUTE, AKRON, OHIO	ID CODE 00026877(AL)
ITT TECHNICAL INSTITUTE, ALBANY, NEW YORK	ID CODE 00015959(AL)
ITT TECHNICAL INSTITUTE, ALBUQUERQUE, NEW MEXICO	ID CODE 00016033(AL)
ITT TECHNICAL INSTITUTE, ARLINGTON, TEXAS	ID CODE 00016035(AL)
ITT TECHNICAL INSTITUTE, ARNOLD, MISSOURI	ID CODE 00016036(AL)
ITT TECHNICAL INSTITUTE, ATLANTA, GEORGIA	ID CODE 00023596(AL)
ITT TECHNICAL INSTITUTE, AUSTIN, TEXAS	ID CODE 00016037(AL)
ITT TECHNICAL INSTITUTE, BATON ROUGE, LOUISIANA	ID CODE 00023482(AL)
ITT TECHNICAL INSTITUTE, BESSEMER, ALABAMA	ID CODE 00016038(AL)
ITT TECHNICAL INSTITUTE, BOISE, IDAHO	ID CODE 00016039(AL)
ITT TECHNICAL INSTITUTE, CANTON, MICHIGAN	ID CODE 00019730(AL)
ITT TECHNICAL INSTITUTE, CARY, NORTH CAROLINA	ID CODE 00023854(AL)
ITT TECHNICAL INSTITUTE, CHANTILLY, VIRGINIA	ID CODE 00020099(AL)
ITT TECHNICAL INSTITUTE, CHARLOTTE, NORTH CAROLINA	ID CODE 00022854(AL)
ITT TECHNICAL INSTITUTE, CHARLOTTE, NORTH CAROLINA	ID CODE 00024817(AL)
ITT TECHNICAL INSTITUTE, CHATTANOOGA, TENNESSEE	ID CODE 00023672(AL)
ITT TECHNICAL INSTITUTE, CLIVE, IOWA	ID CODE 00024018(AL)
ITT TECHNICAL INSTITUTE, CLOVIS, CALIFORNIA	ID CODE 00022365(AL)
ITT TECHNICAL INSTITUTE, COLUMBIA, SOUTH CAROLINA	ID CODE 00023268(AL)
ITT TECHNICAL INSTITUTE, COLUMBUS, OHIO	ID CODE 00024017(AL)
ITT TECHNICAL INSTITUTE, CONCORD, CALIFORNIA	ID CODE 00024233(AL)
ITT TECHNICAL INSTITUTE, CORDOVA, TENNESSEE	ID CODE 00016050(AL)
ITT TECHNICAL INSTITUTE, DAYTON, OHIO	ID CODE 00016065(AL)
ITT TECHNICAL INSTITUTE, DULUTH, GEORGIA	ID CODE 00020606(AL)
ITT TECHNICAL INSTITUTE, DUNMORE, PENNSYLVANIA	ID CODE 00022855(AL)
ITT TECHNICAL INSTITUTE, EARTH CITY, MISSOURI	ID CODE 00016067(AL)
ITT TECHNICAL INSTITUTE, EDEN PRAIRIE, MINNESOTA	ID CODE 00020888(AL)
ITT TECHNICAL INSTITUTE, FORT LAUDERDALE, FLORIDA	ID CODE 00016068(AL)
ITT TECHNICAL INSTITUTE, FORT MYERS, FLORIDA	ID CODE 00024705(AL)
ITT TECHNICAL INSTITUTE, FORT WAYNE, INDIANA	ID CODE 00016076(AL)
ITT TECHNICAL INSTITUTE, GETZVILLE, NEW YORK	ID CODE 00016087(AL)
ITT TECHNICAL INSTITUTE, GREEN BAY, WISCONSIN	ID CODE 00018925(AL)
ITT TECHNICAL INSTITUTE, GREENFIELD, WISCONSIN	ID CODE 00016089(AL)

ITT TECHNICAL INSTITUTE, GREENVILLE, SOUTH CAROLINA	ID CODE 00016090(AL)
ITT TECHNICAL INSTITUTE, HARRISBURG, PENNSYLVANIA	ID CODE 00016049(AL)
ITT TECHNICAL INSTITUTE, HENDERSON, NEVADA	ID CODE 00016092(AL)
ITT TECHNICAL INSTITUTE, HIGH POINT, NORTH CAROLINA	ID CODE 00023785(AL)
ITT TECHNICAL INSTITUTE, HILLIARD, OHIO	ID CODE 00020844(AL)
ITT TECHNICAL INSTITUTE, HOUSTON, TEXAS	ID CODE 00016032(AL)
ITT TECHNICAL INSTITUTE, HOUSTON, TEXAS	ID CODE 00016095(AL)
ITT TECHNICAL INSTITUTE, HUNTINGTON, WEST VIRGINIA	ID CODE 00024404(AL)
ITT TECHNICAL INSTITUTE, JACKSONVILLE, FLORIDA	ID CODE 00016041(AL)
ITT TECHNICAL INSTITUTE, JOHNSON CITY, TENNESSEE	ID CODE 00029681(AL)
ITT TECHNICAL INSTITUTE, KANSAS CITY, MISSOURI	ID CODE 00021681(AL)
ITT TECHNICAL INSTITUTE, KENNESAW, GEORGIA	ID CODE 00021679(AL)
ITT TECHNICAL INSTITUTE, KNOXVILLE, TENNESSEE	ID CODE 00016042(AL)
ITT TECHNICAL INSTITUTE, LAKE MARY, FLORIDA	ID CODE 00016047(AL)
ITT TECHNICAL INSTITUTE, LATHROP, CALIFORNIA	ID CODE 00016043(AL)
ITT TECHNICAL INSTITUTE, LEVITTOWN, PENNSYLVANIA	ID CODE 00019028(AL)
ITT TECHNICAL INSTITUTE, LEXINGTON, KENTUCKY	ID CODE 00022403(AL)
ITT TECHNICAL INSTITUTE, LITTLE ROCK, ARKANSAS	ID CODE 00016044(AL)
ITT TECHNICAL INSTITUTE, LIVERPOOL, NEW YORK	ID CODE 00016045(AL)
ITT TECHNICAL INSTITUTE, LOUISVILLE, KENTUCKY	ID CODE 00016046(AL)
ITT TECHNICAL INSTITUTE, MADISON, ALABAMA	ID CODE 00023855(AL)
ITT TECHNICAL INSTITUTE, MADISON, MISSISSIPPI	ID CODE 00024321(AL)
ITT TECHNICAL INSTITUTE, MADISON, WISCONSIN	ID CODE 00023951(AL)
ITT TECHNICAL INSTITUTE, MAUMEE, OHIO	ID CODE 00022856(AL)
ITT TECHNICAL INSTITUTE, MERRILLVILLE, INDIANA	ID CODE 00024706(AL)
ITT TECHNICAL INSTITUTE, MIAMI, FLORIDA	ID CODE 00016051(AL)
ITT TECHNICAL INSTITUTE, MOBILE, ALABAMA	ID CODE 00023521(AL)
ITT TECHNICAL INSTITUTE, MOUNT PROSPECT, ILLINOIS	ID CODE 00016093(AL)
ITT TECHNICAL INSTITUTE, MURRAY, UTAH	ID CODE 00016052(AL)
ITT TECHNICAL INSTITUTE, NASHVILLE, TENNESSEE	ID CODE 00016053(AL)
ITT TECHNICAL INSTITUTE, NATIONAL CITY, CALIFORNIA	ID CODE 00016071(AL)
ITT TECHNICAL INSTITUTE, NEWBURGH, INDIANA	ID CODE 00016054(AL)
ITT TECHNICAL INSTITUTE, NORFOLK, VIRGINIA	ID CODE 00016055(AL)
ITT TECHNICAL INSTITUTE, NORTH LAS VEGAS, NEVADA	ID CODE 00021736(AL)
ITT TECHNICAL INSTITUTE, NORWOOD, MASSACHUSETTS	ID CODE 00016081(AL)
ITT TECHNICAL INSTITUTE, NORWOOD, OHIO	ID CODE 00016056(AL)
ITT TECHNICAL INSTITUTE, OAK BROOK, ILLINOIS	ID CODE 00016061(AL)
ITT TECHNICAL INSTITUTE, OKLAHOMA CITY, OKLAHOMA	ID CODE 00022338(AL)
ITT TECHNICAL INSTITUTE, OMAHA, NEBRASKA	ID CODE 00016057(AL)
ITT TECHNICAL INSTITUTE, ORANGE, CALIFORNIA	ID CODE 00016034(AL)
ITT TECHNICAL INSTITUTE, ORLAND PARK, ILLINOIS	ID CODE 00016048(AL)
ITT TECHNICAL INSTITUTE, OWINGS MILLS, MARYLAND	ID CODE 00022040(AL)
ITT TECHNICAL INSTITUTE, OXNARD, CALIFORNIA	ID CODE 00016058(AL)
ITT TECHNICAL INSTITUTE, PHOENIX, ARIZONA	ID CODE 00023908(AL)
ITT TECHNICAL INSTITUTE, PITTSBURGH, PENNSYLVANIA	ID CODE 00010175(AL)
ITT TECHNICAL INSTITUTE, PLYMOUTH MEETING, PENNSYLVANIA	ID CODE 00020213(AL)
ITT TECHNICAL INSTITUTE, PORTLAND, OREGON	ID CODE 00016060(AL)
ITT TECHNICAL INSTITUTE, RANCHO CORDOVA, CALIFORNIA	ID CODE 00016062(AL)

ITT TECHNICAL INSTITUTE, RICHARDSON, TEXAS	ID CODE 00016064(AL)
ITT TECHNICAL INSTITUTE, RICHMOND, VIRGINIA	ID CODE 00016066(AL)
ITT TECHNICAL INSTITUTE, SALEM, VIRGINIA	ID CODE 00024922(AL)
ITT TECHNICAL INSTITUTE, SAN ANTONIO, TEXAS	ID CODE 00016069(AL)
ITT TECHNICAL INSTITUTE, SAN BERNARDINO, CALIFORNIA	ID CODE 00016070(AL)
ITT TECHNICAL INSTITUTE, SAN DIMAS, CALIFORNIA	ID CODE 00016085(AL)
ITT TECHNICAL INSTITUTE, SOUTH BEND, INDIANA	ID CODE 00023473(AL)
ITT TECHNICAL INSTITUTE, SPRINGFIELD, MISSOURI	ID CODE 00024502(AL)
ITT TECHNICAL INSTITUTE, SPRINGFIELD, VIRGINIA	ID CODE 00019591(AL)
ITT TECHNICAL INSTITUTE, ST. PETERSBURG, FLORIDA	ID CODE 00023310(AL)
ITT TECHNICAL INSTITUTE, ST. ROSE, LOUISIANA	ID CODE 00016077(AL)
ITT TECHNICAL INSTITUTE, STRONGSVILLE, OHIO	ID CODE 00016075(AL)
ITT TECHNICAL INSTITUTE, SWARTZ CREEK, MICHIGAN	ID CODE 00022410(AL)
ITT TECHNICAL INSTITUTE, SYLMAR, CALIFORNIA	ID CODE 00016078(AL)
ITT TECHNICAL INSTITUTE, TAMPA, FLORIDA	ID CODE 00016079(AL)
ITT TECHNICAL INSTITUTE, TARENTUM, PENNSYLVANIA	ID CODE 00012822(AL)
ITT TECHNICAL INSTITUTE, TEMPE, ARIZONA	ID CODE 00016059(AL)
ITT TECHNICAL INSTITUTE, TORRANCE, CALIFORNIA	ID CODE 00016082(AL)
ITT TECHNICAL INSTITUTE, TROY, MICHIGAN	ID CODE 00016083(AL)
ITT TECHNICAL INSTITUTE, TUCSON, ARIZONA	ID CODE 00016084(AL)
ITT TECHNICAL INSTITUTE, TULSA, OKLAHOMA	ID CODE 00022051(AL)
ITT TECHNICAL INSTITUTE, WARRENSVILLE HEIGHTS, OHIO	ID CODE 00021963(AL)
ITT TECHNICAL INSTITUTE, WEBSTER, TEXAS	ID CODE 00016094(AL)
ITT TECHNICAL INSTITUTE, WESTMINSTER, COLORADO	ID CODE 00016080(AL)
ITT TECHNICAL INSTITUTE, WICHITA, KANSAS	ID CODE 00023509(AL)
ITT TECHNICAL INSTITUTE, WILMINGTON, MASSACHUSETTS	ID CODE 00018832(AL)
ITT TECHNICAL INSTITUTE, WYOMING, MICHIGAN	ID CODE 00016088(AL)
ITT TECHNICAL INSTITUTE, YOUNGSTOWN, OHIO	ID CODE 00011243(AL)

Subject: New Grant Approval Letter

The Council has acted to award your institution a new grant of accreditation to offer programs through the master's degree level through December 31, 2017. This grant of accreditation includes the additional locations and campus additions located at:

- ITT Technical Institute, 3428 W. Market Street, Akron, Ohio 44333, ID Code 00026877, to offer programs through the bachelor's degree level

- ITT Technical Institute, 13 Airline Drive, Albany, New York 12205, ID Code 00015959, to offer programs through the academic associate's degree level

- ITT Technical Institute, 5100 Masthead N.E., Albuquerque, New Mexico 87109, ID Code 00016033, to offer programs through the bachelor's degree level

- ITT Technical Institute, 551 Ryan Plaza Drive, Arlington, Texas 76011, ID Code 00016035, to offer programs through the bachelor's degree level

- ITT Technical Institute, 1930 Meyer Drury Drive, Arnold, Missouri 63010, ID Code 00016036, to offer programs through the bachelor's degree level

- ITT Technical Institute, 485 Oak Place, Suite 800, Atlanta, Georgia 30349, ID Code 00023596, to offer programs through the bachelor's degree level

- ITT Technical Institute, 6330 Highway 290 East, Suite 150, Austin, Texas 78723, ID Code 00016037, to offer programs through the bachelor's degree level

- ITT Technical Institute, 14111 Airline Highway, Suite 101, Baton Rouge, Louisiana 70817, ID Code 00023482, to offer programs through the bachelor's degree level

- ITT Technical Institute, 6270 Park South Drive, Bessemer, Alabama 35022, ID Code 00016038, to offer programs through the bachelor's degree level

- ITT Technical Institute, 12302 Explorer Drive, Boise, Idaho 83713, ID Code 00016039, to offer programs through the bachelor's degree level

- ITT Technical Institute, 1905 Haggerty Road, Canton, Michigan 48188, ID Code 00019730, to offer programs through the bachelor's degree level

- ITT Technical Institute, 5520 Dillard Drive, Suite 100, Cary, North Carolina 27518, ID Code 00023854, to offer programs through the bachelor's degree level

- ITT Technical Institute, 14420 Albemarle Point Place, Suite 100, Chantilly, Virginia 20151, ID Code 00020099, to offer programs through the bachelor's degree level

- ITT Technical Institute, 4135 South Stream Boulevard, Suite 200, Charlotte, North Carolina 28217, ID Code 00022854, to offer programs through the bachelor's degree level

- ITT Technical Institute, 10926 David Taylor Drive, Suite 100, Charlotte, North Carolina 28262, ID Code 00024817, to offer programs through the bachelor's degree level

- ITT Technical Institute, 5600 Brainerd Road, Suite G-1, Chattanooga, Tennessee 37411, ID Code 00023672, to offer programs through the bachelor's degree level

- ITT Technical Institute, 1860 NW 118th Street, Suite 110, Clive, Iowa 50325, ID Code 00024108, to offer programs through the bachelor's degree level

- ITT Technical Institute, 362 North Clovis Avenue, Clovis, California 93612, ID Code 00022365, ID Code 00022365, to offer programs through the bachelor's degree level

- ITT Technical Institute, 1628 Browning Road, Suite 180, Columbia, South Carolina 29210, ID Code 00023268, to offer programs through the bachelor's degree level

- ITT Technical Institute, 4717 Hilton Corporate Drive, Columbus, Ohio 43232, ID Code 00024017, to offer programs through the bachelor's degree level

- ITT Technical Institute, 1140 Galaxy Way, Suite 400, Concord, California 94520, ID Code 00024233, to offer programs through the bachelor's degree level

- ITT Technical Institute, 7260 Goodlett Farms Parkway, Cordova, Tennessee 38016, ID Code 00016050, to offer programs through the bachelor's degree level

- ITT Technical Institute, 3325 Stop Eight Road, Dayton, Ohio 45414, ID Code 00016065, to offer programs through the academic associate's degree level

- ITT Technical Institute, 10700 Abbotts Bridge Road, Suite 190, Duluth, Georgia 30097, to offer programs through the bachelor's degree level

- ITT Technical Institute, 1000 Meade Street, Dunmore, Pennsylvania 18512, ID Code 22855, to offer programs through the academic associate's degree level

- ITT Technical Institute, 3640 Corporate Trail Drive, Earth City, Missouri 63045, ID Code 00016067, to offer programs through the bachelor's degree level

- ITT Technical Institute, 8911 Columbine Road, Eden Prairie, Minnesota 55347, ID Code 00020888, to offer programs through the bachelor's degree level

- ITT Technical Institute, 3401 South University Drive, Fort Lauderdale, Florida 33328, ID Code 00016068, to offer programs through the bachelor's degree level

- ITT Technical Institute, 13500 Powers Court, Suite 100, Fort Myers, Florida 33912, ID Code 00024705, to offer programs through the bachelor's degree level

- ITT Technical Institute, 2810 Dupont Commerce Court, Fort Wayne, Indiana 46826, ID Code 00016076, to offer programs through the bachelor's degree level

- ITT Technical Institute, 2295 Millersport Highway, P.O. Box 327, Getzville, New York 14068, ID Code 00016087, to offer programs through the bachelor's degree level

- ITT Technical Institute, 470 Security Blvd., Green Bay, Wisconsin 54313, ID Code 00018925, to offer programs through the bachelor's degree level

- ITT Technical Institute, 6300 West Layton Ave., Greenfield, Wisconsin 53220, ID Code 00016089, to offer programs through the bachelor's degree level

- ITT Technical Institute, 6 Independence Pointe, Greenville, South Carolina 29615, ID Code 00016090, to offer programs through the bachelor's degree level

- ITT Technical Institute, 449 Eisenhower Boulevard, Suite 100, Harrisburg, Pennsylvania 17111, ID Code 00016049, to offer programs through the academic associate's degree level

- ITT Technical Institute, 168 North Gibson Road, Henderson, Nevada 89014, ID Code 00016092, to offer programs through the bachelor's degree level

- ITT Technical Institute, 4050 Piedmont Parkway, High Point, North Carolina 27265, ID Code 00023785, to offer programs through the bachelor's degree level

- ITT Technical Institute, 3781 Park Mill Run, Suite 1, Hilliard, Ohio 43206, ID Code 00020844, to offer programs through the academic associate's degree level

- ITT Technical Institute, West Campus, 2950 South Gessner Road, Houston, Texas 77063, ID Code 00016032, to offer programs through the bachelor's degree level

- ITT Technical Institute, 15651 North Freeway, Houston, Texas 77090, ID Code 00016095, to offer programs through the bachelor's degree level

- ITT Technical Institute, 5183 U.S. Route 60, Bldg. 1, Suite 40, Huntington, West Virginia 25705, ID Code 00024404, to offer programs through the academic associate's degree level

- ITT Technical Institute, 7011 A.C. Skinner Parkway, Suite 140, Jacksonville, Florida 32256, ID Code 160741, to offer programs through the bachelor's degree level

- ITT Technical Institute, 4721 Lake Park Drive, Johnson City, Tennessee 37615, ID Code 00029681, to offer programs through the bachelor's degree level

- ITT Technical Institute, 9150 East 41st Terrace, Kansas City, Missouri 64133, ID Code 00021681, to offer programs through the bachelor's degree level
- ITT Technical Institute, 2056 ITT Tech Way N.W., Kennesaw, Georgia 30144, ID Code 00021679, to offer programs through the bachelor's degree level
- ITT Technical Institute, 9123 Executive Park Drive, Knoxville, Tennessee 37923, ID Code 00016042, to offer programs through the bachelor's degree level
- ITT Technical Institute, 1400 International Parkway, Lake Mary, Florida 32746, ID Code 00016047, to offer programs through the bachelor's degree level
- ITT Technical Institute, 16916 South Harlan Road, Lathrop, California 95330, ID Code 00016043, to offer programs through the bachelor's degree level
- ITT Technical Institute, 311 Veterans Highway, Levittown, Pennsylvania 19056, ID Code 00019028, to offer programs through the academic associate's degree level
- ITT Technical Institute, 2473 Fortune Drive, Lexington, Kentucky 40509, ID Code 00022403, to offer programs through the bachelor's degree level
- ITT Technical Institute, 12200 Westhaven Drive, Little Rock, Arkansas 72211, ID Code 00016044, to offer programs through the bachelor's degree level
- ITT Technical Institute, 235 Greenfield Parkway, Liverpool, New York 13088, ID Code 00016045, to offer programs through the academic associate's degree level
- ITT Technical Institute, 9500 Ormsby Station Road, Suite 100, Louisville, Kentucky 40223, ID Code 00016046, to offer programs through the bachelor's degree level
- ITT Technical Institute, 9238 Madison Boulevard, Madison, Alabama 35758, ID Code 00023855, to offer programs through the bachelor's degree level
- ITT Technical Institute, 382 Galleria Parkway, Suite 100, Madison, Mississippi 39110, ID Code 00024321, to offer programs through the bachelor's degree level
- ITT Technical Institute, 2450 Rimrock Road, Suite 100, Madison, Wisconsin 53713, ID Code 00023951, to offer programs through the bachelor's degree level

- ITT Technical Institute, 1656 Henthorne Boulevard, Maumee, Ohio 43537, ID Code 00022856, to offer programs through the bachelor's degree level
- ITT Technical Institute, 8488 Georgia Street, Merrillville, Indiana 46410, ID Code 00024706, ID Code 00024706, to offer programs through the bachelor's degree level
- ITT Technical Institute, 7955 North West 12th Street, Suite 119, Miami, Florida 33126, ID Code 00016051, to offer programs through the bachelor's degree level
- ITT Technical Institute, 3100 Cottage Hill Road, Building 3, Mobile, Alabama 36606, ID Code 00023521, to offer programs through the bachelor's degree level
- ITT Technical Institute, 1401 Feehanville Drive, Mount Prospect, Illinois 60056, ID Code 00016093, to offer programs through the bachelor's degree level
- ITT Technical Institute, 920 West Levoy Drive, Murray, Utah 84123, ID Code 00016052, to offer programs through the bachelor's degree level
- ITT Technical Institute, 2845 Elm Hill Pike, Nashville, Tennessee 37214, ID Code 00016053, to offer programs through the bachelor's degree level
- ITT Technical Institute, 401 Mile of Cars Way, Suite 100, National City, California 91950, ID Code 00016071, to offer programs through the bachelor's degree level
- ITT Technical Institute, 10999 Stahl Road, Newburgh, Indiana 47630, ID Code 00016054, to offer programs through the bachelor's degree level
- ITT Technical Institute, 5425 Robin Hood Road, Suite 100, Norfolk, VA 23513, ID Code 00016055, to offer programs through the bachelor's degree level
- ITT Technical Institute, 3825 West Cheyenne Avenue, Suite 600, North Las Vegas, Nevada 89032, ID Code 00021736, to offer programs through the bachelor's degree level
- ITT Technical Institute, 333 Providence Highway, Norwood, Massachusetts 02062, ID Code 00016081, to offer programs through the academic associate's degree level
- ITT Technical Institute, 4750 Wesley Ave., Norwood, Ohio 45212, ID Code 00016056, to offer programs through the academic associate's degree level
- ITT Technical Institute, 800 Jorie Boulevard, Suite 100, Oak Brook, Illinois 60523, ID Code 00016061, to offer programs through the bachelor's degree level

- ITT Technical Institute, 50 Penn Place Office Tower, Suite 305 R, 1900 NW Expressway, Oklahoma City, Oklahoma 73118, ID Code 00022338, to offer programs through the bachelor's degree level

- ITT Technical Institute, 1120 North 103rd Plaza, Suite 200, Omaha, Nebraska 68114, ID Code 00016057, to offer programs through the bachelor's degree level

- ITT Technical Institute, 4000 West Metropolitan Drive, Suite 100, Orange, California 92868, ID Code 00016034, to offer programs through the bachelor's degree level

- ITT Technical Institute, 11551 184th Place, Orland Park, Illinois 60467, ID Code 00016048, to offer programs through the bachelor's degree level

- ITT Technical Institute, 11301 Red Run Boulevard, Owings Mills, Maryland 21117, ID Code 00022040, to offer programs through the bachelor's degree level

- ITT Technical Institute, 2051 Solar Drive, Suite 150, Oxnard, California 93030, ID Code 00016058, to offer programs through the bachelor's degree level

- ITT Technical Institute, 10220 North 25th Avenue, Suite 100, Phoenix, Arizona 85021, ID Code 00023908, to offer programs through the bachelor's degree level

- ITT Technical Institute, Ten Parkway Center, Pittsburgh, Pennsylvania 15220, ID Code 00010175, to offer programs through the academic associate's degree level

- ITT Technical Institute, 220 West Germantown Pike, Suite 100, Plymouth Meeting, Pennsylvania 19462, to offer programs through the academic associate's degree level

- ITT Technical Institute, 9500 Northeast Cascades Parkway, Portland, Oregon 97220, ID Code 00016060, to offer programs through the bachelor's degree level

- ITT Technical Institute, 10863 Gold Center Drive, Rancho Cordova, California 95670, ID Code 00016062, to offer programs through the bachelor's degree level

- ITT Technical Institute, 2101 Waterview Parkway, Richardson, Texas 75080, ID Code 00016064, to offer programs through the bachelor's degree level

- ITT Technical Institute, 300 Gateway Center Parkway, Richmond, Virginia 23235, ID Code 00016066, to offer programs through the bachelor's degree level

- ITT Technical Institute, 2159 Apperson Drive, Salem, Virginia 24153, ID Code 00024922, to offer programs through the bachelor's degree level
- ITT Technical Institute, 5700 Northwest Parkway, San Antonio, Texas 78249, ID Code 00016069, to offer programs through the bachelor's degree level
- ITT Technical Institute, 670 East Carnegie Drive, San Bernardino, California 92408, ID Code 00016070, to offer programs through the bachelor's degree level
- ITT Technical Institute, 650 West Cienega Avenue, San Dimas, California 91773, ID Code 00016085, to offer programs through the bachelor's degree level
- ITT Technical Institute, 17390 Dugdale Drive, South Bend, Indiana 46635, ID Code 00023473, to offer programs through the bachelor's degree level
- ITT Technical Institute, 3216 S. National Avenue, Springfield, Missouri 65807, ID Code 00024502, to offer programs through the bachelor's degree level
- ITT Technical Institute, 7300 Boston Boulevard, Springfield, Virginia 22153, ID Code 00019591, to offer programs through the bachelor's degree level
- ITT Technical Institute, 877 Executive Center Drive, Suite 100, St. Petersburg, Florida 33702, ID Code 00023310, to offer programs through the bachelor's degree level
- ITT Technical Institute, 140 James Drive East, St. Rose, Louisiana 70087, ID Code 00016077, to offer programs through the bachelor's degree level
- ITT Technical Institute, 14955 Sprague Road, Strongsville, Ohio 44136, ID Code 00016075, to offer programs through the academic associate's degree level
- ITT Technical Institute, 6359 Miller Road, Swartz Creek, Michigan 48473, ID Code 00022410, to offer programs through the bachelor's degree level
- ITT Technical Institute, 12669 Encinitas Ave., Sylmar, California 91342, ID Code 00016078, to offer programs through the bachelor's degree level
- ITT Technical Institute, 4809 Memorial Highway, Tampa, Florida 33634, ID Code 00016079, to offer programs through the bachelor's degree level

- ITT Technical Institute, 100 Pittsburg Mills Circle, Suite 100, Tarentum, Pennsylvania 15084, ID Code 00012822, to offer programs through the academic associate's degree level

- ITT Technical Institute, 5005 S. Wendler Drive, Tempe, Arizona 85282, ID Code 00016059, to offer programs through the bachelor's degree level

- ITT Technical Institute, 2555 West 190th Street, Suite 125, Torrance, California 90504, ID Code 00016082, to offer programs through the bachelor's degree level

- ITT Technical Institute, 1522 East Big Beaver Road, Troy, Michigan 48083, ID Code 00016083, to offer programs through the bachelor's degree level

- ITT Technical Institute, 1455 West River Road, Tucson, Arizona 85704, ID Code 00016084, to offer programs through the bachelor's degree level

- ITT Technical Institute, 4500 South 129th East Avenue, Suite 152, Tulsa, Oklahoma 74146, ID Code 00022051, to offer programs through the bachelor's degree level

- ITT Technical Institute, 4700 Richmond Road, Warrensville Heights, Ohio 44128, ID Code 00021963, to offer programs through the academic associate's degree level

- ITT Technical Institute, 1001 Magnolia Avenue, Webster, Texas 77598, ID Code 00016094, to offer programs through the bachelor's degree level

- ITT Technical Institute, 8620 Wolff Court, Suite 100, Westminster, Colorado 80031, ID Code 00016080, to offer programs through the bachelor's degree level

- ITT Technical Institute, 8111 E 32nd Street North, Suite 103, Wichita, Kansas 67226, ID Code 00023509, to offer programs through the bachelor's degree level

- ITT Technical Institute, 200 Ballardvale Street, Suite 200, Wilmington, Massachusetts 01887, ID Code 00018832, to offer programs through the bachelor's degree level

- ITT Technical Institute, 1980 Metro Court, S.W., Wyoming, Michigan 49519, ID Code 00016088, to offer programs through the bachelor's degree level

- ITT Technical Institute, 1030 North Meridian Road, Youngstown, Ohio 44509, ID Code 00011243, to offer programs through the bachelor's degree level

The Council is pleased to have this continued relationship with your institution. Please contact Ms. Lindsey Withem at (202) 336-6783 if you have any questions.

Sincerely,

(b)(6)

Albert C. Gray, Ph.D.
Executive Director and CEO

c: Ms. Jamilee Zeltner, Akron additional location (Regulatory131@itt-tech.edu)
Mr. Donald Clendaniel, Albany additional location (Regulatory094@itt-tech.edu)
Mr. Michael Roane, Albuquerque additional location (Regulatory060@itt-tech.edu)
Ms. Kim Horn, Arlington additional location (Regulatory044@itt-tech.edu)
Mr. Raymond Barry, Arnold additional location (Regulatory091@itt-tech.edu)
Ms. Kim Ingram, Atlanta additional location (Regulatory109@itt-tech.edu)
Mr. Douglas Howard, Austin additional location (Regulatory030@itt-tech.edu)
Mr. William Wells, Baton Rouge additional location (Regulatory108@itt-tech.edu)
Mr. John Schuman, Bessemer additional location (Regulatory082@itt-tech.edu
Ms. Schon Nielson, Boise additional location (Regulatory046@itt-tech.edu)
Ms. Nadine Palazzolo, Canton additional location (Regulatory059@itt-tech.edu)
Ms. Cynthia Matson, Cary additional location (Regulatory114@itt-tech.edu)
Ms. Deborah Brent, Chantilly additional location (Regulatory063@itt-tech.edu)
Ms. Tina Daley-Ball, Charlotte (South) additional location (Regulatory105@itt-tech.edu)
Ms. Laurie Pluck, Charlotte (North) additional location (Regulatory127@itt-tech.edu)
Mr. Chadwick Jaynes, Chattanooga additional location (Regulatory110@itt-tech.edu)
Mr. William Dotson, Clive additional location (Regulatory117@itt-tech.edu)
Ms. Allison Hawkins, Clovis additional location (Regulatory061@itt-tech.edu)
Mr. David Tipps, Columbia additional location (Regulatory106@itt-tech.edu)
Ms. Jennifer Walters, Columbus additional location (Regulatory118@itt-tech.edu)
Ms. Stephanie Henry, Concord additional location (Regulatory124@itt-tech.edu)
Mr. David Cunningham, Cordova additional location (Regulatory048@itt-tech.edu)
Mr. Randy Scheifer, Dayton additional location (Regulatory013@itt-tech.edu)
Mr. Nicholas Karimi, Duluth additional location (Regulatory071@itt-tech.edu)
Ms. Sally Watkins, Dunmore additional location (Regulatory101@itt-tech.edu)
Ms. April Elston, Earth City additional location (Regulatory016@itt-tech.edu)
Mr. Matthew Barrett, Eden Prairie additional location (Regulatory027@itt-tech.edu)
Ms. Nanell Lough, Fort Lauderdale additional location (Regulatory068@itt-tech.edu)
Ms. Michelle Lawrence, Fort Myers additional location (Regulatory126@itt-tech.edu)
Mr. Alois Johnson, Fort Wayne additional location (Regulatory014@itt-tech.edu)
Mr. Lester Burgess, Getzville additional location (Regulatory086@itt-tech.edu)
Mr. Michael Kranzusch, Green Bay additional location (Regulatory019@itt-tech.edu)

Mr. Jarvis Racine, Greenfield additional location (Regulatory065@itt-tech.edu)
Mr. Anthony Berrios, Greenville additional location (Regulatory072@itt-tech.edu)
Mr. Keith Miller, Harrisburg additional location (Regulatory084@itt-tech.edu)
Ms. Kirk Borkowski, Henderson additional location (Regulatory090@itt-tech.edu)
Ms. Tenika Glenn, High Point additional location (Regulatory115@itt-tech.edu)
Ms. Angelique Walker, Hilliard additional location (Regulatory022@itt-tech.edu)
Ms. Kathy Shearer, Houston additional locations (Regulatory045@itt-tech.edu) (Regulatory025@itt-tech.edu)
Mr. Randal Hayes, Huntington additional location (Regulatory123@itt-tech.edu)
Ms. Scot Haynes, Jacksonville additional location (Regulatory067@itt-tech.edu)
Ms. Amy St. Clair, Johnson City additional location (Regulatory134@itt-tech.edu)
Mr. David Roustio, Kansas City additional location (Regulatory029@itt-tech.edu)
Mr. Nasser Salmanzadeh, Kennesaw additional location (Regulatory034@itt-tech.edu)
Mr. Bradley Parish, Knoxville additional location (Regulatory057@itt-tech.edu)
Mr. Mathew Matisak, Lake Mary additional location (Regulatory023@itt-tech.edu)
Mr. Dennis Kelley, Lathrop additional location (Regulatory093@itt-tech.edu)
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Ms. Jennifer Gripshover, Lexington additional location (Regulatory102@itt-tech.edu)
Mr. Herb Brubaker, Little Rock additional location (Regulatory078@itt-tech.edu)
Ms. Jennifer Hill, Liverpool additional location (Regulatory095@itt-tech.edu)
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Ms. Diane Black, Madison (Alabama) additional location (Regulatory116@itt-tech.edu)
Mr. Brock Haas, Madison (Mississippi) additional location (Regulatory121@itt-tech.edu)
Mr. William Vinson, Madison (Wisconsin) additional location (Regulatory120@itt-tech.edu)
Mr. James Unger, Maumee additional location (Regulatory104@itt-tech.edu)
Mr. David Dock, Merrillville additional location (Regulatory125@itt-tech.edu)
Ms. Susan Jenkins, Miami additional location (Regulatory088@itt-tech.edu)
Mr. Adam Merkle, Mobile additional location (Regulatory112@itt-tech.edu)
Ms. Kristine Ginley, Mount Prospect additional location (Regulatory050@itt-tech.edu)
Mr. Christopher Bowcutt, Murray additional location (Regulatory015@itt-tech.edu)
Ms. Karen Finkenkeller, Nashville additional location (Regulatory064@itt-tech.edu)
Mr. David Parker, National City additional location (Regulatory039@itt-tech.edu)
Mr. Steve Reynolds, Newburgh additional location (Regulatory012@itt-tech.edu)
Ms. Christine Ettehad, Norfolk additional location (Regulatory058@itt-tech.edu)
Ms. Traci Fletcher-Garrett, Norwood (Ohio) additional location (Regulatory085@itt-tech.edu)
Ms. Tisha Alie, Norwood (Massachusetts) additional location (Regulatory052@itt-tech.edu)
Ms. Loretta Davis, North Las Vegas additional location (Regulatory147@itt-tech.edu)
Ms. Lisa Breitenberg, Oak Brook additional location (Regulatory092@itt-tech.edu)
Mr. Wally Emerson III, Oklahoma City additional location (Regulatory103@itt-tech.edu)

Mr. Steve Kollar, Omaha additional location (Regulatory066@itt-tech.edu)
Mr. Frederick Poblete, Orange additional location (Regulatory047@itt-tech.edu)
Mr. Elvis Parker, Orland Park additional location (Regulatory074@itt-tech.edu)
Mr. Chad Muse, Owings Mills additional location (Regulatory017@itt-tech.edu)
Mr. Brian Mitchell, Oxnard additional location (Regulatory079@itt-tech.edu)
Mr. Eugene McWhorter, Phoenix additional location (Regulatory119@itt-tech.edu)
Mr. Robert Bain, Pittsburgh additional location (Regulatory070@itt-tech.edu)
Mr. Jude Nix, Plymouth Meeting additional location (Regulatory055@itt-tech.edu)
Mr. Wayne Matulich, Portland additional location (Regulatory033@itt-tech.edu)
Mr. Chris Stayton, Rancho Cordova additional location (Regulatory037@itt-tech.edu)
Ms. Rose Galloway, Richardson additional location (Regulatory096@itt-tech.edu)
Mr. Abdullah Johnson, Richmond additional location (Regulatory097@itt-tech.edu)
Mr. Ron Charpia, Salem additional location (Regulatory129@itt-tech.edu)
Ms. Kathryn Barrera, San Antonio additional location (Regulatory056@itt-tech.edu)
Ms. Maria Alamat, San Bernardino additional location (Regulatory031@itt-tech.edu)
Mr. Rick Hoke, San Dimas additional location (Regulatory041@itt-tech.edu)
Mr. Leon Baker, South Bend additional location (Regulatory111@itt-tech.edu)
Mr. Heath Hulsey, Springfield (Missouri) additional location (Regulatory122@itt-tech.edu)
Mr. Dale Turner, Springfield (Virginia) additional location (Regulatory035@itt-tech.edu)
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Mr. R. Christian Bilich, St. Rose additional location (Regulatory098@itt-tech.edu)
Ms. Sara Finlay, Strongsville additional location (Regulatory083@itt-tech.edu)
Ms. Dawn Newman, Swartz Creek additional location (Regulatory062@itt-tech.edu)
Mr. Dana Martin, Sylmar additional location (Regulatory042@itt-tech.edu)
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Mr. Gerald Kraatz, Warrensville Heights additional location (Regulatory043@itt-tech.edu)
Ms. Leslie Scott, Webster additional location (Regulatory087@itt-tech.edu)
Ms. Sophie Lueth, Westminster additional location (Regulatory049@itt-tech.edu)
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Ms. Nadine Dowling, Wilmington additional location (Regulatory018@itt-tech.edu)
Mr. Dennis Hormel, Wyoming additional location (Regulatory036@itt-tech.edu)
Mr. Frank J. Quartini, Youngstown additional location (Regulatory024@itt-tech.edu)
Mr. J. Michael DeLong, Texas Workforce Commission (michael.delong@twc.state.tx.us)
Ms. Cathie Maeyaert, Texas Higher Education Coordinating Board (cathie.maeyaert@thecb.state.tx.us)

Ms. Laura Metune, California Bureau for Private Postsecondary Education
(laura.metune@dca.ca.gov)
Ms. Leeza Rifredi, California Bureau for Private Postsecondary Education
(leeza.rifredi@dca.ca.gov)

Nevada State Board of
NURSING

February 27, 2013

De. Faye McHaney
National Nursing Chair
Breckinridge School Of Nursing
168 N Gibson Rd
Henderson, NV 89014

Re: Complaint submitted regarding(b) (6)

Dear Dr. McHaney:

Thank you for submitting the information regarding the above referenced individual. A formal investigation has been initiated. You will be contacted if any further information is needed. While the case is under investigation, no information can be provided.

As the complainant, you will be informed of the disposition of this case. Thank you for your cooperation in this matter. If you have any questions, please do not hesitate to contact this office in writing, or by telephone at 888-590-6726, extension 77730.

Sincerely,
NEVADA STATE BOARD OF NURSING

(b)(6)

Linda Aure, RN
Investigator

5011 Meadowood Mall Way, Suite 300, Reno, NV 89502-6567 (phone) 775-687-7700 (fax) 775-687-7707
2500 W. Sahara Ave., Suite 207, Las Vegas, NV 89102-4392 (phone) 702-486-5800 (fax) 702-486-5803
www.nevadanursingboard.org • 888-590-6726 • nursingboard@nsbn.state.nv.us

BEFORE THE NEVADA STATE BOARD OF NURSING

IN THE MATTER OF (b) (6), (b) (7)(C) LICENSED PROFESSIONAL NURSE NEVADA LICENSE NO. RN73275 RESPONDENT	SUBPOENA DUCES TECUM CASE NO. 0255-13C

The State of Nevada, acting by and through the State Board of Nursing, pursuant to NRS 632.360, sends greetings to:

De. Faye McHaney
National Nursing Chair
Breckinridge School Of Nursing
168 N Gibson Rd
Henderson, NV 89014

THE BOARD COMMANDS YOU to produce legible CERTIFIED TRUE COPIES of all original records concerning:

1. Application for employment, resume, date of hire, job description, all disciplinary and/or counseling notices on file, last two performance evaluations, and termination report if applicable for (b) (6), (b) (7)(C) .
2. Regarding student Anita Schafer noted in the complaint submitted to the Board of Nursing please submit her transcripts, and documentation of medication administration instruction.
3. Policy for medication administration for students during clinical rotations at facilities when supervised by a clinical instructor, including drawing up of injectable medications, administration of injectable medication, including high risk medications, and verification of the right medication, right dose, right route, right patient, etc.
4. Policy/procedures followed by clinical instructors supervising student nurses administering medications.
5. Name and address of the facility that the medication error occurred, and name of the nurse who drew up the medication and the charge nurse for the day and shift the medication error occurred.

Original records means all records in your office or in your possession, including any written reproductions, notes, other written records received or produced by you, or any person employed by you, or other tangible things related to these records.

Failure to produce the books and papers required by this subpoena duces tecum will result in such penalties as prescribed by law. See NRS 632.390. You shall produce the above named material **by 5:00 p.m. on the 19th day of March 2013**, at Nevada State Board of Nursing, 5011 Meadowood Mall Way, No. 300, Reno, Nevada, 89502-6547.

The information requested above is relevant and material to an ongoing administrative investigation by the Nevada State Board of Nursing. Further, the information requested above is specific and limited in scope to be only that information necessary for the administrative investigation. The information requested above is necessary because de-identified information cannot be used in the administrative investigation.

The Nevada State Board of Nursing is aware of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Pursuant to 45 CFR 164.512(f)(1)(ii)(C), a covered entity shall disclose protected health information to the Nevada State Board of Nursing upon the issuance of an administrative subpoena.

We will leave a copy of this subpoena with you and maintain the original in our files.

Dated: February 27, 2013

NEVADA STATE BOARD OF NURSING

(b)(6)

Linda Aure, RN
Investigator

CERTIFICATE OF SERVICE

I certify that I am an employee of the Nevada State Board of Nursing and that on this February 27, 2013, I served a copy of the foregoing SUBPOENA DUCES TECUM, by placing said document in the U.S. Mail, certified, return receipt requested and postage prepaid, addressed to:

De. Faye McHaney
National Nursing Chair
Breckinridge School Of Nursing
168 N Gibson Rd
Henderson, NV 89014

(b)(6)

Linda Aure, RN
Investigator

ED00011440

I certify that I am an employee of BRECKINRIDGE SCHOOL OF NURSING and that the attached are full, true and correct copies of all the originals of:

1. Application for employment, resume, date of hire, job description, all disciplinary and/or counseling notices on file, last two performance evaluations, and termination report if applicable for (b) (6), (b) (7)(C) .
2. Regarding student Anita Schafer noted in the complaint submitted to the Board of Nursing please submit her transcripts, and documentation of medication administration instruction.
3. Policy for medication administration for students during clinical rotations at facilities when supervised by a clinical instructor, including drawing up of injectable medications, administration of injectable medication, including high risk medications, and verification of the right medication, right dose, right route, right patient, etc.
4. Policy/procedures followed by clinical instructors supervising student nurses administering medications.
5. Name and address of the facility that the medication error occurred, and name of the nurse who drew up the medication and the charge nurse for the day and shift the medication error occurred.

Signature_____

State of Nevada

County of _____

This instrument was acknowledged before me on_____(date)

by_____(name) as _____

_____(title) of BRECKINRIDGE SCHOOL OF NURSING.

_____
Notary Public

Medication Error

Health South 100 Hall

Friday, February 1, 2013

On Friday, February 13, 2013, the undersigned was the relief instructor for a clinical experience due to instructor illness. Upon checking my voicemail during my lunch hour, I found a message from (b)(6) (b) (6) , MSN RN who was the instructor for a gerontology clinical experience at HealthSouth in Henderson. Her message informed me that the student (b)(6) had made a medical error and was very upset. The message included the information that everything that needed to be done regarding the medication error had been done but that she could not calm the student down. The message continued that the student was crying, did not want to finish out the day and was very concerned she would be expelled from the program.

Upon hearing the message, I immediately called Ms. (b) (6) . She told me that the student had given an injection of Heparin to the wrong patient. She indicated to me that she had been right there and didn't know how it happened. She also told me that she and the student had notified the charge nurse and the nursing supervisor. The nursing supervisor advised the charge nurse to notify the doctor and the student and the instructor notified the patient. Ms. (b) (6) also indicated that an incident report had been filled out. She reiterated that she could not calm down the student. I asked that she put the student on the telephone.

(b)(6) was indeed still crying and very upset. I spoke with her about safe nursing practice and she repeated several times that she would never again give an injection without asking the patient to state their name and birth date. Upon questioning, she told me that she had been speaking with the patient but had not asked him to specifically state his name. As we talked, she slowly calmed down and stopped crying. She said, "I am so afraid that I will be out of the program". I told her that we would be talking to her the following week but that she would not be out of the program. I also informed her that of course, if it happened again, the outcome may be different. I reminded her of her obligation to her patients and advised her that she must put the incident aside for the time being and provide the necessary patient care. She stated that she understood, reiterated again that she would always ask the patient to state their name and returned the telephone to Ms. (b) (6)

I told Ms. (b) (6) that I had advised the student to remember her obligation to her other patients and that I expected her to finish out the day. Ms. (b) (6) also again reiterated that she didn't know how it happened stating, "I usually draw up the medication with the student but the nurse wanted to do it and I was there when she handed it to the student." I saw her talking to the patient but as soon as she finished the injection, she told me it was the wrong patient. I told Ms. (b) (6) that we would have to leave it where it was for now as I could not leave clinical and that we would discuss it further on Monday, February 4.

After returning to the school after clinical on Friday afternoon, I e-mailed Dr. F. McHaney and advised her of the medication error. Upon checking my e-mail Monday morning on my arrival at work, there was an e-mail from Dr. McHaney that acknowledged receipt of my email. Over the course of the morning, Dr. McHaney and I spoke several times regarding the incident as she asked me for clarification on the sequence of events and what had been said. She reminded me to follow up with the facility concerning the matter.

Following Dr. McHaney's instructions, I called HealthSouth 100 Hall. The charge nurse (b)(6) was not at work so I asked for the supervisor, (b)(6) I informed Ms. Vladimor that our Interim Chair, Dr. F. McHaney was doing an investigation of the incident and that we were following up on it here at the school. Ms. Vladimor's comment was, "I hope you're not too hard on them". I stated that it was our policy and they would at least be reprimanded". She responded, "Oh, okay, I was really hoping they wouldn't get fired or something over this." I asked her if she needed anything else from us and she stated that she did not, that the doctor had been notified and an incident report filled out. I thanked her and she responded, "I'll let the CEO know also." I thanked her and we said goodbye.

I then informed Dr. McHaney by e-mail that I had indeed followed up with the clinical facility.

Marjorie J. Leahy MN RN

Assistant Chair/Clinical Coordinator

Breckinridge School of Health Sciences Henderson NV

Breckinridge School of Nursing

Tuesday, February 5, 2013

Breckinridge
School of Nursing
and Health Sciences
@ ITT Technical Institute.

February 6, 2013

Roseann Colosimo PhD MSN RN
Education Consultant
Nevada State Board of Nursing
2500 W. Sahara Ave., Suite 207
Las Vegas, 89102-4392

Ref: Medication error occurring Friday, February 1, 2013 at HealthSouth Clinical Site

Dear Dr. Colosimo,

As reported by Ms. Leahy, a medication error was reported to her at Breckinridge School of Nursing at ITT Technical Institute, Henderson on February 1, 2013 by Ms. (b) (6) , Clinical Instructor. This incident was reported to me via email late Friday and I did not view the email until February 4, 2013 as I am out of town on personal business. I immediately requested a report of the incident from Ms. (b) (6) A copy of her report is attached and outlines the incident that occurred. I instructed Ms. Leahy to follow-up with the clinical site administrator and instructed her to report the incident to the NSBN which she did. I also requested that Ms. Leahy write a report of the situation to include her follow-up with the clinical site since she was directly involved. That report is attached as well and Ms. Leahy did report the incident to Dr. Colosimo on February 4, 2013.

Please let me know if you have any questions.

Best Regards,

(b)(6)

Dr. Faye McHaney
National Nursing Chair, Breckinridge School of Nursing and Health Services at ITT Educational Services
Henderson, NV
702-558-5404

February 4, 2013

Dear Faye,

On February 1, 2013, a medication error occurred at HealthSouth. The patient's nurse drew up an injection of Heparin for the student to administer to the patient in room 100, door. I observed as the nurse drew up the medication. The student and I entered the room to administer the medication to the patient in the bed by the door. The student walked over to the patient by the window and spoke to him stating this was a blood thinner and administered the injection. I observed this behavior. As soon as she administered the injection, she told me it was the wrong patient. She stated, "It should have been given to the patient by the door," but she administered the medication to patient by the window. The student involved is (b)(6)

I immediately notified the patient's nurse and the charge nurse. The patient's nurse notified the patient's doctor and the student nurse and I notified the patient. A medication error incident report was filled out. The charge nurse and I went over with the student where the breakdown occurred in the administering of the medication. The student stated that she should have looked at the patient's ID band because she just talked with the patient and did not have the patient repeat name and birthday.

The student was very upset, so I removed the student from the clinical setting to a private room to calm her down and notified Ms. Marjorie Leahy, Assistant Chair and Clinical Coordinator, of the above incident. Ms. Leahy spoke to the student to calm her, reminding her of her obligation to her other patients. The student and I finished the day with no further incidents.

(b) (6) RN, MSN

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Breckinridge
SCHOOL OF NURSING
@ ITT Technical Institute.

February 4, 2013

Roseann Colosimo PhD MSN RN
Education Consultant
Nevada State Board of Nursing
2500 W. Sahara Ave., Suite 207
Las Vegas, 89102-4392

Roseann,

This letter serves as official notification to the Nevada State Board of Nursing that I am stepping down as Interim Chair of Nursing, Breckinridge School of Nursing at ITT Technical Institute, Henderson effective February 4, 2013. Mr. Borkowski and I are pleased to announce that Mr. Ramon Amezcua, Jr. accepted the position of Nursing Program Chair on January 30, 2013 and will assume the position of Chair effective today, February 4, 2013.

As the National Chair of Nursing I will continue to provide support to this campus as needed.

Respectfully,

(b)(6)

Donna Faye McHaney, DNP, MSN, RN, FNP-BC
National Chair, Breckinridge School of Nursing

From: Sheri Campfield at HQ
To: "Shameka Erby"
Subject: ITT Tech Henderson Nursing Program Updates
Date: Thursday, January 10, 2013 2:21:00 PM
Attachments: 13. NURS Student Complaint and Response 120512.pdf
14. NSBN Subpoena and Response 010713.zip

Ms. Erby,

Updated correspondence is provided to you on behalf of ITT Tech Henderson as required under adverse action reporting requirements. I am keeping the following log – new items being provided with this submission are in red font below (#14 & #15).

Doc #	Date	Nevada Board of Nursing – Correspondence Listing
1	4/30/10	NSBN Nursing Program Approval Letter
NA	1/2011	NSBN Provisional Site Survey Visit
2	11/22/11	Grade Change Approval Request (requiring minimum "B") Submitted and NSBN Response
3	12/6/11	NSBN Letter Concerning Required January 2012 Board Appearance
4	1/19/12	NSBN Board Appearance Response Letter – Notification to halt admissions and directed site survey.
5	1/25/12	NSBN Waiver Approval – T. Jones Qualifications
NA	2/2012	NSBN Directed Survey Visit
6	2/17/12	NSBN Letter Concerning Required March 2012 Board Appearance
7	3/2012	NSBN Survey Report (thru February 2012 Survey Visit)
8	3/26/12	NSBN Letter of Response from institution's March 2012 board meeting appearance addressing site visit concerns from February 2012. *Note – there was no formal, written response required to be submitted to the NSBN. The concerns raised during the visit were addressed in person by the institution at the March 2012 Board Meeting. The institution's response to the Board's concerns as addressed in person was provided to ACICS on 4/24/12 (Exhibit A).*
9	October 2010 April 2011 October 2011 April 2012 October 2012	Six Month Report Submissions to NSBN *(standard NSBN reporting requirement).*
		NSBN Directed Survey Visit – reassessment improvements

N/A	10/1-2/2012	since the 2/2012 visit.
10	9/24/12	Formal Chair Notification from campus to NSBN (prior was verbal)
11	10/3/12	NSBN Site Visit Report
12	10/14/12	Campus Written Response to Site Visit Report
13	9/9/12	NSBN Response Following November 7, 2012 Board Appearance
14	**12/5/12**	**Student Complaint and campus response.**
15	**1/7/13**	**NSBN Subpoena and response related to #14 above.**

Sheri Campfield
Regulatory Affairs Manager
ITT Educational Services, Inc.
719-203-5438

Implementation Guide

Associate Degree Nursing

Revised March 2011

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Nursing Implementation Guide
March 2011

Implementation Guide

Associate Degree in Nursing

The overall objective of this guide is to provide program background and additional details required for implementing the Nursing curricula.

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Nursing Program Generic Implementation Overview

HQ = ITT Headquarters
SVP = Sr. VP Business Development
NC = National Chair Nursing
SR = School Resources
PC = Program Chair
IC = Interim Chair
HR = ITT Human Resources

Descriptor	Responsible Person	Timeline	Status
Contact State Board of Nursing (obtain regulations)	HQ, SVP, NC	Pre-timeline	Completed
Regulatory preparation (State Board of Nursing, ACICS) clarification and responses	HQ, SVP, NC	Month 1	
Interim Chair recruited/interviewed/hired	HQ, SVP, NC	Month 1	
Information meeting with State Board of Nursing Education Consultant (in-depth clarification of state regulations, application process, clinical data, site visit s, timeline)	IC, NC	Month 1 - 3	Completed
Letter of intent to State Board of Nursing (varies by state)	HQ, SVP, NC	Month 2	Completed
Clinical sites contacted/contracted for potential student placement/letters of support/clinical unit details/contracts – school director signs contracts and file maintained	IC	Month 1 – 3 Ongoing	
Submit application to State Board of Nursing	HQ, NC, IC	Month 3 - 4	
Physical plant for nursing (coordinate ordering/planning of equipment, supplies, lab infrastructure, office space for chair/faculty/administrative coordinator, conference rooms, nursing and science labs)	HQ, NC or PC	Ongoing	
Recruit/hire Program Chair (or convert IC to PC status)	IC, SVP, NC, HR	Varies	
Participate in Program Chair Conference Calls and obtain Nursing Portal access from HQ	PC, NC, HQ	Ongoing	
Contact area Deans/Chairs of RN-BSN programs to explore articulation agreement options	PC	Ongoing	
Recruit members for Program Advisory Committee and schedule first meeting	PC	Ongoing	
Attend Board of Nursing meeting(s) and submit documents as required for steps in application process	HQ, PC, NC, SR	Ongoing	
Execute Nursing Program Implementation Guide processes	HQ, SVP, NC, IC, PC	Ongoing	
Program Chair orientation (HQ resources, curriculum, program structure, school facilities and processes, finance)	SVP, NC, SR, HR, PC	3 months prior to start (PTS)	
Recruit/hire/train Administrative Coordinator – must be in place and oriented prior to marketing of program	PC, HR	No later than final program approval	
Coordinate physical plant (nursing/ science lab, office) setup, arrange with School Director for labor assistance with installations and assembly	PC, SR	Varies – no later than 3 months PTS	
Coordinate site visits by the State Board of Nursing	PC, NC	Varies – PTS	
Recruit/hire one to two nursing faculty (varies by state)	PC, HR	Varies – 2 months PTS	
Receive State Board of Nursing approval	PC, IC	2-3 months PTS	
Receive state board of education approval (where applicable) and ACICS approval	HQ	2-3 months PTS	
Program marketing (kickoff call, brochures, website update, television, newspaper) per HQ Marketing department; arrange Open House (optional)	HQ, SR, PC	2-3 months PTS	
Student procedures implemented (information sessions, application, HESI review sessions, testing schedule, health records, new student orientation)	PC, SR	2-3 months PTS	
Maintain monthly reports, invoices, meeting minutes, files	IC, PC, NC	Ongoing	
Quarter 1 class start	PC		

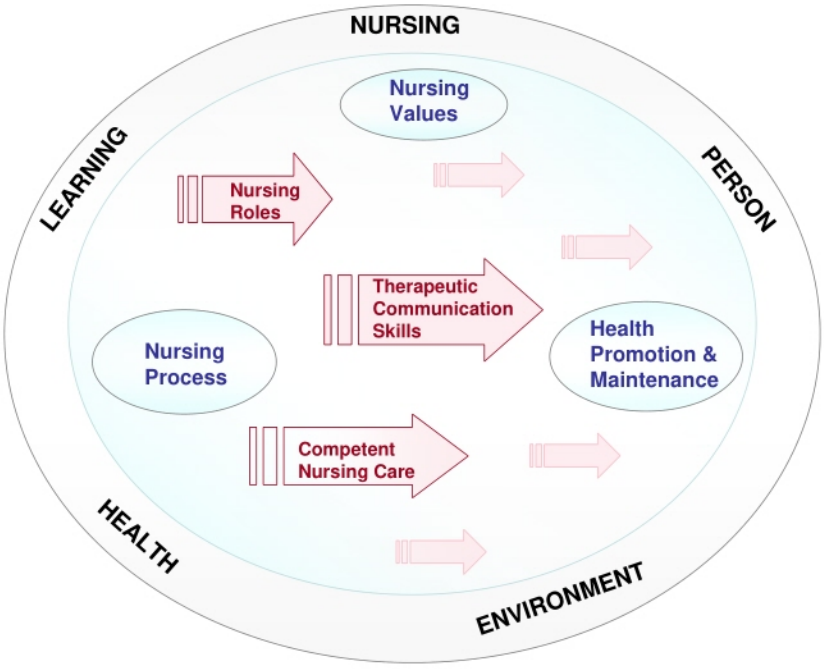
Curriculum

Mission, Philosophy, and Organizational Framework

The mission of the ITT Technical Institute's Associate Nursing Program is the education of individuals from diverse backgrounds to be well-prepared registered nurses who can provide competent care in a variety of ever-changing health care settings. Within the program, a learner-centered environment of mutual respect promotes individuals to grow intellectually and personally through the integration of theoretical concepts, values, and nursing knowledge in classroom learning activities and clinical experiences. Individual accountability as a member of the nursing profession and commitment to life-long learning and community service are graduate expectations.

The philosophy of the Associate Nursing Program represents the faculty's beliefs concerning the Nursing Paradigm: Nursing, Person, Environment, Health, and Learning. The framework structures content, objectives, and learning experiences and includes the curricular components of Nursing Values, Nursing Process, Health Promotion and Maintenance, Nursing Roles, Therapeutic Communication Skills, and Competent Nursing Care. [Note: For the complete Nursing Mission, Philosophy, and Organizational Framework, see the Nursing Portal.]

Framework: Associate in Science, Nursing



The Associate Nursing Program outcomes flow from the Mission, Philosophy, and Organizational Framework. Program outcome attainment requires nine quarters of study. Concepts and principles from the humanities, and the social, behavioral, physical, and biological sciences form the base for nursing knowledge. Nursing course content is presented in a simple to complex format and follows a logical progression from the clinical nursing concepts and techniques courses to the final complex care nursing course. Each course builds upon knowledge and skills attained from previous

classroom and clinical experiences. The program helps the individual prepare to be a nurse generalist in entry-level positions in a variety of health care settings.

Upon completion of the Associate Nursing Program the graduate will:

1. Integrate nursing knowledge and theoretical concepts and principles from the humanities and the social, behavioral, physical, and biological sciences in the implementation of competent nursing care.

2. Integrate nursing values within the roles of Provider of Care, Manager of Care, and Member of the Profession to provide direct patient care across the life span.

3. Incorporate the nursing process in the implementation of competent nursing care.

4. Implement health promotion and maintenance concepts in all health care settings.

5. Synthesize therapeutic communication skills in caring for individuals, families, groups, and communities across the life span.

The following nursing curriculum outline denotes the sequencing of courses to achieve program outcomes.

Outline of Curriculum – for programs started prior to June 2011

Associate Nursing Program

Course Number	Course Name	Credit Hours	Contact Hours			
			Theory	Lab	Clinical	Total
1st QTR						
NU100	Nursing Roles I	4	40	0	0	40
TB133	Strategies for the Technical Professional	4	30	20	0	50
GE150	Survey of the Sciences	4	40	0	0	40
		12	110	20	0	130
2nd QTR						
NU110	Clinical Nursing Concepts & Techniques I	4	30	20	0	50
GE258	Human Anatomy and Physiology I	4	30	20	0	50
GE127	College Mathematics I	4	40	0	0	40
		12	100	40	0	140
3rd QTR						
NU120	Clinical Nursing Concepts & Techniques II	4	30	20	0	50
GE259	Human Anatomy and Physiology II	4	30	20	0	50
NU205	Pharmacology	4	40	0	0	40
NU121	Dosage Calculations	1	10	0	0	10
		13	110	40	0	150
4th QTR						
NU130	Adult Nursing I	8	40	10	105	155
GE117	Composition I	4	40	0	0	40
		12	80	10	105	195
5th QTR						
NU230	Adult Nursing II	8	40	0	120	160
GE257	Microbiology	4	30	20	0	50
		12	70	20	120	210
6th QTR						
NU240	Gerontologic Nursing	4	20	0	60	80
GE375	Psychology	4	40	0	0	40
GE291	Sociology	4	40	0	0	40
		12	100	0	60	160
7th QTR						
NU250	Mental Health Nursing	4	20	0	60	80
GE217	Composition II	4	40	0	0	40
GE347	Group Dynamics	4	40	0	0	40
		12	100	0	60	160
8th QTR						
NU260	Maternal Child Nursing	8	40	0	60/60	160
GE265	Ethics	4	40	0	0	40
		12	80	0	120	200
9th QTR						
NU270	Complex Care Nursing	8	40	0	120	160
NU280	Nursing Roles II	4	30	0	30	60
		12	70	0	150	220
Program Total		109	820	130	615	1565

Key: NU courses = Nursing TB = Technical Basic GE courses = General Education

Some states may require variations in contact hours (i.e. Texas)

Each academic quarter is 12 weeks in duration; 1.5 quarter credits equal 1 semester hour (96 quarter credits = 64 semester credit hours). One credit hour = 10 theory or 20 lab or 30 clinical hours.

COURSE DESCRIPTIONS - for programs started prior to June 2011

General Education Courses

GE117 Composition I
4 credit hour Composition course
This course covers phases of the writing process, with special emphasis on the structure of writing and techniques for writing clearly, precisely and persuasively. **Prerequisite or Corequisite: TB133 Strategies for the Technical Professional**

GE127 College Mathematics I
4 credit hour Mathematics course
This course will include, but is not limited to, the following concepts: quadratic, polynomial and radical equations, linear functions and their graphs, systems of linear equations, functions and their properties and triangles and trigonometric functions. Activities will include solving problems and using appropriate technological tools. **Prerequisite: GE184 Problem Solving or TB184 Problem Solving or GE150 Survey of the Sciences or equivalent; Prerequisite or Corequisite: TB133 Strategies for the Technical Professional**

GE150 Survey of the Sciences
4 credit hour Science course
This survey course is designed to familiarize the student with the methods of rational inquiry and problem solving in the physical sciences. Students will explore a selection of topics in the scientific fields including physics, chemistry, biology and earth science to develop basic scientific literacy and the ability to critically analyze issues of science.

GE217 Composition II
4 credit hour Humanities course
This course focuses on appropriate rhetoric structures and styles for analytical and argumentative writing. Emphasis is placed on critical thinking, reading skills and elements of research in the information age. **Prerequisite: GE117 Composition I or equivalent**

GE257 Microbiology
4 credit hour Science course
This is an introductory course in microbiology, emphasizing fundamental concepts and principles with practical application.

GE258 Human Anatomy and Physiology I
4 credit hour Science course
This course provides a systems focused study of the anatomy and physiology of the human body. Topics build from a foundation in structural organization, basic chemistry, and the study of cells and tissues to system structure and function. These systems include integumentary system, bones and skeletal tissues, joints, muscles, nervous system, special senses, and the endocrine system. The course includes a wet laboratory component.

GE259 Human Anatomy and Physiology II
4 credit hour Science course
This course is a continuation of the study of the anatomy and physiology of the human body. Building on the foundation of structural organization, basic chemistry, and the study of cells and tissues, and study of integumentary, skeletal, muscular, nervous, sense, and endocrine systems, this course focuses on the maintenance of the body via the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, as well as metabolism, acid-base balance, fluid and electrolyte balance, and nutrition. This course includes a wet laboratory component.
Prerequisite or Corequisite: GE258 Human Anatomy and Physiology I

GE265 Ethics in Society
4 credit hour Humanities course
This course provides a practical framework and a personal method for ethical thinking and decision-making on issues in contemporary society. Students will analyze some of the major ethical dilemmas of the modern world.

GE291 Sociology
4 credit hour Social Science course
This course introduces the theories and methods sociologists use to explain and predict the dynamics of the contemporary social world. Through this study, the students will employ a "sociological imagination" as they make observations, gain insights, and make predictions that can influence their choices about their own social interaction. **Prerequisite: GE117 Composition I or equivalent**

GE347 Group Dynamics
4 credit hour Social Science course
In this course, students examine elements of successful teams and small decision-making groups. Emphasis is on communication, critical thinking and group process techniques.
Prerequisite: GE117 Composition I or equivalent

GE375 Psychology
4 credit hour Social Science course
This course introduces psychological theories from behavioristic, humanistic and biological viewpoints. Primary focus is on exploring how selected principles of psychology apply to students' personal lives and social behavior. Students apply the skills of critical thinking, observation, and information gathering and analysis as they practice social science and scientific methodology. **Prerequisite: GE117 Composition I or equivalent**

Core Courses

NU100 Nursing Roles I
4 credit hours
This course provides the foundation upon which all subsequent nursing courses are taught. Covered are the concepts and principles related to, and the components of, the roles of the professional nurse (provider of care, manager of care, and member of the nursing profession), competent evidence-based nursing practice, therapeutic communication, nursing values, health promotion and maintenance, and the nursing process, within the various health care delivery systems of acute, long-term, and community environments. Strategies for success in the nursing program are presented
Corequisite: TB133 Strategies for the Technical Professional

NU110 Clinical Nursing Concepts and Techniques I
4 credit hours
This course builds on the concepts and principles taught in Nursing Roles I and introduces basic nursing skills and techniques based on the roles and values of nursing within a nursing process framework. Nursing skills are developed, applied, and practiced in the nursing skills laboratory. Technology is used to reinforce application of content through patient care scenarios.
Prerequisite: NU100 Nursing Roles I; Prerequisite or Corequisite: GE258 Human Anatomy and Physiology I

NU120 Clinical Nursing Concepts and Techniques II
4 credit hours
This course introduces intermediate nursing skills and techniques based on the roles and values of nursing within a nursing process framework. Nursing skills are developed, applied, and practiced in the nursing skills laboratory. Technology is used to reinforce application of content.
Prerequisites: GE258 Human Anatomy and Physiology I; NU110 Clinical Nursing Concepts and

Techniques I, Prerequisites or Corequisites: GE259 Human Anatomy and Physiology II, NU121 Dosage Calculations, NU205 Pharmacology

NU121 Dosage Calculations
1 credit hour
This course builds on basic math concepts to introduce step-by-step approaches to the calculation and administration of drug dosages. The course incorporates the ratio and proportion, formula, and dimensional analysis methods. Technology is used to present and reinforce application of content. Prerequisites: GE127 College Mathematics I, NU110 Clinical Nursing Concepts and Techniques I

NU130 Adult Nursing I
8 credit hours
This course introduces the principles of caring for selected adult patients with medical-surgical health care needs related to problems with mobility, gastrointestinal function, protection, excretion, or reproduction. Evidence-based nursing care is focused on health promotion, maintenance, restoration of optimal living and/or supporting a dignified death. Nursing skills and techniques are developed and demonstrated in both the nursing skills laboratory and in the clinical setting. Technology is used to reinforce course content. Prerequisites: GE259 Human Anatomy and Physiology II, NU120 Clinical Nursing Concepts and Techniques II, NU121 Dosage Calculations, NU205 Pharmacology

NU205 Pharmacology
4 credit hours
This course introduces pharmacological principles, emphasizing actions, interactions, and adverse effects using the nursing process framework to address nursing implications for each drug classification. Prerequisites: GE127 College Mathematics, GE258 Human Anatomy and Physiology I, NU110 Clinical Nursing Concepts and Techniques I; Prerequisite or Corequisite: GE259 Human Anatomy and Physiology II

NU230 Adult Nursing II
8 credit hours
This course introduces the principles of caring for selected adult patients with medical-surgical health care needs related to problems with oxygenation, cardiac output, tissue perfusion, neurological conditions, emergencies, burns, or regulation and metabolism. Evidence-based nursing care is focused on health promotion, maintenance, restoration of optimal living and/or supporting a dignified death. Nursing skills and techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is used to reinforce course content. Prerequisite: NU130 Adult Nursing I; Prerequisite or Corequisite: GE257 Microbiology

NU240 Gerontologic Nursing
4 credit hours
This course introduces the general principles of caring for the older adult. It begins with an overview of wellness in the older adult, then looks at the physiological and psychological disorders common to this age group. Evidence-based nursing care is focused on health promotion, maintenance, restoration of optimal living and/or supporting a dignified death. The student learns about the special needs of this patient population while providing nursing care in a variety of settings. Technology is used to reinforce course content. Prerequisite: NU230 Adult Nursing II

NU250 Mental Health Nursing
4 credit hours
This course introduces the principles of mental health and caring for patients experiencing problems of a psychological nature. Evidence-based nursing care is focused on health promotion, maintenance and restoration of optimal living. Nursing skills and communication techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is

used to reinforce content learned in the course and to provide additional application of content through patient care scenarios. Prerequisites: GE375 Psychology, NU230 Adult Nursing II

NU260 Maternal Child Nursing
8 credit hours
This course introduces the principles of providing evidence-based nursing care for the childbearing family and for children. Care is focused on health promotion and maintenance, prevention of illness, restoration of optimal living and common health problems of the childbearing family and children. Nursing skills and communication techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is used to reinforce content learned in the course and to provide additional application of content through patient care scenarios. Prerequisites: GE375 Psychology, NU230 Adult Nursing II

NU270 Complex Care Nursing
8 credit hours
This course introduces the principles of providing nursing care for patients who are critically ill. Evidence-based nursing care is directed at illness prevention, disease management, restoration of optimal living, and/or supporting a dignified death. Nursing skills and communication techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is used to reinforce content learned in the course and to provide additional application of content through patient care scenarios.
Prerequisites: GE375 Psychology, NU230 Adult Nursing II

NU280 Nursing Roles II
4 credit hours
This course explores advanced topics related to leadership and management principles and current issues applicable to the roles of the professional nurse as provider of care, manager of care, and member of the profession. Transition from the role of student nurse to registered nurse is discussed. Also includes an overview of, and preparation for, the National Council Licensure Examination for Registered Nurses (NCLEX-RN).
Prerequisites: All required program courses

Technical Basic Course

TB133 Strategies for the Technical Professional
4 credit hours
The course reviews characteristics and trends of the global information society including basic information processing, Internet research, other skills used by the technical professional and techniques that can be used for independent technical learning.

Associate Degree in Nursing Program Outline – for June 2011 starts

Course Number	Course Name	Credit Hours	Contact Hours				
			Theory	Gen Ed Lab	Nursing Lab	Clinical	Total
1st QTR							
GS1145	Strategies for the Technical Professional	4.5	34	22	0	0	56
AP2530	Human Anatomy & Physiology I	4.5	34	22	0	0	56
MA1210	College Mathematics I	4.5	45	0	0	0	45
		13.5	113	44	0	0	157
2nd QTR							
EN1320	Composition I	4.5	34	22	0	0	56
AP2630	Human Anatomy & Physiology II	4.5	34	22	0	0	56
NU1210	Nursing Roles I	2.0	20	0	0	0	20
NU1220	Medical Terminology/Dosage Calculations	1.0	10	0	0	0	10
		12.0	98	44	0	0	142
3rd QTR							
NU1320	Clinical Nursing Concepts & Techniques I	4.5	30	0	30	0	60
PY3150	Psychology	4.5	45	0	0	0	45
SC2730	Microbiology	4.5	34	22	0	0	56
		13.5	109	22	30	0	161
4th QTR							
NU1420	Clinical Nursing Concepts & Techniques II	7.0	30	0	40	60	130
NU1425	Pharmacology	5.0	50	0	0	0	50
		12.0	80	0	40	60	180
5th QTR							
NU2530	Adult Nursing I	8.0	40	0	0	120	160
SO2550	Sociology	4.5	45	0	0	0	45
		12.5	85	0	0	120	205
6th QTR							
NU2630	Adult Nursing II	8.0	40	0	0	120	160
EN1320	Composition II	4.5	45	0	0	0	45
		12.5	85	0	0	120	205
7th QTR							
NU2740	Mental Health Nursing	5.0	30	0	0	60	90
NU2745	Gerontologic Nursing	5.0	30	0	0	60	90
		10.0	60	0	0	120	180
8th QTR							
NU2810	Nursing Roles II	2.0	20	0	0	0	20
NU2840	Maternal Child Nursing	8.0	50	0	10	75	135
		10.0	70	0	10	75	155
9th QTR							
NU2999	Nursing Capstone	10.0	45	0	15	143	203
		10.0	45	0	15	143	203
	Program TOTAL	**106**	**745**	**110**	**95**	**638**	**1588**

Ratios: Theory 1:10, Lab 1:20, NU Clinical 1:30 v. 1/11/2011

Each academic quarter is 12 weeks in duration. 1.5 quarter credits equal 1 semester hour (106 quarter credits = 71 semester credit hours)

Note: Not for use in California and Texas; those programs have state specific program outlines and course descriptions.

COURSE DESCRIPTIONS - for programs starting June 2011

Note: Not for use in California and Texas; those programs have state specific program outlines and course descriptions.

Associate – Nursing (Standard)
Course Descriptions

NU1210 Nursing Roles I
2.0 credit hour course (20 theory)
This course offers a foundation upon which subsequent nursing courses are taught and serves as the transition course for Licensed Vocational Nurse (LVN) entry. Students will study concepts and principles related to, and the components of, the roles of the professional nurse (provider of care, manager of care and member of the nursing profession), competent evidence-based nursing practice, therapeutic communication, nursing values, health promotion and maintenance, and the nursing process, within the various health care delivery systems of acute, long-term and community environments. Strategies for success in the nursing program are presented. **Prerequisite or Corequisite: GS1145 Strategies for the Technical Professional or equivalent**

NU1220 Medical Terminology/Dosage Calculations
1.0 credit hour course (10 theory)
This course introduces medical terminology and builds on basic math concepts to introduce step-by-step approaches to the calculation and administration of drug dosages. The course incorporates the ratio and proportion, formula and dimensional analysis methods. Technology is used to present and reinforce application of content. **Prerequisite: MA1210 College Mathematics I or equivalent**

NU1320 Clinical Nursing Concepts and Techniques I
4.5 credit hour course (30 theory, 30 nursing skills lab)
This course builds on the concepts and principles in Nursing Roles I and introduces basic nursing skills and techniques based on the roles and values of nursing within a nursing process framework. Nursing skills are developed, applied and practiced in the nursing skills laboratory. Technology is used to reinforce application of content through patient care scenarios. **Prerequisites: EN1320 Composition I or equivalent, AP2630 Human Anatomy and Physiology II or equivalent, NU1210 Nursing Roles I or equivalent, NU1220 Medical Terminology/Dosage Calculations or equivalent; Prerequisite or Corequisite: SC2730 Microbiology or equivalent**

NU1420 Clinical Nursing Concepts and Techniques II
7.0 credit hour course (30 theory, 40 nursing skills lab, 60 clinical)
This course builds on the concepts and principles in Nursing Roles I and Clinical Nursing Concepts and Techniques I. The course introduces intermediate nursing skills and techniques based on the roles and values of nursing within a nursing process framework. Nursing skills are developed and practiced in the nursing skills laboratory and expanded upon in a clinical setting. Technology is used to reinforce application of content. **Prerequisites: PY3150 Psychology or equivalent, NU1320 Clinical Nursing Concepts and Techniques I or equivalent; Prerequisite or Corequisite: NU1425 Pharmacology or equivalent**

NU1425 Pharmacology
5.0 credit hour course (50 theory)
This course introduces pharmacological principles, emphasizing actions, interactions and adverse effects using the nursing process framework to address nursing implications for each drug classification. **Prerequisite or Corequisite: NU1420 Clinical Nursing Concepts and Techniques II or equivalent**

NU2530 Adult Nursing I
8.0 credit hour course (40 theory, 120 clinical)
This course introduces the principles of caring for selected adult patients with medical-surgical health care needs related to problems with mobility, gastrointestinal function, protection, excretion or reproduction. Evidence-based nursing care is focused on health promotion, maintenance, restoration of optimal living and/or supporting a dignified death. Nursing skills and techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is used to reinforce course content. **Prerequisites: NU1420 Clinical Nursing Concepts and Techniques II or equivalent; Prerequisite or Corequisite: SO2550 Sociology or equivalent**

NU2630 Adult Nursing II
8.0 credit hour course (40 theory, 120 clinical)
This course introduces principles of caring for selected adult patients with medical-surgical health care needs related to problems with oxygenation, cardiac output, tissue perfusion, neurological conditions, emergencies, burns or regulation and metabolism. Evidence-based nursing care is focused on health promotion, maintenance, restoration of optimal living and/or supporting a dignified death. Nursing skills and techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is used to reinforce course content. **Prerequisite: NU2530 Adult Nursing I or equivalent**

NU2740 Mental Health Nursing
5.0 credit hour course (30 theory, 60 clinical)
This course introduces the principles of mental health and caring for patients experiencing problems of a psychological nature. Evidence-based nursing care is focused on health promotion, health maintenance and restoration of optimal living. Nursing skills and communication techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is used to reinforce content taught in the course and to provide additional application of content through patient care scenarios. **Prerequisite: NU2630 Adult Nursing II or equivalent**

NU2745 Gerontologic Nursing
5.0 credit hour course (30 theory, 60 clinical)
This course introduces general principles of caring for the older adult. It begins with an overview of wellness in the older adult, then looks at the physiological and psychological disorders common to this age group. Evidence-based nursing care is focused on health promotion, maintenance, restoration of optimal living and/or supporting a dignified death. Students are taught about special needs of this patient population while providing nursing care in a variety of settings. Technology is used to reinforce course content. **Prerequisite: NU2630 Adult Nursing II or equivalent**

NU2810 Nursing Roles II
2.0 credit hour course (20 theory)
This course explores advanced topics related to leadership and management principles, and issues applicable to the roles of the professional nurse as provider of care, manager of care and member of the profession. Transition from the role of student nurse to professional nurse is discussed. **Prerequisites: NU2740 Mental Health Nursing or equivalent, NU2745 Gerontologic Nursing or equivalent; Prerequisite or Corequisite: NU2840 Maternal Child Nursing or equivalent**

NU2840 Maternal Child Nursing
8.0 credit hour course (50 theory, 10 nursing skills lab, 75 clinical)
This course introduces principles of providing evidence-based nursing care for the childbearing family and for children. Care is focused on health promotion and maintenance, prevention of illness, restoration of optimal living and common health problems of the childbearing family and children. Nursing skills and communication techniques are developed and demonstrated in the nursing skills laboratory and when providing direct care in the clinical setting. Technology is used to reinforce content taught in the course and to provide additional application of content through patient care scenarios. **Prerequisite: NU2630 Adult Nursing II or equivalent**

NU2999 Nursing Capstone
10.0 credit hours (45 theory, 15 nursing skills lab, 143 clinical)
This course integrates the principles of evidence-based nursing practice into the care of patients with complex illnesses. The course focuses on demonstration of competencies consistent with program outcomes and development of management skill in caring for multiple patients. In preparing for the professional nurse role, nursing leadership principles, transition to practice, career planning and lifelong learning are explored. Students have the opportunity, in the nursing skills laboratory and clinical setting, to collaborate with faculty and a preceptor in practicing the professional nursing role. **Prerequisites: completion of all other courses in the program of study**

General Education and Studies Course Descriptions

AP2530 Human Anatomy and Physiology I
A 4.5 credit hour Science course (34 theory, 22 lab)
This course introduces students to anatomy and physiology of the human body using a systems approach, focusing on the integumentary system, bones and skeletal tissues, joints, muscles, the nervous system, special senses and the endocrine system. This course includes a laboratory component.

AP2630 Human Anatomy and Physiology II
A 4.5 credit hour Science course (34 theory, 22 lab)
Building upon Human Anatomy and Physiology I, this course focuses on the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as metabolism, acid-base balance, fluid and electrolyte balance and nutrition. This course includes a laboratory component. **Prerequisite: AP2530 Human Anatomy and Physiology I or equivalent**

EN1320 Composition I
A 4.5 credit hour Composition course (34 theory, 22 lab)
This course examines phases of the writing process, with emphasis on the structure of writing and techniques for communicating clearly, precisely and persuasively. **Prerequisite: GS1145 Strategies for the Technical Professional or equivalent**

EN1420 Composition II
A 4.5 credit hour Composition course (45 theory)
This course builds on the foundations of Composition I with emphasis on rhetorical structures, argumentation and research. Students study how to make strong arguments using visual and oral communication techniques. **Prerequisite: EN1320 Composition I or equivalent**

GS1145 Strategies for the Technical Professional
A 4.5 credit hour Interdisciplinary course (34 theory, 22 lab)
This course reviews characteristics and trends of the global information society, including basic information processing, Internet research, other skills used by technical professionals and techniques that can be used for independent technical learning.

MA1210 College Mathematics I
A 4.5 credit hour Mathematics course (45 theory)
This course focuses on fundamental mathematical concepts, including quadratic, polynomial and radical equations, linear functions and their graphs, systems of linear equations, functions and their properties, and triangles and trigonometric functions. Activities include solving problems and using appropriate technological tools. **Prerequisite: GS1140 Problem Solving Theory or equivalent**

PY3150 Psychology
A 4.5 credit hour Social Science course (45 theory)
This course introduces psychological theories from behavioral, humanistic and biological viewpoints. Students apply the skills of critical thinking, observation, information gathering and analysis to practice social science and scientific methodology. **Prerequisite: EN1320 Composition I or equivalent**

Admission, Progression, and Graduation Policies and Procedures

Admission Requirements

The admission requirements for the Nursing Program are very specific and differ from the traditional admission process for other programs at ITT Tech. Please refer to the ITT Tech Catalog and Nursing Program Student Handbook Appendix in each Institute's Handbook. Admission to the Associate of Science in Nursing Program is competitive.

A student may be admitted upon satisfying all of the following requirements:

(a) The student exceeds the age of compulsory school attendance.

(b) The student possesses a high school diploma or a recognized equivalency certificate. (The student must provide documented proof, to the satisfaction of the school, of his or her high school diploma or recognized equivalency certificate before the end of the student's first quarter of attendance at the school, or the student will be terminated from his or her program of study.)

(c) Students must take the HESI Admission Assessment (A2) entrance exam to be considered for admission into the Nursing Program. The A2 test sections that are included are grammar, reading comprehension, vocabulary and math. The student must obtain an overall composite score of at least 75%. **This score is calculated using the English Language Composite Score and the Math Score: add the two percentage scores and divide by two. [Note: Score cannot be rounded**]

(d) The student scores are valid for a period of 18 months.

(e) Students will have two opportunities to test in a 12 month period to achieve a satisfactory score. Tests taken at other campuses/testing sites are included in this 12 month window. If an applicant does not disclose previous testing and evidence of previous testing is discovered, the student's test scores for admission at ITT Tech may be invalid; consult with the Dean and Dr. Linzmaier (HQ) for direction.

(f) Students who score less than 75% on two attempts may retest in 12 months to be considered for admission. [The 12 month timeline starts with the second testing].

(g) Applications for students who pass the exam with a minimum score of 75% or higher but do not have scores that are competitive will be kept on file for a period of two quarters. During those two academic quarters, the student's scores will be ranked among all the other students who test during that time period. Scores are valid for 18 months; if student desires, valid scores can be included in ranking longer than two quarters. This request must be made in writing to the Program Chair.

(h) Some states require higher or more specific admission requirements and grading scales. Individual school/program policies may be developed at Headquarters to meet specific state requirements.

(i) HESI scores taken at another ITT Technical Institute may be accepted. Scores from another college must be obtained from Elsevier online and the test must have included all sections of the HESI A2 as taken by ITT Tech applicants. Scores are valid for a period of 18 months.

Admission Policies and Nursing Program Chair Role

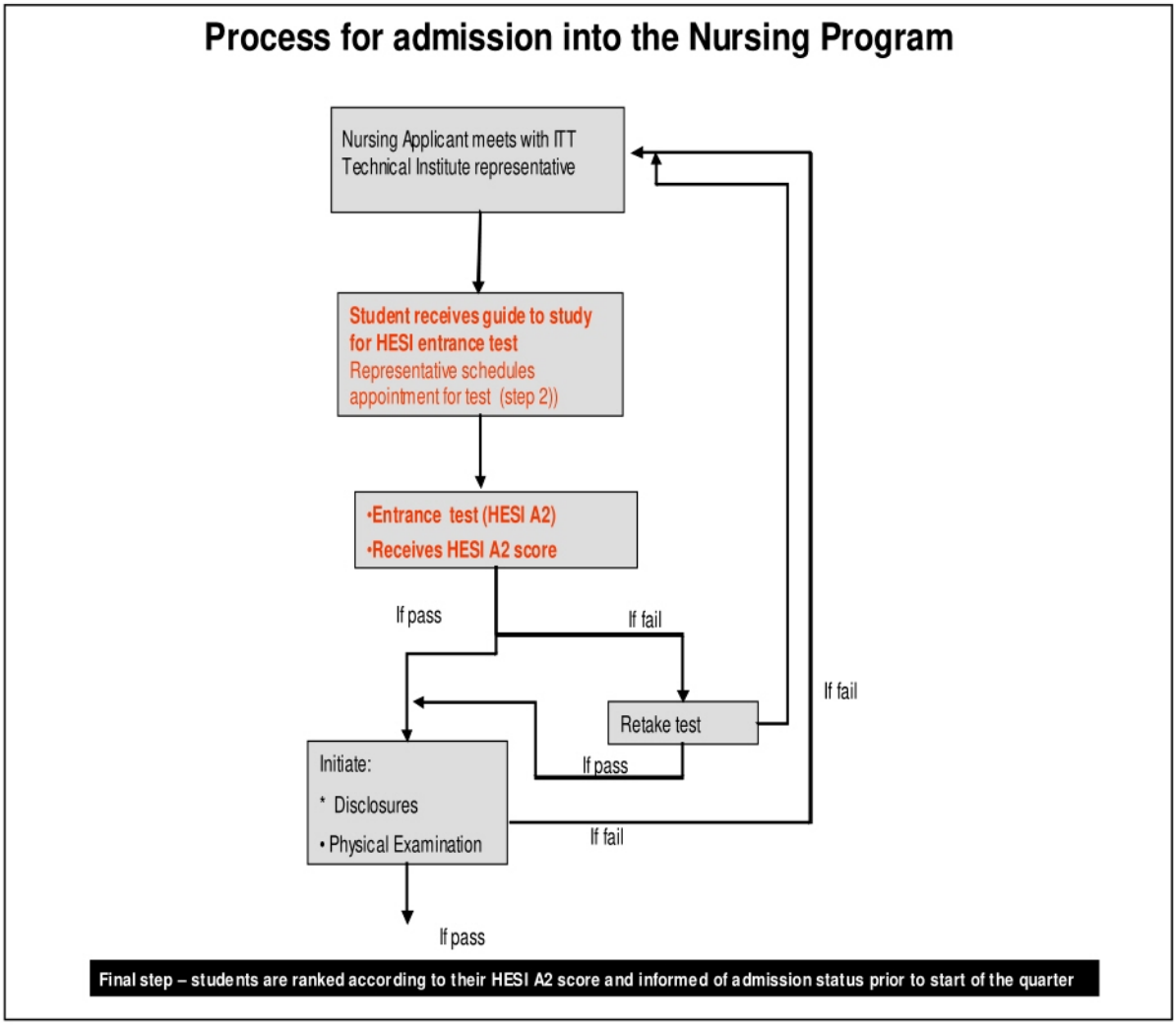
1. The Director of Recruitment selects a dedicated nursing program representative.
2. Nursing leads are logged and tracked by recruitment collaborating with the Administrative Coordinator and Nursing Program Chair. All prospective students are to be scheduled to attend an Information Session. The Program Chair and the college's dedicated nursing representative, in collaboration with the Director of Recruitment, facilitate Information Sessions for prospective nursing students. These sessions use a power point presentation sent from HQ Recruitment. The power point provides details on the following: Philosophy and Mission of ITT Technical Institute and the Nursing Program; application process; admission/progression/graduation requirements; criminal background checks/drug screens and their impact on clinical accessibility and licensure; health requirements and forms; costs, and resources for the student. The Session also provides the opportunity for the prospective applicant to purchase a study guide for the HESI A2 Admission Examination.
3. The Program Chair facilitates the scheduling and administration of the HESI A2 Admission Examination. The following process should be followed:

- The HESI A2 Exam is scheduled for three (3) hours and twenty-nine (29) minutes and is administered online. The student must show valid picture ID to take the test.
- The applicant must finish in the three (3) hours and twenty-nine (29) minutes or the proctor must end the exam. Documentation of disability requirements for longer testing must be provided by a physician; refer to established ITT Tech policies on disability.
- The following college staff have been identified by the National Registrar as acceptable proctors: Nursing Chair, Administrative Coordinator, Records Coordinator, and Academic Administrative Assistant. These individuals are to be trained by Elsevier to log the applicants onto the exam and proctor the exam. The proctor must circulate in the room and is not allowed at any time to leave the room during testing. The proctor is not to answer questions related to test content.
- The proctor obtains the testing codes and should "disable scores", "disable rationale", and "enable test".
- All students should start at the same time. Testers could complete the Information Sheet while waiting for others to be logged on.
- There is no charge to the applicant/students for HESI tests.
- The applicant does not see the score, and only knows if accepted when receiving a letter.

4. It is recommended that testing for each quarter be closed no later than two weeks prior to quarter start so that ranked students can be notified of admission decision and attend orientation in a timely manner.
5. The Program Chair ranks applicants based on qualifying HESI A2 scores and makes the selection decision for admission. **Scores may not be rounded.** The Chair may choose to meet together with the Registrar and Administrative Coordinator in reviewing the scores and ranking to assure accuracy. Scores from previous testing that have gone "back into the pool" must also be checked for inclusion in the ranking for a period of two quarters.
6. The Program Chair conducts a mandatory orientation for accepted students prior to the first class. The orientation includes the following components and disclosures:
    a. School of Health Sciences Consent to Drug/Alcohol Testing
    b. Statement of Acknowledgment and Release of Liability
    c. Nursing Program Student Clinical Agreement, Acknowledgment of Risk and Release of Liability
    d. Value Proposition for Employed Graduates

e. Graduate Employment Information
f. Student Right-to-Know Act Disclosure
g. Nursing Program Health Form (Physical Form)
h. Nursing Program Student Handbook – accessible online
i. Nursing Program Student Handbook Acknowledgment
j. Attendance Policy Form
k. Student Information Form
l. Emergency Information/FERPA
m. Criminal Background Check process: Notice # 1 Pre Adverse Action Notice
n. Criminal Background Check process: Notice # 2 Adverse Action Notice

Admission Flow Diagram



Progression in the Program

1. A minimum grade of "C" (70%) is required for all nursing courses [VA requires 80%]. A grade below a C in a nursing course that is a prerequisite results in the inability to progress to the next clinical nursing course.

2. Students must receive both a satisfactory/pass in the clinical component of a nursing course and a "C" or higher in the theory component to successfully complete the course. An unsatisfactory in clinical component results in an "F" for the course and the student is unable to progress in nursing courses. The instructor will need to manually override the letter grade.

3. A student receiving a grade of less than a 70% for the theory portion of the course and/or an unsatisfactory in the clinical component, must repeat the entire course.

4. A student may only repeat a nursing course one time. A repeat is defined as taking a course a second time after completing it and receiving a final course grade.

5. Receiving a grade of less than "C" (70%) two times [in any one nursing course two times or two nursing courses one time] results in automatic dismissal from the nursing program.

6. The student has the option to appeal the dismissal decision in writing via the ITT Technical Institute academic appeal process. **The two-failure limit is critical to assure graduate success on the licensure exam (NCLEX) after graduation; therefore, exceptions to this policy are granted only for very extenuating circumstances and should be made only in consultation with the HQ Chief Academic Officer.**

7. Academic decisions related to course and clinical failures in the nursing program should be discussed between the instructor, Program Chair, and Dean. Situations in which the Program Chair and the Dean and/or Director do not agree on the academic decision should be referred to the HQ Chief Academic Officer for clarification.

It is recommended that the Nursing Faculty Organization's Admission, Progression and Graduation Committee work collaboratively with the faculty member and develop clear and accurate documentation on any academic progression issue.

Note:
a. Some states require more rigorous grading policies for nursing programs. In those instances, curriculum and program documents, courseware, and catalog information must be consistent with policies of that state. The Program Chair must be cognizant of state-specific regulations and assure that all program content is accurate. Inform the National Chair immediately if discrepancies are noted.
b. Curriculum and program changes must be reported to your State Board of Nursing. Minor changes generally must be reported in the annual report; major changes must be approved by the Board prior to implementation. Check with your State Board of Nursing for their definitions of minor/major and the forms for submission of changes.

All reports to regulatory bodies must be reviewed by Headquarters prior to submission.

Program Chair and faculty are to initiate the HESI Remediation Process for any student scoring less than 850 on a course HESI Exam. This process is mandatory for students to complete as per the guidelines posted on the Nursing Portal. It should be presented in a positive manner in support of preparing students to be successful in nursing courses and on the NCLEX.

Grades are given to the students at weeks 3, 6 and 9. Faculty should enter detailed advising notes in IRIS when meeting with students, but especially so for students noted to be in academic jeopardy.

Faculty should take consistent and strict precautions to discourage opportunities for academic dishonesty and cheating. The following guidelines are to be followed:

1. During exams, monitor all pieces of paper and assure that all pages of the exam as well as scratch paper are turned in.
2. All personal belongings, including cell phones, back packs, calculators, water bottles,

hats, etc. are to be placed at the front of the room during an exam.
3. Scratch paper and pencils are to be provided by the instructor.
4. No breaks are permitted during an exam.
5. The exams should be numbered and the test number must be placed on the scantron.
6. No in-class review of exams is permitted. Students have been found to tape record these reviews, thus having the content that was on the exam.
7. Students may not enter an exam late.
8. Students taking a make-up exam are to be given an alternate exam equal in rigor.
9. Faculty are to evaluate written papers for evidence of plagerism.

Graduation, Exit HESI Exam, HESI On-Site Review Course and NCLEX Applications

Students are required to take the Comprehensive HESI Exit Exam during the last quarter of the curriculum. Students must achieve a score of at least 850 in order to graduate. Students who score below 850 will be required to develop and complete a remediation plan prior to retesting. Retesting must use successive versions of the exam. At present, there is no limitation on the number of retests for the Comprehensive Exit Exam. Students will not graduate until they score 850 or higher.

Students are to be told that any sharing of their Remediation Plans or collaboration in an attempt to identify the content of the exam(s) will constitute academic dishonesty/cheating.

The following process should be used in relation to the HESI Exit Exam:

a. HESI Exit Examination is administered early in the final quarter of the curriculum. The student is allowed four hours to complete the exam. The student must show picture ID. Measures to avoid academic dishonesty must be followed. No papers are to be taken from the testing area. A calculator is embedded in the exam.
b. Student receives immediate remediation feedback from the examination
c. Faculty and/or Program Chair mentor student in developing and completing a remediation plan. This plan MUST be in writing and faculty/chair must validate completion of study plan before student can retest.
d. Student retakes the Exit Examination and successive remediation during the final quarter until the score of 850 or above is attained. Successive versions of the exam must be used with each retake. There are seven versions.
e. If student is unsuccessful by the completion of the final quarter, the student's ongoing remediation process will be mentored by faculty with the goal of successful completion of the Exit Examination within 90 days

A graduate of the ITT Technical Institute Associate Nursing Program is eligible for the Associate of Science in Nursing Degree. Some states stipulate that the degree must be Associate of Applied Science. For further graduation information, see the School catalog and the Student Handbook Nursing Appendix. All degree requirements must be completed prior to graduation in order to qualify for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

HESI On-Site NCLEX Review Course

The nursing program will coordinate with Elsevier to provide the three-day onsite NCLEX review course each quarter. The Chair or Administrtive Coordinator will need to schedule these reviews for each quarter well in advance with Elsevier. This review may be scheduled early to mid-9th quarter after the students' first attempt on the HESI Exit Exam. It has been noted that students value the NCLEX Review when they have taken the Exit HESI at least once and experienced the rigor of an NCLEX-based exam. All students must complete the three-day review; it is mandatory for all last quarter students.

The contact person with Elsevier to set up the onsite review course is as follows:

Melissa Arevalo – ITT Tech Account representative
Review Course Administrator
Office: 713-346-6946
m.arevalo@elsevier.com

If you are unable to reach Melissa or need higher level assistance, contact the following:
July Hyland, MS, RN Review Course Manager
Office: 713-346-6962
j.hyland@elsevier.com

NCLEX Application
The school must submit to the state Board of Nursing validation that the student has completed all graduation requirements before the Board will provide an authorization to test. The Program Chair or designated nursing faculty should coordinate a time to meet with the graduating cohort and provide instruction in completing the required forms located in the NCLEX Examination Candidate Bulletin on the National Council of State Boards of Nursing website (NCSBN.org) and additional forms located on the state Board of Nursing website.

Criminal background checks are also required by the state board as part of the application process. All NCLEX application fees, including the background check required for licensure, are paid by the student.

A picture stamped with the school seal and signed by the Chair may be required. Pictures for graduating seniors need to be arranged; consult with the Director and school staff who take student ID pictures as a possible resource, or arrange for a local photographer to come onsite and take the required pictures.

Nursing Pins

Nursing pins for graduating students are ordered directly from Herff Jones. The contact information is:

Holly Strohm - Licensing Administrator
National Accounts Coordinator
Herff Jones Inc
4601 West 62nd Street
Indianapolis, IN 46268
hastrohm@herffjones.com
Phone: 317-612-3683
Fax: 317-612-3683

SKETCH # T451R2B
ITT TECHNICAL INSTITUTE
HOUSE (STROHM)
CHABOT/CSR

TRIM TOOL #2650
PIN 1
ROYAL BLUE 23 ENAMEL
GOLD
LAMP OF KNOWLEDGE, CROSS, MODELED CADUCEUS
RAISED EST. 2007 UNDERNEATH NURSING

ARTIST: STEPHANIE PROVATAS
01/30/08

Transfer Students

Nursing courses requested to be transferred from another college are subject to a rigorous evaluation to determine equivalency. The Nursing Credit Transfer Evaluation Guidelines are posted on the Nursing Portal. See additional information in the school catalog and the Nursing Student Handbook. Consult with the Registrar and review State Board regulations that may stipulate articulation agreements between nursing programs.

Applicants may request (prior to starting a program) that transfer credit from another post-secondary institution be granted. General Education courses may be transferred if equivalent. The Program Chair and Dean should meet with the Registrar prior to program start to discuss transfer equivalency as well as future scheduling of classes. Science courses must be no older than seven years to be considered for transfer and must include a laboratory component.

The Dean/Registrar should not award transfer credit from a transcript without knowing the content of the course. In the case of lab work, the student must show adequate skills that will satisfy course objectives. Transfer credit given for a specific course must be for the same or greater number of credits as are required for that course in the ITT/ESI curriculum. To convert semester credit hours to quarter credit hours, multiply the semester credit hours by 1.5. Transfer credit does not result in any grade point average. Transfer credit will not be awarded for courses in which a grade below "C" (2.0 on a 4.0 scale) was earned. Students awarded transfer credit must still meet the "Graduation Requirements" listed in the catalog. Transfer credit must be awarded prior to starting any classes.

Advisory Committees

Program Advisory Committees (PACs) for the Nursing Program should be managed in accordance with the Academic Affairs Manual PAC 1.0. It is recommended that one of the Nursing PAC meetings each year be held separately from the campus PAC day, with the full agenda dedicated to nursing program assessment and evaluative input; this is typically a requirement of the Board of Nursing and accreditation bodies.

The Nursing Advisory Committee presents some unique challenges due to the great variety of positions available to program graduates in several types of work settings within the health care industry. The profile of positions most commonly available in different regions of the country may vary. Therefore, the Nursing Program Advisory Committee should be broadly representative of the community of health care employers in your geographic area who are most likely to be the major health care organizations to employ future program graduates.

Introduction

The following are the guidelines ITT Technical Institute uses in constituting advisory committees for each of its programs. These guidelines will need to be adjusted according to the requirements of your State Board of Nursing. Italicized areas are unique to nursing.

Program Advisory Committees (PACs) are an integral part of any educational institution and each PAC is intended to serve as a means to permitting expert advice to flow from business and industry to the college, as well as program awareness to flow from the college to the community. PAC members serve as a form of public relations throughout the community. Close cooperation between the college and the workplace is essential if ITT/ESI is to optimize its opportunities. The Director, working through the Dean and Program Chairs is responsible for the PACs. The Director of Career Services serves as an ex-officio member and must attend all PAC meetings. The Director of Recruitment and Director of Finance should be encouraged to attend all meetings.

Purposes

The major concept to keep in mind with respect to PACs is that the members are only advisors, and are not in any way policy makers or procedure writers. The committee simply provides advice upon which college officials make decisions. The PAC is charged with the following two important tasks:

1. Review, at least annually, the established curriculum of a program and comment as to its objectives, content, and length, and the adequacy of facilities and equipment.

2. Review and comment on each new program, including its appropriateness of curriculum objectives, content, and length.

Membership will ideally be maintained at nine to fifteen members. There should never be fewer than seven members on a PAC. Committees are to elect their own Committee Chair with the Program Chair serving as Secretary. The Program Chair has the responsibility of taking and distributing the meeting minutes.

The College Director, Dean, Director of Career Services, and Program Chair must serve as ex-officio members, but may not participate in any voting. Nursing faculty should attend all meetings. Formal membership should be selected from those persons in the community (not ITT Tech personnel) who are actively engaged in the occupation for which the college programs educate. The range of positions held within the Health Care System by Committee members should be from staff nurse positions through supervision/management, and advanced practice nurses from a variety of settings. Representatives from each of your major contracted clinical agencies should be included, if at all possible.

There must never be more than two appointees from the same company on a single PAC. The membership should be drawn from various health care settings. Only those should be appointed who will commit to serve and attend meetings. The membership should include those who are highly knowledgeable in their positions and who are influential in their firms and the community. If possible, one or two members of the Committee should be graduates of the college's program. It is never permissible to have more than two graduates on the committee. **The ITT Technical Institute policy is that current students are never to be appointed to PACs; however, some State Boards of Nursing require that students be on the advisory committee. Check your State Board regulations.**

Initially, approximately one-half of the members of the original PAC are to be appointed for one-year terms with the remainder appointed for two-year terms. Hence, all future appointments and re-appointments would be for two years, thereby providing continuity of membership in the ensuing years through staggered appointments. The appointment letter should be signed by the Director and Program Chair. If the new appointee has not already been given a copy of the ITT Tech Catalog and PAC Handbook (available from the Director of Career Services), those should be sent with the appointment letter. At the commencement of the first meeting, an election of officers should be selected by a vote of the voting members. The Chairperson, Vice Chairperson, and Secretary should be elected to one-year terms.

The Committee Chair will work with the Dean, Program Chair, and DOCS to determine the agendas and plan for each year. Members who do not regularly attend meetings or otherwise show lack of interest in the college or the program should not be re-appointed. Members must be allowed to serve the term for which they were appointed before replacements are appointed. Non-appointment can be handled by simply having a majority vote of the members.

There must be a minimum of two meetings per year spaced approximately six months apart. One meeting each year may be a meeting in conjunction with the other PACs. The second meeting should be only members of the single PAC. Negotiate this with your School Director. Clinical representatives have very limited time availability and may find sitting through campus-wide

committee meetings frustrating. In addition, the Nursing PAC agendas may be lengthy and a joint meeting limits time on task for covering nursing program business.

When a college asks its PAC to conduct annual program reviews or to consider new programs under development, committee members should address the following checklist to facilitate a more thorough review:

Program Objectives—The PAC should review the program objectives for all programs, discuss their relationships and differences, and understand the continuum of training being offered. The PAC should learn what graduates from each program should know and be able to do, and at what level of competency. Are the program objectives appropriate today for each field of training? If achieved, will they produce graduates who will be able to enter recognized levels of employment in each field? Are there sufficient numbers of jobs available at these levels of employment for the school's graduates?

Program Content and, Specifically, Length—The Committee should discuss the content and mechanics of the school's program(s) and how they are taught (i.e. lecture, lab, externship) . The Committee should learn the value of the school's training process. Is the school's system of training appropriate to meet the program objectives? Is the length of time required for training appropriate to meet the program objectives? Is the program too long?

Course Outlines, Texts, and Teaching Materials—Program materials should be displayed for review at some time during the PAC meeting. To the extent possible, the Committee members should comment on the appropriateness and quality of course outlines, texts, and teaching materials. Do the courses reflect what graduates must know and be able to do in current occupational settings? Do the texts and teaching materials support the program objectives? Does it appear that the school keeps its instructional materials up to date?

Course Content—Using course guides, syllabi, and lesson plans, the Committee should review the course content for each course within each program. Are the courses appropriate and adequate to develop the knowledge, skills, and attitude required in the field of training today? Should any topic be added or removed for the subject matter? Are relevant and current practices being taught?

Course Sequence—The Committee should understand the sequence of courses provided to students. Is sufficient time allocated to meet each course objective? Is the sequence of courses appropriate to achieve the program objective?

Clinical Experiences—The PAC should provide evaluative feedback on structure and effectiveness of student clinical experiences.

Industry Standards—The PAC should review how the school measures student learning against today's industry standards. Are students measured appropriately against industry standards in their class and lab work, and on externships? Do externs compare favorably to other entry-level employees? Do employers in the industry feel positive about the school's externs and about the school's method of training?

Training Effectiveness—The Committee members should discuss the methods used to assess student knowledge and skill development. Does the school have an effective method of assessing student progress and learning? Is the school able to measure and evaluate its overall program training effectiveness? Do Committee members have recommendations for highly qualified instructor candidates?

External Validation—The Committee should discuss the various types of external validation that may exist for each program. Is there need for more external validation? How does the

PAC provide external validation? Can the committee do more to ensure that the school is doing an effective job of training?

Outcomes—The Committee should review completion, placement, and where required by state, licensing rates for each program. Is the school graduating a sufficient number of students from each class? Are a sufficient number of graduates becoming employed in their field of training? If state licensure is required, do a sufficient number of graduates pass the state exam?

Facilities and Equipment—The college should have the PAC tour the campus to assess facilities and equipment. Are the quality, quantity, and necessary course equipment adequate to meet the course objective? Is any equipment lacking? Is the equipment up to date and similar to that currently used in the industry? Are the facilities adequate or above average to meet the program objectives? Does each facility properly support its unit of the curriculum? Is the facility too large or too small? Is the facility safe, sanitary, and usable? Is the facility well lighted and ventilated? Is the laboratory current and conducive to learning?

Library Resources—The college should encourage the PAC to visit the school's Learning Resource Center (LRC) to access equipment and resource materials. Are the library resources and reference materials appropriate and sufficient to support the objectives and needs of each program? Are resource materials accessible when students need them? Does the school have a plan for renewing/updating its library resources? Does the school encourage students to use the library resources?

Overall Program Review—The Committee should review each program that is offered and supported by courses. Will the institution's related instructional materials, LRC resources, and facilities and equipment enable their students to achieve the school's program objectives and will the school's graduates be prepared for employment in their field of training?

Other benefits for PAC:
Instructor Professional Development—Recommendations regarding faculty content knowledge and opportunities in the community for faculty development may be generated by PACs. Committee members are a resource to conduct instructor in-service activities.

Guest Speakers—PACs provide a good source for guest speakers in classroom and laboratory situations, in both the areas of technical content and career development.

Pulse of the Community—PACs may keep the college informed of public reactions to the college, its program(s), and activities.

The school's PAC is a very useful tool, which can be used to not only allow the school to meet accrediting standards, but also to enhance the school's overall ability to meet its educational objectives. Questions regarding the use of PACs should be directed to the National Director of Education and staff.

(Note: For the most up-to-date information, please refer to your Academic Affairs Manual Mission.)

Template for Program Advisory Board Meeting Minutes

ITT Technical Institute "Campus Name" & "Program Name"

Advisory Board Meeting Minutes

Date of Meeting
(Time), (Location)

Present: (List of Attendees)

Next Meeting: (Date), (Time), (Location)

I. Announcements
List all announcements made at the meeting. For example, new members, change of event, etc.

II. Discussion
Summarize the discussion for each existing issue, state the outcome, and assign any action items.

III. Recommendations

IV. Action Items

The initial Nursing PAC meeting should be focused on the following agenda:

1. Introductions – ITT and Board members – have a sign in sheet to gather correct contact information and emails
2. VERY brief overview of ITT – School Director, if present, can do this
3. Nursing program development timeline – summarize stages of application, board meetings, site visit, construction timeline, projected class start, etc.
4. Nursing Program Curriculum – have copies of the program outline (
5. Nursing Advisory Committee description – brief discussion of functions
    * provide copies of description
    * elicit suggestions for how they feel they could support/advise the program
    * discussion of timing of meetings – time of day, day of week, what month (meet twice a year)
6. Clinicals – may want to have a brief discussion of clinicals obtained so far and elicit recommendations
7. Adjournment

Clinical Policies and Procedures

Guidelines for Planning Clinical Experiences

Establishing good working relationships with nursing professionals who are employed in hospitals, physician offices, nursing homes, and community heath care settings is key to gaining access to, and maintaining access to, these host facilities that will result in quality student clinical experiences.

Planning for each clinical experience should begin at least 6-9 months prior to the date the student will arrive at the host clinical site. Initial contact with the potential site should be in the form of an onsite visit with the Nursing Administrator and/or Nursing Education Coordinator. Once the site has agreed verbally to have students, then an official written communication from the school to obtain a signed contract from the site is the next step in the process. The clinical site may initiate the contract from their legal department. However, if the site does not have its own contract, the ITT Tech clinical contract can be used. This contract can be located on the Nursing Portal. Clinical contracts are to be reviewed by the Program Chair and School Director, and signed by the Director. The original must be retained in school files. During the program approval process prior to start contract copies are forwarded to the HQ RAM for inclusion in the application. Once the program has been initiated, new/renewed clinical contracts do not need to be submitted to HQ unless requested.

The Program Chair should guide the Administrative Coordinator to organize files for each clinical agency and assure that contracts are renewed prior to any expiration date on the contract.

As part of the planning process, the program's expectations for student activities to be included in the student's clinical schedule, as well as the clinical site's responsibilities for providing clinical experiences, must be clearly described. The student must also be fully informed of the program's expectations related to the types of activities or tasks to be included in the clinical schedule; the types of professional behaviors expected of the student while on clinical; and the evaluation process associated with the clinical. ITT Tech has a clinical agreement for students to sign prior to admission. This Student Clinical Agreement can be located on the Nursing Portal.

Program strategies can be incorporated for implementing a flex-course model within the curriculum framework to facilitate clinical placements. These strategies could include, but are not limited to:

- Teaching theory on two consecutive days followed by two consecutive clinical days
- If you must teach a nursing course in one 4-hour segment, it must be broken up into two hours blocks with a lunch break in between. Students are "lost" after two hours of nursing lecture.
- General education courses (with the exception of the sciences) are available online, which will provide flexibility in course scheduling for the student who prefers an online teaching format
- A year-round program format would permit flexible course offerings in quarters with lower demand in clinical agencies during the summer months
- Using twelve-hour shifts in clinical areas where learning is enhanced by this continuum of care that reflects a "reality-based" experience
- Using back-to-back shifts on the same unit, providing an opportunity for students to provide care, then report off to other students for the next shift of care
- Exploration of opportunities to have regional clinical groups, thereby providing clinical learning experiences in otherwise underutilized health care agencies; local qualified faculty would be contracted in those areas and transportation provided to students
- Incorporation of adult, pediatric, obstetric, and critical care simulation models to enhance clinical skills and theory application processes in the laboratory setting, thus easing some of the burden for clinical agencies

The faculty/student ratio will not exceed 1:8 or 1:10 in the clinical setting and 1:10 or 1:15 in the skills laboratory setting. Some states require that lab ratio be the same as clinical, and lab size also will dictate ratios. Labs that have only 4-5 beds must use the 1:10 ratio. The ratio will provide more time for faculty to provide guidance and theoretical instruction in the clinical and didactic setting. Lower ratios will be required for skill checkoffs; these may need to be 1:1 and should be configured in faculty load. Lab skill checkoffs are not to be done during the regular lab teaching time [i.e., if course has two hours per week lab, that is for teaching time and check-off testing is done outside of those two hours].

Scheduling of classes is coordinated with the Registrar. Class length follows the standard formula for contact time. Clinical hours, however, must be for a full contact hour and all clinical hours must be completed. A clinical hour must be scheduled as 60 minutes at the clinical site.

The Nursing Program Chair and full-time faculty will be available for any advising needs required by the student. Adjunct faculty will participate in student clinical evaluations during the clinical.

Liability Insurance

Liability insurance coverage for students and faculty in the amount of $2 million per claim and $6 million aggregate is carried by ITT Technical Institute. The Program Chair and School Director should review clinical site contracts to determine if there is a requirement for any additional coverage. The current liability insurance document in located on the Nursing Portal, and can be copied for clinical agencies. The contact for liability coverage information and enrollment is Headquarters (Angela Knowlton ext 309).

Clinical Site Checklist

The checklist to be used in visiting clinical sites and evaluation for use in the Nursing Program is located on the Nursing Portal. This checklist should be completed by the Nursing Program Chair or designee when reviewing any potential clinical site and retained in clinical agency files. Some State Boards of Nursing require that clinical sites be approved by the Board; check with your Board for any approval forms that must be completed.

Options for Clinical Placements

1. Acute care hospitals and systems
2. Specialty hospitals
3. Long-term care geriatric facilities
4. Short- and long-term rehabilitation facilities
5. Skilled care ventilator-dependant facilities
6. Adult and pediatric hospice facilities
7. Home care—these can include pediatric, post-partum, mental health, hospice, and all medical-surgical services
8. Outpatient clinics across the lifespan
9. Maternity home shelters for pregnant teens—assessment/health and parenting teaching projects
10. Occupational health services
11. Centers for children with developmental disabilities
12. Head-Start, daycare centers, YMCA after school programs
13. Public school system
    - Often have a larger facility where children with disabilities are clustered
    - Nursing clinics in schools

- Health teaching projects for children
- Developmental screenings
- Adolescents—breast and testicular exams teaching
- Role of school nurse in assessing and reporting abuse; in Healthy People 2010 and community health promotion
- Safety and risk for children in the school environment—violence, disaster, and exposures: preparedness and post trauma care plans

14. Girl Scouts of America summer camps
15. Physician practices—geriatric, obstetric, pediatric
16. Birthing centers
17. Homeless shelters and soup kitchens
18. Free clinics for inner city or underserved populations—consider developing ongoing support role/service learning by students
19. Prison system—women's health clinic, health teaching
20. Parish nurse ministries
21. Alcoholics and Narcotics Anonymous meetings
22. Geriatric daycare centers and respite care organizations
23. Rural health clinics—daytrips/field trips, consider overnight stay with two-day clinical experience
24. Visiting Nurse Association—immunization clinics
25. Dialysis centers
26. Surgery centers
27. Community support groups, such as:
    - Resolve through Sharing (neonatal loss)
    - Pediatric grief counseling centers
    - Disease specific support groups
    - American Heart/Lung Association
    - American Cancer Society
28. American Red Cross—provides Certified Disaster Nurse training to students in two-day workshop

Clinical Evaluation

The clinical evaluation tools are written based on the first-level and program objectives. The clinical evaluation tools are customized to include the clinical objectives/behaviors specific for each clinical nursing course. Clinical evaluations are based on pass/fail. Should a student be failing clinical and deemed unsafe to continue, the student is dismissed from both the clinical and theory portion of the course and is given an "F" for the course. The course faculty and adjunct faculty must work closely with the Program Chair to assure that all necessary remediation and advising, including development of learning contracts with the student, has occurred and been carefully documented. The following include, but are not limited to, criteria that constitute failure in clinical (see Student Handbook Nursing Appendix):

Unsatisfactory behavior may consist of, but is not restricted to, the following. If the student is:

1. *Consistently late*
2. *Absent, and time is not made up*
3. *Non-compliant with uniform code requirements*
4. *Not prepared to meet the laboratory objectives for that day*
5. *Not prepared to meet the clinical objectives for that day*
6. *Inappropriate in applying safety measures*
7. *Consistently inappropriate in decision making*
8. *Not compliant in assignment completion*
9. *Inappropriate in communication with patients, their families, and staff*

Any student whose performance is evaluated as being unable to meet the objectives of the course will fail the course. Any student who is determined to be failing clinical may not continue in the clinical or classroom component of the course.

One primary focus of the ITT Tech Nursing Program is to develop a high level of clinical competence in students, thus all clinical experiences should be maximized with authentic practice opportunities. Clinical time should not be taken for conferences or evaluations. It is recommended that clinical faculty develop online post conferencing, journaling, and course chat rooms for student/faculty exchange. Clinical evaluation tools are located in each course syllabus.

The Nursing Appendix to the Student Handbook contains policies on grounds for immediate dismissal from the program as well as drug screens prior to clinical experiences and "for cause". These policies must be reviewed with students.

Uniforms

Students will need to order an ITT Tech Nursing Program uniform for the clinical setting. The details of the dress code are outlined in the Student Handbook Nursing Appendix. While the ITT Technical Institute nursing uniform for agency clinical experiences is established and consistent across all programs, the uniform to be worn in the school lab is to be determined by the Program Chair. The ITT Tech logo may not be placed on lab uniforms by local vendors.

Uniforms are ordered through NanCo. The Chair should notify NanCo during program start of the quarter uniform ordering will start. NanCo provides ordering information and for each quarter will have a deadline order date and a deadline pay date. Students cannot be in clinical areas if they have not obtained the uniform as required.

Phone number: 1-800-752-2691, or www.nancouniforms.com. Each campus will have its own login and password. This needs to be obtained by calling the company. Do not use logins or passwords for other campuses, as the uniforms will go to the wrong campus.

Uniforms need to be ordered by the 3rd week of the quarter prior to clinical start to ensure delivery for the next quarter. Students are expected to pay individually for their uniform. These charges are not in the fees.

Faculty should order a personal lab coat through NanCo. They will receive a discount and have their name, credentials, and school embroidered at no additional charge.

Name tags are the ITT photo student ID; it should be placed on a clip, not on a lanyard, when in the nursing lab or clinical areas.

Uniforms to be worn in the campus nursing skills lab may be chosen by the Nursing Program Chair. An example could be khakis and a solid color polo. Students should have a lab uniform to foster an environment more conducive to teaching and to prevent the distraction of inappropriate personal choices in clothing. Scrubs may be considered for the lab uniform if students maintain these in a clean, pressed appearance. It is important from the beginning to have students develop a professional appearance and "mindset".

Contacts

Headquarters – Main number is 317-706-9200

MIS Department: management of the operating systems/software……HQ MIS Department/ext. 252

NS Department: technologically oriented hardware/networking……HQ Network Services/ext. 352

Furniture, accessories, learning resource center, purchases, etc……...Purchasing/ext. 242

Curriculum/textbook related questions……...National Chair (Nursing)ext. 757

Vice President, Academic Affairs……...ext. 363

Liability Insurance……...ext. 309

Catalog and Marketing……ext. 297

Regulatory and visits for approvals……ext. 346

Facility planning……District Manager Real Estate/ext. 231

Criminal background checks ……HQ Human Resources/ext. 338

Lab contract for sharps removal (local contract; consider Cintas or Stericycle)……Purchasing/ext. 242

Lab contract for laundry service…….. arrange for 2-3 local bids; decision by School Director and signed by Jim Murley at HQ Purchasing

Laerdal (find territory rep for VitalSim training)……....1-800-648-1851, ext 2201 between 9-5. EST

Labcorp (drug testing) (labcorp.com)…… Tim Kasperovich. kaspert@labcorp.com (440) 989-3000

Publishers

Elsevier: (see also Nursing Portal)

Textbook Desk Copies and Review Copies: Please contact **Faculty Support** at **1-800-222-9570**

Evolve Account Questions: (Instructor Resources, case studies, practice test) Please call **1-800-222-9570**

HESI Testing Questions: Product Support Specialist, **Rebecca Bates** at **1-800-950-2728** or r.bates@elsevier.com

Link to a free self-paced Evolve REACH training course from Elsevier's faculty development site: https://evolve.elsevier.com/productPages/i_1361.html. Just click on the green "Register for these resources" link on the right-hand side.

Pearson: Use the following email to order desk copies for courses through Evan Girard, the Pearson 'Customer Service' rep for ITT Schools:

Instructor.ITT@Pearson.com or Evan.Girard@Pearson.com (847-492-1883)

Visit the Instructor Resource Center and order a copy (Select the course from the drop-down menu)

http://www.pearsoncustom.com/ITTinstructor
Username: ITT2 Password: instructor

Facilities and Equipment

Initial Build-Out Process

Facility renovations are required for this program. The Nursing Lab should be large enough to accommodate at least 6 hospital beds with equipment in order to conduct "skills labs." Due to space constraints, some campues can only accommodate 4-5 beds; this requires lab section sizes of 10 students rather than the typical 15.

The Dean/Director may access a standardized list of recommended supplies and equipment (Vendor Index) online. The Senior Buyer at ITT Headquarters (ext. 242) is responsible for ordering all equipment, supplies, computers, test scanners (if not already on site), and learning resource center materials. Real Estate at HQ is responsible for all building drawings, permits, and build-out of space. A minimum of three to four months lead time is recommended from ordering to setup date. A capital request is submitted to initiate the purchasing process; this may already have been initiated by the School Dean/Director. The Senior Buyer is the resource for warranty concerns or missing inventory.

Board of Nursing regulations may stipulate that the Nursing Program Chair has a private office. If so, real estate will build this into the renovation for the program. Otherwise, the space for the Nursing Chair will be consistent with space assigned to other program chairs. The chair and nursing faculty must have immediate access to private conference rooms, which include computer and phone, for student/faculty conferencing. Private faculty offices are not feasible due to space limitations. The following rationale may be of assistance with boards who may seek explanations of lack of private faculty offices:

> *"We put our resources toward students; classroom, lab, and student space is more crucial than private offices. We provide for private counseling in the small interview rooms. While private office space for each faculty member is a recruitment "perk", in reality private offices can promote fragmentation of faculty and less direct communication. Sharing of space can facilitate a more mature level of communication, timely problem resolution among faculty, brainstorming and sharing of ideas, and foster teamwork."*

Many pieces of nursing equipment must be purchased for the program areas, such as:

- Locked cabinet(s) for student files/health records
- Locked cabinets/closet for nursing skills equipment, mannequins, and videos/DVDs
- Classroom with refrigerator, sink, eye wash, and nonporous tables for sciences
- Standard theory rooms and computer labs
- Faculty office space, conference rooms, and Administrative Coordinator workspace
- Chair office space requirement varies by State Board of Nursing

The Program Chair must be present on site to oversee the delivery and setup of nursing laboratory and classroom equipment and software. Labor assistance with this process may be facilitated through the School Director. Delivered equipment must be secured in locked areas.

The Nursing Lab should be used for nursing classes and lab practice times; non-nursing classes should not be scheduled in this room unless the campus is experiencing a critical shortage in classroom space. In that case, the Chair must reserve the room for practice, simulation, and skill check-off needs outside of regular class times. The Nursing Lab must be locked at all times when not in use. The Nursing Program Chair and College Director should determine who has controlled key access.

The Nursing Program build-out requires a wet lab classroom as well as a nursing laboratory. The Nursing Program National Chair has researched extensively space needs for these rooms and have made some recommendations to Real Estate on approximate needs. These are recommendations only; Real Estate determines the actual square footage and storage capacity. The Program Chair and School Director should work through the District Manager if they have any concerns during the build-out process.

Nursing Lab

These are recommendations only; Real Estate determines the actual square footage and storage capacity.

The nursing laboratory should include all of the following:

- Approximate square footage of 880 square feet or more; 1000 sq ft is acceptable
- Approximate lockable storage capacity of 150 cubic feet
- Six beds placed on solid walls without windows as equipment must be mounted on the wall at the head of the bed – real estate restrictions may require that some beds be placed on window walls.
- Room must include a sink with running water
- Room should accommodate four theory tables and 15-30 stackable chairs
- The room must accommodate all equipment noted on the master ordering list
- Labs having less than six beds must teach clinical lab in three sections of 10 students

In setting up the nursing lab, the following suggestions have been provided by Chairs:

- In addition to the wall cabinets, two large storage units can be used to store mannekins or their storage boxes. These units must have locks installed with keys maintained by the Nursing Chair or designated nursing faculty member.
- The VitalSim mannekins will need to remain on a bed and should not be moved more than necessary. The VitalSim Baby does not fit in the bassinet.
- The second large storage unit can be used to organize needles, syringes, IV supplies including the injection pads and IV sim arms. This unit will accommodate other items as well.
- It is imperative that needles and related items be locked at all times.
- Plastic bins should be purchased and labeled to organize small items.
- Label the contents on the outside of cabinets and inside shelves.
- Rolling equipment (BP monitors, IV poles and pumps, laundry hamper) are stored next to beds.
- Oximetry equipment should be locked up when not in use.
- Thermometers can be mounted above the cabinet base unit to the right of the sink.
- Sharps containers are to be mounted beside each bed at a height of 52-56 inches, based on current hospital accreditation standards.
- The carts with drawers can be used to organize medication supplies, dressings, and “special procedure” items, as well as respiratory equipment. Consider use of a smaller cart as “isolation supplies”.
- The Purell sanitizer can be placed by the sink but not too close to an electrical receptacle as this can be a fire hazard if alcohol is in the product. Purell sanitizers should also be placed by each bed.

- Arrange the beds and patient care areas as a standard "clinic look", with otoscope, ophthalmoscope mounted next to one bed, blood pressure wall units, and air/suction mock-ups mounted above each bed.
- Arrange with the School Director in advance to have labor support when supplies arrive. Curtain tracks and curtains must be installed, carts assembled, and wall mounted items installed.
- Obtain blueprint of curtain/rail installation (Steve Biro at Pocket Nurse 1-800-225-1600)

Supplies for the nursing lab should be inventoried on a regular basis and replenishable items ordered as needed. A Nursing Lab Coordinator is most effective in assuring sufficient inventory and ordering. The Nursing Chair should work with the School Director to obtain a procurement card, which facilitates the ordering of supplies.

Science Lab

The science classroom should include all of the following for anatomy/physiology/microbiology:

- A sink with eye wash attachment
- Nonporous tall tables and stools to seat 30-32 students
- Instructor table in front of room with computer access for teaching
- Refrigerator – Dissection specimens do not require refrigeration. The specimens will last across both quarters of the A&P courses, and can remain on the dissection trays, wrapped in plastic to prevent desiccation, and stored in cabinets. See instructions in courseware.
- Incubator for microbiology
- Adequate ventilation and lighting as determined by Real Estate
- Electrical outlets to tables for microscopes, two-three students sharing each microscope
- Storage cart for locked storage of microscopes
- A sharps container should be installed

The science classroom will be used for labs in anatomy and physiology, microbiology, and criminal justice [if applicable]. Coordinate with the CJ Chair for arrangement and storage. Additional storage cabinets may be required.

Anatomy and physiology models can be stored in the wooden cabinet; some items are large and cannot be accommodated, thus must be placed on cart tops. The microscopes should always be placed in the locked storage cart when not in use. Cabinets must be fitted with locks, and keys maintained by the Program Chairs and/or designated faculty. Lab safety guidelines (see courseware) and MDS sheets for hazardous lab materials should be accessible in the lab.

Sharps Procedure and Lab Safety Guidelines

The Sharps Procedure should be reviewed with students at the beginning of Clinical Nursing Concepts and Techniques I and signed by the student. Retain the signed copy in the faculty course files. The Sharps Procedure is located on the Nursing Portal.

The Lab Safety Guidelines should be reviewed with students at the beginning of Anatomy and Physiology and Microbiology courses. Course faculty are responsible for assuring that all safety guidelines are followed and they must be familiar with all safety equipment. Lab Safety Guidelines are included in the courseware and are located on the Nursing Portal. If a student is injured, an incident report (located on the employee portal) should be completed.

The Chair is to arrange a contract with a company for disposal of sharps. The Chair may choose to use Stericycle (stericycle.com) or may contract with a local company.

Safety Guidelines for Nursing Students are located on the Nursing Portal and should be distributed to nursing students at the beginning of the program and as needed thereafter.

Student Kits

Students are charged a fee for tool kits used in the Nursing Program. A Nursing Tool Kit is needed for Quarter 2 and Quarter 3 in the Nursing Skills Lab, as well as ongoing in the clinical setting. Purchasing is responsible for vendor ordering of tool kits.

The Nursing Kit includes the following: Stethoscope, blood pressure cuff, thermometer, pen light, bandage scissors, gloves, and urinary catheter kit.

Students will also receive a LabPaq for Human Anatomy and Physiology I; this kit covers both quarters of the course. Students will be charged for the LabPaq in the fees. The LabPaq is distributed with the textbooks. If students have transferred in Anatomy and Physiology courses, they should not be charged for the dissection LabPaq and finance must arrange a credit.

Faculty and Staff Policies and Procedures

Lead Teacher Model (modified)

The model used for teaching will include adjunct and full-time faculty. The full-time lead faculty will be responsible for the didactic portion of the course. That lead faculty will oversee the adjunct faculty in the clinical setting in order to ensure that the course objectives are met, as well as mentor the adjunct faculty. The lead faculty has the opportunity to see each student in the clinical setting as well. This will allow for continuity between the classroom and the clinical setting. The Program Chair will occasionally join the Lead Teacher on clinical rounds to facilitate evaluation of clinical adjuncts. The lead faculty in a course will also be responsible for covering a clinical group as needed, depending on the mix of faculty available in any given quarter.

Human Resources will provide guidance in the faculty model and pay structure used for the Nursing Program. The Program Chair must be familiar with the model and conversant in workload and compensation structure when interviewing potential faculty. HR may also provide additional support when campuses are challenged in recruiting sufficient qualified faculty.

Faculty Qualifications

Nursing Faculty

Skills the potential Nursing faculty possess must meet State Board of Nursing (verify requirements with your State Board of Nursing regulations) and NLNAC requirements and in addition should include the following:

- Holds an advanced Nursing degree—MSN or higher for all full-time faculty and meets all state-specific credential requirements
- Has current clinical practice and provides competent evidence based nursing care
- Has strong body of nursing knowledge
- Has previous or current teaching experience
- Maintains a current unencumbered RN license in the state
- Holds membership in professional nursing organizations

Faculty credentials must be congruent with the requirements of the National League for Nursing Accreditation Standards (Standard 2: Faculty and Staff) as follows:

- Full-time faculty have a minimum of MSN and maintain expertise in area of responsibility
- The majority (>50%) of part-time faculty have a minimum of MSN; the remaining hold a minimum of BSN and be working on an MSN
- Lab personnel who do any teaching or evaluation must hold faculty credentials
- Faculty must meet all health requirements of clinical sites; keep documentation of health (immunizations, TB, titers) and clinical site training (i.e. blood borne pathogens, TB, CPR) in faculty files.

General Education Faculty

General education and science instructors must have a Master's degree with a minimum of 18 graduate credit hours of academic preparation in the subject area and a minimum of 3 years applicable experience in the subject matter area. Teaching experience in post-secondary education at an accredited institution is required for theory faculty, and preferred for adjunct clinical faculty.

Nursing faculty qualifications must be in compliance with all Board of Nursing regulations, and should reflect the following subject matter expertise:

Course	Degree required	Focus area/expertise
Nursing Roles I	MSN or higher	Nursing Roles/Socialization, Ethics, Health Care System
Clinical Nursing Concepts and Techniques I and II	MSN or higher	Fundamental Nursing Skills/Medical Surgical Nursing/Adult Health/or Pediatrics
Med Term/ Dosage Calculations	MSN or higher	Fundamental Nursing Skills/Medical Surgical Nursing/Adult Health or Pediatrics
Adult Nursing I and II	MSN or higher	Medical Surgical Nursing/Adult Health
Pharmacology	MSN or higher	Medication Administration and Pharmacology Expertise
Gerontologic Nursing	MSN or higher	Medical Surgical Nursing/Adult Health/Geriatrics
Mental Health Nursing	MSN or higher	Psychiatric Nursing
Maternal Child Nursing	MSN or higher	Obstetrics Pediatric Nursing
Complex Care/ Nursing Capstone	MSN or higher	Adult Health/ICU/Critical Care Nursing
Nursing Roles II	MSN or higher	New Graduate Role Socialization /Ethics/Resume Writing/ Interview Skills /Leadership and Management

Clinical competencies of nursing faculty are a critical component for achieving program outcomes. Clinical competencies will be assessed in the initial faculty hire process and every three years thereafter for all nursing faculty. The following procedure will be used by faculty to validate clinical skill competencies. Documentation will be maintained in faculty files. The following process is to be followed:

Procedure for Validation of Clinical Skill Competencies for Nursing Faculty:

1. If employed in clinical practice relevant to the teaching area, faculty member provides documentation verifying successful completion of employer's annual clinical skills competency.
2. If supervising a student clinical group, faculty member also provides documentation of any clinical instructor competency validation required by that clinical agency. This competency should include TB, Blood Borne Pathogens, and HIPAA training.
3. In addition, faculty member completes skill competency demonstration for any skills relevant to the teaching area that are not included in the employer or clinical agency competencies. Assessment of competency via demonstration may be conducted by the Program Chair or designee. Designee may include a clinical site representative. Relevant skills are to be determined collaboratively between the Program Chair and the faculty member, and should include the Standard Clinical Faculty Skills Checklist and skills compiled from the Clinical Skills Checklists located in each nursing course.
4. In addition, faculty member maintains current CPR certification and provides documentation to the Program Chair.
5. Program Chair may determine that all clinical skill competencies are to be validated during a mandatory faculty skills 'marathon' every third year.

Faculty Name _____**Teaching Area:** _____

Standard Clinical Skill Competencies for Nursing Faculty	Validation Method, Date of Validation, Follow-up Notes, Evaluator Initials
Physical assessment of body systems	
Nutritional assessment	
Skin risk assessment	
Risk for falls assessment	
Risk for abuse/neglect	
Pain assessment	
Breast self-examination	
Risk for suicide assessment	
Seizure precautions	
Applying physical restraints	
Ergonomic principles	
Caring for clients in isolation	
Applying/removing protective gear	
Preparing a sterile field	
Sterile gloving and gowning (infection control)	
Performing suture and staple removal	
Performing wound drainage evacuation	
Applying a dressing (dry or wet-to-dry, colloid)	
Obtaining specimens (wound, stool, urine)	
Obtaining blood specimens peripherally/centrally	
Insertion of indwelling urine catheter	
Continuous bladder irrigation (CBI)	
Insertion of a nasogastric (NG) tube	
Verifying feeding tube placement	
Irrigating a feeding tube	

Standard Clinical Skill Competencies for Nursing Faculty	Validation Method, Date of Validation, Follow-up Notes, Evaluator Initials
Continuous or intermittent enteral nutrition	
Pouching an ostomy	
Ostomy irrigation	
Measuring occult blood in stool (hemoccult)	
Measuring occult blood in gastric secretions (gastroccult)	
Urine clinitest	
Measuring blood glucose/Accucheck	
Applying elastic stockings and sequential compression devices (SCDs)	
Administering medications via oral, subcutaneous, intramuscular, intravenous and inhalation routes	
Administering medications: dosage calculation	
Insulin administration	
Heparin administration	
Patient-controlled analgesia	
Narcotic documentation/wastage	
Epidural anesthesia	
Insert/remove peripheral intravenous line	
Care and maintenance of peripheral and central intravenous catheters and dressings	
Initiating blood therapy and monitoring for reactions	
Use of peak expiratory flow meter	
Performing tracheostomy care	
Caring for patients with chest tubes/disposable drainage systems	
Assisting with removal of chest tubes	
Airway suctioning with a closed system	
Inserting an oropharyngeal airway	
Oro/naso-pharyngeal suctioning	
Cardiopulmonary resuscitation/Heimlich for neonate, children and adult	
Monitoring conscious sedation	

In addition, the following clinical skills specific to the assigned teaching area must be validated (to be determined by faculty and Program Chair):

Clinical Skill Competencies for Nursing Faculty – Specific to Teaching Area	Competency Validation Method, Date of Validation, Follow-up Notes

Evaluator(s): _____ Employer: _____

Faculty Hiring Estimates

Timeline for Faculty Hiring* and Student Population** - pre-June 2011programs				
Quarter	**Course**	**Selection Timeframe**	**Cumulative Faculty by End of QTR ***	**Cumulative Students****
Prior to start		Program Chair Administrative Coord. First Faculty (based on board regs; may vary)		
Quarter 1	Nursing Roles I	One nursing faculty hired for program start	Program Chair 1 FT faculty	30
Quarter 2	Clinical Nursing Concepts and Techniques I	Select second FT faculty during Quarter 1	2 FT faculty Adjuncts as needed	60
Quarter 3	Clinical Nursing Concepts and Techniques II Pharmacology Dosage Calculations	Select faculty during Quarter 2	3 FT faculty Adjuncts as needed	90
Quarter 4	Adult Nursing I	Select faculty during Quarter 3	3-4 FT faculty Adjuncts as needed	120
Quarter 5	Adult Nursing II	Select faculty during Quarter 4	4-5 FT faculty Adjuncts as needed	150
Quarter 6	Gerontologic Nursing	Select faculty during Quarter 5	5-6 FT faculty Adjuncts as needed	180
Quarter 7	Mental Health Nursing	Select faculty during Quarter 6	7-8 FT faculty Adjuncts as needed	210
Quarter 8	Maternal Child Nursing	Select faculty during Quarter 7	7-9 FT faculty Adjuncts as needed	240
Quarter 9	Complex Care Nursing Nursing Roles II	Select faculty during Quarter 8	8-10 FT faculty Adjuncts as needed	270

* Adjuncts may vary based upon clinical facility requirements. Maintain FT/student ratio of 1:25.
**Maximum number of students possible—no attrition
Note: State Board of Nursing requirements may mandate numbers of fulltime faculty

Faculty Hiring Timeline Estimates – programs post June 2011			
Quarter	**Course**	**Selection Timeframe**	**Projected Cumulative Faculty***
Prior to Start		Program Chair hired Administrative Coordinator hired First Faculty hired	
Quarter 1	No nursing courses	Select faculty for June 2011 quarter	1 full-time

Faculty Hiring Timeline Estimates – programs post June 2011			
Quarter 2	Nursing Roles I Med Term/Dosage Calculations	Select faculty for the September 2011 quarter	1-2 full-time Adjuncts as needed
Quarter 3	Clinical Nursing Concepts and Techniques I	Select faculty for the December 2011 quarter	2-3 full-time Adjuncts as needed
Quarter 4	Clinical Nursing Concepts and Techniques II Pharmacology	Select faculty for the March 2012 quarter	3-4 full-time Adjuncts as needed
Quarter 5	Adult Nursing I	Select faculty for the June 2012 quarter	5-6 full-time Adjuncts as needed
Quarter 6	Adult Nursing II	Select faculty for the September 2012 quarter	5 full-time Adjuncts as needed
Quarter 7	Mental Health Nursing Gerontologic Nursing	Select faculty for the December 2012 quarter	7-8 full-time Adjuncts as needed
Quarter 8	Maternal Child Nursing Nursing Roles II	Select faculty for the March 2013 quarter	7-9 full-time Adjuncts as needed
Quarter 9	Nursing Capstone	Ongoing faculty recruitment as needed	8-10 full-time Adjuncts as needed

Faculty Workload Guidelines

The ITT Technical Institute Faculty Manual is inclusive for all faculty. Based on state board of nursing and accreditation body regulations, as well as the unique nature of nursing education, some processes are operationalized differently for nursing faculty. These include workload determination and evaluation. The standard Institute workload for full-time instructors equates to approximately 25 contact hours per week, which includes teaching 5-6 courses. For nursing, the contact hours approximate 25 hours per week but will not include 5-6 courses. Nursing faculty generally teach two courses that include labs and/or clinical groups. If one of those two courses is nonlab/nonclinical, a third course with no lab or clinical may be added. The teaching of theory, supervising laboratory instruction and skill demonstrations, and serving as lead teacher for all clinical adjuncts teaching the clinical groups in a course (which includes weekly rounds to clinical groups/sites, assessing learning experiences, observing and mentoring adjunct faculty, collaboration with clinical site staff, etc.) necessitates formulation of alternative workloads. As is typical in nursing education, workloads vary from one academic session to another based on number of clinical groups, class sections, and instructor availability. Workload/contact time must also consider the extensive instructor time needed in the Concepts I/II courses for the clinical skill competency testing, which is conducted 1:1 ratio rather than 1:15.

Faculty Recruitment and Credentials

Nursing faculty are to be hired at the rate of one fulltime faculty per quarter during program "roll-out", with clinical adjuncts hired as needed for additional lab and clinical hours. By full implementation, the program is expected to have 9-10 fulltime nursing faculty and maintain a fulltime to student ratio of 1:25.

The faculty/student ratio will not exceed 1:8 in the clinical setting and no more than 1:15 in the skills laboratory setting. However, clinical skill demonstration and competency testing ratio generally needs to be 1:5 for demonstration and 1:1 for testing. (Note: Maximum faculty/student ratio is set by the State Board of Nursing and may vary depending on your state.) The ratio will provide more time for faculty to provide guidance and theoretical instruction in the clinical and didactic setting. The Nursing Program Chair and full-time faculty will be available for any counseling needs required by the student. Adjunct faculty will participate in student clinical evaluations during the clinical rotations.

Recruiting for nursing instructors requires innovation and creativity. Consult first with Human Resources at Headquarters, as they coordinate the postings of positions and have advertisements already developed. An advertisement on an Internet job board such as Career Builder or Monster.com or in the newspaper may yield results but you cannot assume that it will. Utilize the nursing community and networks that you and other colleagues have to recruit potential faculty. Nursing instructors can be found in a variety of health care settings such as hospitals or long-term care facilities, community health settings, and research and independent practices. Also, remember the potential faculty who are in master's degree programs at local universities. These potential faculty are especially valuable as adjunct clinical faculty.

You will want to also look for a working knowledge of the accreditation process and knowledge of the program standards set by the ANA and NLNAC, as well as the State Board of Nursing. If the Program Chair has no experience with NLNAC accreditation, it is especially helpful to hire a faculty member who has this background.

For this program, it is recommended that you are always recruiting for new instructors. Keep in mind that you will want to reach both active and passive job seekers. You want people not necessarily looking to change jobs to know of your opening. This is especially true for adjunct faculty. You can not rely solely on one source but use a combination to keep your presence known in the nursing community. Here is a listing of some traditional and non-traditional recruiting methods that you can adopt into your recruiting strategy.

Program Advisory Committee: This recruiting source has proven to be the most successful and effective. People in this field know their professional counterparts and communicate with each other often. You should consider your advisory committee as your foot in the door for recruiting from this market. It is recommended that you form this group early and immediately ask for their assistance in faculty recruiting.

Internet Recruiting: Internet recruiting should always start with OpenHire, ITT Technical Institute's applicant tracking database. Once each position is processed through OpenHire, the positing will appear on the company website as well as Monster.com or CareerBuilder.com. There are a few "niche" job board sites that have a health care focus such as the American Association of Colleges of Nursing (http://www.aacn.nche.edu). A great local resource is your neighboring colleges' and universities' Career Service Centers. Most colleges and universities will require that you register with their Career Service Center and then they will allow you to post multiple positions for current students and alumni to access. You should also explore your city or town website as well as your state website. To receive a copy of approved position advertisements, please contact your HR partner at Headquarters.

Newspapers: Newspaper advertisements are a good recruiting tool and approved advertisements are available from Human Resources. No advertisement should be published without Human Resource's approval. To request an advertisement, please contact your HR partner at Headquarters.

Professional Organizations: Check your state Nurses' Association for potential job postings and faculty recruitment. The American Nurses' Association (www.nursingworld.org) is an excellent resource for recruitment and information. Membership in a professional organization, be it local or national, is highly recommended for all faculty in the Nursing Program. Other resources are: National League for Nursing (www.nln.org), National Council for State Boards of Nursing (www.ncsbn.org), and National Organization of Associate Degree Nurses (www.noadn.org). All of these are excellent resources and it behooves one to become familiar with the local, state, and national nursing regulations. In addition, contact local health care organizations to determine if they have mechanisms within the organization to publicize teaching opportunities their employees may be interesting in pursing on an adjunct or part-time basis. Check your local yellow pages and business publications for professional organizations in your area. Many of these organizations provide job posting as a service to their members.

ITT Technical Institute Career Services: Your Director of Career Services knows the local employment market better than most and can be a valuable resource to you. Enlist his or her help in brainstorming a list of employers to contact for potential adjunct faculty. You are not looking to steal their employees but to provide professional growth for them. Discuss the options with the employer about how you may notify their employees about adjunct openings. Please remember that you are establishing a cooperative relationship here; we hire their employees as adjunct faculty, and hopefully they will hire our graduates.

Placement Agencies: Placement agencies have established a good recruiting network and often can locate qualified candidates quickly. Although you will have to pay a fee, the faster response time and lack of newspaper advertising costs offset the cost. Look for agencies that specialize in nursing or health care or have a division especially devoted to this field.

Local Colleges/Universities: For best results, contact the department head. This person knows the students as well as we know ours and generally is more helpful about job placement than the placement department. This is a growing field that is a second career for many. There may be students who have experience as a Registered Nurse but who are now going to school to get an advanced degree.

Certification Providers: ANCC, NLN, and ANA offer various credentialing exams in various nursing specialties. All nursing faculty and chairs are encouraged to pursue Certified Nurse Educator certification through the National League for Nursing.

Interviewing Tips

The skills we are seeking are in high demand, which is one of the reasons why we're teaching this curriculum. This demand necessitates a faster response time in all critical contact points in the recruiting process and hiring. It is not uncommon for candidates to receive offers within a few short days of an interview. You do not want to lose a candidate to another employer; therefore, when recruiting instructors, be sure to:

- Respond to all candidates within a few days of the submission of their resumes or other initial job inquiry. If the candidate is not qualified, he or she may still know of someone who may be.
- Schedule interviews within a few days of the call.
- Shorten the time for the interview process as much as possible.
- Have the candidate complete an application at the first interview.
- Start the background check on the day of the interview. If necessary, make an offer contingent upon positive results from the background check.

- Treat the candidate as a valued customer. Conduct interviews on time. Inform the candidate of the steps in our process and give a realistic timeframe for when you will get back with them. Remember, the shorter, the better!

Provided is a list of common certification credentials you need to look for:

MSN – Master of Science in Nursing
PhD – Doctor of Philosophy
DNS – Doctor of Nursing Science
DNP – Doctor of Nursing Practice
FNP – Family Nurse Practitioner
ANP – Adult Nurse Practitioner
PNP – Pediatric Nurse Practitioner
CNS – Clinical Nurse Specialist

When interviewing and managing faculty, there are certain characteristics that promote effective hiring and retention. Nurses are commonly well organized and strive to create orderly work processes and environments. Many are very detail-oriented, and many others favor concepts and ideas over detail. Both of these personality types are valuable within a body of instructors. Detail-oriented persons might be good instructors for courses such as medical terminology, pharmacology, nutrition, fundamental nursing skills, etc. Concept-oriented instructors are better suited to teach the organization of the U.S. health care system, nursing roles, leadership and management, etc. Most essentially, a good instructor is one who has a solid knowledge about the course topic, a strong interest in the course topic, and a strong desire to impart that knowledge to others coming into the professional field.

When interviewing candidates, be sure to explore each facet of the job they are interviewing for. You should have each candidate give a short 15-20 minute teaching presentation on some topic of their choosing or on a topic associated with one of the courses they would be teaching, in order to gauge their comfort and skill with classroom presentation as well as their confidence with the subject matter.

Nursing faculty should also be interviewed in relation to their clinical competencies. A Standard Clinical Skills Checklist for Nursing Faculty has been developed. New faculty must provide validation of clinical skills competency prior to the teaching of students, and every three years thereafter. The process and checklist are located on the Nursing Portal.

Based upon the industry figures for nursing faculty, the salary structure requires us to pay full and adjunct faculty at higher rates than in other programs. Your HR Partner is your resource for any questions related to benefits, compensation and salary structures. ITT Technical Institute offers a competitive salary, 401(k), group medical (including the new Health Savings Account option), dental and vision coverage, flexible spending accounts, a tuition discount program for you and your family members, and employee tuition reimbursement, just to name a few.

Faculty Commitment Letter

The following sample letter and form can be placed on the school letterhead and used by the Program Chair to elicit faculty commitments if required by the Board of Nursing for program approval processes:

Date

Name
Address
Phone
Email Chair

Dear……..

ITT Educational Services, Inc., is in the process of seeking approval from the __(insert State)___ State Board of Nursing to start an associate nursing program at the ITT Technical Institute, _(insert City)__. I would like for you to consider applying for a nursing faculty position with us.

ITT Technical Institute is an institution of higher learning that is committed to quality undergraduate education. The nursing program development team process incorporates the expertise of nurse educators, health care practice advisors, instructional design and assessment specialists, and local advisory bodies to prepare registered nurses who can provide competent care in ever-changing health care settings.

ITT Technical Institute, _(insert City)_ , offers competitive compensation and benefits. Recognizing that recruitment and retention of nursing faculty is a critical challenge, the institute offers the following benefits and incentives:

- Opportunity to play a key role in shaping and growing nursing education
- Competitive salaries with 401(k) eligibility
- Group medical, dental, and vision coverage
- Structured mentoring and development of faculty in The Lead Teacher Model™
- Tuition reimbursement opportunities for graduate education
- 80% tuition discount at ITT Technical Institutes for all immediate family members of full-time faculty
- Opportunity for nationwide relocation and advancement in multiple states

I invite you to consider working with us in this exciting nursing education endeavor. Attached is a letter that would communicate your interest in pursuing a faculty position pending final approval by the _(insert State)_ State Board of Nursing. I welcome your call or email to discuss these opportunities, and encourage you to fax the attached letter and your resume at your earliest convenience.

I look forward to hearing from you.

Sincerely,

_____
Nursing Program Chair

Date: _____

To: _____
Nursing Program Chair
ITT Technical Institute
Address
City, State
Fax Number _____

RE: Notice of intent to pursue Nursing Program faculty interview process

I wish to indicate my interest and desire to pursue the nursing faculty interviewing process with ITT Technical Institute, _____(insert City)_____, conditional upon approval by the ___(insert State)_____ State Board of Nursing.

Name: _____

Address:
_____
_____
_____

Phone: _____
Email: _____

Attachment: Candidate to attach resume

Job descriptions for Program Chair, faculty (termed instructors in the ITT system) and Administrative Coordinator are included below. It is recommended that, as the program grows, the Program Chair seek to hire a faculty person who would serve as a Clinical Lab Coordinator, responsible for managing the Nursing Skills Lab and coordinating all clinical experiences. This position will become crucial in ensuring that the program runs smoothly.

Faculty Orientation

A detailed agenda for faculty orientation has been developed to ensure that all faculty have been adequately informed regarding ITT Technical Institute policies and procedures as well as Nursing Program specific information. New faculty are to work with the Associate Dean in school orientation processes, and with the Program Chair in orientation specific to the Nursing Program. The new nursing faculty orientation is located on the Nursing Portal.

All full-time and adjunct nursing faculty, both didactic and clinical, will complete an ITT Technical Institute orientation. The Nursing Program Chair will guide the faculty members through their individual orientation plans in cooperation with the Associate Dean. The orientation includes ITT Technical Institute's *e-Campus* Course Catalog, which is completely online, and the Nursing Program's orientation, which is face-to-face.

Each new faculty member will complete the ITT Technical Institute's New Employee Orientation. This is an online module and part of ITT Technical Institute's *e-Campus* Course Catalog. The module includes information concerning ITT Technical Institute's mission, philosophy, history, and organizational structure.

The ITT Technical Institute's *e-Campus* Course Catalog also includes *Teaching for ITT Technical Institute*. This module contains information pertaining to ITT Technical Institute students, teaching, classrooms, and essential information for teachers from the ITT Technical Institute's Faculty Manual. Full-time faculty members are required to complete *Teaching for ITT Technical Institute* and two additional *e-Campus* courses per quarter thereafter until all are completed. Adjunct didactic faculty members are required to complete one course per quarter until all of the available courses have been completed.

At the beginning of each quarter, as new didactic and clinical faculty members are hired, an orientation workshop will be conducted by the Nursing Program Chair. At this event, all new faculty will have the opportunity to complete ITT Technical Institute's new employee orientation if they have not previously done so. The agendas/checklist for the Nursing Program full-time and adjunct faculty orientations are located on the Nursing Portal; examples of items to include are:

Nursing Faculty Orientation Agenda

- Introductions – administration, faculty, staff
- Map of college
- Parking
- Keys – offices, building, classroom, storage rooms
- Supplies and equipment location and use
- Emergency plans
- Organizational chart
- ITT Technical Institute's Mission, Philosophy, and Structure
- Nursing Program's Mission, Philosophy, Framework, First Level and End of Program Objectives, Curriculum Outline
- Quarterly and yearly calendars (both ITT Technical Institute's and the Nursing Program's)
- ITT Technical Institute Catalog
- Nursing Portal
- Board of Nursing Rules and Regulations
- Faculty development courses
    - e-Campus courses
    - ITT Technical Institute employee portal
    - NLN Teaching Competencies and criteria
- Role of faculty member
    - In-depth review of the Faculty Manual
    - Faculty rights and responsibilities
    - Faculty meetings
    - Faculty committees
    - Faculty professional development
    - Faculty evaluations – formal evaluation and informal mentoring
    - Faculty office hours
    - Academic affairs policies
    - Institutional Effectiveness Plan
    - Nursing Program Systematic Evaluation Plan
    - Lead Teacher Model
- Adult Learner Models
- Student learning styles
- Characteristics of good teaching
- Academic freedom
- Student attendance
- Grading/Grade book
- Advising
- Classroom management
    - Preparation
    - Resources
- Curriculum
    - Pattern of courses and concepts/content flow
    - Nursing Student Handbook
    - Syllabi
    - Books
    - Clinical facilities
- Evaluations
    - Student
    - Clinical
    - Appeals process
- Library
    - Virtual Library
    - Learning Resource Center (LRC)

- Employee Benefits
  - Health/Dental/Vision Insurance
  - Life Insurance
  - Reduced tuition rate for employee and dependents
  - Dell computer discount

Nursing Faculty Orientation Agenda: Adjunct Clinical

- ITT Technical Institute's Mission, Philosophy, and Structure
- Nursing Program's Mission, Philosophy, Framework, Level and End of Program Objectives
- Quarterly and yearly calendars (both ITT Technical Institute's and the Nursing Program's)
- ITT Technical Institute Catalog
- Board of Nursing Rules and Regulations
- Role of clinical faculty member
  - Faculty rights and responsibilities
  - Faculty meetings
  - Faculty professional development
  - Faculty evaluations
  - Academic affairs policies
  - Clinical site orientation
- Adult Learner Models
- Student learning styles
- Characteristics of good teaching
- Curriculum
  - Pattern of courses and concepts/content flow
  - Nursing Student Handbook
  - Syllabi
  - Books
  - Clinical objectives/application
- Clinical teaching
  - Guidelines for effective clinical teaching
  - Evaluation tools
  - Student learning agreements
  - Appeals process
  - Clinical expectations and learning activities relevant to course
  - Orientation on clinical units prior to student experiences
  - Clinical site-specific requirements for clinical instructors
- Library
  - Virtual Library
  - Learning Resource Center (LRC)

Elsevier Publishing provides a link to a free self-paced Evolve Reach training course from their faculty development site on Evolve:

https://evolve.elsevier.com/productPages/i_1361.html

Just click on the green "Register for these resources" link on the right-hand side.

Each instructor needs to be given faculty access to Evolve resources; the Chair should contact the Elsevier area representative to provide faculty information. The rep then provides password protected access to faculty resources on the Elsevier/Evolve website.

To access instructor resources for a course, log onto the Evolve site. Choose 'Resources', pick your book, choose "Course Documents' on the left, then 'Resources' on the right. This brings up power points, case studies and other materials for teaching the course. Power points can be quite lengthy,

and the instructor will need to choose judiciously which slides to use. Case studies on the site can be used for group work in the classroom. The website also can be used as a course website should the instructor choose to use it; the instructor can post notes, practice quizzes, announcements, etc.

Faculty need to check the bookstore a week ahead of quarter start to make sure textbook packages have arrived.

Faculty Organization and Committees

Nursing Faculty Organization
Accrediting bodies require that a Nursing Faculty Organization (NFO) be in place with requirements for membership, functions, committees, relationships, and methods of operations. Full-time and adjunct faculty members will serve as members of the NFO. All clinical adjunct faculty should be invited to attend the NFO meetings; some states require participation of all faculty.

It is very important that nursing faculty meetings be held regularly from the very beginning of the program when there may be only one faculty member and the Chair employed. Minutes of the meetings must be recorded and attendance documented. Faculty minutes must reflect ongoing use of the Systematic Program Evaluation Plan (see Nursing Portal).

The functions of the NFO shall be to discuss curriculum-related issues, student performance, evaluation methods, and program policies/issues affecting both faculty and students within the framework of ITT Technical Institute's policies and established procedures. Two committees should be constituted by nursing faculty members based on their interest and expertise. The Curriculum Committee will address program evaluation, curriculum, and accreditation issues, with recommendations forwarded to the Nursing Curriculum Manager at ITT Headquarters. The Admissions, Progression, and Graduation Committee (APG) will work with admission, progression, and graduation processes. These two committees will be established by faculty vote at a regularly scheduled NFO meeting. In addition, nursing faculty should participate in existing ITT Technical Institute committees that address admission, student programs, curriculum, graduation, and career services.

The Nursing Faculty Organization Operating Guidelines are located in the Addendum and are also located on the Nursing Portal.

Program Chair Load

The Nursing Program Chair has a complex role that is significantly different from other program chairs on campus. Some factors that the Chair should consider when negotiating with the School Director and Dean for campus hours, teaching load, and institute administrative duties/activities include the following:

- Nursing students are generally on campus during daytime hours and the Chair must be accessible at those times
- The Chair must attend clinical meetings which occur during standard business day hours. These meetings include clinical consortium as well as meetings to obtain clinical contracts or recruit potential faculty.
- The Chair must conduct clinical site visits to evaluate faculty, often in the evenings.
- The Chair must facilitate the Information Sessions, which include evenings and weekends.
- The Chair must facilitate the HESI A2 Entrance Examinations, the HESI Exit Examinations, and by the start of the 9th quarter the quarterly HESI 3-day on-site review courses.
- The Chair must set up the nursing and science labs prior to program start.

- The Chair must prepare for board of nursing and NLNAC self-study process/site visits.
- The Chair must conduct regular nursing faculty meetings and assure that the Systematic Program Evaluation Plan is followed.
- The Chair must prepare for and teach the Nursing Roles I course [this may be restricted by Board of Nursing regs].
- The Chair will be supervising up to 25 faculty, including fulltime and adjuncts, and will be managing the largest program at the campus. All faculty will be new, requiring the systematic and regular observations and evaluations. In addition, the Chair must use the NLN Teaching Competencies to mentor nursing faculty development. This consumes a large amount of time, especially in the first two years of the program.
- The Chair must recruit, interview, and orient nursing faculty on a continuing basis during the first two years of the program. Recruitment then proceeds in seeking to fill the evolving clinical adjunct positions. Each new hire requires in-depth orientation to nursing program processes, assessment of clinical competencies, and orientation to the clinical site.
- The Chair must schedule every quarter the clinical placement groups for each nursing course and then negotiate with the Registrar for scheduling of nursing courses. Given the limited availability of clinical placements, class schedules must be adjusted based on clinical times.
- The Chair must coordinate Criminal Background Checks and Drug Screens on all nursing students, review findings, and determine availability of clinical placements based on the findings.
- The Chair must continue to seek and secure clinical contracts for placements of current and future students.

Faculty Evaluation

Evaluation of nursing faculty is to be conducted by the Nursing Program Chair, as required by regulatory bodies. The Dean is to be consulted for guidance in the evaluation process at ITT Technical Institute, and the evaluation may be administered as a collaborative process between the Dean and Program Chair. The Program Chair's signature must be on the evaluation as the primary evaluator.

Nursing faculty are to be observed and evaluated three times in their first quarter. The Chair can delegate two of the clinical observations to the lead teacher in a course who is supervising the adjunct in the clinical setting.

Clinical adjunct instructors must also be evaluated by the Program Chair, with documentation in their faculty files. Additionally, clinical instructors, whether fulltime or adjunct, must have students complete the Student Evaluation of Clinical Instructor each quarter. The Program Chair arranges for tabulation and filing in the employee file.

The Program Chair and lead faculty should use the NLN Competencies for Nurse Educators (see Addendums) to informally mentor and develop the teaching competencies of faculty. It is also crucial that the Program Chair validate teaching competencies of faculty, including theory presentation and clinical skills relevant to their course(s). The Clinical Skills Competency process and checklist are located on the Nursing Portal.

Each fulltime faculty member is to include in their Performance Plan and Evaluation preparing for and obtaining the Certified Nurse Educator (CNE) credential within three years of hire or when eligible per CNE guidelines. Adjunct faculty are to be encouraged and supported in obtaining this credential.

Mentoring is key to development in faculty teaching skills. The National League for Nursing has suggested the following recommendations in mentoring faculty:

For Nurse Faculty

- Contribute to the development of a mentoring program at your institution by identifying the needs of new faculty members and the resources required to meet those needs.
- Actively participate in mentoring relationships.
- Make the teaching done by experienced faculty members more visible to new faculty.
- Be open and friendly to new faculty and identify opportunities to be a "One Minute Mentor" through brief, supportive interactions (Oermann, 2001).
- Become sensitive to existing and potential academic community practices that exclude new faculty members.
- Spend time together as a nurse faculty community, talking and listening to one another, including the new faculty.
- Attend professional development workshops and seminars on mentoring.
- Collaborate with the dean/director/chairperson to establish a mentoring program.
- Include content on mentoring in undergraduate and graduate curricula including how to identify and select caring colleagues with whom to work closely, and how to collaborate with colleagues.

For Deans/Directors/Chairpersons

- Initiate, provide support for mentoring initiatives at your institution and model mentoring.
- Engage new, mid-career, and seasoned faculty in developing mentoring initiatives at your institution.
- Incorporate innovative strategies for mentoring new faculty members, such as the use of retired nurse educators (Bellack, 2004).
- Value the mentor role and reward faculty who actively serve in a mentoring role.
- Support the development of faculty mentors.

Health Education Systems, Inc. (HESI) Examination Procedures

HESI Examinations Used in the Program

The following HESI Examinations are to be administered for the nursing program and count a percentage of the course grade in the relevant courses:

1. HESI Admission Assessment (A2) Entrance Examination – prior to admission
2. HESI Fundamentals of Nursing Exam – end of NU120 Clinical Nursing Concepts/Techniques II
3. HESI Pharmacology Exam – end of NU130 Adult Nursing I
4. HESI Medical Surgical Nursing – end of NU230
5. HESI Gerontology Exam – end of NU240 Gerontologic Nursing
6. HESI Psychiatric/Mental Health Exam – end of NU250 Mental Health Nursing
7. HESI Maternity/Pediatric Exam – end of NU260 Maternal Child Nursing
8. HESI Exit Examination – during NU280 Nursing Roles II 9th quarter

Contact for Setting up HESI Account

Elsevier Publishing has established one contact for all ITT Technical Institute Nursing Programs. To initiate the HESI testing process for all exams, including the HESI A2 Entrance Examination, contact the following Elsevier representative:

Rebecca Bates, Product Support Spec.
r.bates@elsevier.com
1-800-950-2728 x 6934

The following processes are necessary to have your campus ready for the HESI A2 admission tests, and all subsequent HESI tests in the nursing program:

1. **Setting up school accounts** is the first thing that I will need to do. (I have completed this step.)

2. **Faculty Accounts**- The Chair will be listed as the Primary Account holder; this will give you access to Ordering exams, administering exams, viewing score reports and other faculty access. If you have an existing Evolve Account the Reach access will be added to that account. Any other faculty needing this access will be a sub account under the primary. Please provide Rebecca Bates with the names, titles, phone numbers and emails of any other faculty, IT or administration assistants that may need this access. Shel will be happy to set these accounts up for you.

3. **Getting your lab ready** to test is an easy task but may need involvement from your IT department. Rebecca Bates will attach the Workstation Requirements as well as the requirements for the IP/Date Settings. The most important ones include Adobe 6 or 7, Microsoft .NET 2.0, and IE. If your support person needs assistance, Rebecca can help them with this and even create a MOCK Exam to test the lab. It is HIGHLY recommended to test your lab before your students arrive.

4. **Student Testing** instructions are attached as well. If the students do not already have Evolve account they MUST create one to test. Rebecca will attach a document you can give your students so they can create their account prior to the testing date. It is VERY IMPORTANT, that the students create their own accounts, DO NOT create the accounts for the students.

5. **Ordering exams** is easy as well. Ordering online is much quicker and more streamlined. Rebecca can walk you thru the online order and will attach the Order Process; it outlines the ordering policy of 3 business days.

6. **Exam Proctoring** is an important step and Rebecca will attach the guidelines.

7. **HESI Educator Support Manual** is listed in your faculty account under Reach Faculty Access in the Announcements section. It has many helpful sections including Testing Set up, Running an Exam session, Student views, Faculty View of Remediation, Report Builder and many others. The manual is also posted on the Nursing Portal.

The following recommendations may be helpful in the HESI A2 Admission Assessment process::

1. Elsevier documentation reflects that students should study and retest within two to three weeks after they test. This is when students are most interested and most apt to do so. The student can use the HESI A2 Review book to study; individual remediation packages are disabled to protect the validity of the test.

2. Version A is for first takes, Version B for second time. Order enough Version B so you are prepared for retesting. Applicants may test twice in 12 months; the 12 month timeframe begins with the second testing. Scores are valid for 18 months.

3. Make your institution's IT specialist one of the people who have permission to view the site, enabling timely access for setup and when support is needed.

4. The campus may elect to use tutoring resources (math, English compostion) to support applicant's success on a second testing attempt. This should be used ONLY if the campus is not getting enough qualified testers in the initial program start quarters.

Library Resources/Learning Resource Center (LRC)

ITT Tech Virtual Library

http://library.itt-tech.edu

Log in to the Virtual Library to access online books, journals, and other reference resources selected to support the nursing program. The Cumulative Index for Nursing and Allied Health Literature (CINAHL) is a comprehensive nursing and allied health database of journals and online articles and other health related resources. To access the Health periodicals database, log in to the Virtual Library and select "Periodicals." Scroll down and select "Search."

Sample search suggestion:

Enter "Health" in the search box and click on Search. The brief records of articles are displayed in the results list. Each article has a link to the full-text PDF file on the top right side of the record. The journals in this database are scholarly and research-oriented. Our other database subscriptions (EbscoHost, ProQuest, and Business News Bank) will supply articles from popular and trade publications.

Online nursing resources/books are updated annually by the Nursing National Chair and the National Librarian, using the annual Doody List as the basis for selection. Nursing faculty should provide recommendations to the Nursing National Chair for additions to the online library resources.

Learning Resource Center

The Learning Resource Centers (LRCs) support the educational mission of ITT Technical Institutes by providing library resources and services to our students, faculty, and staff that foster academic excellence. The LRCs accomplish this mission by providing library collections of the highest quality that support the ITT Tech curriculums, ensuring the availability and access to these collections, and providing trained staff to assist our users in the utilization of the library resources.

Many colleges currently utilize a decentralized approach to a Learning Resource Center (LRC). Texts, reference books, periodicals, and other materials are often housed in a Program Chair's or individual instructor's office area, a classroom, or laboratory area. While this type of system has certain advantages, some states require a formal library staffed by a trained librarian.

The LRC concept generally better fits the needs of ITT Tech than the library concept. LRCs will provide several services for students and instructors as well as the following resources:

- Texts and reference books
- Periodicals – to be determined by Program Chair and ordered through school librarian
- Films, tapes
- Study area
- Audio-visual materials and equipment storage

A comprehensive list of resource material is available at the ITT Tech Virtual Library.

Nursing periodicals are to be selected and ordered by the Program Chair and school librarian. Typically, State Boards of Nursing expect to see at least two to three general nursing journals and one journal in each specialty area. However, if this is not required, the Program Chair may opt to use the online journals alone.

A sample listing for onsite journals might include:

American Journal of Nursing
Critical Care Nurse
Family and Community Health
Journal of Psychiatric Medicine (this one is not the best it doesn't focus on nursing)
Maternal Child Nursing
American Journal of Critical Care
Journal of Nursing Scholarship
Hospice and Palliative Nursing

The list of LRC resources ordered by the HQ Purchasing Agent as part of the Nursing Program start standard purchasing list is located on the Nursing Portal.

A video screencast providing nursing faculty and students with an overview of accessing and using the CINAHL database is available via the following link:

http://virtuallibrarytraining.blogspot.com/

Library Committee

The LRC collection is regularly assessed by the faculty and students through a process coordinated by the LRC Committee at each institute. The review of print, audiovisual, and electronic resources results in recommendations for adding new titles and identifying for withdrawal those titles that have outlived their usefulness. The process of assessing currency and relevance utilizes circulation data, faculty-supplied information about anticipated demand, and availability of current materials for purchase.

The LRC Committee includes, at a minimum, the Dean (Committee Chair), all Program Chairs, the Librarian or Library Assistant (if one is on staff), and School Director. The Committee is responsible for soliciting faculty and staff suggestions as well as student feedback through student surveys and questionnaires. The LRC Committee meets a minimum of once per term and regularly reports to the faculty. Recommendations are forwarded to the National LRC Advisory Committee representative.

Program Administration Processes

Initial Program Chair Processes Prior to Program Start

The initial processes in preparing for program start after the Program Chair is hired include the following requirements for the Chair and School Director:

- Complete campus orientation for program chairs with Dean and Director. A checklist for this orientation is provided on the Nursing Portal or can be obtained from the National Chair.
- Meet with Director and Dean on a weekly basis; take the initiative to set this up if necessary, as ongoing and close communication is essential for program support and success
- Supervise development and setup of nursing lab and LRC section at school; arrange with School Director for labor assistance in setup (i.e., installing hardware and hanging curtains around beds); inventory all items on arrival and notify Purchasing of any missing items
- Provide input into HQ processes for development of the Step II application components (if applicable) and the State Board of Nursing site visits
- Develop collaborative relationships with Institute staff and other program chairs

- Meet with Registrar and Dean to discuss transfer of credits
- Meet with Registrar to discuss unique needs of scheduling nursing clinicals and classes
- Identify local nursing faculty recruitment avenues and source potential resumes
- Coordinate with the State Board of Nursing and the state RAM for scheduling/preparation for/execution of the site visit
- Attend second State Board of Nursing meeting (may be state-specific) as Program Chair representative
- Provide State Board of Nursing resumes of hired faculty, if required by state regs
- Prepare for intial nursing classes
- Contact Laerdal representative to arrange training of faculty on VitalSim mannekins; provided as a courtesy by Laerdal
- Collaborate with the Director of Recruitment to set up and execute student recruitment activities – Information Sessions, HESI A2 entrance testing, training of recruiter on nursing information – **any marketing materials, handouts, letters, etc. that the school/program may develop must first be approved by Headquarters to assure compliance with Truth in Advertising**
- Negotiate articulation agreements with area nursing programs – this may be required for the Step II application – keep the National Chair informed of articulation work
- Source clinical contracts for additional locations, including those which have provided support letters only
- All vendor, textbook, or pharmaceutical reps that may visit the campus should be referred to the Senior Buyer at Headquarters

The Program Chair will organize resources for Board of Nursing site visits. The Chair should coordinate the agenda and visit times with the site visitors and assure that all school or clinical agency personnel are notified and confirmed for attendance as needed. Plan a prep meeting before the visitors arrive. Suggestions to prepare for a Board of Nursing site visit could include the following materials and preparation:

- textbooks used in nursing program
- school catalog
- Student Handbook with Nursing Appendix
- organizational chart and Director, Dean, and Chair job descriptions
- Nursing Systematic Program Evaluation Plan
- binder of all the general education and nursing course syllabi – HQ can provide
- binder with copy of at least two full nursing courseware
- application(s) to board and approval documents
- resume for Chair, Director, Dean, and the relevant general education faculty
- transcripts available for review for Chair, nursing and relevant general education faculty; license number for nursing Chair and faculty
- binders with all clinical contracts (make sure these are signed) and letters of support
- clinical and class schedules for each quarter showing clinical sites
- faculty assignments for each quarter - if applicable at time of visit
- faculty files with vitae, license, validation of clinical competencies, evaluations, and faculty development plans – if applicable at time of visit
- Nursing Faculty Organization and Committee minutes
- Nursing Program Advisory Committee minutes
- library resources – have the librarian available and ready to take the site visitor to the LRC and demonstrate how the student would access online library and CINAHL
- LRC – show location of nursing hard copy resources and journals and manual of policies on collection procurement/evaluation/purging
- depending on schedule, a lunch might be expected
- sample student file – what information will you maintain on each student and where will locked files be kept

- location of Chair and nursing faculty workspace – all fulltime faculty must have individual computer and phone and immediate access to private conference rooms
- College Director should be prepared to speak to budget and campus resources
- Dean should be prepared to speak to tutoring resources for students, faculty development; must be clear the Nursing Program Chair has the authority to evaluate the nursing faculty
- Location of classrooms for nursing class use – most classrooms are open in daytime hours; will expect to see more than one classroom available

Nursing Portal

Program Chairs are encouraged to use the Nursing Portal to network with other Nursing Program Chairs and to obtain updated information related to the program. Access to the Nursing Portal is provided by the Headquarters Curriculum Manager. If you are having difficulty accessing the Portal, contact the Nursing Curriculum Manager or JAspencer@itt-tech.edu.

The Nursing Portal should be accessed at least weekly to assure that the Program Chair remains current on program policies. An email alert will be sent when new or updated documents are posted to the Portal. The Portal should be your source to assure you have the current version of program forms. Also, the Discussion page provides the opportunity to share ideas for program issues leading to quality improvement.

Guidelines for use of the Nursing Portal are as follows:

Nursing Portal Handbook

Portal Access
Click on the following link: National Nursing Portal
OR
Cut and paste the following URL into your browser address bar:

http://myportal.itt-tech.edu/employee/dept/curriculum/NUR/default.aspx

Structure of Portal
National Nursing Portal Home
- Shared Documents
- Announcements
- Team Discussions
- Quick Links

Users
Administrators
Portal Owner
Portal Participants
Portal Visitors

Access Rights

Users	Shared Documents	Announcements	Team Discussions	Quick Links
Administrators	All Access	All Access	All Access	All Access
Owners	Add/Modify/Delete	Add/Modify/Delete	Add/Modify/Delete	Add/Modify/Delete
Participants	Read Access	Read Access	Add/Modify/Delete	Read Access
Visitors	Read Access	Read Access	Read Access	Read Access

Tips and Tricks for Creating a Successful Collaborative Environment
- Global

- All user add/modify/delete requests will need to be sent to Jenny Spencer (approved by Peggy Keen).
- Users must ensure they have the "Alert Me" function set to "On" for "Shared Documents" and "Announcements" in order to get an email whenever there is an update on these items.
- Users should log in at least once a week to check new developments.
- If a user is having access problems, he/she should send an email to Jennifer Spencer at HQ, JASspencer@itt-tech.edu.

- Shared Documents
  - Only the Portal owner (Peggy Keen) will be maintaining the Shared Documents section.
  - The Portal owner will organize the documents in folders based on topics.
  - If a Portal participant needs to post a document in the Shared Documents section, he/she will need to send the document to Peggy. Peggy will approve the document and upload it in the relevant folder(s).
  - If the users would like to get an email every time something is changed in this section, then they will need to set the "Alert Me" function to "On."
  - The Portal participants can only open the documents in "Read Only" mode. These documents can be saved on the local machine by the participants.
  - To access the latest version of a document, users should always go to the Portal.
  - Document copies saved on local machines can be modified for local changes (please update Peggy over ITT email of any local changes that are being made).
- Announcements
  - Only the Administrators and Portal owner (Peggy Keen) will be able to post an announcement on the Portal.
  - Peggy will be able to set expiration dates on the announcements.
  - If the users would like to get an email every time a new announcement is posted, then they will need to set the "Alert Me" function to "On."
  - Portal participants have only "Read" access to announcements.
  - Users should check the announcements section weekly.
- Team Discussions
  - All Portal participants can post discussion threads.
  - These main threads should be organized in Discussion Topics. Threads should be carefully considered before posting to assure the topic does not fit under a topic already posted and that the topic is relevant for other programs.
  - Participants can change the view on how they would like to view the discussions by selecting the "Change View" option.
  - If the users would like to get an email every time someone responds to a topic, they will need to set the "Alert Me" function to "On." NOTE: The participants will not be able to respond to the email received from the Portal. They will need to log on to the portal to post their responses.

- Quick Links
  - Only the Administrators and Portal owner (Peggy Keen) will be able to create a link to important websites.
  - Peggy will be updating this section regularly.
  - Clicking on the link will open the website in the same window (if the participant wants to go back to the Portal, he/she will need to use the Back button).
  - Participants can have the website and Portal open in separate windows. They will need to right-click on the link and choose "Open link in separate window."

Information Sessions

The Program Chair/Administrative Coordinator facilitates, with Recruitment, the presentation of Information Sessions for potential students. A PowerPoint presentation developed by Headquarters is used for the presentation, with special emphasis on the criminal background check policy and health requirements. While background checks are not done until after admission, it is hoped that the presentation of factual information will guide a potential applicant who has adverse background events to deselect from the admission process. The Program Chair can share information related to clinical agency restrictions (keep generic without mentioning specific agency) and must provide State Board of Nursing regulations related to eligibility to sit for NCLEX or obtain licensure in the state. The Chair must copy the section of the state nursing board regulations that cover eligibility to apply for

NCLEX/licensure in the state and distribute this to attendees at the Information Sessions. This must be a direct copy and cannot be summarized or altered. The Power Point presentation may not be altered by the campus.

Content to cover in information sessions could include, but are not limited to, the following:

- Who we are as an institution and a nursing program
- Outline of programs offered in the School of Health Sciences
- Career services provided to our graduates
- Overview of financial aid available for those who qualify
- Steps in the process for application and admission policies
- Scheduling and process for HESI admissions testing and HESI A2 Reviews
- **Current status of program accreditation – be clear that if your program does not have NLNAC accreditation, it is not an accredited program, nor can we imply that the program will be seeking accreditation. We can state the program is approved by the Board of Nursing.**
- State Board of Nursing licensure regulations and clinical site restrictions based on Criminal Background Checks (CBC) and Drug Screens— these are crucial components to emphasize, and should including the following:
    - Clinical agencies may not allow the student to participate in clinical learning experiences, and the student would have to be dismissed from the program
    - State Board of Nursing may not allow the student to take the NCLEX exam
    - Clinical agencies may not employ the graduate
    - Copy of your state Board of Nursing regulations section on eligibility for taking NCLEX and licensure (to be distributed at Information Session and Orientation)

Potential applicants who attend Information Sessions should be encouraged to purchase a copy of the study guide for the HESI Admission Assessment (A2) and use due diligence in preparing for the exam. Recruitment will contact applicants who have signed up for a testing time the day before to confirm their plans to attend the testing. It is helpful to have support staff present to handle the sale of the review books which frees the Program Chair to answers questions.

The Program Chair and School Director may arrange, if needed to provide a stronger pool of applicants, review sessions or tutoring sessions for potential students.. It is imperative that tutors hired for any review DO NOT take the HESI A2 exam; this would compromise the validity of the exam as a predictor of success in the program. It must be clear to the potential applicant that the review or tutoring is a service and does not in any way guarantee a passing score on the HESI A2 or admission to the nursing program.

HESI A2 scores are entered in IRIS.

Student Orientation

All students admitted to the Nursing Program must attend a mandatory Nursing Program orientation, which is coordinated with the ITT Technical Institute general orientation. The Program Chair or designee orients the student to all program policies, curriculum outline, and expectations for classes and clinicals. The following points should also be included:

- The clinicals and classes may be scheduled over all days of the week and may potentially include day, evening, or night hours. Some clinical experiences may involve an overnight stay at a distance from the campus. Students provide their own transportation to clinical experiences; the exception may be if a distance overnight clinical is being used, the school may have the option of bus transport (must negotiate with school director).
- Criminal background checks – reminder of program policies
- Health requirements – must be completed by end of 1st quarter or cannot progress

- Discussion and student signing of all required program forms (available on Nursing Portal):
    - School of Health Sciences Consent to Drug/Alcohol Testing, Statement of Acknowledgment and Release of Liability
    - Nursing Program Student Clinical Agreement, Acknowledgment of Risk and Release of Liability
    - Graduate Employment Information
    - Nursing Program Health Form (Physical Form)
    - Nursing Program Student Handbook
    - Nursing Program Student Handbook Acknowledgment
    - Student Information Form
    - Emergency Information/FERPA
    - Criminal Background check process: Notice # 1 Pre Adverse Action Notice
    - Criminal Background check process: Notice # 2 Adverse Action Notice

Criminal Background Checks/Drug Screens/Health Forms

Criminal Background Checks

Criminal background checks (CBC) and drug screens are conducted during, and not before, the quarter prior to the first clinical site experience. The CBC should be initiated early in the that quarter to assure completion prior to the clinical experiences in the following quarter. The CBC Policy is located on the Nursing Portal.

Criminal background checks may be initiated with the following link:

The website is: verificationsinc.com

Go into the site and put in the student's email address and it automatically sends them the link. The student completes an application and then the company verifies the information on the application.

Criminal Background Checks must be strictly confidential; the College Director and Program Chair must work collaboratively in this process. At no time is a student's result to be discussed with faculty. The Program Chair must verify with the School Director that each student has completed and cleared the CBC prior to clinical placement.

Drug Screens

Drug Screens must also be completed prior to clinical experiences and conducted in the same quarter as the background checks. Timing for these screens should be randomized from one cohort to the next so it is unpredictable by the students. All drug screens must be done at random; the student is not allowed to choose the time for testing and should not be given more than 24-48 hours notice. Routine drug screens are urine only; "for cause" drug screens include blood tests.

The LAB CORP company is contracted to conduct the ITT drug screens, including initial and "for cause". Locations for testing are available on the website below. The contact for setting up the drug screen account is as follows and the main account number for ITT/ESI: 125207:

> https://www.labcorp.com/wps/portal/ (chain of custody forms, results available online, log in code and password)
> ITT account contact: Tim Kasperovich. kaspert@labcorp.com (440) 989-3000

The Chair will need to go online and register for a user ID and password; at this time order a supply of computerized copies to pass out to the students. You will be ordering Standard five-(5) Part Non-Federal COC – 590-5P BC/590 5B BC forms. The form is a 5 copy form sequentially numbered.

There are a number of LAB CORP collection sites who do not perform drug screen collections. Individuals to be drug tested should be instructed to choose a LAB CORP site from the list available on-line at www.labcorpsolutions.com . This site only list sites who perform drug screens.

Provide students the list of LAB CORP locations and addresses and the 5-part form. The student is to call the LAB CORP site to ask when they are open for testing and report for the test within 24-48 hours. Twenty-four hours is preferred unless the student has extenuating circumstances.

The drug test is a urine test for metabolites of specific drugs. It will be a certainty if a drug is in the urine. The student does not need to provide a list of drugs/medications he/she may be taking at this time.

After the student takes the urine test, the results will be available online within 24-36 hours. Make a copy for your files. It may be 3+ days delay if the test is positive. Results can be retrieved from the website using your login and password. If you want results mailed to you, you will need to set this up. You can retrieve lab results or look up old results for 3 months online. If you want to view lab results after that time you need to fill out a report and they can restore results (if a report disappears or is misplaced from student file).

The company will bill the school (to the attention of the Chair) at the end of the month. "For Cause" testing is at the student expense.

All forms are signed and filed in the Student Academic File.

Refer to the Nursing Handbook Appendix for drug screen policies.

Health Forms and BLS CPR

Students are to complete a health examination, immunizations and titers at their own expense with their own health care provider. As an admission requirement, the health form is to be submitted, with all immunizations and titers completed, before the end of the first quarter. A student who has not completed the health requirements by the end of the first quarter may not progress to the second quarter.

The student must also complete CPR/BLS certification at a location of their choice (online is not accepted) and provide a current CPR card before clinical experiences begin. The Program Chair should designate the deadline for this requirement to be completed. Both ARC and AHA versions are acceptable. Chairs may opt to use community resources and offer CPR on campus; students must pay for this certification. Students must be held accountable for providing health documents and CPR documentation and the program is to adhere to the deadlines required.

Articulation Agreement Process

Recognizing the critical need for degree progression and articulation in nursing education, the Nursing Program Chair should consult with area RN-BSN programs for development of articulation agreements. Articulation agreements with national online programs will be housed on the Nursing Portal as they are finalized by HQ. All articulation agreements must be signed by the Chief Academic Officer. Current articulation agreements are located on the Nursing Chair Portal.

Records and Files Maintenance

The Program Chair must develop and maintain a records system in preparation for the initial and ongoing accreditation self-study and State Board of Nursing reports. Student files are of three types: academic, financial, and career services. It is the responsibility of the Finance and Career Services Department managers to ensure that a student file pertinent to their department be maintained for each student. The Registrar maintains the academic files. Documentation maintained in these files is retained for ten years following graduation. Student files for futures, rejects, active and inactive applicants are maintained separately.

The Nursing Program Chair maintains student files in locked, confidential files. These may include entrance/acceptance documents [these may be kept in Registrar files] and all HESI® grades, health records, background checks, drug screens, copies of all correspondence/memos, copy of CPR card, final theory and lab exams, clinical contracts and clinical evaluations, and senior picture. The Program Chair ensures records are kept confidential by conforming to HIPAA, PERFA and other federal, state and local record keeping and privacy regulations and requirements.

Per direction of the National Registrar and Academic Affairs, the course documents that must be retained for a period of seven (7) years after the student drops or graduates are limited to the following:

Student Files - Registrar	Student Files – Program Chair
Student criminal background checks and drug screens	Final exam Scantron sheets
Student clinical evaluations – signed	Lab final exam sheets
Student clinical learning contract s (when applicable) – signed	

Other sample course documents should be retained for NLNAC site visit exhibits only.

The Administrative Coordinator should develop and maintain the organization of program files. The following materials (see also the NLNAC Resource Room Starter Kit) should be kept on file cumulatively in a secure place:

- Documentation of all site and program development start-up activities
- Agendas and minutes of all faculty and committee meetings, including Program Advisory Committee, with clear delineation of curriculum assessment and recommendations forwarded to the National Chair for Nursing
- Faculty and student course evaluations completed at end of each course, with course/curriculum recommendations forwarded to National Chair for Nursing
- Documentation of faculty workloads, distribution of didactic and clinical teaching, student/faculty ratios, and class/clinical schedules each quarter
- Curriculum vitae, transcripts, license, credentials, areas of expertise for chair, full-time and adjunct faculty, and support personnel updated annually
- Faculty development plans submitted and updated annually
- Faculty development plans show maintenance of expertise in their areas of responsibility
- Documentation of Program Advisory Committee membership, updated annually
- Health records, blood borne pathogens, HIPPA and CPR training for faculty and students
- Clinical contracts/affiliation agreements with all agencies for placements of students, updated as required by regulatory
- Clinical agency evaluations by students and faculty, updated annually
- Student files maintained in locked area and include entrance/acceptance documents and all HESI grades, advising sheets/counseling notes, health records, background checks, copies of all correspondence/memos, copy of CPR card and senior picture
- State Board of Nursing/State Board of Health/NLNAC and other relevant correspondence
- Records of student policies and actions, including complaints/grievance and appeal procedures
- Admission and academic progression policies and actions, with documentation in Admission, Progression and Graduation Committee minutes (confidential minutes—filed but not distributed)
- Survey results from selected constituencies (student, graduate, employer satisfaction)
- Updates to/recommendations for physical space, labs, resources, support services

- Annual nursing education unit budget
- Evidences/examples of student work in nursing courses

Content Delivery Monitoring

The Program Chair should plan several unannounced visits to his or her instructors' classes during the quarter. Lesson plans, curricula, and clinical experiences should be compared to determine if the instructor is delivering the course's objectives as required.

It is also helpful to promote a peer group within the instructional staff to help each other with content delivery. For example, an instructor that is not on the platform for a given hour can attend another class, and then offer that instructor constructive criticism. This should be a team effort and not a demeaning or demoralizing process.

It is crucial that the Program Chair assure that all content included in courseware is covered. The course syllabus represents a contract with the student. Teaching methodologies may be altered or substituted based on teacher preferences/skill set/expertise as long as all content is covered appropriately. NCLEX review is to be included in every nursing course.

Nursing Faculty may access courseware for the courses to which they are assigned via the Faculty Portal. They need to check before the start of each quarter for any courseware updates that have been posted. Assure they are using the most current version of courseware.

The Program Chair must assure that faculty complete the course evaluations at the end of each course. This feedback is essential for the National Chair to revise/improve courses as well as for accreditation purposes. The evaluation questions are included in the courseware with instructions for completion. Faculty course evaluations (note that these are course/curriculum evaluations, not evaluations of faculty) are collected, reviewed in the campus NFO meetings, compiled by the Program Chair and then forwarded via email attachment to the National Chair at Headquarters.

Program Chairs are encouraged to ask faculty to send to the Chair a gradebook report, highlighting students at risk in their courses.

Faculty Meetings

The Program Chair is to conduct nursing faculty meetings as per the Guidelines for Nursing Faculty Organization. The faculty meetings should be held at least monthly and minutes must be recorded and maintained in files for regulatory bodies. The Administrative Coordinator should organize the minutes electronically to enable a word search for topics as needed for generation of reports and to assure that follow-up action has been taken on program issues. Minutes should be recorded with dedicated sections on curriculum, policies, program assessment, and faculty business.

The Program Chair should also facilitate the constitution of the faculty committees and assure that these committees meet regularly, addressing the designated functions of the committees, and accurate minutes are maintained.

<u>It is critical that faculty and committee minutes reflect active use of the Systematic Program Evaluation Plan components on an ongoing and annual summative schedule. This must be in done to meet NLNAC accreditation standards.</u>

Student representatives for faculty committees may be selected by a process determined by program faculty. The Student Nurse Association may choose to designate the representatives. Meeting schedules should be posted for students. It is important that students be excused from any meeting when topics of a confidential nature are discussed.

A template for recording of nursing faculty meeting minutes is as follows:

Nursing Faculty Organization

Date: **Presiding:**

Attendees:

Faculty Business Agenda Topic	**Discussion Notes/Action Steps**
Approval of minutes from _____	Corrections, motion, seconded, approved……
Agenda items	Listing of agenda items, additions/deletions for faculty meeting from the floor
Agenda topic	Discussion summary…… Action Plan: 1. 2. Etc.
Agenda topic	Discussion summary…… Action Plan: 1. 2. Etc.
Curriculum Agenda Topic	**Discussion Notes/Action Steps**
Agenda topic	Discussion summary…… Action Plan: 1. 2. Etc.
Agenda topic	Discussion summary…… Action Plan: 1. 2. Etc.
Systematic Program Evaluation Plan (SPEP)	Discussion summary…… Action Plan: 1. 2. Etc.
Admission, Progression, Graduation (APG) Agenda Topic	**Discussion Notes/Action Steps**
Agenda topic	Discussion summary…… Action Plan: 1. 2. Etc.

Agenda topic	Discussion summary…… Action Plan: 1. 2. Etc.
Agenda topic	Discussion summary…… Action Plan: 1. 2. Etc.
Systematic Program Evaluation Plan (SPEP)	Discussion summary…… Action Plan: 1. 2. Etc.
Meeting Adjourned	Meeting adjourned at _____
Next Meeting	Next meeting date and time

Classes and Clinical Scheduling

Theory classes generally range in size from 15 to 30 students. Clinical groups will range in size from 6-8 depending on State Board of Nursing requirements and clinical placement stipulations. Depending on the course subject matter, certain classes may contain a greater or lesser number of students.

Nursing theory classes may be scheduled in two or four hours block as deemed best by faculty and Chair. Nursing classes generally meet during daytime hours with evening, night, or weekend clinicals. Due to very restricted clinical availability, clinicals may have to be scheduled first and then class times determined. This scheduling may be different from typical ITT Tech course arrangements, and should be coordinated between the Registrar, Dean, and Nursing Program Chair.

Scheduling of classes is coordinated with the Registrar. Class length follows the standard formula for contact time. Clinical hours, however, must be for a full contact hour and all clinical hours must be completed. A clinical hour must be scheduled as 60 minutes at the clinical site.

Orientation to clinical sites should be arranged for the first week of the quarter. Clinicals are not held during the final week of the quarter. Final clinical evaluation conferences can occur during the final week. HESI tests at the end of relevant nursing courses are not to be administered during class time.

National Student Nurses Association

The National Student Nurse Association, Inc., will provide membership brochures and handbooks for development of a chapter at your school. Contact information is as follows:

National Student Nurses Association, Inc.
45 Main Street, Suite 606, Brooklyn, New York 11201
(718) 210-0705 FAX (718) 210-0710 www.nsna.org

Systematic Program Evaluation Plan (SPEP)

The Nursing Program has a Systematic Program Evaluation Plan. The Plan facilitates a systematic method of data collection and analysis, with a feedback loop from the program faculty to the Nursing Curriculum Manager for incorporation of program recommendations for improvement.

The Plan should guide the Program Chair and faculty in determining data to be collected and assuring that data files are maintained to support compliance with regulatory bodies. Minutes of the Faculty Organization and the committees MUST reflect discussion of program data and outcomes, and action taken toward program improvement. The Systematic Program Evaluation Plan should be followed throughout the academic year, and annual summaries of outcomes developed in collaboration with the National Nursing Chair.

At the end of the academic year, annually, the nursing faculty are to hold a dedicated meeting for a review of all the SPEP components, outcomes for each components, and establishment of goals and improvement plans as indicated. This review is to be written up and used as an improvement plan for the upcoming year.

The Systematic Program Evaluation Plan is located on the Nursing Portal.

Incident Reports – Clinical and Campus

When an incident or injury occurs at the clinical site, an incident report must be completed for that site. In addition, as with any other incident, complete the ITT Tech standard incident report accessible on the Employee Portal. Either the original **or** a copy **must be** maintained at the campus as well as providing a copy/or the original to the HQ Internal Audit Department. If a situation arises for a student where insurance may come into play, please additionally contact HQ Accounting and they will be able to assist. If the incident also causes injury to an ITT Tech employee, complete the Injury report then in that instance.

Regulatory/Accreditation Processes

The Nursing Program will differ from other new programs in several ways, including accreditation. In addition to institutional accreditation from ACICS, application for Nursing Program approval through the State Board of Nursing is required. Be certain to familiarize yourself with your local State Board of Nursing rules and regulations regarding starting a nursing program, faculty qualifications, accreditation, etc.

Accreditation through the National League for Nursing Accrediting Commission (NLNAC) will be sought for the program. The final State Board of Nursing approval is not granted until the first graduating class has completed the NCLEX. The program is not eligible to receive NLNAC accreditation until the final quarter of the program, so disclosures are included in the application process to verify the applicant/students' understanding that the program is not yet accredited nor are there any guarantees of future accreditation. Timelines for initiating the NLNAC accreditation process may vary from one campus to another and will be determined by Regulatory.

The Headquarters Regulatory Affairs Department and the National Chair will serve as resources in accreditation processes. A detailed listing of Resource Room Documents to be collected and organized is available on the Nursing Portal. The school's Regulatory Affairs Manager (RAM) will provide templates for all binders as well as sample documents. Accreditation documents will be organized and placed in the Share Point document warehouse. Check with the school's RAM for assistance.

The Nursing Program curriculum was designed with the NLNAC standards as a guide. For a copy of the NLNAC guidelines, go to www.nlnac.org. The Program Chair should attend the NLNAC Self-

Study Forum prior to initiation of the accreditation process – the RAM will provide direction on when to attend. NLNAC accreditation information is located on the Nursing Portal.

The State Board of Nursing will be conducting site visits prior to program approval. Site visits include touring school resources, review of documents/files and interviewing/conferencing with school administrators/faculty/staff/stakeholders. In preparing for the State Board of Nursing site visits, Work with the school's RAM to organize and access resource room documents. It is important to have documents organized and accessible for review.

Planning for a site visit may also include all of the following components:

- Copies of all the program textbooks are available for review
- Print copies of all course (general education and nursing) syllabi and three sample nursing full courseware
- Clinical placement grid, showing location/dates/times of clinical experiences and site availability
- Class and clinical schedules for current quarter and faculty teaching
- Faculty files (nursing and general education) – check for transcripts, current licensure verification, health documentation, faculty development activities documentation, vitae
- Floor plans and equipment lists for nursing and science labs, if not yet completed
- Orientation of school librarian by Headquarters librarian, to enable demonstration of accessing library resources, including CINAHL and ITT Technical Institute tutoring resources
- Planning for a preparatory meeting of all campus site visit participants
- Provision for light snacks and drinks (lunch if applicable) set up in the room for the site visit
- Coordination for representatives of clinical sites to attend at their convenience to share what their clinical sites offer to the program

Nursing Faculty Operating Guidelines

ITT Technical Institute
School of Health Sciences
Nursing Program
Nursing Faculty
Operating Guidelines

Section I

NAME

The name of this organization shall be the ITT Technical Institute Nursing Faculty.

Section II

MEMBERSHIP

Membership shall include all Nursing Program full-time and part-time faculty and the Program Chair.

Section III

FUNCTIONS

1. Facilitate the development, implementation, evaluation, and revision of the curriculum and outcomes of the Nursing Program.

2. Facilitate the development, implementation, evaluation, and revision of student admission, progression, retention, and graduation policies of the Nursing Program within the framework of the policies of ITT Technical Institute.

3. Evaluate the utilization of Nursing Program resources and budget and provide recommendations to the Program Chair.

4. Elect nursing faculty members to serve on Nursing Program committees. Nursing Program committees report to the total Nursing Faculty Organization.

5. Elect nursing faculty members to serve on institute committees, following ITT Technical Institute Academic Affairs guidelines.

6. Provide input to the Program Chair for support and achievement of Nursing Program and Institute goals and objectives.

Section IV

PRESIDING OFFICER

The Chair of the Nursing Program shall be the presiding officer for the Nursing Faculty.

Section V

DUTIES OF THE PRESIDING OFFICER

1. The Nursing Program Chair shall conduct all Nursing Faculty meetings and be an ex-officio member of the Nursing Program committees. The Nursing Program Chair will not have the privilege of voting except when necessary to break a tie vote in Nursing Faculty meetings.

2. The Chairperson shall designate one of the Nursing Program full-time faculty to lead Nursing Faculty meetings in the absence of the Chair.

Section VI

NURSING FACULTY MEETINGS

1. Faculty meetings shall be defined as total nursing faculty meetings, curricular committee meetings, standing and ad hoc committee meetings.

2. A schedule of nursing faculty meetings for the year shall be determined at the beginning of the academic year. Meetings shall be held once monthly or as deemed necessary to address agenda items. The Chair and/or faculty members may invite others to attend faculty meetings as deemed necessary to address identified topics.

3. All Nursing Program committee meetings shall be conducted according to the current Robert's Rules of Order.

4. There may be deviation from the agenda by majority consent.

5. A majority of the membership of a committee shall constitute a quorum for the transaction of business.

6. The minutes of all nursing faculty meetings shall be recorded and electronically distributed to faculty. Minutes shall be recorded and filed in the Nursing Program Chair office.

Section VII

STANDING COMMITTEES

1. There shall be two (2) standing committees that shall report to the Nursing Faculty:

A. Nursing Faculty Curriculum Committee
B. Nursing Faculty Admission, Progression, and Graduation Committee

2. Nursing student volunteers are appointed by the Program Chair to serve as student representatives on each committee. Student representatives are to provide student perspectives on curriculum and program policy components as required by nursing accreditation bodies. Any student desiring to be a member of a particular committee may make written request to the Nursing Program Chair. Student representatives must be excused from committee meeting discussions of a confidential nature.

3. Any faculty member desiring to be a member of a Nursing Program committee may submit a request to the Nursing Program Chair. Election to Nursing Program committees shall be held by majority vote in the first Nursing Faculty meeting of each academic year.

4. Election of faculty to Nursing Program committees shall be for staggered terms to promote continuity in committee functions and to ensure that the committee is not composed of totally new members. A member may serve succeeding terms.

5. Any faculty member or student desiring to attend a particular committee meeting may seek permission from the committee chairperson. Permission may not be denied without due cause.

6. Each committee shall elect its own chairperson by majority vote at the beginning of each academic year.

7. Each committee shall maintain appropriate documentation, minutes, and annual summary reports to be filed in the Nursing Program Chair office.

8. Minutes of all committee meetings shall be distributed to the members of the committee and the Program Chair. Each committee chairperson is responsible for maintaining the committee documentation and minutes. When a new committee chairperson is elected, it is the responsibility of the outgoing chairperson to orient the incoming chairperson with a summary of committee activities related to committee goals.

Section VIII

FUNCTIONS & MEMBERSHIPS OF NURSING PROGRAM COMMITTEES

1. Nursing Faculty Curriculum Committee

A. Functions:

1. Consider all factors involving Nursing Program curriculum components, outcomes, evaluation, and recommendations for revisions.
2. Plan, coordinate, and review curriculum and outcomes assessment and evaluation.

3. Integrate curricular review processes with the structure and functions of the ITT Technical Institute Curriculum Committee.
4. Promote consistency in implementing the curricular structure.
5. Disseminate curricular data to nursing faculty as appropriate for purposes of discussion and development of recommendations for program quality improvement.
6. Prepare written summary of curricular and program improvement recommendations for submission to the Nursing National Chair.
7. Provide support to the Nursing Program Chair in the development of accreditation self-study reports.

B. **Membership:** Faculty with teaching responsibility in the Nursing Program are eligible for membership. Membership shall be comprised of at least three full-time faculty, two part-time clinical, and one student representative. Committee faculty members should have experiential qualifications in curriculum evaluation and Nursing Program accreditation processes.

C. **Term:** Appointment to the committee shall be for three years rotated or as dictated by faculty availability. The student representative shall serve for a term of one year.

D. **Chairperson:** Committee chairperson shall be elected from the membership of the committee by majority vote.

2. Nursing Faculty Admission, Promotion, and Graduation Committee

A. **Functions:**

1. Consider all factors involving Nursing Program policies related to the admission, promotion, and graduation of nursing students.
2. Provide support to the Nursing Program Chair as requested in the recruitment and admission process.
3. Coordinate processes for the Nursing Program pinning ceremony.
4. Coordinate and review Nursing Program admission, progression, and graduation policies within the framework of the policies of ITT Technical Institute.
5. Prepare written summary of admission, promotion, and graduation policy improvement recommendations for submission to the Nursing National Chair.

B. **Membership:** Faculty with teaching responsibility in the Nursing Program are eligible for membership. Membership shall be comprised of at least three full-time faculty, two part-time clinical, and one student representative.

C. **Term:** Appointment to the committee shall be for three years rotated or as dictated by faculty availability. The student representative shall serve for a term of one year. Student representatives must be excused from committee meeting discussions of a confidential nature.

D. **Chairperson:** Committee chairperson shall be elected from the membership of the committee by majority vote.

Section X

REVISIONS TO OPERATING GUIDELINES

1. Operating guidelines shall be reviewed biannually (even years).

2. Proposed recommendations for changes shall be sent, in writing, to the Nursing Program Chair. The proposed recommendations shall be compiled for faculty consideration.

3. The discussion of proposed recommendations shall occur at a Nursing Faculty meeting. The final recommendations for changes are to be submitted in writing to the Nursing Program National Chair.

Competencies for Nurse Educators

(Source: National League for Nursing)

Instructor:	Date:	Performance Level					Comments
		1	2	3	4	5	
Facilitate Learning: Nurse Educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitate student learning and the achievement of desired cognitive outcomes.	**NOVICE COMPETENCY LEVEL**						
	Engages in self-reflection and continued learning to improve teaching practices that facilitate learning.						
	Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students						
	Demonstrates interest in and respect for learners						
	Uses personal attributes (e.g., caring, confidence, patience, integrity, and flexibility) that facilitate learning						
	Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments						
	Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice						
	Serves as a role model of professional nursing						
	INTERMEDIATE COMPETENCY LEVEL						
	Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content and context						
	Grounds teaching strategies in educational theory and evidence-based teaching practices						

	Practices skilled oral, written and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts						
	Creates opportunities for learners to develop their critical thinking and critical reasoning skills						
	MASTER COMPETENCY LEVEL						
	Recognizes multicultural, gender, and experiential influences on teaching and learning						
	Uses information technologies skillfully to support the teaching-learning process						
	Models critical and reflective thinking						

Instructor:	**Date:**	**Performance Level**					**Comments**
		1	2	3	4	5	
Facilitate Learner Development and Socialization: Nurse educators recognize their responsibility for helping students develop as nurses and integrate professional values and behaviors.	**NOVICE COMPETENCY LEVEL**						
	Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners' self reflection and personal goal setting						
	Fosters the cognitive, psychomotor, and affective development of learners						
	INTERMEDIATE COMPETENCY LEVEL						
	Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners.						
	Engages in effective advisement and counseling strategies that help learners meet their professional goals						
	Recognizes the influence of teaching styles and interpersonal interaction son learner outcomes						
	MASTER COMPETENCY LEVEL						
	Provides resources to diverse learners that help meet their individual learning needs						

	Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation						
	Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy						

Instructor:	**Date:**	**Performance Level**					**Comments**
		1	2	3	4	5	
<u>Use Assessment and Evaluation Strategies</u>: Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.	**NOVICE COMPETENCY LEVEL**						
	Provides timely, constructive, and thoughtful feedback to learners						
	INTERMEDIATE COMPETENCY LEVEL						
	Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains						
	Demonstrates skill in the design and use of tools for assessing clinical practice						
	MASTER COMPETENCY LEVEL						
	Uses extant literature to develop evidence-based assessment and evaluation practices						
	Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and learning goals						
	Uses assessment and evaluation data to enhance the teaching-learning process						

Instructor:	**Date:**	**Performance Level**					**Comments**
		1	2	3	4	5	
<u>Participate in curriculum design and evaluation of program outcomes</u>: Nurse educators are	**NOVICE COMPETENCY LEVEL**						
	Creates and maintains community and clinical partnerships that support educational goals						
	INTERMEDIATE COMPETENCY LEVEL						

responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates for nursing practice.	Ensures that the curriculum reflects institutional philosophy and mission, current nursing and health care trends, and community and societal needs so as to prepare graduates for practice in a complex, dynamic, multicultural health care environment						
	Demonstrates knowledge of curriculum development including program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies						
	MASTER COMPETENCY LEVEL						
	Bases curriculum design and implementation decisions on sound educational principles, theory, and research						
	Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends						
	Implements curricular revisions using appropriate change theories and strategies						
	Collaborates with external constituencies throughout the process of curriculum revision						
	Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program						

Instructor:	**Date:**	**Performance Level**					**Comments**
		1	2	3	4	5	
Function as a change agent and leader: Nurse educators function as change agents and leaders to create a preferred	**NOVICE COMPETENCY LEVEL**						
	Integrates a long-term, innovative, and creative perspective into the nurse educator role						
	Develops leadership skills to shape and implement change						
	INTERMEDIATE COMPETENCY LEVEL						

future for nursing education and nursing practice.	Model cultural sensitivity when advocating for change						
	Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community						
	Promotes innovative practices in educational environments						
	MASTER COMPETENCY LEVEL						
	Participates in interdisciplinary efforts to address health care and educational needs locally, regionally, nationally, or internationally						
	Evaluates organizational effectiveness in nursing education						
	Implements strategies for organizational change						

Instructor:	**Date:**	**Performance Level**					**Comments**
		1	2	3	4	5	
Pursue Continuous Quality Improvement in the Nurse Educator Role: Nurse Educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.	**NOVICE COMPETENCY LEVEL**						
	Participates in professional development opportunities that increase one's effectiveness in the role						
	Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution						
	Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness						
	Engages in activities that promote one's socialization to the role						
	INTERMEDIATE COMPETENCY LEVEL						
	Demonstrates a commitment to life-long learning						
	Recognizes that career enhancement needs and activities change as experience is gained in the role						

	Mentors and supports faculty colleagues						
	MASTER COMPETENCY LEVEL						
	Uses knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment						

Instructor:	**Date:**	**Performance Level**					**Comments**
		1	2	3	4	5	
Engage in Scholarship: Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.	**NOVICE COMPETENCY LEVEL**						
	Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role						
	Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality and creativity						
	INTERMEDIATE COMPETENCY LEVEL						
	Draws on extant literature to design evidence-based teaching and evaluation practices						
	Disseminates nursing and teaching knowledge to a variety of audiences through various means						
	MASTER COMPETENCY LEVEL						
	Designs and implements scholarly activities in an established area of expertise						
	Demonstrates skill in proposal writing for initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development						

Instructor:	**Date:**	**Performance Level**					**Comments**
		1	2	3	4	5	
Function within the	**NOVICE COMPETENCY LEVEL**						

educational environment: Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social, and economic forces impact nursing education.	Determines own professional goals within the context of academic nursing and the mission of the parent institution and nursing program						
	Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers						
	INTERMEDIATE COMPETENCY LEVEL						
	Identifies how social, economic, political, and institutional forces influence higher education in general and nursing education in particular						
	Develops networks, collaborations, and partnerships to enhance nursing's influence within the academic community						
	Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues						
	Assumes a leadership role in various levels of institutional governance						
	MASTER COMPETENCY LEVEL						
	Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues						
	Advocates for nursing and nursing education in the political arena						

Nursing Program Chair (some schools may have a state-specific job description)

ITT Educational Services, Inc. **JOB DESCRIPTION**

Job Title: Program Chair, Nursing **DATE:** June 1, 2008

Applies to: Nursing Program **SALARY GRADE**: 12

Reports to: Chair or Dean **FLSA CLASSIFICATION**: Exempt

GENERAL SUMMARY:

Provides administrative leadership for the Nursing Program and is accountable for the administration, planning, implementation, and evaluation of the program. The Program Chair supervises Nursing Program faculty and adjunct instructors and supports students in all Nursing Program areas.

DUTIES AND RESPONSIBILITES

1. Provides leadership in all activities related to Nursing Program academic policies, curriculum, resources, services, and program evaluation.
2. Conducts regular nursing faculty meetings for purposes of curriculum and policy discussion, evaluation, and revision.
3. Collaborates with the Director in budget development, makes recommendations for program resources, and administers the program budget.
4. Makes recommendations for the hiring, promotion, and retention of nursing faculty and instructors.
5. Collaborates with the Associate Dean for orientation, training, and development of faculty.
6. Oversees the supervision, coaching, mentoring, and performance evaluation of nursing faculty in collaboration with the Dean and Associate Dean.
7. Facilitates the establishment of cooperative agreements/contacts for clinical practice sites and nursing education articulation.
8. Assures that student-to-faculty ratios for patient care experiences are maintained in accordance with State Board of Nursing regulations.
9. Serves as program liaison with the State Board of Nursing and nursing accreditation bodies.
10. Motivates students to actively participate in all aspects of the educational process.
11. Assists with student problem resolution, student orientation, and advising.
12. Maintains and reports student grades and attendance and implements student retention initiatives in accordance with policies and procedures.
13. Participates in activities that contribute to the governance of the college and promote collaboration with community constituents.
14. Completes professional development activities to maintain subject area expertise in accordance with college standards and/or as assigned.
15. Participates in core course academic support programs, certification programs, and student professional associations at the college when possible.

Must be able to perform all of the above essential functions. These functions require varying degrees of independence, judgment, and discretion and the ability to be mobile within the office and/or work area. These functions also include the ability to:

- Hear, see, and speak to effectively communicate in person and by telephone with students, supervisors, employees, corporate personnel, school personnel, and external contacts.
- Read and understand written documents.
- Write in order to communicate information and ideas so others will understand.
- Present material in order to communicate information and ideas so others will understand.
- Work full time and maintain regular and predictable attendance. Able to work hours that support day, evening, and weekend classes.

KNOWLEDGE, SKILLS, ABILITIES, ATTRIBUTES

1. Education
   Master's degree in Nursing is required. Formal education degrees must be from an accredited institution recognized by the US Department of Education.

2. Qualitative and quantitative academic preparation
   Must have a minimum of 15 semester hours in the subject area. The required level of academic preparation may be higher in some states.

3. Industry/teaching experience
   Minimum of five years of applicable experience in the field of specialty, including two years of related teaching experience in a post-secondary accredited institution, is required. A thorough knowledge of program offerings, instructional methodology, and effective utilization and administration of the program is necessary. Supervisory experience is helpful.

4. Superior interpersonal and communication skills
   Experience in presenting material to all levels of employees or students. Must possess strong interpersonal skills such as:
   - The ability to build cooperative relationships by being perceptive of others' reactions and understanding why they react as they do
   - Selling or influencing others—convincing others to change their minds or actions
   - Ability to utilize different methods and mediums to deliver course material

5. Computer skills
   Efficiently utilize a personal computer and related software including Microsoft Office, course management system software, and Internet proficiencies.

6. Creative, innovative problem-solving skills
   Proven educational or administrative experience in solving complex problems for individuals or teams. Experience with analyzing and identifying the strengths and weaknesses of options and exercise critical thinking, problem solving, and judgment skills.

7. Strong work ethic, and timely and accurate organization, prioritization, and completion of all job responsibilities

Proven track record of project completion.

8. Work independently and with minimal supervision while maintaining a high level of quality work product and output
   Proven record of multi-tasking and ability to handle a high pressure environment with significant timeline pressures.

9. Interact in a cooperative and professional manner with others, work in a team environment
   Past history of developing constructive and cooperative working relationships with others and maintaining them over time.

10. Acquire and maintain licenses if needed
    Must have current unencumbered license as a Registered Nurse in the state.

This description is intended to indicate the kind of duties and level of difficulty required at this classification; it is not intended to contain a comprehensive inventory of all duties nor to limit the right of any supervisor to assign, direct, and control the work of an employee under his/her supervision.

ITT Educational Services, Inc. **JOB DESCRIPTION**

Job Title: Instructor, Nursing **DATE:** October 16, 2009
Reports to: Program Chair, Nursing **SALARY GRADE**: 10-12
Department: Academic Affairs **FLSA CLASSIFICATION**:Exempt

GENERAL SUMMARY:

Develops, implements, and evaluates the nursing program of learning and standards for admission, progression and graduation of students.

DUTIES AND RESPONSIBILITES (* ESSENTIAL FUNCTIONS)

1. *Develops daily lesson plans to include instructional aids.
2. *Teaches material from approved curriculum in accordance with assigned schedule to ensure student satisfaction.
3. *Assists students in achieving completion of objectives. Provides regular, accurate and timely feedback to students relative to their performance.
4. *Exercises normal classroom and clinical supervision to effect a positive learning environment.
5. *Advises students on matters related to academics, behavior, attendance, etc.
6. *Participates in school retention initiatives by maintaining productive contact with students and by getting in touch with and offering assistance to absent students. Assists in student concern resolution.
7. *Motivates students to actively participate in all aspects of the educational process, including but not limited to, class discussions, demonstrations, outside assignments, research, enrichment activities, etc.
8. *Maintains and reports student grades and attendance in accordance with company policies and school procedures.
9. *Completes professional development and in-service activities in accordance with college standards and/or as assigned.
10. *Maintains expertise in subject area in order to provide students with current trends and to recommend improvements in curriculum design.
11. *Participates in department meetings for development, implementation, and evaluation of nursing program curriculum and program policies. Makes recommendations for improvement in curriculum design and program policies.
12. *Instructs students in laboratory safety procedures when applicable.
13. Participates in core course academic support programs, certification programs, and student professional associations at the school when possible.
14. Performs duties in the Learning Resource Center as assigned.

Must be able to perform all of the above essential functions. These functions require varying degrees of independence, judgment, and discretion and the ability to be mobile within the office and/or work area. These functions also include the ability to:

- Meet health and training requirements for the position as stipulated by clinical agencies and state board of nursing, including but not limited to immunizations, titers, and CPR certification
- Effectively communicate in person and by telephone with supervisors, direct reports, employees, corporate personnel, school personnel, prospective students and external contacts.
- Read and understand written documents.
- Communicate information and ideas in written or electronic form in order for others to understand.
- Present material in order to communicate information and ideas so others will understand.

- Maintain regular and predictable attendance. Able to work occasional evenings and weekends.

KNOWLEDGE, SKILLS, ABILITIES, ATTRIBUTES

1. Education.
   Master's degree in Nursing is required or enrolled in an MSN program with significant progress toward an MSN degree. Formal education degrees must be from an accredited institution recognized by the US Department of Education. Certification in area of specialty highly desirable.

2. Industry/teaching experience.
   Minimum of three years practice as an Registered Nurse is required. Teaching experience in post-secondary education at an accredited institution is preferred.

3. Superior interpersonal and communication skills.
   Experience in presenting material to all levels of employees or students. Possess strong interpersonal skills such as:
   * the ability to build cooperative relationships by being perceptive of others' reactions and understanding why they react as they do
   * selling or influencing others—convincing others to change their minds or actions
   * ability to utilize different methods and mediums to deliver course material.

4. Computer skills.
   Efficiently utilize a personal computer and related software including Microsoft Office, course management system software, and internet proficiencies.

5. Creative, innovative, problem solving skills.
   Proven educational or administrative experience in solving complex problems for individuals or teams. Experience with analyzing and identifying the strengths and weaknesses of options and exercise critical thinking, problem solving, and judgment skills.

6. Strong work ethic, timely and accurately organize, prioritize and complete all job responsibilities.
   Proven track record of project completions.

7. Work independently and with minimal supervision while maintaining a high level of quality work product and output.
   Proven record of multi-tasking and ability to handle a high pressure environment with significant timeline pressures.

8. Interact in a cooperative and professional manner with others, work in a team environment.
   Past history of developing constructive and cooperative working relationships with others and maintaining them over time.

9. Acquire and maintain licenses if needed.
   Must have current unencumbered license as a Registered Nurse in the state.

This description is intended to indicate the kind of duties and level of difficulty required at this classification; it is not intended to contain a comprehensive inventory of all duties nor to limit the right of any supervisor to assign, direct and control the work of an employee under his/her supervision.

Administrative Coordinator

ITT Educational Services, Inc. **JOB DESCRIPTION**

Job Title: Administrative Coordinator, Health Sciences **DATE:** August 19, 2008

Applies to: School of Health Sciences **SALARY GRADE**: 8

Reports to: Program Chair **FLSA CLASSIFICATION**: Non-exempt

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GENERAL SUMMARY:

Provides administrative support to the School of Health Science, including the Nursing and Health Information Technology (where applicable) programs. Maintains accurate clinical contract files, permanent student records, program correspondence and reports, and procures supplies for classroom laboratories. Supports the Program Chair and faculty.

DUTIES AND RESPONSIBILITES

1. Provides support to Program Chair and faculty by handling routine correspondence, ordering office supplies, and other administrative duties. Maintains manuals and distributes updated information. Retains and updates forms.

2. Maintains student files including health records forms, immunizations, and qualifications (CPR, etc.). Ensures records are kept confidential by conforming to HIPAA and other federal, state, and local record keeping and privacy regulations and requirements.

3. Maintains program files and reports including faculty resumes, credentials, and annual qualifications, as well as accreditation agency and State Board of Nursing reports, and minutes of all department meetings.

4. Assists the Program Chair and faculty in coordination and maintenance of clinical contracts for Nursing and Health Information Technology (where applicable) programs.

Must be able to perform all of the above essential functions. These functions require varying degrees of independence, judgment, and discretion and the ability to be mobile within the office and/or work area. These functions also include the ability to:

- Hear, see, and speak to effectively communicate in person and by telephone with students, supervisors, employees, corporate personnel, school personnel, and external contacts.
- Read and understand written documents.
- Write in order to communicate information and ideas so others will understand.
- Present material in order to communicate information and ideas so others will understand.
- Work full time and maintain regular and predictable attendance. May include nights and weekends.

KNOWLEDGE, SKILLS, ABILITIES, ATTRIBUTES

1. Education
   High school diploma. An associate's degree in a related area from an institution accredited by an accrediting agency recognized by the US Department of Education is preferred.

2. Qualitative and quantitative academic preparation
   At least one year related experience.

3. Good interpersonal and communication skills
   Able to effectively interact with employees and outside contacts of all levels.

4. Computer skills
   Efficiently utilize a personal computer and related software including Microsoft Office, especially MS Excel and Word, and Internet proficiencies.

5. Attention to detail
   Is thorough when performing work and conscientious about focusing on each aspect of a task for a project.

6. Timely and accurate organization, prioritization, and completion of all job responsibilities
   Ability to handle multiple tasks. Proven track record of task and project completion.

7. Interact in a cooperative and professional manner with others, work in a team environment
   Past history of developing constructive and cooperative working relationships and maintaining them over time.

Nursing Program Faculty Orientation Plan

Faculty Orientation Checklist

Directions: This faculty orientation is to be completed within 30 days of employment in this department. Submit completed form to Program Chair for inclusion in personnel file.

Name _____ **Date** _____

Nursing Program _____

The pre-employment evaluation process may include the following:

- Interviews with the Program Chair, Associate Dean, Dean, Director
- Resume review
- Verification of credentials
- Letters of Reference
- Chalk Talk

The post-orientation will include:

- Instructor observations weeks 1, 4, 9 at minimum
- Performance appraisal at six months
- Feedback from staff and students
- Completion of the orientation checklist and orientation competencies

Orientation methods will include: discussion, lecture, self-study, videos, practical application and shadowing experiences.

At the conclusion of orientation, the Instructor will:

1. Demonstrate knowledge of roles and responsibilities of the position
2. List resources and facilities available for educational activities
3. Verbalize principles of adult learning
4. Describe documentation and record-keeping systems in IRIS, Gradebook, and Nursing Program Student Files
5. Explain organizational structure and mission
6. Board of Nursing Rules and Regulations related to nursing education and faculty role

Orientation Topic	Method for Meeting Criteria	Date Met
I. Organizational Structure & Function: A. ITT Technical Institute 1. Mission and values		
2. Philosophy		
3. Structure		
B. Nursing Program		
1. Mission and values		
2. Philosophy		
3. Structure		
4. First level objectives		
5. End of program objectives		
6. Quarterly and yearly calendars		
a. ITT Technical Institute		
b. Nursing Program calendar		
C. ITT Technical Institute Catalog		

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Orientation Topic	Method for Meeting Criteria	Date Met
D. Faculty development courses		
1. e-Campus courses		
2. ITT Technical Institute Employee Portal		
3. ITT Technical Institute Nursing Portal		
4. National Curriculum Committee		
E. Role of faculty member		
1. Board of Nursing Rules and Regulations		
2. In-depth review of the Faculty Manual		
3. Faculty rights and responsibilities		
4. Faculty meetings		
5. Faculty committees		
6. Faculty professional development/CNE Certification		
7. Faculty evaluations		
8. Faculty office hours		
9. Academic affairs policies		
10. Recruitment		
11. Institutional Effectiveness Plan		
F. Adult learner models		
G. Student learning styles		
H. Characteristics of good teaching		
I. Academic freedom		
J. Student attendance		
1. TPAP Reports		
2. IRIS		
K. Grading/Grading Book		
L. Advising		
M. Classroom management		
1. Preparation		
2. Resources		
3. Compiling/copying class materials		
N. Curriculum		
1. Pattern of courses and concepts/content flow		
2. Course evaluation		
3. Student Handbook with Nursing Appendix		
4. Syllabi and courseware		
5. Books		
6. Clinical facilities		
O. Evaluations		
1. Student		
2. Clinical		
3. Appeals process		
P. Library		
1. Virtual Library, CINAHL		
2. Learning Resource Center (LRC)		
Q. Employee Benefits		
1. Employee benefits		
2. Health/dental/vision insurance		
3. Reduced tuition rate for employee and dependents		

Orientation Topic	Method for Meeting Criteria	Date Met
4. Exception Report (time sheet)		
5. Dell computer discount		
6. Evolve learning resources		
II. Clerical/Administrative Support: A. Typing/copying requests		
B. Maintenance work orders		
C. Office supplies/ordering/storage		
D. Securing offices/night lock-up		
E. Scheduling classrooms		
F. Requesting checks/catering		
G. Compiling/copying class materials		
H. Fax number		
I. E-mail/ Calendar		
J. Voice mail		
K. Mailbox		
L. Bulletin boards		

Comments:

Employee: _____ **Date Completed:** _____

Chair: _____ **Associate Dean:** _____

Updated: Mar-2010

ITT Technical Institute Nursing Program Chair
Implementation and Orientation Checklist for School Director and Dean

Directions: This checklist and attachments provide essential information in the operational start and implementation of the nursing program. The School Director, Dean and Nursing Chair may consult the Nursing Program Implementation Guide, posted on the Portal, for further details.

air Orientation to Standard Processes - Dean/Director to provide	**Date Completed**
A. ITT Technical Institute Organizational Structure and Function	
1. Mission and values	
2. Philosophy	
3. Structure and organizational charts	
4. Quarterly and yearly calendars	
5. Catalog	
6. Student Handbook	
7. Budget process and requests	
8. Academic Affairs Department – role of Dean, Associate Dean(s)	
9. Academic Affairs calendar/timelines	
10. Academic Affairs meetings – Chair to attend even prior to program start	
B. Course Management Training	
1. IRIS	
2. Pinnacle/gradebook	
3. Curriculum database, document retrieval	
4. Faculty role – teaching, advising, workload	
5. Scheduling of courses, labs, and clinical	
6. Metrics and reports –ITT Reports	
7. Recording student attendance – consecutive, 10 &17 day absence reports, calls, IRIS documentation	
8. Student evaluation – progress reports	
9. Grading policies	
10. Academic appeals process	
11. Resources – materials, copying, supplies, IT support	
12. Ordering desk copies of course books for faculty	
C. Chair Development and Evaluation	
1. E-Campus courses	
2. Request/reimbursement of expenses for professional development	
3. Faculty development budget	
4. Chair Evaluation process and PP&E form	
5. Faculty development – policy and process, reimbursement of expenses	
D. Role of Program Chair	
5. In-depth review of the Faculty Manual	
6. Faculty meetings and college committees	
7. Office hours, facility operations expectations	

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8. Bookstore/book ordering processes	
9. Academic affairs policies	
10. Faculty recruitment, interview, hire process (Note: Program Chair must interview nursing faculty)	
11. Faculty evaluations (Note: nursing faculty must be evaluated by Program Chair)	
12. Administrative Coordinator evaluation process, merit awards	
13. Administrative Coordinator – time card system	
10. Institutional Effectiveness Plan	
11. Review of Board of Nursing Rules and Regulations relevant to program and roles	
12. LRC	
a. Orientation to LRC / LRC policies & procedures	
b. Ordering reference books for LRC / Availability of course textbooks	
c. Journal subscriptions	
d. Tutoring	
13. Program Advisory Committee (composition/meeting format altered for Nursing Program)	

art Processes - Dean/Director/Chair to coordinate	**Date Completed**
A. HESI A2 Admission Assessment process	
1. Admission Assessment testing coordinated with Elsevier rep - (set up prior to approval with Rebecca Bates, Product Support Spec. r.bates@elsevier.com 1-800-950-2728 x 6934) (Program Chair)	
2. HESI A2 site loaded onto computers for testing (campus SST coordinates with Elsevier rep)	
3. Trial testing for readiness (campus SST, Program Chair, assigned proctors)	
4. Proctor training (provided by Elsevier HESI rep to assigned proctors)	
5. Review of HESI A2 scoring and ranking process with Recruitment, Registrar, Program Chair	
6. Procedure for acceptance of HESI A2 scores taken outside of ITT	
B. Regulatory processes post approvals	
1. Updates to school catalog (regulatory)	
2. Reports to state board of nursing	
3. Reportable events to board of nursing – curriculum, chair, faculty, clinical (consult RAM)	
4. Board of Nursing and other accreditory body site visits	
C. Recruitment processes post approvals	
1. Recruitment "kick-off" call per HQ Director of Recruitment	
2. Power Point presentation for Information Seminar sent to school from HQ	
3. Marketing materials sent to school by HQ Marketing Dept.	
4. Recruitment process planning meeting with Recruitment, Director, Dean, Program Chair	
5. Scheduling of Information Seminars and Testing dates at alternative days/times	
6. Determine agenda/presentation responsibilities for Information Seminar	
D. Forms assembled for start/admission processes	
1. Standard ITT admission and disclosure forms (recruitment, financial aid, registrar)	

2. Nursing Program *STUDENT CLINICAL AGREEMENT, ACKNOWLEDGEMENT OF RISK AND RELEASE* (Program Chair must go over form in orientation, obtain signature)	
3. Student Handbook with Nursing Appendix (Program Chair reviews at orientation, obtains signature page)	
4. Student Health Form	
5. Board of Nursing regulations r/t eligibility for licensure copied for distribution	
E. Registrar processes	
1. Program Chair and Registrar planning meeting to discuss general education and nursing course transfer requirements	
2. Clarification of SAS HESI screen and score entries	
3. Acceptance and denial letters	
F. Contracts/accounts for nursing program – sharps disposal, linen service, uniforms, drug screens, background checks	
1. Sharps/hazardous waste disposal (local company or Stericycle.com)	
2. Linen service (local company)	
3. Uniforms for clinical (www.nancouniforms.com)	
4. Drug screens (labcorp.com; LabCorp Account manager Walter Hagan 952-476-9505)	
5. Background checks (verificationsinc.com)	
G. National League for Nursing Accreditation Commission – programmatic accreditation process	
1. Nursing Chair registers for and attends NLNAC Self-Study Forum prior to program start or within first two quarters	
2. Administrative Coordinator sets up program files per NLNAC starter kit (RAM to send)	
3. NLNAC accreditation timeline (consult RAM)	
H. Nursing and science lab installation/completion	
1. Contract labor secured to install and assemble equipment, wall units	
2. Ordering for year 2 and beyond	
3. Obtain blueprint of curtain/rail installation (Steve Biro at Pocket Nurse 1-800-225-1600)	
4. Collaborate with Associate Dean of General Studies for installation of science lab	

Director: _____ **Date Completed:** _____

Dean: _____ **Date Completed:** _____

Chair: _____ **Date Completed:** _____

Nevada State Board of
NURSING

Rec'd 12/07/12

December 5, 2012

Faye McHaney, DNP, MSN, RN
ITT Technical Institute
Breckinridge School of Nursing
168 N. Gibson Road
Henderson, NV 89014

Dear Dr. McHaney:

In accordance with NRS 632.310(3), the Nevada State Board of Nursing is requesting the full name and license number of the nursing instructor assigned to nursing student(s) who conducted a presentation at Henderson International on "Sex Ed" on or about November 2012.

This office should receive a response to this request within three days of receipt of this notice via letter, or facsimile at 775-687-7707, or via email at csansom@nsbn.state.nv.us. I have enclosed a copy of NRS 632.310 for your review. Thank you for your cooperation in this matter. Please do not hesitate to contact me at 888-590-6726, ext. 77726 with any questions.

Sincerely,
NEVADA STATE BOARD OF NURSING

(b)(6)

Chris Sansom, MSN, RN
Director of Operations

Enclosure

5011 Meadowood Mall Way, Suite 300, Reno, NV 89502-6567 (phone) 775-687-7700 (fax) 775-687-7707
2500 W. Sahara Ave., Suite 207, Las Vegas, NV 89102-4392 (phone) 702-486-5800 (fax) 702-486-5803
www.nevadanursingboard.org • 888-590-6726 • nursingboard@nsbn.state.nv.us

Nevada State Board of
NURSING

NRS 632.310 Investigation of actions of licensee or holder of certificate by Board or Executive Director; request by Board for complete name and work assignments of licensee or nursing assistant under investigation by Board.

1. The Board may, upon its own motion, and shall, upon the verified complaint in writing of any person, if the complaint alone or together with evidence, documentary or otherwise, presented in connection therewith, is sufficient to require an investigation, investigate the actions of any licensee or holder of a certificate or any person who assumes to act as a licensee or holder of a certificate within the State of Nevada.

2. The Executive Director may, upon receipt of information from a governmental agency, conduct an investigation to determine whether the information is sufficient to require an investigation for referral to the Board for its consideration.

3. If a written verified complaint filed with the Board does not include the complete name of the licensee or nursing assistant against whom the complaint is filed, and the Board is unable to identify the licensee or nursing assistant, the Board shall request that the employer of the licensee or nursing assistant provide to the Board the complete name of the licensee or nursing assistant. The employer shall provide the name to the Board within 3 business days after the request is made.

4. The employer of a licensee or nursing assistant shall provide to the Board, upon its request, the record of the work assignments of any licensee or nursing assistant whose actions are under investigation by the Board.

[Part 7:154:1949; A 1955, 547]—(NRS A 1989, 2052; 1993, 1219; 1995, 1652; 2001, 623)

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Breckinridge
School of Nursing
and Health Sciences
@ ITT Technical Institute

December 06, 2012

Roseann Colosimo PhD RN
Nevada State Board of Nursing
Education Consultant

Ref: Response in regard to Dr. Colosimo concerning a written complaint from a physician about a presentation given by Breckinridge School of Nursing students concerning sex education.

Dear Dr. Colosimo,

As I mentioned, I first realized there may be some concern about a presentation the evening of 11/19/2012 when Chris Schau, Assistant Head of School sent me an email requesting a call. At 7:24 pm I emailed her back and did indeed call her. Ms. Schau informed me that she had some parents that were not happy with one of the presentations that day and was inquiring as to the content. I informed Ms. Schau that the faculty was to have the students present material as we discussed in our meeting the week prior to the presentations. I also offered for the faculty to contact her and discuss the material presented. She did not want to do anything like that but told me "I am only informing you that there is some concern." She went on further to tell me that she would be sending an email to the parents as well to ease their concerns.

Immediately the next morning upon arrival on campus I emailed Ms. Patricia Eakin, clinical faculty in charge, to see me as well as phoned her office. Shortly thereafter, I was notified that Jason Kuzik was at the front desk and wanted to speak with someone in the Nursing Program. Once I realized it was the parents of one of the students that had attended the presentation, I escorted them to the conference room to discuss their concerns and had Ms. Marjorie Leahy, Assistant Program Chair join us. This is the only meeting Ms. Leahy and I have had with parents.

Mr. and Mrs. Kuzik both had concerns about the content of the presentation and requested that I give the content to them. They also requested to see the poster that the students presented as part of the material. I informed Mr. and Mrs. Kuzik that I would have to speak with the faculty in charge of this clinical experience and investigate as to what was covered. I also informed them that at that time I did not have possession of the poster. Mr. and Mrs. Kuzik said they were concerned about the content and would like to know what was said so they could have further discussions with their child. Mr. Kuzik informed me that he had received an email late on Friday afternoon concerning the presentations but had not heard back from Ms. Schau after emailing her about the content. Mrs. Leahy and I offered to look into the matter. I also told them that once our research into the matter was complete that we would be in communication with them or the school about possibly having the faculty meet with the parents to discuss the content.

I began to look into the matter after the parents had left. The clinical faculty in charge immediately contacted each student in order to research what was presented. I met the same day with Kirk

168 N. Gibson Rd.
Henderson, NV 89014
(702) 558-5404

Breckinridge
School of Nursing
and Health Sciences
@ ITT Technical Institute.

Borkowski, Campus Director to inform him of the situation and he has since been in communication with Seth Alhborn, Head of Henderson International School.

Attached you will find my timeline and assessment of the situation to the extent I am aware of. As I was not in attendance during the presentation, I am unable to determine what was actually presented by the students that day, thus Ms. Patricia Eakin, clinical faculty in charge, will have to address those details.

Please let me know if you have any questions.

Best Regards,

(b)(6)

Dr. Faye McHaney
Interim Nursing Program Chair, Breckinridge School of Nursing at ITT Henderson
National Nursing Chair, Breckinridge School of Nursing and Health Services at ITT Educational Services
Henderson, NV
702-558-5404

Breckinridge
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and Health Sciences
@ ITT Technical Institute.

December 6, 2012

Ref: Henderson International Assessment

11/09/2012: I received an email from Ms. Chris Schau saying that she had received approval for our students to use Henderson International School as a location for clinical opportunities.

11/12/2012: I emailed Ms. Schau to schedule an appointment for Ms. Eakin and I to have the contract signed and to discuss what we could do for them in relation to clinical experience for our pediatric rotation. Ms. Schau emailed me back to inform me that we could meet the next day at 10:00 am.

11/13/2012: Ms. Eakin and I met with Ms. Schau as scheduled and discussed several topics including lice screening. I informed Ms. Schau that Ms. Eakin was our pediatric faculty and she would be supervising this clinical and would be her source of contact. We discussed the fact that the school had an outbreak of lice since September and Ms. Schau asked if we could do lice screening the following day. I informed her that the next day was too soon as I would need to have enough faculty to monitor the students while performing screenings. It was decided the students and faculty would perform lice screenings on 11/15/2012.

Ms. Eakin also offered several possible health topics for teaching the various age groups of children present in the school. Ms. Eakin discussed with Ms. Schau topics such as stranger danger, fire safety, brushing teeth, health or sex education, including some others. Ms. Schau discussed a program they had called *Touch Points* which lead to us including a topic on nutrition as well. Ms. Schau also suggested that health and sex education would be a good topic because as she stated "the students would not listen to her." She explained that she had a degree in Public Health and understood the need for topics such as sex education for these age groups. Ms. Eakin discussed that these topics would need to be age appropriate due to the ages of the groups. Ms. Schau suggested we discuss puberty topics with the 5th and 6th graders such as their body changing, etc. Ms. Eakin engaged in this conversation agreeing that this topic would need to be more of a health education topic. Ms. Eakin and Ms. Schau went on to discuss what could be presented to the 7th and 8th graders. Ms. Schau stated that she would like for the presentation to be more of a "clinical" presentation using appropriate terminology for body parts, listing various diseases, as well as mentioning teen pregnancy. Ms. Eakin was very clear in presenting to Ms. Schau what would be discussed and Ms. Schau did not state any concern at that time. I did inform Ms. Schau that I felt the parents needed to be informed of the presentation and request permission for their child to participate even if the topic was age appropriate. I offered to have Ms. Schau review the material content prior to presenting it to the students and she declined. I also suggested that it would be appropriate to invite the parents as well. I also informed Ms. Schau since we were doing the lice screening the presentations could be done next quarter and she stated that it was okay for the students to come the following week.

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11/15/2012: Faculty and students conducted lice screening for all children and faculty of Henderson International School at the request of Ms. Chris Schau. Ms. Patricia Eakin was the clinical faculty in charge. Ms. Leahy and Ms. (b) (6) also participated in the screening to help supervise students.

11/19/2012: Ms. Patricia Eakin and Ms. Kandi Betts went to the school to supervise student presentation of various topics to different age groups that was decided upon. Ms. Patricia Eakin was the clinical faculty in charge.

11/20/2012: Ms. Leahy and I met with Jason and Sandy Kuzik. As mentioned in the attached letter having not seen the email in question I can only repeat what Mr. Kuzik told me. My understanding from Mr. Kuzik is that he received an email time stamped at 4:30 pm Friday afternoon from Ms. Chris Schau informing the parents that our students would be presenting a sex education presentation the following week. He informed us that he emailed Ms. Schau back requesting what content would be presented. He further stated that he never heard back from her so when he arrived on campus Monday afternoon to pick his child up he inquired as to the content that would be presented and found that the presentations had already been completed. This is the only parent meeting that Ms. Leahy and I have been involved in. As indicated in the letter, I immediately reported the parent meeting to Kirk Borkowski, Director of ITT.

Assessment of the situation is as follows:
During our meeting I advised Ms. Schau to obtain permission from all parents for their child to participate in the sex education presentations. I suggested sending a form to the parents that we could provide. However, Ms. Schau informed me that she would notify parents via email for permission for their child to participate in the presentations. Ms. Schau assured me that she would take care of this matter. As of Monday morning prior to the presentations Ms. Eakin nor I were not informed of any parental concerns regarding the presentations. It appears to me that this is a factor in the situation that resulted.

During my investigation I learned that Ms. Eakin had the students present the material during class time. She stated that she felt the content was age appropriate and she offered some guidance to the students in regards to the content. I also found that Ms. Eakin was present during the 5th and 6th grade presentation. However, she stated that "only a faculty" was present during the 7th and 8th grade presentation which in non-compliant with Breckinridge School of Nursing Policy and this matter is being addressed.

Best Regards,

(b)(6)

Dr. Faye McHaney
Interim Nursing Program Chair, Breckinridge School of Nursing at ITT Henderson
National Nursing Chair, Breckinridge School of Nursing and Health Services at ITT Educational Services
Henderson, NV
702-558-5404

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of the Freedom of Information and Privacy Act

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of the Freedom of Information and Privacy Act

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of the Freedom of Information and Privacy Act

EXHIBIT K

ITT Technical Institute

Associate Nursing Program

Classroom and Clinical Procedures to Supplement Course Syllabus

Academic Misconduct Statement

General Statements:

Students are bound by the Conduct section in the ITT Technical Institute Catalog and the Nursing Program Code of Conduct located in the Student Handbook: Nursing Appendix. The student is accountable to read the Student Handbook and College Catalog for information regarding:

a. Academic Misconduct and Dishonesty
b. Attendance
c. Progression
d. Other pertinent policies

Academic Misconduct & Dishonesty Statement:

Academic misconduct and dishonesty are serious events that can result in disciplinary actions. Misconduct related to assignments, examinations, clinical practice, classroom and laboratory settings includes, but is not limited to, actions such as cheating, fabrication, facilitation of cheating, unauthorized collaboration, interference, plagiarism, and/or violation of course rules. Punitive measures could include probation, a course grade of "F", and/or dismissal from the nursing program.

The student is to follow the proper chain of command for questions or concerns. Following "the chain of command" is a crucial responsibility of the nursing professional.

a. Step I: Clinical concern – clinical instructor first, then class instructor
   Classroom concern – class instructor first
b. Step II: Nursing faculty advisor
c. Step III: Nursing Program Chair
d. Step IV: School Dean
e. Step V: Campus Director

Revised August 2011

Nursing Program Classroom Procedures

1. Students are to come to class prepared for the topics included in the course syllabus. Instructors have the discretion to use unannounced quizzes to assess student preparation and understanding of the material. Quizzes cannot be made up.

2. The student is responsible for notifying the instructor prior to class if the student must be absent. If the student is unable to make the call before class, the instructor must be notified via email ASAP and before the end of the class period. Failure to notify the classroom instructor will result in a ZERO for any assignments, exams or quizzes. It is the student's responsibility to notify the instructor, not a classmate's.

3. Students are to arrive at class on time and be in their seats at the beginning of each class session. Tardiness is disruptive to the class. While there are times that tardiness cannot be avoided, repeated tardiness will not be tolerated as it is rude and disrespectful.

4. The student is expected to remain for the entire class period. It is up the instructor to determine whether a student who attends only part of a class meeting was in attendance long enough during that class to be marked present.

5. Cell phones and pagers must be turned off (not on vibrate) at all times in the classroom, lab, and clinical setting. Texting is not allowed during class, lab or clinical time. If you are expecting an urgent call, inform the instructor before class, leave the phone on vibrate, sit by the door, and leave the room to answer. This should minimize the disruption to the rest of the class.

6. Homework is due at the beginning of class on the assigned day. Papers that are turned in late will be graded with at least 20% penalty. The instructor may choose not to accept late work.

7. Children are NEVER allowed in the classroom or in the lab.

8. The instructor is in charge of the classroom. Student behavior disruptive to the learning environment will not be tolerated and the student will be subject to disciplinary action up to dismissal from the program.

9. Students are accountable for content covered in the course. Assigned readings and homework will increase student knowledge and improve performance on exams and preparation for NCLEX. Instructors will not teach to the test.

10. All students and instructors are to use ITT Tech campus email for correspondence with faculty. ITT Tech support can assist with email problems.

11. Email should be composed using appropriate grammar, sentence structure, and punctuation. Inappropriate or poor composure of email will be returned to the student for correction.

Revised August 2011

Nursing Program Examination Procedures

1. During examinations or quizzes, **ALL** personal belongings must be taken to the front of the room. Student desks must be entirely clear before the exam is distributed. Scratch paper will be provided by the instructor. Jackets, sweatshirts, or hats may not be worn during exams. Water bottles are not allowed. All electronic devices are to be placed with the personal belongings in the front of the room. Students found with electronic devices during an exam or quiz are subject to disciplinary action. Use of a calculator, if not provided by the instructor, must be inspected for evidence of academic dishonesty.

2. Exams and quizzes that are given at the beginning of the class will begin on time. Students that are late for a quiz will get a zero and will not be allowed to make up that quiz. Students that are late for an exam or are absent (provided the instructor was properly notified of the absence) will be given an alternative form of the exam, which could be essay format at the discretion of the instructor.

3. If a student fails to notify the instructor of the absence before class begins, a make-up exam will not be allowed and the student will receive a zero on the exam. Students are limited to one makeup exam during the course. At the discretion of the instructor, makeup exams may be given at the end of the quarter on a designated makeup day.

4. It is the student's responsibility to make sure that they have completed all exam questions, filled in the scantron completely and turn in everything to the instructor. Once the exam and scantron have been submitted, changes cannot be made. No exceptions allowed.

5. After completion of the exam, all test papers and scratch paper must be turned in to the instructor. The student is to leave the classroom and may not wait outside the classroom. This is disruptive to students who are still testing. A student who stands outside of the classroom and discusses material covered on the examination will receive an automatic 10% reduction in that exam grade.

6. After an exam, the instructor will perform a test analysis and assess the questions, answers, and student responses. Any decision related to test questions is solely at the discretion of the instructor, who has expertise in the content.

7. Students will be given a grade sheet after each exam. In the following class, the instructor may go over concepts that were not well understood based on the previous exam. The test questions will not be given nor will the specific answers be discussed. A student can make an appointment with the instructor to review the exam individually or in small groups. No notes may be taken and no electronic devices (cell phones or tape recorders) will be allowed. All personal belongings must be in the front of the room during an exam review.

8. Academic dishonesty will not be tolerated. If a student is found recording an exam review, taking notes with answers from the exams, participating in verbal or written sharing of content on course or HESI exams or pooling of remediation materials on HESI exams, or any other action that compromises the integrity of exams, the student will be subject to penalties for academic dishonesty up to and including dismissal from the nursing program.

Revised August 2011

Nursing Program Clinical and Lab Procedures

1. Punctual and regular attendance at clinical and labs is mandatory. All clinical and lab hours must be completed.

2. Students are to follow specific course syllabi for proper notification of course faculty. A student who does not properly notify the faculty and does not come to clinical (no call no show) will receive a failure for the course unless suitable documentation is provided. Any student absent from clinical more than once will not be allowed to continue in the course and will be withdrawn. Please see a current ITT Technical Institute Catalog for steps on withdrawing from a course.

3. Tardiness is defined as being late by five minutes or more. Being tardy two times will constitute a clinical/lab absence. Clinical days missed due to administrative closure and/or inclement weather will be made up at time and dates determined by the faculty.

4. Clinical/lab absences must be reported to the clinical instructor AT LEAST one hour prior to the beginning of clinical/lab. The student must call the clinical/lab instructor to report absence. It is also the student's responsibility to schedule the make-up clinical/lab with the instructor.

5. Clinical facilities have opened their doors for ITT students to care for their patients. Students are guests and need to be respectful at all times. When on the clinical site, the student must act professionally at **all** times. When in the ITT uniform, the student represents the entire school. The clinical site is not the appropriate place to discuss personal or family issues, make negative comments about your school or education, or exhibit any unprofessional behavior.

6. Students are not to perform treatments or dispense medication without clinical instructor's approval. The instructor will validate skills before a student is allowed to perform the skill either independently or with another nurse. If the instructor has a set of rules and regulations for students to follow on the clinical site, those rules MUST be followed. No exceptions. Performing treatments or dispensing medications without the clinical instructor's approval will result in disciplinary action up to and including dismissal from the nursing program.

7. Computers at the clinical sites are to be used for documentation related to patient care. Students are not allowed to check email, play games, or use the computers for any purpose unrelated to patient care. Inappropriate use of a computer will result in clinical failure.

8. Students are to make the most of each clinical experience and to be readily available on the unit for learning opportunities that arise. Students should also contribute to the functioning of the nursing team and assist other team members as guided by the instructor.

9. Students may not eat or drink in the nursing work/patient care areas. Agency policies are to be followed for use of staff break rooms. Students are not to smoke at the clinical site at any time. Students who have the odor of smoke on their uniform are subject to dismissal from the clinical unit and a failure for the clinical day.

Revised August 2011

10. Students are to BE PREPARED when they go to the clinical site or lab. Any assigned homework must be completed and ready to turn in.

11. If the student has missed nursing classes or labs, it is at the discretion of the clinical instructor to determine if the student is prepared/unprepared for the clinical experience. Students unprepared for the clinical experience will be sent home and receive a failure for the day.

12. Care plans or other clinical documents are to enhance student learning outcomes. Students are to read, analyze, synthesize, and then write the information on the care plan/other clinical document in the student's own words. "Cut and paste" is not allowed. Sources are to be cited in APA format. Plagiarism is academic dishonesty and will result in a grade of zero.

13. All care plans and clinical assignments must be completed in their entirety as directed by the instructor. Failure to complete as directed will result in a grade of unsatisfactory/zero.

Printed Name: _____

Signature: _____ ***Date:*** _____

Revised August 2011

EXHIBIT L

ITT Technical Institute ITT

WE ARE EDUCATORS HELPING PEOPLE BUILD
A FOUNDATION FOR THE REST OF THEIR LIVES

ITT Technical Institute Resident Faculty Handbook 2011 - 2012

The Mission of the ITT Technical Institute

The ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate, graduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers educational programs that integrate life-long learning with knowledge and skills to help students:

- pursue their personal interests and objectives;
- develop intellectual, analytical and critical thinking abilities; and
- provide service to their communities.

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

Dear Colleagues:

On behalf of the ITT Technical Institute Academic Affairs Department, please accept our sincere thanks for all of your efforts, dedication and passion in guiding our students.

Faculty members must prepare lectures per course curriculum objectives, deliver an engaged instruction, advise absent students on the day of the absence, and update his/her Chair and/or Dean about these absent students on at least a weekly basis. Furthermore, faculty members must motivate students and facilitate active learning.

Your respective campus Academic Affairs management team will provide you with the syllabi, the courseware and the needed instructional support.

Once again, let me take this opportunity to thank you for your commitment in helping to make a difference in student's lives.

Warm regards.

Charan Jeet Singh
National Dean, Academic Affairs
ITT Technical Institute

I would like to echo Dean Singh's statements. Your teaching skills and curriculum input are important to student success. As a member of the ITT Technical Institute faculty, you are expected to contribute to curricula development and classroom content. ITT Technical Institute faculty members serve as curriculum reviewers and provide input for revisions via applicable curriculum committees. Additionally, faculty may participate in curriculum development as course writers, subject matter experts, and curriculum committee members. Faculty members are encouraged to develop and share teaching methodologies as well as make suggestions and recommendations for enhancing student laboratory exercises via the Employee Portal.

The Employee Portal is a key resource for faculty. The Portal contains information on student learning outcomes, curriculum committees, best practices, as well as all institutional policies and procedures.

I welcome you to ITT Technical Institute. We are dedicated to supporting you in your efforts to help students achieve success. In addition to your local Chairs, Associate Deans, and Deans, you are welcome to contact the National Chairs, the National Dean and me for any assistance or input.

Respectfully Yours,

P. Michael Linzmaier, Ph.D.
Senior Vice President, Chief Academic Officer

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ED00011565

ITT Technical Institute Academic Affairs

Methodology

The Academic Affairs Department is dedicated to supporting the ITT Technical Institute mission to offer educational programs that integrate life-long learning with knowledge and skills to help students:

- Pursue their personal interests and objectives;
- Develop intellectual, analytical and critical thinking abilities; and
- Provide service to their communities.

To support the ITT Technical Institute mission, the Academic Affairs Department facilitates the following instructional methodology:

- Programs of study will foster critical thinking, communication and teamwork skills, while emphasizing both the theoretical and applied principles of technology.
- Student support services will facilitate the matriculation process and help students prepare for potential career opportunities. Our student services include financial aid assistance, helping students prepare for employment opportunities, tutoring and academic advising.
- Cultural and ethnic diversity in its faculty, staff and student body will be encouraged.
- Course content will be reviewed periodically to ensure continued relevance with technology in the workplace.
- To help students pursue their evolving education goals, each program of study may integrate technology, lifelong learning and professional development activities.
- Each program of study will promote an active learning environment.
- Public service programs, civic engagement and charitable activities may be promoted as part of the education process.

As a member of the ITT Technical Institute faculty, you are expected to provide engaging instruction and superior customer service to every student you interact with.

Regulatory Approvals

Each ITT Technical Institute is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) and is authorized to conduct business in the state or states in which it operates. In addition, the ITT Technical Institutes are designated as eligible institutions to participate in a variety of student financial aid programs. Your campus catalog provides specific information on accreditation, regulatory approvals and student financial aid programs. Additional information may be obtained from your campus Director.

ITT Technical Institutes offer degree programs in compliance with the state regulatory requirements. Your campus catalog lists the educational programs and credentials offered at your campus.

ED00011566

School Structure

Each ITT Technical Institute is managed by the campus Director. Every campus has five departments, namely, Recruitment, Finance, Career Services, Registration and Academic Affairs, and these departments are managed by their respective functional managers. These respective functional managers are Director of Recruitment (DOR), Director of Finance (DOF), Director of Career Services (DOCS), Registrar and the Dean. Functional managers report to the campus Director.

The Dean promotes the ITT Technical Institute's mission by providing effective academic leadership and oversight of a campus's academic operations, instruction, assessment, faculty training and professional development programs, and library services. The Dean is responsible for the overall success of a campuses' Academic Affairs Department. The Dean is accountable for delivering operating results consistent with the campus approved academic affairs operating plan while complying with applicable statutes, regulations, and Company policies and procedures. The Dean is responsible for implementing curriculum and course objectives at his/her campus.

The Associate Dean promotes the ITT Technical Institute's mission by providing academic leadership and assisting the Dean with day-to-day management of the campuses' Academic Affairs Department, including library services. The Associate Dean manages faculty training, in-service activities and professional development programs to further quality instruction, compliance and customer satisfaction. The Associate Dean stays current with instructional methodology advancements. The Associate Dean reports to the Dean.

The Associate Dean, General Studies promotes the ITT Technical Institute's mission by providing effective management of general studies instruction, assessment, faculty training and professional development at the campus. The Associate Dean, General Studies is accountable for implementing the General Education curriculum objectives at his or her campus. The Associate Dean, General Studies supervises general studies faculty, supports students in general studies areas at a campus, reports to the Dean and is accountable for delivering operating results consistent with the campus approved General Education operating plan while complying with applicable statutes, regulations, as well as Company policies and procedures.

The Chair promotes ITT Technical Institute's mission by providing effective management of instruction, assessment, faculty training and professional development within each school of study. The Chair supervises faculty and advises students in the school of study. Chairs take a leadership role in managing their campus specific reentry campaigns. Chairs report to the Dean of the campus.

The Program Chair of each program of study offered at a campus serves as a technical expert on program curriculum for faculty and students, assists in supervising instructors in assigned program of study and supports student retention strategies to ensure retention objectives are met. The Program Chair ensures integrity of course content and alignment of the program objectives with the published course syllabi. As

the Subject Matter Expert (SME) within their program of study, Program Chairs apprise students and faculty of the emerging trends in their programs and recommend curriculum updates to the curriculum committee. The Program Chair reports to the Chair or to the Dean of the campus.

Full-time instructors hold the title of Instructor, Senior Instructor or Master Instructor, and teach a minimum of 240 contact hours or six course sections per quarter for most programs. Adjunct Instructors are part-time temporary employees who teach on a quarter-by-quarter basis. Adjunct instructors teach less than 240 contact hours per quarter and are assigned to teach one to five course sections per quarter. Adjunct faculty teaching in the Nursing program may be full-time temporary employees and teach 240 hours or more in a quarter.

The Learning Resource Center (LRC) staff manages LRC resources, recommends instructional resources for the library, assists students and faculty on the usage and importance of the LRC resources, and conducts training on the Virtual Library.

Campus Calendar

Each ITT Technical Institute operates on a quarter-based schedule, and each quarter is typically twelve (12) weeks in length. At times, certain courses may not be scheduled to meet during each week. Classes are not conducted during four break weeks every year, and two of these four break weeks are during the December holidays. During student holidays listed in the campus catalog, classes are generally not conducted. The campus may at times opt to conduct classes during these days. President's Day, Memorial Day, Independence Day, Labor Day and Thanksgiving days are designated as student holidays. The Dean will provide you with the specific information related to student holidays, vacations and class rescheduling.

Students

Student Conduct

Good classroom management demands that the faculty maintain professional, fair and equitable relationships with students. An environment which fosters mutual respect between faculty and students is more likely to promote motivation and active learning.

Faculty members, along with other campus management staff, must facilitate student adherence to the Policies and Procedures as listed in the school catalog and student handbook. Furthermore, faculty members and campus management staff must monitor student compliance with the student code of conduct as described in the school catalog and student handbook.

If a student is a distraction from the learning environment, the faculty member must insist the behavior immediately stop and/or excuse the student from the class meeting. If a student continues disruptive behavior in the classroom, the faculty member should

immediately notify the Academic Affairs manager (typically Chair, Associate Dean or Dean) regarding the incident. The Academic Affairs manager will assist the faculty member in addressing such disruptive behavior. Per ITT Technical Institute procedure ADV 1.0, student incident and behavior advising must be recorded in the IRIS or S3 electronic database.

ITT Technical Institute defines academic dishonesty as the "submission of work completed by another person as your own." All ideas, words or work from others that are included in a student's submitted work must be identified and cited. Failure to appropriately identify ideas, words or work of others included in a student's work is considered academic dishonesty and violates the conduct section of the school Catalog. Academic dishonesty may result in a zero score on the graded activity, suspension and/or termination from one or more of the courses the student is taking or from the student's entire program of study at the school.

Ideas, words or work that require citation include, but are not limited to, hard copies or electronic publications, whether copyrighted or not, and visual and verbal communication that clearly originates from an identifiable source. This policy applies to all courses whether taught in residence or online and all sources whether electronic or hardcopy.

It is academically unethical and unacceptable to:

- Submit work completed in whole or in part by another person as if it were your own;
- Restate or paraphrase another writer's work without acknowledging the source;
- Copy another student's homework and submit the work as if it were the product of your own labor;
- Attempt to gain an advantage through the use of crib sheets, hidden notes, viewing another student's paper, revealing the questions or answers on exams or quizzes to other students or viewing quiz or exam questions obtained from another student;
- Store or communicate information not distributed to students through the use of electronic devices, recording devices, cellular telephones, headsets or portable computers.

Per ITT Technical Institute policy ADV 1.0, faculty members must report any incidences of academic dishonesty by a student to the Dean. Once validated, the Dean will conduct student advising, perform the root cause analysis, and determine the applicable course of action. The Dean will apprise both faculty member and the student of the decision reached. The situation assessment, academic advising and action taken must be recorded in the IRIS database.

Student Success

We strive to help our students achieve educational success. To establish such focus, we assess student success rate and engagement rate metrics, and implement campus initiatives to help our students succeed.

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Faculty members are encouraged to continually motivate and advise students to promote student successes. If needed, additional supplementary assistance such as tutoring must be recommended and extended to students.

Faculty

General

Students interact frequently with the faculty members and the quality of such interaction influences the future success of our students. Faculty members must extend professional courtesy, demonstrate professionalism and maintain respectful demeanor at all times.

Prior to their scheduled class sessions, faculty members must develop and review their lesson plans. To ensure the appropriate clock hours are met for each class, all classes must start on time, end on time and all breaks must be for the exact scheduled time. Faculty members are not allowed to start class after the scheduled start time or dismiss a class prior to the scheduled end time. A campus Director may elect to cancel or dismiss classes based on inclement weather or extenuating circumstances.

The faculty member must contact the absent student, extend assistance, and record such attendance advising in the electronic IRIS or S3 database. Per ITT Technical Institute procedure ADV 1.0, faculty members must conduct academic, attendance, failure and behavioral advising throughout the quarter, when needed.

ITT Technical Institute curriculum and courseware is proprietary information and, therefore, must remain confidential at all times. Faculty members may not create websites for use as ITT Technical Institute faculty, nor may faculty members ever post any aspect of curriculum and courseware on the internet. Exam security is of paramount importance. Faculty members must ensure that each exam and answer sheet is returned to the faculty member. A student is never permitted to leave a classroom while in possession of an exam. Furthermore, faculty members must proctor all exams and ensure electronic devices are not used to provide information to students or to digitally record exams.

Per ITT Technical Institute procedure GRD 1.0, student assignments must be graded, and the grades must be entered in the grade book within one week of the assignment being submitted by the student. The graded assignments should be returned to the student. Students may review the graded midterm and final exams in the presence of the faculty members but these exams must not be returned to students. Students should be apprised of their class performance every week. Faculty members must submit final class grades per the timeline established by the Dean or Associate Dean.

We strive to develop learning environments that offer opportunities for our students to succeed. Every week, the direct supervisor of each faculty member will meet one-on-one with their faculty members to review student performance and develop

improvement plans.

An Instructor's performance with respect to student success is measured by the difference between the cumulative total Student Success Rate for all course sections taught by an Instructor during the Plan Year and the cumulative total Target Success Rate for all course sections taught by an Instructor during the Plan Year ("Total Variance to Target"). The Total Variance to Target is converted to a performance rating for this performance factor based upon the following:

Total Variance to Target	≥ 8.00%	+3.00% - +7.99%	-3.00% - +2.99%	-3.01% - -7.99%	≤ -8.00%
Descriptive Rating	Very exceptional results	Results above standard	Results at standard	Results less than standard	Results not acceptable
Student Success Performance Rating	1	1	3	4	5

Each faculty member meets one-on-one with his or her respective supervisor regularly to assess the faculty member's Engagement Rate and Success Rate. Initiatives to improve Success Rate and Engagement Rate are identified and executed immediately to help facilitate student success. Immediately following the end of the quarter, a faculty member's prior quarter's Success Rate and Engagement Rate performance, his or her student survey feedback and faculty observations are reviewed by his or her immediate supervisor. During review session, the faculty member also receives the Success Rate and Engagement Rate goals for their next quarter class assignments. The quarterly session meeting minutes are maintained in the faculty member's file.

Per policy AA 8.0 ("Academic Affairs Faculty Professional Development" available at http://myportal.itt-tech.edu/employee/ethicsandcompliance/ComplianceDocs/AA%208.0%20Faculty%20Professional%20Development%202011%2009%2016.pdf), all ITT Technical Institute faculty members, full-time and adjunct, must participate in professional development activities, and are encouraged to participate in curriculum development and curriculum review tasks as well. The Annual Faculty Development Plan/Summary ("Plan") form (Exhibit A) in policy AA 8.0 outlines both the planned activities as well as summaries of completed activities. The Plan must include both the required in-service training activities and planned professional growth activities of the faculty member. The Plan is a "living" document; planned/completed activities may be modified on the Plan throughout the plan year.

Select faculty members sponsor student organizations, while others work with the campus Program Advisory Committees (PACs) in accordance with procedure PAC 1.0. Faculty members are expected to attend faculty meetings as scheduled, unless excused in advance by the Dean.

Faculty members must maintain a professional relationship with students. Faculty members should be friendly and approachable, but must not fraternize with students or develop social relationships, including communicating through online social media outlets. For additional information on appropriate Employee-Student interaction, please refer to "Code of Business Conduct and Ethics" document available on the Employee Portal at http://myportal.itt-tech.edu/employee/ethicsandcompliance/Pages/CodeofConduct.aspx .

Academic Freedom

Per policy AA 11.0 ("Academic Freedom" available at http://myportal.itt-tech.edu/employee/ethicsandcompliance/ComplianceDocs/AA%2011.0%20Academic%20Freedom%202011%2001%2015.pdf), ITT Technical Institute encourages academic freedom within defined guidelines. ITT Technical Institute considers academic freedom an essential element in maintaining institutional integrity. Faculty members must teach per the objectives described in the curriculum. Faculty members have significant flexibility concerning instructional techniques and methodology, and should enhance students' overall learning experience by sharing their applicable field experiences or by including additional context-specific content during instruction.

Faculty Governance

The academic functional structure within the ITT Technical Institutes promotes collaborative governance, and faculty participation in academic governance is critical. Via curriculum committees and the Faculty Portal, faculty members participate in curriculum content development and in curriculum revision. Such participation by the faculty supports the intent of aligning course content with industry trends.

Each ITT Technical Institute's Campus Effectiveness Plan (CEP) provides faculty members with a framework to develop and implement instructional learning and assessment initiatives for continuous education process improvement.

Our faculty governance furthers the established ITT Technical Institute cultural values, which are:

- Committed to our Mission – Commitment to making a difference in people's lives.
- Integrity and Ethics – A fair and ethical operating style with commitment to high standards of integrity and compliance.
- Respect for Others – Treating others with respect and courtesy.
- Customer Focus – Strives to meet and exceed customers' expectations.
- Drive for Results – An above average performer, achieves measurable results, while demonstrating personal accountability, conscientiousness and perseverance.
- Structure – Operating within the ITT Technical Institute structured environment.

Faculty Committees

National Curriculum Committees: Curriculum development and revisions are conducted under the guidance and oversight of National Curriculum Committees. A National Curriculum Committee is comprised of faculty members representing each District. The National Chair for the respective school of study coordinates the Committee's efforts, and publishes curriculum updates. General Education Curriculum updates are coordinated by the Director of Curriculum Development for General Education. Faculty should direct their curriculum specific feedback to their respective District representative on the National Curriculum Committee. Please refer to the Curriculum section of the Faculty Portal for the current lists of Curriculum Committee representatives.

Campus Effectiveness Plan (CEP) Committee: Each campus has a CEP that is developed under the guidance of a CEP Committee comprised of various campus personnel. The CEP is reviewed periodically and faculty members participate during such reviews. The purpose of the CEP is to develop strategies and formulate goals and objectives for student retention, learning outcomes, graduate employment and student/graduate/employer satisfaction. Periodically, the CEP Committee also reviews the equipment and facility needs of the campus.

Learning Resource Center (LRC) Committee: The LRC committee, at every campus, is chaired by the Librarian or Library Assistant and is comprised of faculty, Chairs, Associate Deans, Deans, and other school personnel. The committee periodically assesses the current inventory of LRC resources, reviews emerging LRC needs identified by its members, and recommends procurement of additional resources for the LRC. The Campus Librarian submits an annual LRC report to the Corporate Librarian illustrating campus LRC operational statistics and plans.

Student Course Evaluation Surveys

Per policy SA 12.0 ("Customer Satisfaction Survey" available at http://myportal.itt-tech.edu/employee/ethicsandcompliance/ComplianceDocs/SA%2012.0%202007%2010%2008.pdf), each student is extended an opportunity to complete an electronic student course evaluation survey during the latter part of each course. Surveys offer students an opportunity to provide quantitative and qualitative feedback concerning their learning experience at ITT Technical Institute. Both faculty and the campus academic management team should encourage all students to complete the course surveys within stated time frames. Some of the survey questions relate directly to the faculty, their instructional methodologies and their academic preparation. The Chair will review the faculty-specific survey feedback with their assigned faculty at the end of the quarter and develop actionable improvement plans.

Student Engagement

At ITT Technical Institute, student engagement is one of the key criteria employed to

gauge the effectiveness of our instructional techniques and efforts. Within the academic sector, researchers, administrators, instructors and psychologists have defined student engagement as:

Student engagement occurs when a motivated student is learning actively. The key components of student engagement are student motivation and active learning (Barkley 8).

A student is generally motivated in class when his/her success expectation is high and he/she places a high value on the task or activity. Disengagement in the class occur when a student perceives the ongoing instruction/activity to be beyond his/her ability (comprehension) and places low or no value to the task or activity. Dissembling occurs when students recognize the value of the task but are not certain how to accomplish the task. And, evading occurs when success expectations are high but the perception of the task value is low (Brophy 19-20).

Active learning occurs when students are immersed in making an idea, a concept or a solution their own, by assimilating it into their personal framework of knowledge and experience (Barkley 8).

Engaged students, as defined above, are attempting to derive the meaning of their learnt concepts, and are employing higher order thinking skills such as analyzing information or solving problems (Barkley 5).

As discussed above, at ITT Technical Institute, we define the course Engagement Rate as the percentage of students present to the total student attempts in a course. Course Success Rate is the percentage of students successfully completing a course to total student attempts in a course.

Policies and Procedures for Faculty

ITT Technical Institute publishes all Academic Affairs policies under the Ethics and Compliance section on the Employee Portal. Faculty members must read and comply with all listed policies and procedures on the employee portal. The following policies and procedures are of particular importance to all faculty members: AA 8.0, AA 11.0, AA 15.0, as well as the ADV 1.0, ATT 1.0, and GRD 1.0.

Faculty Resources

Faculty Portal

The Faculty Portal at http://myportal.itt-tech.edu/faculty/Pages/default.aspx provides required instructional support documentation for faculty members. The Curriculum Management section of the Faculty Portal lists course-specific curriculum, syllabi, instructor primer and program implementation outlines for each course. For their assigned courses, each faculty member has permission to download the complete set

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of instructional materials from the Faculty Portal. The Faculty Portal also has information on desired student learning outcomes and defines metrics to assess such program/course-specific learning outcomes. The Faculty Portal has an information tab for Program Curriculum Committee members, and faculty members are encouraged to submit their course curriculum specific feedback to their respective Curriculum Committee district representatives.

To facilitate peer learning, a collaboration portal is available at:
http://myportal.itt-tech.edu/employee/dept/curriculum/FC/default.aspx
At this collaboration portal, you will find the following subsection tabs:

- Shared Document: At this location, the National Chair shares important files and documents with all faculty teaching in a specific program of study. Posted files and documents can be downloaded from the site.

- External Website Links: At this location, the National Chair shares links to external websites that might be of interest to all faculty in a specific program of study.

- Announcements: At this location, the National Chair posts important announcements for the program of study.

- Discussion Forums: This section contains forums developed for faculty members to collaborate with their peers and colleagues. Faculty members can respond to each other and share files via discussion forums.

Faculty members can set up "Alerts" on these sections to receive an email alert when content is added, changed or removed. Faculty members are required to review the Faculty Collaboration User Manual on the Faculty Portal.

Virtual Library and Campus Learning Resource Center

To assist our faculty members, students and staff, ITT Technical Institute provides the Virtual Library, an on-line library resource. A Virtual Library hyperlink is located on the top right corner of the Employee Portal home page.

http://myportal.itt-tech.edu/LIBRARY/Pages/HomePage.aspx

To become familiar with this helpful resource, you can take the Virtual Library tour at:

http://myportal.itt-tech.edu/library/about/Documents/VirtualLibraryTour/virtuallibrarytour_viewlet_swf.html

Also, the Virtual Library User Guide is available at:

http://myportal.itt-tech.edu/library/about/Documents/VLUserGd0909.pdf

The Virtual Library contains full-text online textbooks, full-text articles from thousands of periodicals and journals, and subject-specific encyclopedias and dictionaries.

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Each ITT Technical Institute maintains a Learning Resource Center (LRC) on site to provide library services to the staff and students. The LRC is supervised by the Dean. Some campuses employ full-time Librarians while other campuses seek assistance from well-trained faculty and staff. Each faculty member must become familiar with the on-campus LRC holdings related to their area of instruction.

Bloom's Taxonomy

Benjamin S. Bloom published a useful taxonomy in 1956 that categorizes learning into three domains: cognitive, psychomotor and affective. These domains are the objective of learning outcomes that can be roughly translated as knowledge (cognitive), skills (psychomotor), and attitude (affective). Also key to Bloom's Taxonomy is that learning has a hierarchy. In essence, students learn better as they understand how to apply concepts and skills rather than simply recall learnt information. Bloom further classified these domains into six cognitive skills.

Faculty members should be aware of how they can influence each of these six categories. It is important to address each category while teaching, using assignments, quizzes, tests, and especially during class discussion and labs. The following table describes each of the six categories and provides example words used to stimulate student learning. Faculty members should consider Bloom's Taxonomy and the below table when designing and implementing their lesson plans, developing assignments, asking questions or writing tests and quizzes:

The Six Categories of Human Thinking Skills

Category	Definition	Key Words
Remember	Remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers	Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
Understand	Grasping or understanding the meaning of informational materials	Use words such as: describe, explain, estimate, predict, identify, and differentiate, etc., to encourage students to translate, interpret, and extrapolate.
Apply	Applying previously learned information (or knowledge) to new and unfamiliar situations	Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, and experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
Analyze	Breaking down information into parts, or examining (and trying to understand the organizational structure of) information	Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
Evaluate	Judging or deciding according to some set of criteria	Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgments according to a set of criteria.
Create	Applying prior knowledge and skills to combine elements into a pattern not clearly there before	Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.

Anderson, Lorin W et al. *Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition*. Allyn & Bacon, 2000.
Barkley, Elizabeth F. Student Engagement Techniques: A Handbook for College Faculty, In the Jossey-Bass Higher and Adult Education Series. John Wiley & Sons, Inc. (US), 2010.
Bloom, B. S. et al. Taxonomy of educational objectives: the classification of educational goals, Handbook. Cognitive Domain New York, Longmans, Green, 1956.
Brophy, J.E. Motivating students to learn, Erlbaum, 2004.

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ITT Technical Institute Resident Faculty Handbook

By signing my name below, I acknowledge that I have received or have access to a copy of ITT Technical Institute Resident Faculty Handbook, and the policies, procedures and other guidance mechanisms of ITT/ESI (Educational Services, Inc.) found on the ITT/ESI Employee Portal, and that it is my responsibility to read and understand the guidelines outlined in the ITT Technical Institute Resident Faculty Handbook.

The ITT Technical Institute Resident Faculty Handbook is available on the ITT/ESI Employee Portal at:

http://myportal.itt-tech.edu/employee/academicaffairs/Pages/readmore.aspx

The policies, procedures and other guidance mechanisms are generally available on the ITT/ESI Employee Portal at:

http://myportal.itt-tech.edu/employee/ethicsandcompliance/Pages/PoliciesandProceduresaspx

I understand the ITT Technical Institute Resident Faculty Handbook and the policies, procedures and other guidance mechanisms may be reviewed periodically by ITT/ESI and that ITT/ESI reserves the right, in its sole discretion, to add, delete, amend or modify any guideline outlined in the ITT Technical Institute Resident Faculty Handbook and the policies, procedures and other guidance mechanisms of ITT/ESI found on the ITT/ESI Employee Portal, at any time in ITT/ESI's sole discretion, with or without notice.

Faculty Printed Name:

_____

Date: _____

EXHIBIT M

ITT Technical Institute ITT

EMPLOYEE HANDBOOK

MARCH 2012

Welcome to ITT Educational Services, Inc.

You have joined one of the country's largest private, postsecondary educators that is primarily focused on helping men and women prepare for career opportunities in a variety fields involving technology. We strive to provide quality educational programs and student services.

ITT/ESI is a growing organization with opportunities for you to experience the satisfaction of helping others and to develop and grow personally.

Our corporate philosophy is: "Long-term integrity is worth far more than short-term profit." In your job, please remember that you must concentrate, above all, on quality, compliance, and customer satisfaction.

Please read this handbook, and those policies and procedures on the ITT/ESI Employee Portal it references, carefully. Familiarize yourself with the contents of the handbook and the policies and procedures as soon as possible, because they will answer many of your initial and ongoing questions about your employment with ITT/ESI. We want you to be fully informed and understand our guidelines.

The guidelines outlined in this handbook and the policies and procedures found on the ITT/ESI Employee Portal are designed to keep you informed of relevant facts about your employment. While these should give you answers to most of the general questions you might have about your job or ITT/ESI, they cannot cover every situation that might arise. If you have questions about these guidelines or need further information about any subject including policies and procedures, please consult with your supervisor or the Human Resources Department.

Once again, I welcome you and wish you success in your career at ITT/ESI.

Sincerely,

Kevin Modany
Chief Executive Officer

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A copy of this handbook is available on the ITT/ESI Employee Portal at:
http://myportal.itt-tech.edu/employee/employeeresources/Pages/default.aspx

The policies, procedures and other guidance mechanisms are generally available on the ITT/ESI Employee Portal at:
http://myportal.itt-tech.edu/employee/ethicsandcompliance/Pages/PoliciesandProcedures.aspx

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About the Employee Handbook

No guideline discussed or set forth in this handbook, nor any of the policies, procedures and other guidance mechanisms of ITT Educational Services, Inc. and its subsidiaries ("ITT/ESI") found on the ITT/ESI Employee Portal, either separately or in any combination, constitutes or will be construed as constituting any type of contractual relationship whatsoever between the employee and ITT/ESI, whether a contract of employment or otherwise. Your employment by ITT/ESI is at-will, meaning that your employment can be terminated by either you or ITT/ESI at any time, for any reason, with or without cause. No representative or agent of ITT/ESI can enter into an employment contract contrary to the above terms, or otherwise make any binding offer of employment for a specific term unless such contract or offer of employment is written and signed by the ITT/ESI Chief Executive Officer.

None of the guidelines outlined in this handbook or any of the policies, procedures and other guidance mechanisms of ITT/ESI found on the ITT/ESI Employee Portal, either separately or in any combination, create any contract or binding agreement between ITT/ESI and any employee. All guidelines, whether outlined in this handbook or in the policies and procedures found on the ITT/ESI Employee Portal, are subject to change or modification from time to time by ITT/ESI in its sole discretion.

This handbook, and any of the policies, procedures and other guidance mechanisms of ITT/ESI found on the ITT/ESI Employee Portal, either separately or in any combination, is provided for informational purposes only. No provision or portion of the handbook or any of the policies, procedures or other guidance mechanisms of ITT/ESI found on the ITT/ESI Employee Portal, either separately or in any combination, constitutes an implied or expressed contract, guarantee or assurance of employment or any right to an employment-related benefit or procedure. ITT/ESI reserves the right to change, modify, eliminate or deviate from any guideline at any time and for any reason in its sole discretion. If you have questions concerning these guidelines, please consult with your supervisor or the Human Resources Department.

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Employee Handbook Acknowledgment

I acknowledge and understand that neither this document, the Employee Handbook or any of the policies, procedures or other guidance mechanisms of ITT Educational Services, Inc. and its subsidiaries (collectively, "ITT/ESI") found on the ITT/ESI Employee Portal, either separately or in any combination, constitutes or will be construed as constituting an employment contract for personal services or a guarantee of employment. I also acknowledge and understand that my employment with ITT/ESI may be terminated by me or ITT/ESI for any reason, at any time, with or without cause. I acknowledge and understand that no one except the Chief Executive Officer of ITT/ESI can alter or change, verbally or otherwise, the at-will nature of my employment with ITT/ESI or any of the guidelines outlined in the Employee Handbook or any of the policies, procedures and other guidance mechanisms of ITT/ESI found on the ITT/ESI Employee Portal, and that any such change can only be made by a written document signed by ITT/ESI's Chief Executive Officer.

By signing my name below, I acknowledge that I have received or have access to a copy of ITT/ESI's Employee Handbook, and the policies, procedures and other guidance mechanisms of ITT/ESI found on the ITT/ESI Employee Portal, and that it is my responsibility to read and understand the guidelines outlined in the Employee Handbook.

I understand the Employee Handbook and the policies, procedures and other guidance mechanisms may be reviewed periodically by ITT/ESI and that ITT/ESI reserves the right, in its sole discretion, to add, delete, amend or modify any guideline outlined in the Employee Handbook and the policies, procedures and other guidance mechanisms of ITT/ESI found on the ITT/ESI Employee Portal, at any time in ITT/ESI's sole discretion, with or without notice.

A copy of the Employee Handbook is available on the ITT/ESI Employee Portal at:
http://myportal.itt-tech.edu/employee/employeeresources/Pages/default.aspx

The policies, procedures and other guidance mechanisms are generally available on the ITT/ESI Employee Portal at:
http://myportal.itt-tech.edu/employee/ethicsandcompliance/Pages/PoliciesandProcedures.aspx

Date: _____

Employee's Printed Name: _____

Employee's Location: _____

Employee's Signature: _____

PLEASE RETURN THIS FORM TO THE HUMAN RESOURCES DEPARTMENT AT HEADQUARTERS.

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Mission Statement

The ITT Technical Institute is an institution of higher learning that is committed to offering quality undergraduate, graduate and continuing education locally, nationally and worldwide to students of diverse backgrounds, interests and abilities. The institution offers educational programs that integrate life-long learning with knowledge and skills to help students:

- pursue their personal interests and objectives;
- develop intellectual, analytical and critical thinking abilities; and
- provide service to their communities.

The programs employ traditional, applied and adult-learning pedagogies and are delivered through traditional, accelerated and distance methodologies in a learner-centered environment of mutual respect.

Equal Employment Opportunity

ITT/ESI believes in providing a work environment free of discrimination and harassment. That means that employment discrimination or harassment based on sex, race, age, disability, religion, national origin, veteran status, color or any other legally-protected status of employees or applicants for employment, students or student applicants, or any other ITT/ESI customer, invitee or licensee, will not be tolerated. Employment and related decisions are made without regard to sex, race, age, disability, religion, national origin, veteran status, color or any other legally-protected status.

ITT/ESI believes that it is the responsibility of each manager and employee to timely report violations, complaints or concerns regarding Equal Employment Opportunity ("EEO") as indicated below so that corrective action may be taken. It is the policy of ITT/ESI to give immediate attention and review any complaints by employees regarding alleged violations of company EEO policies.

ITT/ESI will provide reasonable accommodation, upon request, to employees with physical disabilities or qualifying medical conditions. Similarly, employees requiring reasonable accommodation due to religious practices will be given full consideration. Please direct all requests for accommodation to your supervisor. If your request for accommodation is not satisfied, you may contact the Human Resources Department or the Employee Ethics Alert Line at 1-800-420-4340.

If you wish to make a report relating to our EEO policy, you should first attempt to discuss it with your supervisor. If that is not feasible or appropriate, or if you are not satisfied with your supervisor's response or action, then your next level supervisor should be consulted for a solution. If that is not feasible or appropriate or if you are not satisfied with either your next level supervisor's response or action, you may report the matter to the Human Resources Department or the Employee Ethics Alert Line.

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Section 1
Communications and Employee Relations

1.1 Communication Programs

ITT/ESI believes in keeping employees informed about policies, procedures, practices and benefits. This Employee Handbook has been designed to give you this basic information. ITT/ESI reserves the right however, to add, delete or modify any information at any time, in its sole discretion.

Employees are provided with the opportunity to keep abreast of ITT/ESI events and other information of interest through the ITT/ESI websites (www.itt-tech.edu and www.ittesi.com), ITT/ESI Employee Portal, town hall meetings, webcasts and e-mail.

1.2 Open Door Policy

ITT/ESI encourages open communication, feedback and discussion about any matter of importance to an employee without fear of retaliation.

If an employee has a question or concern about his or her job or work environment, the employee should bring the matter to his/her supervisor's attention in a timely manner. It is the responsibility of supervisors to listen to employee questions and concerns and, to the best of their ability, resolve the matters in a timely manner, raise the question or concern to the next level of supervision, if needed, and keep the employee informed of the progress regarding the resolution of his or her question or concern.

Most questions and concerns can and should be resolved in discussion with the employee's immediate supervisor; this is encouraged as the first effort to resolve a matter. If that is not feasible or the employee is uncomfortable for any reason in discussing the question or concern with the supervisor, or if the employee does not feel the question or concern has been adequately resolved, the employee is encouraged to discuss his or her question or concern with the next level of supervision. If that is not feasible or the employee is uncomfortable for any reason in discussing the concern with such person, or if such person does not take appropriate action, the employee should promptly report the matter to a Human Resources Partner, the Director of Human Resources, the Chief Compliance Officer or the Employee Ethics Alert Line. (See Section 1.3 Employee Ethics Alert Line)

1.3 Employee Ethics Alert Line

ITT/ESI is dedicated to providing an ethical, professional and respectful workplace environment for its employees and students. The ITT/ESI Code of Business Conduct and Ethics requires that employees report unethical or illegal conduct, such as suspected theft, fraud, document falsification, violations of ITT/ESI policies or questionable accounting practices and financial reporting irregularities. The Employee Ethics Alert Line is one of the means available for employees to make such a report.

Employees who call the Employee Ethics Alert Line may identify themselves or choose to remain anonymous. Reasonable measures will be undertaken to preserve the confidentiality of information reported.

The Employee Ethics Alert Line is staffed by representatives of an independent, third-party service provider and is available 7 days a week, 24 hours a day at 1-800-420-4340 (toll-free).

ITT/ESI prohibits intimidation, retribution or any other form of retaliation against anyone who in good faith submits an Employee Ethics Alert Line report. Employees who willfully or knowingly file a false Employee Ethics Alert Line report may, however, be subject to administrative and corrective action, up to and including termination of employment.

ED00011586

For more information please refer to:

The Code of Business Conduct and Ethics located on the ITT/ESI Employee Portal at http://myportal.itt-tech.edu/employee/ethicsandcompliance/Pages/CodeofConduct.aspx

The Employee Ethics Alert Line Policy GE 7.0 located on the ITT/ESI Employee Portal at http://myportal.itt-tech.edu/employee/ethicsandcompliance/Pages/ComplianceDetails.aspx?Category=General

1.4 Response to Inquiries and Requests for Information

ITT/ESI prohibits any employee, who is not an Authorized Spokesperson, from initiating any rumor, speculation or other reference, or responding to any requests information regarding ITT/ESI's finances or operations in a public forum, unless authorized to do so by an Authorized Spokesperson. A public forum includes, but is not limited to, external communication with one or more individuals via verbal, written or electronic communications and participation in any form of Internet communication, such as chat rooms or bulletin boards. If an employee hears or sees any misinformation, factual error or speculation in any public forum, the employee must report it promptly to the Communications Department. To learn more about the Communications Department, go to the ITT/ESI Employee Portal and click on "Communications".

If an employee receives an inquiry and/or request for information from an external source, the employee must refer the requestor to the Communications Department immediately and no response can be made until approved by one of the following Authorized Spokesperson(s):

Source of Inquiry and/or Request for Information	Authorized Spokesperson(s)
Media (i.e., newspaper, magazine, television, radio station, web-based or consumer organization)	Communications Manager Chief Executive Officer
Analyst or request for investor relations materials	Chief Financial Officer Chief Executive Officer
Governmental or accrediting agency	Vice President, Regulatory Affairs Chief Administrative and Legal Officer Chief Executive Officer

For more information please refer to:

The Code of Business Conduct and Ethics located on the ITT/ESI Employee Portal at http://myportal.itt-tech.edu/employee/ethicsandcompliance/Pages/CodeofConduct.aspx

The Response to Inquiries and Requests for Information Policy PR 1.5 located on the ITT/ESI Employee Portal at http://myportal.itt-tech.edu/employee/ethicsandcompliance/Pages/ComplianceDetails.aspx?category=Public+Relations

1.5 Employee Service Awards

ITT/ESI recognizes employees who have reached a milestone anniversary of employment (5 years, 10 years, 15 years, 20 years, etc.) with a certificate and a gift.

ED00011587

Section 2
Selection and Employment

2.1 Promotion and Transfer

ITT/ESI provides equal opportunity for transfer and promotion to all employees and makes decisions regarding transfer and promotion based on an employee's overall qualifications and ability to meet the requirements of the position, for which the employee seeks a transfer or promotion, without regard to race, religion, color, sex, age, national origin, disability or any other legally protected status.

Selections for transfers and promotions will be made based on an individual's overall qualifications and ability to perform the essential duties required of the job, with or without reasonable accommodation. ITT/ESI, in its sole discretion, posts internal job openings on the ITT/ESI Employee Portal and external websites. ITT/ESI encourages employees who are interested in new opportunities at ITT/ESI to discuss their interests and aspirations with their supervisors. Expressing an interest in a transfer or promotion will not adversely affect an employee's current employment.

For more information please refer to the Transfer and Promotion Policy ER 1.1 located on the ITT/ESI Employee Portal at http://myportal.itt-tech.edu/employee/ethicsandcompliance/Pages/ComplianceDetails.aspx?Category=Employee Relations

2.2 Employment Referrals

ITT/ESI encourages employees to refer their relatives and friends to apply for posted positions. If both the employee and the referred applicant continue to be employed by ITT/ESI three (3) months from the first day of the applicant's employment, the employee who made the referral may receive a cash award in accordance with the Employee Referral Program.

For more information please refer to the Employee Referral Program description located on the ITT/ESI Employee Portal at http://myportal.itt-tech.edu/employee/employeeresources/Pages/Jobs.aspx

2.3 Outside Employment

Employees are allowed to engage in outside employment provided they obtain appropriate permission and the outside employment meets the requirements outlined in ITT/ESI Outside Employment Policy ER 20.0. College Directors and employees in Headquarters positions that are assigned a salary grade 16 or higher are not allowed to accept outside employment. A person who accepts full-time employment at ITT/ESI assumes a primary professional obligation to ITT/ESI and any outside employment, therefore, must be secondary to his or her ITT/ESI job.

For more information please refer to the Outside Employment Policy ER 20.0 located on the ITT/ESI Employee Portal at http://myportal.itt-tech.edu/employee/ethicsandcompliance/Pages/ComplianceDetails.aspx?Category=Employee Relations

2.4 Employment of Closely Related Individuals

It is ITT/ESI policy not to employ persons closely related to ITT/ESI officers without the approval of the Chief Executive Officer.

Closely related persons may not be employed at ITT/ESI when such employment creates a situation in which one of the employees has effective control over any aspects of the closely related person's employment, or if the closely related employees share responsibility for control or audit of significant corporate assets.

For more information please refer to The Code of Business Conduct and Ethics located on the ITT/ESI Employee Portal at http://myportal.itt-tech.edu/employee/ethicsandcompliance/Pages/CodeofConduct.aspx

ED00011588

EXHIBIT J

ITT Technical Institute Nursing Program
Safety and Security Guidelines

ITT Technical Institute strives to provide its students with a secure and safe environment. Classrooms and laboratories comply with the requirements of the various federal, state and local building codes, and the Board of Health and Fire Marshal regulations. Students are responsible for their own security and safety both on-campus and off-campus, and each student must be considerate of the security and safety of others.

Students should immediately report any medical, criminal or other emergency occurring on the school premises to the school Director or Dean (or any other school employee if such officials are not available). Upon receipt of any report of a medical or criminal emergency, the school will, on behalf of the student, obtain the services of medical or security professionals, as required. Following a criminal emergency, the school may require the reporting student to confirm in writing the details of the criminal emergency reported. Students are encouraged to promptly and accurately report all crimes that occur on school premises or during any school activities to school officials and the appropriate police agencies.

Nursing Student Health and Illness Procedures

The ITT Technical Institute Nursing Program Student Health and Illness Procedures are as follows:

1. Students are encouraged to maintain a healthy lifestyle including adequate nutritional intake, sleep, stress management and participation in healthy relationships. These behaviors are key to success in the selected Program of Study.

2. Students are required to provide documentation of a physician statement finding the student meets the health requirements of the nursing program and is capable of participating in classroom and clinical learning prior to clinical participation.

3. Prior to clinical participation, the student must submit documentation of negative Tuberculosis screening (two step mantoux) or chest X-ray documented within the last year and receipt of the following immunizations: Tetanus, Diphtheria, Measles, Mumps, Rubella. Students failing to provide and maintain current documentation of personal health status will be excluded from clinical participation.

4. Given the risk of Blood Borne Pathogen exposure, all nursing students are strongly encouraged to complete a Hepatitis B series. Documentation of Hepatitis B series completion, progress thereof or statement of declination is required prior to participation in clinical activities.

5. All students must follow the clinical agency's established post-exposure Blood Borne Pathogen Policy should an exposure occur in the course of clinical learning.

6. In the event of contagious illness on a clinical day, follow the student policy to notify the appropriate clinical instructor/facility of your absence as soon as possible. In addition, you must also submit a doctor's note in order to be eligible to make up the missed clinical session on the "quarterly clinical make up days". All absences greater than five days in length require a doctor's note to return to the school.

7. If an acute medical condition arises while a student is enrolled in the Nursing program, a written statement must also be obtained by the student from their health care provider which states the student's ability to perform the following activities without restriction: moving, lifting and transferring patients. The above requirement also pertains to pregnancy. Students are responsible for their own medical care.

8. When a nursing student becomes ill or is injured during a clinical experience, she/he must immediately contact the clinical instructor and/or the nurse in charge of the unit. The student may be sent to Employee Health or, if the injury is serious, the student may be sent to the Emergency Department. The incident must be reported appropriately for the setting/institution at which the incident occurred. Additionally, the incident must also be reported to the Lead Instructor for the course in which the student is enrolled and the Program Chair for Nursing. At no time should the clinical instructor leave other students unsupervised on a unit. If the clinical instructor is required to do so, the remaining students will be required to remain in an assigned area until the instructor returns or is replaced and will not be permitted to provide direct patient care that requires instructor supervision.

Nursing Student Lab Safety Procedures

NURSING AND SCIENCE LAB SAFETY GUIDELINES

There are many pieces of equipment that students will be handling while in the nursing skills and science laboratories. Students should be sure they have been oriented to the proper use of lab equipment prior to use. (Example: controls on electronic beds, side rails, wheelchairs, suction machines). If a piece of equipment is unfamiliar, always wait for instructions from the faculty member before handling. If a student has been introduced to the equipment and is unsure of how to operate it, always ask the faculty member before using. If the student needs different or additional equipment, ask the faculty member to obtain the required supplies. Do not open cupboards/drawers without permission. Students should not be using lab facilities or equipment without checking in with the faculty member.

During the time that students are practicing with needles and syringes, please remember that for the safety of all, no equipment is to leave the lab area. Great care should be taken during practice to protect oneself from needle punctures. The equipment used should be immediately discarded in the appropriate container. Should a needle puncture happen, report it immediately to the faculty member. An ITT Technical Institute Incident Report must be completed.

At the end of all lab sessions, students are to dispose of waste material appropriately. Leave the workspace clear of debris, clean and orderly.

Children are not allowed in the lab at any time.

Procedure for Handling Syringes, Needles and other "Sharps"
Nursing Skills and Science Labs

Security and Disposal of Sharps:

The use of Sharps (syringes, needles, suture removal scissors, lancets, disposable blades or any other sharp device) is restricted to the Nursing Skills and Science Labs. Used Sharps will be placed in Sharps disposal containers located in each Lab. Sharps supplies will be locked in a secure cabinet in the Lab or in a locked storage closet. The Nursing Skills and Science Labs and storage closet will be kept locked when unattended by faculty and the keys will be available to assigned faculty only. Keys to Sharps disposal containers are not to be given to students for any reason.

Quarterly Inventory:

Inventory of supplies including Sharps will be made quarterly by a nursing and science faculty member or more frequently as assigned by the program chair.

Management of Sharps Disposal:

The Nursing Administrative Coordinator will be responsible for establishing a disposal routine with the contracted Sharps disposal company. Nursing and science faculty are to report any concerns related to the Sharps disposal process.

ITT Technical Institute Nursing Program
Student Procedure for Handling Syringes and Needles and Other "Sharps"

Purpose: Syringes and needles and other sharps have the potential for abuse. It is the responsibility of every nursing and science faculty member and every student to ensure that these items are used, secured and disposed of properly. Syringes, needles, suture removal scissors, lancets, disposable blades or any other sharp device used in lab or in the clinical setting must be disposed of in the sharps container and will be referred to as Sharps for the remainder of this procedure. Any needle/sharps puncture should be reported immediately to the nursing or science faculty member. In the clinical setting, the procedure of the institution is to be followed.

The use of Sharps is restricted to the Nursing Skills and Science Labs and may not be taken into other campus areas. Used Sharps are to be placed in Sharps disposal containers located in the Labs as appropriate. Students are not to open Sharps disposal containers for any reason. Any violations of this procedure will result in disciplinary action.

Science Lab Safety Procedures

Adapted from: Vass, Laszlo. *Anatomy and Physiology Independent Laboratory Exercises for the First Semester*. Hands-On Labs, Inc. 2008.

This section contains vital information that students <u>must</u> thoroughly read and completely understand before performing any laboratory experimentation or procedures.

Prevent Injuries and Accidents!
Laboratory experimentation is fun, but serious work. It can and should always be conducted safely. To do so requires that students first learn and then always follow basic safety procedures. While these guidelines try to include all relevant safety issues, not every potential danger can be foreseen. Each laboratory involves different safety considerations, so students must always act responsibly, learn to recognize potential dangers, and always take appropriate precautions. It is extremely important that you know how to anticipate and avoid possible hazards and to be safety-conscious at all times.

Experimentation sometimes involves using toxic chemicals, flammable substances, breakable items, and potentially dangerous equipment. All of these things can cause injury and even death if not properly handled. Laboratory safety procedures cannot be overemphasized.

Because eyes are most vulnerable to chemical spills and splashes,
- You must always wear eye protective safety goggles when using chemicals.

Because toxic chemicals may enter the body through ingestion,
- Drinking, eating, and smoking, applying cosmetics or lip balm, and handling contact lenses are always forbidden in laboratory areas.
- You should always wash your hands at the completion of each exercise and whenever leaving the laboratory area.

Because a laboratory area may contain various fire hazards,
- Smoking is never allowed in laboratory areas.
- You should promptly extinguish any heat sources when not in use.
- You must never leave a heat source or exercise unattended.

Because toxic substances may enter the body through the skin and lungs,
- You must never "directly" inhale any chemicals.
- You should wear long-sleeved shirts, pants, and enclosed shoes.
- You should wear a dedicated apron during experimentation.
- You must wear gloves when handling hazardous chemicals and when instructed. Wash your hands immediately after removing gloves or other protective equipment.

Because hair, clothing, and jewelry can create hazards, cause spills, and catch fire,
- You should always tie or pin back long hair.
- You should always wear snug fitting (preferably old) clothing.
- You should never wear dangling jewelry or objects.

Because experimentation involves numerous potential hazards,
- You must know how to locate and use basic safety equipment.
- You must specifically follow all safety instructions.
- You must never perform any unauthorized exercises.
- You must always properly store and preferably lock away all equipment and supplies.

Because there is always the potential for accidents to occur,
- You should review MSDS instructions for chemicals used in a laboratory before beginning its exercises and know beforehand what to do if a spill occurs. MSDS instructions can be found on the LabPaq Web site at http://www.labpaq.com.

Potential Exercise Hazards!
Recognizing and respecting potential hazards is the first step toward preventing accidents. Please appreciate the very grave dangers the following hazards represent. Work to avoid these dangers and consider how to respond properly in the event of an accident.

Fires!
The open flame of any heating source combined, even momentarily, with inattention may result in a loose sleeve, loose hair, or some unnoticed item catching fire. As a general rule *NEVER LEAVE AN OPEN FLAME OR EXERCISE UNATTENDED.* In case of fire, use a fire extinguisher, fire blanket, and/or safety shower.

Chemical Spills!
Burns may result if caustic chemicals are spilled and come in contact with skin. Flush the exposed skin with ample water for several minutes. If eye contact is involved, use the eyewash station or its substitute. Use the spill containment kit to absorb the spill. Simple baking soda (sodium bicarbonate powder) can be used to neutralize an acid spill. Protect the body from chemical spills by wearing long-sleeved shirts, full-length pants, and enclosed shoes, not sandals, in the laboratory.

Acid Splatter!
When water is added to concentrated acid, the solution becomes very hot and may splatter acid on the user. Splattering is less likely to occur if acid is slowly added to the water. Remember this *AAA* rule: *Always Add Acid to water, NEVER add water to acid.*

Glass Tubing Hazards!
Never force a piece of glass tubing into a stopper hole. The glass may snap and the jagged edges can cause a serious cut. Before inserting glass tubing into a stopper, ensure that the hole is the proper size. Lubricate the end of the glass tubing with glycerol or soap, then grasp it with a heavy glove or towel and gently but firmly twist the tubing into the hole. Use appropriate first aid for cuts.

Cutting and Slicing Safety!
Cutting, chopping or slicing of specimens also presents hazards. Make sure that no parts of your body or fingers are between the blade and the direction of the cut. Never cut items while holding them in your hand. Use a cutting board or dissection tray to support the item to be cut, and always cut away from your body parts.

Shattered Glassware!
Unlike glass test tubes, which can be safely heated both directly and in a water bath, graduated cylinders, volumetric flasks, and other pieces of laboratory glassware are *NOT* designed to be heated. If heated, they may shatter and cause injuries. Ensure you are using heat-proof glass before applying it to a heat source.

Inhalation of Fumes!
To avoid inhaling dangerous fumes, partially fill your lungs with air and, while standing slightly back from the fumes, use your hand to waft the odors gently toward your nose and then lightly sniff the fumes in a controlled fashion. *NEVER INHALE FUMES DIRECTLY!* Treat inhalation problems with fresh air and consult a physician if the problem appears serious.

Ingestion of Chemicals!
Virtually all the chemicals found in a laboratory are potentially toxic. To avoid ingesting dangerous chemicals, never taste, eat or drink *anything* while in the lab. Home laboratories should always be thoroughly cleaned after experimentation to avoid this hazard. In the event of any chemical ingestion, immediately consult a physician or call the National Poison Control Center at 1-800-332-3073.

Horseplay!
A laboratory full of potentially dangerous chemicals and equipment is a place for serious work, not for horseplay! Fooling around in a lab is just an invitation for an accident.

Important Caution for Women!
If you are pregnant or could be pregnant, you should seek advice from your personal physician before doing any type of chemical or biological experimentation.

Disposal of Materials and Cleaning Instructions

- Properly cleaning the laboratory after conducting exercises is a safety measure!
- Used chemicals should be flushed down a toilet or rinsed down a sink using copious amounts of water. The water will help to dilute the chemicals so that they will not adversely affect septic systems or public sewer systems.
- Non-chemical items can be discarded with garbage, but first wrap them in newspaper. Make sure these items are placed in a securely covered trash container.
- Use a mild detergent mixed with warm water to loosen solids or oils that adhere to glassware, plastics, and equipment.
- Use tap water to rinse washed items well and to remove all traces of detergent.
- Follow the tap water rinse with three small (~5 mL) swirling rinses of distilled water per item to clean tap water mineral residue from the newly washed items.
- Avoid touching the surfaces of clean items that might later contact test chemicals to minimize contamination.
- Test tubes may be dried by placing them upside down in the test tube rack. Other items may be air-dried by placing them on paper towels, aluminum foil or a clean towel.
- To clean disposable pipettes, squeeze the bulb to draw up and then expel liquids into and out of the bulb. Do this several times each with tap water, then with a mild dishwashing and warm tap water solution, and finally with distilled water.
- To dry disposable pipettes, first expel the remaining distilled water droplets as much as possible by repeatedly squeezing the bulb while the pipette tip is pointing downward. Then prop the clean pipettes at an angle in the test tube rack or lay them on a clean paper towel or aluminum foil and allow them to air-dry.

Updated 12/14/2010

Introduction

Hi everyone, my name is Brenda and I'm a student nurse at Breckinridge school of nursing and today I'm here to talk to you about sex education. I know the subject can be a little bit embarrassing but I think that sex education is very important because sex is a natural part of life for everyone no matter what religion, age, sex, or sexual orientation you are. The goal of this presentation is to educate you about sex as much as possible so you can be better equipped to make safer and more educated decisions.

During puberty both a boy and a girl's body goes through many physical changes and these changes can also affect your behavior; you might often find that you feel sleepy or moody but don't worry these are also normal changes of puberty

Speaking of—feelings, sooner than later you teens will experience connections, attractions, and even love with someone special. Feelings are a big part of what can change when you have sex with someone and that's why it's so important to get to know your partner better before having sex. Which brings us to the next topic...

Relationships

- Are you physically and emotionally prepared?
- Set clear limits
- Respect other's limits
- Talk to an adult for advice

Whether you choose to have sex or not, it is important to be able to talk about it with your partner. Assertive communication is key to avoiding any misunderstandings or unwanted pressures. Having direct conversations about sex can be difficult, but if you are confident about your decision and able to express openly how you feel about it, it will actually build trust in your relationship. And if you and your partner are on the same page, that will make it easier too. In your discussion you should talk about whether you are both not just physically but emotionally ready to begin a responsible sexual relationship. Discuss each other's limits and at the same time respect your partner's limits. It may even be helpful to talk these decisions over with a parent, doctor, or other trusted adult for some reliable advice. But DO NOT wait until you're in

the heat of the moment to make these decisions— you have to remember that having a plan means being prepared before you're in the moment. In life all of our actions and decisions have consequences and having sex is not the exception. Larry has some information on the possible consequences of unprotected sex.

Larry — STD'S

- Teen Pregnancy-
  - Drop out
  - Financial responsibility
  - Cute but selfish and needed

Teen pregnancy is another possible consequence of having unprotected sex. Although I must admit that babies are sooo cute and cuddly they are also needy and selfish and they require all your time and attention. This has a tremendous effect on your way of life. It's not easy to handle school, a baby, a partner (if you're not a single parent), and work now since you have a baby to support now and they're not cheap. They need tons of diapers and lots of formula. Oh, and don't forget daycare. 50% of teen mothers drop out of high school that means less paying jobs for them in the future. A way to prevent pregnancy is by the use of birth control.

Birth Control

There are all kinds of birth control methods that—when used carefully, correctly, and consistently—can protect you against pregnancy and decrease the risk of STDs. Basically, contraceptives fall into one of two categories depending on how they work:

1. **Hormonal:** These methods release specific amount of hormones which prevents a woman from ovulating. If no egg is released, pregnancy can't occur. However, these methods do not protect against STDs. Examples include the pill, patch, shot, and ring. Also, these require a prescription, which are available through a doctor's office or clinic. These methods only work for girls.
2. **Barrier:** These methods act as a wall to keep the sperm from reaching the egg; they also can prevent STDs. There are barrier methods for boys and girls: male and female condoms. Both can be purchased at a drugstore without a prescription

If you're going to have sex, you need to think about birth control options and choose a method that will work for you.

- The only 100% proven method for avoiding pregnancy and STDs is abstinence - It's okay not to have sex. In fact, not having sex is a great idea, because while birth control can help protect your body, it can't protect your feelings.

I know that sometimes it seems like everyone is doing it...especially if you're not. But less than half of teens in high school have had sex. That means that more than half of all high school students are virgins. Often teens who have had sex wish they would've waited and even though they have already done the deed, they can still make the choice to remain abstinent and safe.

Why - Safety - say no if you feel uncomfortable
- try to Avoid sex while under influence

Drugs + Alcohol

- Physical and verbal/emotional abuse are never ok if someone loves you they don't hit or put you down

- talk to someone if Abuse or Rape occur. Don't be afraid. They are in the wrong not you.

Tuesday, November 20, 2012

Re: Henderson International School
Sex Education Class

Brenda Gallardo, one of the presenters of the Sex Education class delivered to Henderson International School on Monday, November 19, 2012 spoke with me approximately 1015 regarding the material that was delivered. She provided me with the following information.

Three mothers of students at the school approached her immediately after opening the classroom door following the sex education presentation. Brenda was carrying the display board used as part of the presentation. The three mothers asked to look at the presentation board and took pictures of it. The mothers then questioned Brenda as to what she had told the students.

Brenda reported to me that she told them the students were told there are three kinds of sex, regular, anal and oral. The mothers asked if the students had been told anything about where anything was put for sex. Brenda stated she responded no, just that there were three kinds. One of the mothers asked if homosexuality was discussed and Brenda relayed to me that she told the mother no, that it was not. She further reported to me that she told the three mothers that they had also mentioned abstinence. Brenda then informed me that the mothers went on to say that they were very upset they were not asked permission for their children to receive the class and that they did not blame Brenda for that.

(b)(6)

Marjorie J. Leahy MN RN
Assistant Chairperson
Breckinridge School of Nursing
@ITT-Technical Institute
Henderson Campus

Sandy Kuzik

From: Christine Adsit [chris.adsit@hendersonschool.com]
Sent: Monday, November 19, 2012 4:19 PM
Subject: FW: Chris Schau - Parent Letter - Sex Education Class

1165 SANDYRIDGE AVENUE
HENDERSON, NV 89052
PH: 702.818.2100
FX: 702.616.2065
HENDERSONSCHOOL.COM

November 19, 2012

Dear Middle School Parents:

On Friday, I sent an email regarding a sex education class taking place this week. We learned today that the email distribution list was incomplete, and several parents did not receive that letter. I apologize for the short notice and for some of you the lack of notice. This is a sensitive topic that without context I'm sure has upset some of you. That was not our intention.

In speaking with the head nurse, we discussed limiting this class to teaching male and female anatomy and physical changes that occur with the onset of puberty. Boys and girls were taught separately in a factual manner, and that the timing of these physical changes is individual – there is no one time for every person.

Following the class, the head nursing instructor confirmed that what I approved was only what was discussed. The classes went smoothly, and a student question in the grade 7/8 group was asked about different forms of sex and STDs. The nurses told the students that any form of sex could cause an STD. She assured me that the different forms of sex were not discussed.

Our students are inquisitive, and presenting information with a somewhat clinical approach should help to make most students comfortable. Questions surrounding sexuality can be answered at home and at school, and we will share with you what we hear on campus. If it would be helpful for us to host a class for parents on having 'the talk' we would be happy to arrange such an opportunity.

Please contact me if you have any additional questions.

Kind Regards,
Chris Schau

- Brockenridge School of Nursing -

Patricia Eakin at 090

From: Patricia Eakin at 090
Sent: Monday, October 29, 2012 11:54 AM
To: Faye McHaney at HQ (Non ITT-TECH)
Subject: Henderson International

These are the screenings that the students have been taught to perform:

Vision
Hearing
Vital Signs
Scoliosis-6th grade girls and 8th grade boys
Observation for any other signs that the student is having health issues

Here are the teaching projects that will be ready from the students with age appropriate information:

Brenda/Larry: Sex Education ages 10-13

Roean/Jennifer: Stranger Danger ages 3-5 and 6-8

Pam/Ronalyn: Teeth brushing and hand washing for ages 3-5 and 6-8

Shanleigh/Yvette: bike safety and fire safety ages 6-11

Allean/Crystal: Bullying including texting junior high 6-8th grades

Patricia Eakin, RN, MSNEd.
Nursing Professor
peakin@itt-tech.edu
Breckinridge School of Nursing and Health Sciences
168 N. Gibson Rd.
Henderson, NV 89014
702-558-5404

Patricia Eakin at 090

From: Christiane Schau [christiane.schau@hendersonschool.com]
Sent: Sunday, November 18, 2012 2:13 PM
To: Patricia Eakin at 090
Subject: Re: Schedule for Mondy and tuesday Teaching projects

Hi there. The elementary school and Pre k do not begin school until 8, so it's probably better for programming to begin at 8:15.

Thanks!

Chris Schau
Assistant Head of School

Sent from my iPad

On Nov 16, 2012, at 8:43 AM, "Patricia Eakin at 090" <PEakin@itt-tech.edu> wrote:

Let me know if you have any questions

Patricia Eakin, RN, MSNEd.

Nursing Professor

peakin@itt-tech.edu

Breckinridge School of Nursing and Health Sciences

168 N. Gibson Rd.

Henderson, NV 89014

702-558-5404

<PEDS Schedule forHenderson International.trish.doc>

Patricia Eakin at 090

From: Patricia Eakin at 090
Sent: Friday, November 16, 2012 8:41 AM
To: 'christiane.schau@hendersonschool.com'
Subject: Schedule for Mondy and tuesday Teaching projects
Attachments: PEDS Schedule forHenderson International.trish.doc

Let me know if you have any questions

Patricia Eakin, RN, MSNEd.
Nursing Professor
peakin@itt-tech.edu
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168 N. Gibson Rd.
Henderson, NV 89014
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ED00011602

PEDS Schedule for 11-17-2012 thru 11-30-2012

Mon 11-19-2012 **Teaching at Henderson International: 0730-1130**

Grades 7-8 together: Sex Education	0745-0845-Larry/Brenda
Grades 7-8 together: Bullying	0900-1000-Allean/Crystal
Grade 6 boys: Sex Education	0900-1000-Larry/Brenda
Grade 6 Girls: Sex Education	1015-1115-Larry/Brenda
Grades 5 & 6: Nutrition & Bike	0745-0845-Yvette/Shan
Grades 5: Bullying	0745-0845-Allean/Crystal
Grade 5: Stranger Danger	0900-1000-Roean/Jenn
Grades 1-4: Nutrition/Bike	0900-1000-Yvette/Shan
Kindergarten: Hand washing/Teeth	0745-0845-Pam/Ronalyn
Kindergarten: Stranger Danger	0900-1000-Roean/Jenn
Pre k: Stranger Danger	0745-0845-Roean/Jenn
Pre k: Hand washing/Teeth	0900-1000-Pam/Ronalyn

Tues 11-20-2012 **Teaching at Henderson International: 0730-1130**

Grades 7-8 together: Nutrition/Bike	1015-1115-Yvette/Shan
Grades 6: Stranger Danger	0745-0845-Roean/Jenn
Grades 6: Bullying	1015-1115-Allean/Crystal
Grade 5 boys: sex education	0745-0845-Larry/Brenda
Grades 5 girls: sex education	0900-1000-Larry/Brenda
Grade 5: Hand washing/Teeth	1015-1115-Pam/Ronalyn
Grades 1-4: Bullying	0745-0845-Allean/Crystal
Grades 1-4: Hand washing/Teeth	0900-1000-Pam/Ronalyn
Grades 1-4: Stranger Danger	1015-1115-Roean/Jenn
Pre-K: Nutrition & Bike safety	0745-0845-Yvette/Shan
Kindergarten: Nutrition & Bike safety	0900-1000-Yvette/Shan

Rechecks for lice done when student nurses are not teaching

Patricia Eakin at 090

From: Christiane Schau [christiane.schau@hendersonschool.com]
Sent: Wednesday, November 14, 2012 2:33 PM
To: Patricia Eakin at 090
Subject: [Filter Test: C13] RE: Lice Assessments

Awesome! Thanks!

Description: cid:image001.png@01CD6A85.9116AF30

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Description: cid:image004.png@01CD6A85.9116AF30

Description: cid:image005.png@01CD6A85.9116AF30

Christiane Schau
Assistant Head of School
1165 SANDY RIDGE AVE.
HENDERSON, NV 89052

702.818.2118: DIRECT
702.616.2065: FAX

WWW.HENDERSONSCHOOL.COM
Christiane.Schau@HENDERSONSCHOOL.COM

-----Original Message-----
From: Patricia Eakin at 090 [mailto:PEakin@itt-tech.edu]
Sent: Wed 11/14/2012 2:30 PM
To: Christiane Schau
Cc: Patricia Widman at 090; Faye McHaney at HQ (Non ITT-TECH); (b) (6) at 090
Subject: Lice Assessments

I have attached the form that we will be using tomorrow at your campus for the lice assessments. After filled out by the nursing students, the forms can be copied and sent home with the children. Thank you again for allowing us to come into your school and provide these services to you. Please let me know if there is anything that you would like changed. I will bring the schedule for Monday and Tuesday for all of the teaching projects and we can look at them tomorrow and make any necessary changes. Trish

Patricia Eakin at 090

From: Patricia Eakin at 090
Sent: Wednesday, November 14, 2012 2:30 PM
To: 'christiane.schau@hendersonschool.com'
Cc: Patricia Widman at 090; Faye McHaney at HQ (Non ITT-TECH); Esther Larks at 090
Subject: Lice Assessments
Attachments: Head Lice Information for Parents.doc

I have attached the form that we will be using tomorrow at your campus for the lice assessments. After filled out by the nursing students, the forms can be copied and sent home with the children. Thank you again for allowing us to come into your school and provide these services to you. Please let me know if there is anything that you would like changed. I will bring the schedule for Monday and Tuesday for all of the teaching projects and we can look at them tomorrow and make any necessary changes. Trish

Patricia Eakin, RN, MSNEd.
Nursing Professor
peakin@itt-tech.edu
Breckinridge School of Nursing and Health Sciences
168 N. Gibson Rd.
Henderson, NV 89014
702-558-5404

ED00011605

Head Lice Information for Parents

Your child has been checked today for the presence of lice as there has been some recent activity noted on the campus. Nursing Students and two Registered nurses have given their time to assess your child.

Name of Child: _____

Name of student Nurse: _____

LICE found: YES NO

The information provided below comes from the CDC and is being provided to answer questions that you as parents and caregivers may have about the possibility of catching lice, treating lice infestations, and preventing further infestations of lice.

Assessment of your child: You should examine your child's head, especially behind the ears and at the nape of the neck, for crawling lice and nits if your child exhibits symptoms of a head lice infestation. If crawling lice or nits are found, all household members should be examined for crawling lice and nits every 2-3 days. Persons with live (crawling) lice or nits within ¼ inch or less of the scalp should be treated.

To eliminate head lice successfully, it is very important that all treatment instructions and steps be carefully followed and completed. CDC does not make recommendations as to what specific product or products should be used to treat individuals. Both over-the-counter and prescription products are available. You may wish to contact your doctor, pharmacist, or health department for additional information about which product they recommend.

Risk Factors

In the United States, infestation with head lice is most common among preschool- and elementary school-age children and their household members and caretakers. Head lice are not known to transmit disease; however, secondary

bacterial infection of the skin resulting from scratching can occur with any lice infestation. Getting head lice is not related to cleanliness of the person or his or her environment. Head lice are mainly spread by direct contact with the hair of an infested person. The most common way to get head lice is by head-to-head contact with a person who already has head lice. Such contact can be common among children during play at: school, home, and elsewhere (e.g., sports activities, playgrounds, camp, and slumber parties).
Uncommonly, transmission may occur by: wearing clothing, such as hats, scarves, coats, sports uniforms, or hair ribbons worn by an infested person; using infested combs, brushes or towels; or lying on a bed, couch, pillow, carpet, or stuffed animal that has recently been in contact with an infested person.

HEAD LICE TREATMENT

Treatment for head lice is recommended for persons diagnosed with an active infestation. All household members and other close contacts should be checked; those persons with evidence of an active infestation should be treated. Some experts believe prophylactic treatment is prudent for persons who share the same bed with actively-infested individuals. All infested persons (household members and close contacts) and their bedmates should be treated at the same time.

Retreatment of head lice usually is recommended because no approved pediculicide is completely ovicidal. **To be most effective, retreatment should occur after all eggs have hatched but before before new eggs are produced**. The retreatment schedule can vary depending on whether the pediculicide used is ovicidal (whether it can kill lice eggs).

When treating head lice, supplemental measures can be combined with recommended medicine (pharmacologic treatment); however, such additional (non-pharmacologic) measures generally are not required to eliminate a head lice infestation. For example, hats, scarves, pillow cases, bedding, clothing, and towels worn or used by the infested person in the 2-day period just before treatment is started can be machine washed and dried using the hot water and hot air cycles because lice and eggs are killed by exposure for 5 minutes to temperatures greater than 53.5°C (128.3°F). Items that cannot be laundered may be dry-cleaned or sealed in a plastic bag for two weeks. Items such as hats, grooming aids, and towels that come in contact with the hair of an infested person should not be

shared. Vacuuming furniture and floors can remove an infested person's hairs that might have viable nits attached.

Should my pets be treated for head lice?

No. Head lice do not live on pets. Pets do not play a role in the spread of head lice.

Should household sprays be used to kill adult lice?

No. Using fumigant sprays or fogs is NOT recommended. Fumigant sprays and fogs can be toxic if inhaled or absorbed through the skin and they are not necessary to control head lice.

Do I need to have my home fumigated?

No. Use of insecticide sprays or fogs is NOT recommended. Fumigant spray and fogs can be toxic if inhaled or absorbed through the skin and they are not necessary to control head lice. Routine house cleaning, including vacuuming of carpeting, rugs, furniture, car seats, and other fabric covered items, as well as laundering of linens and clothing worn or used by the infested person is sufficient. Only items that have been in contact with the head of the infested person in the 48 hours before treatment need be considered for cleaning.

Should I have a pest control company spray my house?

No. Use of insecticide sprays or fogs is NOT recommended. Fumigant spray and fogs can be toxic if inhaled or absorbed through the skin and they are not necessary to control head lice. Routine vacuuming of floors and furniture is sufficient to remove lice or nits that may have fallen off the head of an infested person.

Will laundering kill head lice?

Washing, soaking, or drying items at a temperature greater than 130°F can kill both head lice and nits. Dry cleaning also kills head lice and nits. Only items that have been in contact with the head of the infested person in the 48 hours before treatment should be considered for cleaning.
Although freezing temperatures can kill head lice and nits, several days may be necessary depending on temperature and humidity; freezing is rarely (if ever) needed as a means for treating head lice.

Prevention & Control

Head lice are spread most commonly by direct head-to-head (hair-to-hair) contact. However, much less frequently they are spread by sharing clothing or belongings onto which lice have crawled or nits attached to shed hairs may have fallen. The risk of getting infested by a louse that has fallen onto a carpet or furniture is very small. Head lice survive less than 1-2 days if they fall off a person and cannot feed; nits cannot hatch and usually die within a week if they are not kept at the same temperature as that found close to the scalp.

<u>The following are steps that can be taken to help prevent and control the spread of head lice</u>:

- Avoid head-to-head (hair-to-hair) contact during play and other activities at home, school, and elsewhere (sports activities, playground, slumber parties, camp).
- Do not share clothing such as hats, scarves, coats, sports uniforms, hair ribbons, or barrettes. Do not share combs, brushes, or towels. Disinfest combs and brushes used by an infested person by soaking them in hot water (at least 130°F) for 5-10 minutes.
- Do not lie on beds, couches, pillows, carpets, or stuffed animals that have recently been in contact with an infested person.
- Machine wash and dry clothing, bed linens, and other items that an infested person wore or used during the 2 days before treatment using the hot water (130°F) laundry cycle and the high heat drying cycle. Clothing and items that are not washable can be dry-cleaned OR sealed in a plastic bag and stored for 2 weeks.
- Vacuum the floor and furniture, particularly where the infested person sat or lay. However, spending much time and money on housecleaning activities is not necessary to avoid reinfestation by lice or nits that may have fallen off the head or crawled onto furniture or clothing.

Faye McHaney at HQ (Non ITT-TECH)

From: Christiane Schau [christiane.schau@hendersonschool.com]
Sent: Tuesday, November 13, 2012 3:38 PM
To: Faye McHaney at HQ (Non ITT-TECH)
Subject: [Filter Test: C13] RE: Breckingridge School of Nursing at ITT Tech

Fantastic! Thanks!

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Description: cid:image005.png@01CD6A85.9116AF30

Christiane Schau
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HENDERSON, NV 89052

702.818.2118: DIRECT
702.616.2065: FAX

WWW.HENDERSONSCHOOL.COM
Christiane.Schau@HENDERSONSCHOOL.COM

-----Original Message-----
From: Faye McHaney at HQ (Non ITT-TECH) [mailto:FMcHaney1@itt-tech.edu]
Sent: Tue 11/13/2012 3:16 PM
To: Christiane Schau
Subject: RE: Breckingridge School of Nursing at ITT Tech

No problem. All faculty and students have background checks prior to doing any clinical rotations and per our contract we can provide those if needed.

We look forward to working with you as well.

Thanks,
Faye McHaney

From: Christiane Schau [mailto:christiane.schau@hendersonschool.com]
Sent: Tuesday, November 13, 2012 3:00 PM
To: Faye McHaney at HQ (Non ITT-TECH)
Subject: [Filter Test: C13] Re: Breckingridge School of Nursing at ITT Tech

Thanks so much for coming out today. I look forward to working together. We've been asked by Meritas to make sure that the folks who work with the students have had a background check. Is that possible?

Thanks!
Chris Schau
Assistant Head of School

Sent from my iPad

On Nov 12, 2012, at 9:36 AM, "Faye McHaney at HQ (Non ITT-TECH)" <FMcHaney1@itt-tech.edu<mailto:FMcHaney1@itt-tech.edu>> wrote:
Okay. See you then.

From: Christiane Schau [mailto:christiane.schau@hendersonschool.com]
Sent: Monday, November 12, 2012 9:15 AM
To: Faye McHaney at HQ (Non ITT-TECH)
Subject: [Filter Test: C13] Re: Breckingridge School of Nursing at ITT Tech

Sure...we are not in school today, however tomorrow morning around 10 would be great.
Chris Schau
Assistant Head of School

Sent from my iPad

On Nov 12, 2012, at 8:43 AM, "Faye McHaney at HQ (Non ITT-TECH)" <FMcHaney1@itt-tech.edu<mailto:FMcHaney1@itt-tech.edu>> wrote:
Excellent! Is it possible to come over today or tomorrow to get the contract signed and see what kind of schedule we can set up?

Thanks,
Faye McHaney

From: Christiane Schau [mailto:christiane.schau@hendersonschool.com]
Sent: Friday, November 09, 2012 1:31 PM
To: Faye McHaney at HQ (Non ITT-TECH)
Subject: [Filter Test: C13] Re: Breckingridge School of Nursing at ITT Tech

Hi there! I have finally gotten approval...I know later than we wanted...I tried to put a rush on it...but your students are welcome to use us for practicum purposes!
Chris Schau
Assistant Head of School

Sent from my iPad

On Oct 29, 2012, at 2:36 PM, "Faye McHaney at HQ (Non ITT-TECH)" <FMcHaney1@itt-tech.edu<mailto:FMcHaney1@itt-tech.edu>> wrote:
Hi Chris,
I just wanted to follow up and see if you have any questions concerning the contract. It is generally used for the hospital setting so much of it is not applicable to you. We would like to start this week if possible and do screenings on Thursday. However, we can certainly work around your campus schedule.

I would be more than glad to come by your campus and meet tomorrow anytime after 10:00 am or Wednesday morning.

Best regards,
Faye McHaney

From: Faye McHaney at HQ (Non ITT-TECH)
Sent: Thursday, October 25, 2012 3:41 PM

To: 'christiane.schau@hendersonschool.com<mailto:christiane.schau@hendersonschool.com>'
Subject: Breckingridge School of Nursing at ITT Tech

Chris,
Thanks very much for talking with me today concerning allowing our nursing students to come to your campus. I greatly appreciate it. I am attaching our contract and liability information. The contract is geared more to hospital sites so much of it may not be applicable to you. However, it is our policy to get it signed. It does give you an idea of our responsibilities to you. Also, I am attaching our insurance liability for you as well.

The following is a list of things we can do. You certainly can add suggestions to it.

Teaching:

1) Preschool - handwashing, teeth brushing (hygiene), stranger danger

2) School age - fire safety, bike safety (helmets,etc.), stranger danger

3) Junior age - sex education, bullying

Screening:
Hearing and Visual screening
Growth and development assessments
Scoliosis screening

These are some suggestions. You certainly can offer suggestions that would fit your needs as well. Also, students will have a faculty with them when they come to your campus.

Please let me know if I can answer any other questions. I will follow up with you on Monday.

Best Regards,
Dr. Faye McHaney

Donna Faye McHaney, DNP, MSN, RN, FNP-BC, MAS
National Nursing Chair, Breckinridge School of Nursing and Health Sciences
Interim Nursing Chair, Breckinridge School of Nursing and Health Sciences, Henderson, NV
National Consultant, Clinical Affairs and Operations/Development
Breckinridge School of Nursing @ ITT Technical Institute/Educational Services
168 N. Gibson Rd.
Henderson, NV 89014
FMcHaney1@itt-tech.edu<mailto:FMcHaney1@itt-tech.edu>
(b) (6) cell / (800) 973-3401 fax

STDs/STIs
Risk NOT knowing. Get tested.
Genital Warts
Chlamydia
Syphilis
Gonorrhea
AIDS
Crabs
Herpes
SEXED
Puberty
GIRLS
BIRTH CONTROL
Types of Birth Control
ABSTINENCE
Teen Pregnancy
Drop Out
Financial
Responsibility
Cute but
Selfish/Poverty
LOVE
Relationships
Physically & Emotionally prepared?
Set clear limits
Respect others limits
Talk to an adult for advice
Safety
Refusal skills
Dating Violence
Alcohol/Drugs
Reporting

ED00011613

Rec'd 11/26/12

Eugene Feichtner
ITT Tech Corporate Office & Headquarters
13000 North Meridian Street Carmel IN 46032

11-19-2012

Dear Mr. Feichtner,

The enclosed poster was shown and discussed by one of your nursing students today in my ten year old's fifth grade class. The parents were told that the nursing students would be discussing basic hygiene and body functions. The exact wording of the discussion was,

"In speaking with the head nurse, we discussed limiting this class to teaching male and female anatomy and physical changes that occur with the onset of puberty. Boys and girls were taught separately in a factual manner, and that the timing of these physical changes is individual – there is no one time for every person.

Following the class, the head nursing instructor confirmed that what I approved was only what was discussed."

At no point were the topics of STD, teen pregnancy, date rape, genital warts or birth control mentioned as part of the program. My daughter also reports that she was told of the "three kinds of sex", which were specifically named. This is an outrageous and disgusting assault on ten year old children. If this exemplifies the clinical thinking of your students and ethics of your faculty then I will not be hiring anyone from ITT Tech in the future. I will be filing a formal complaint with the Nevada State Board of Nursing.

(b)(6)

Dan Eisenberg M.D.
778 Bolle Way
Henderson, NV 89012

SEXED
STDs/STIs
Risk NOT knowing or tested.
Teen Pregnancy
Puberty
GIRLS
LOVE
Relationships
Safety
ABSTINENCE
Birth Control

Breckinridge
School of Nursing
and Health Sciences
@ ITT Technical Institute.

December 06, 2012

Roseann Colosimo PhD RN
Nevada State Board of Nursing
Education Consultant

Ref: Response in regard to Dr. Colosimo concerning a written complaint from a physician about a presentation given by Breckinridge School of Nursing students concerning sex education.

Dear Dr. Colosimo,

As I mentioned, I first realized there may be some concern about a presentation the evening of 11/19/2012 when Chris Schau, Assistant Head of School sent me an email requesting a call. At 7:24 pm I emailed her back and did indeed call her. Ms. Schau informed me that she had some parents that were not happy with one of the presentations that day and was inquiring as to the content. I informed Ms. Schau that the faculty was to have the students present material as we discussed in our meeting the week prior to the presentations. I also offered for the faculty to contact her and discuss the material presented. She did not want to do anything like that but told me "I am only informing you that there is some concern." She went on further to tell me that she would be sending an email to the parents as well to ease their concerns.

Immediately the next morning upon arrival on campus I emailed Ms. Patricia Eakin, clinical faculty in charge, to see me as well as phoned her office. Shortly thereafter, I was notified that Jason Kuzik was at the front desk and wanted to speak with someone in the Nursing Program. Once I realized it was the parents of one of the students that had attended the presentation, I escorted them to the conference room to discuss their concerns and had Ms. Marjorie Leahy, Assistant Program Chair join us. This is the only meeting Ms. Leahy and I have had with parents.

Mr. and Mrs. Kuzik both had concerns about the content of the presentation and requested that I give the content to them. They also requested to see the poster that the students presented as part of the material. I informed Mr. and Mrs. Kuzik that I would have to speak with the faculty in charge of this clinical experience and investigate as to what was covered. I also informed them that at that time I did not have possession of the poster. Mr. and Mrs. Kuzik said they were concerned about the content and would like to know what was said so they could have further discussions with their child. Mr. Kuzik informed me that he had received an email late on Friday afternoon concerning the presentations but had not heard back from Ms. Schau after emailing her about the content. Mrs. Leahy and I offered to look into the matter. I also told them that once our research into the matter was complete that we would be in communication with them or the school about possibly having the faculty meet with the parents to discuss the content.

I began to look into the matter after the parents had left. The clinical faculty in charge immediately contacted each student in order to research what was presented. I met the same day with Kirk

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Henderson, NV 89014
(702) 558-5404

Breckinridge
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Borkowski, Campus Director to inform him of the situation and he has since been in communication with Seth Alhborn, Head of Henderson International School.

Attached you will find my timeline and assessment of the situation to the extent I am aware of. As I was not in attendance during the presentation, I am unable to determine what was actually presented by the students that day, thus Ms. Patricia Eakin, clinical faculty in charge, will have to address those details.

Please let me know if you have any questions.

Best Regards,

Donna Faye McHaney

Dr. Faye McHaney
Interim Nursing Program Chair, Breckinridge School of Nursing at ITT Henderson
National Nursing Chair, Breckinridge School of Nursing and Health Services at ITT Educational Services
Henderson, NV
702-558-5404

Breckinridge
School of Nursing
and Health Sciences
@ ITT Technical Institute.

December 6, 2012

Ref: Henderson International Assessment

11/09/2012: I received an email from Ms. Chris Schau saying that she had received approval for our students to use Henderson International School as a location for clinical opportunities.

11/12/2012: I emailed Ms. Schau to schedule an appointment for Ms. Eakin and I to have the contract signed and to discuss what we could do for them in relation to clinical experience for our pediatric rotation. Ms. Schau emailed me back to inform me that we could meet the next day at 10:00 am.

11/13/2012: Ms. Eakin and I met with Ms. Schau as scheduled and discussed several topics including lice screening. I informed Ms. Schau that Ms. Eakin was our pediatric faculty and she would be supervising this clinical and would be her source of contact. We discussed the fact that the school had an outbreak of lice since September and Ms. Schau asked if we could do lice screening the following day. I informed her that the next day was too soon as I would need to have enough faculty to monitor the students while performing screenings. It was decided the students and faculty would perform lice screenings on 11/15/2012.

Ms. Eakin also offered several possible health topics for teaching the various age groups of children present in the school. Ms. Eakin discussed with Ms. Schau topics such as stranger danger, fire safety, brushing teeth, health or sex education, including some others. Ms. Schau discussed a program they had called *Touch Points* which lead to us including a topic on nutrition as well. Ms. Schau also suggested that health and sex education would be a good topic because as she stated "the students would not listen to her." She explained that she had a degree in Public Health and understood the need for topics such as sex education for these age groups. Ms. Eakin discussed that these topics would need to be age appropriate due to the ages of the groups. Ms. Schau suggested we discuss puberty topics with the 5th and 6th graders such as their body changing, etc. Ms. Eakin engaged in this conversation agreeing that this topic would need to be more of a health education topic. Ms. Eakin and Ms. Schau went on to discuss what could be presented to the 7th and 8th graders. Ms. Schau stated that she would like for the presentation to be more of a "clinical" presentation using appropriate terminology for body parts, listing various diseases, as well as mentioning teen pregnancy. Ms. Eakin was very clear in presenting to Ms. Schau what would be discussed and Ms. Schau did not state any concern at that time. I did inform Ms. Schau that I felt the parents needed to be informed of the presentation and request permission for their child to participate even if the topic was age appropriate. I offered to have Ms. Schau review the material content prior to presenting it to the students and she declined. I also suggested that it would be appropriate to invite the parents as well. I also informed Ms. Schau since we were doing the lice screening the presentations could be done next quarter and she stated that it was okay for the students to come the following week.

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(702) 558-5404

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11/15/2012: Faculty and students conducted lice screening for all children and faculty of Henderson International School at the request of Ms. Chris Schau. Ms. Patricia Eakin was the clinical faculty in charge. Ms. Leahy and Ms. Larks also participated in the screening to help supervise students.

11/19/2012: Ms. Patricia Eakin and Ms. Kandi Betts went to the school to supervise student presentation of various topics to different age groups that was decided upon. Ms. Patricia Eakin was the clinical faculty in charge.

11/20/2012: Ms. Leahy and I met with Jason and Sandy Kuzik. As mentioned in the attached letter having not seen the email in question I can only repeat what Mr. Kuzik told me. My understanding from Mr. Kuzik is that he received an email time stamped at 4:30 pm Friday afternoon from Ms. Chris Schau informing the parents that our students would be presenting a sex education presentation the following week. He informed us that he emailed Ms. Schau back requesting what content would be presented. He further stated that he never heard back from her so when he arrived on campus Monday afternoon to pick his child up he inquired as to the content that would be presented and found that the presentations had already been completed. This is the only parent meeting that Ms. Leahy and I have been involved in. As indicated in the letter, I immediately reported the parent meeting to Kirk Borkowski, Director of ITT.

Assessment of the situation is as follows:
During our meeting I advised Ms. Schau to obtain permission from all parents for their child to participate in the sex education presentations. I suggested sending a form to the parents that we could provide. However, Ms. Schau informed me that she would notify parents via email for permission for their child to participate in the presentations. Ms. Schau assured me that she would take care of this matter. As of Monday morning prior to the presentations Ms. Eakin nor I were not informed of any parental concerns regarding the presentations. It appears to me that this is a factor in the situation that resulted.

During my investigation I learned that Ms. Eakin had the students present the material during class time. She stated that she felt the content was age appropriate and she offered some guidance to the students in regards to the content. I also found that Ms. Eakin was present during the 5th and 6th grade presentation. However, she stated that "only a faculty" was present during the 7th and 8th grade presentation which in non-compliant with Breckinridge School of Nursing Policy and this matter is being addressed.

Best Regards,

Donna Faye McHaney

Dr. Faye McHaney
Interim Nursing Program Chair, Breckinridge School of Nursing at ITT Henderson
National Nursing Chair, Breckinridge School of Nursing and Health Services at ITT Educational Services
Henderson, NV
702-558-5404

Breckinridge School of Nursing @ ITT Henderson
September 2012 Schedule

	Course Num	Qtr Hrs	Course Title	Faculty	Qtr	Cohort	Room	Times
				MONDAY				
	NU120 – T/L	4 (30,20)	Clinical Nursing Concepts & Techniques II	Larks - Theory Larks/Neel - Lab Section 1 Staff - Lab Section 2 (Section not needed)	3	Mar-2012	T4 T2 T2	9-11:40 1-2:40 3-4:40
	NU130-T	8 (40)	Adult Nursing I	Widman	4	Dec-2011	T8	1-3:40
	NU230-T	8 (40)	Adult Nursing II	Neel	5	Sep-2011	T7	9-12:25
	NU260-C	12	Maternal Child Nursing (PEDS Clinical) (60 hrs Clinical total)	Widman (UMC) – Group 2	8	Dec-2010	OFFSITE	7:00-7:00
	NU260-C	12	Maternal Child Nursing (PEDS Clinical) (60 hrs Clinical total) Nov 19th	Eakin (Henderson International) – Group 1 & 2	8		OFFSITE	7:45 – until completed
	NU280- T	4 (30)	Nursing roles II	Leahy	9	Sep-2010	T4	1:30-4:00
	GE375	4	Psychology	Rufus	6		T5	1-4:55
	GE257	4	Microbiology	Patel	5		T6	1-4:40
				TUESDAY				
Not offered	NU110 –T/L	4	Clinical Nursing Concepts & Techniques I	Staff - Theory Staff - Lab Section 1	2			12-2:40 3-4:40
	NU205-T	4 (40)	Pharmacology	Eakin (Primary) / team teach with other faculty	3		T4	1-4:25
	NU121-T	1 (10)	Dosage Calculations	Betts	3		Lab 5	11:00–11:40
	NU240-T	4 (20)	Gerontology Nursing	Larks	6	Jun-2011	T5	1-2:40
	NU250-T	4 (20)	Mental Health Nursing	Betts	7	Mar-2011	T7	1-2:40
	NU130-L	- (10)	Adult Nursing I Lab – Group 1 & 2 x 1 wk	Leahy/Larks/All other available staff September 18th only	4		T2	7-12:00
	NU130-L	- (10)	Adult Nursing I Lab – Group 3 & 4 x 1 wk	Leahy/Larks/All other available staff September 18th only	4		T2	2-6:00
	NU230-C	12	Adult Nursing II Clinical (120 hrs Clinical)	Stansbury (Mtn View/4S) – Group 3	5		OFF SITE	6:30-6:30
	NU260-C	12	Maternal Child Nursing (PEDS Clinical) (60 hrs Clinical total)	Widman (UMC) – Group 1	8		OFFSITE	7:00-7:00
	NU270-T	4 (40)	Complex Care Nursing	Widman: Preceptor Supervision	9	Sep-2010	T4	9-12:25
	GE265	4	Ethics and Society	Hove	8		T3	6-9:24
				WEDNESDAY				
	NU130-L	- (10)	Adult Nursing I Lab – Group 3 & 4 x 1 wk	Leahy/Larks/All other available staff September 19th only	4		T2	7-12:00
	NU130-L	- (10)	Adult Nursing I Lab – Group 1 & 2 x 1 wk	Leahy/Larks/All other available staff September 19th only	4		T2	2-6:00
	NU130-C	12	Adult Nursing I Clinical (Starts week 2) (10 hrs – Skills Lab) (105 hrs – Clinical)	Amezcua (Southern Hills/7th floor) – Group 1 Larks (Mtn. View/4S) – Group 2	4 4		OFFSITE OFFSITE	6:30-6:30 6:30-6:30
	NU240-C	8	Gerontology Clinical	Neel (Delmar Gardens) Group 1	6		OFFISTE	7:00-3:30

ED00011620

EXHIBIT F

EXHIBIT G

Occupational Testing Services

LabCorp™ Laboratory Corporation of America

To: ITT TECHNICAL INSTITUTE
168 N GIBSON RD

HENDERSON NV 89014

From: LABCORP OTS - SOUTHAVEN
1120 MAIN STREET
SOUTHAVEN, MS 38671
800-444-7997 // 866-827-8042

(b)(6)

Client: ITT TECHNICAL INSTITUTE
Coll. Site: LABCORP - HENDERSON, NV
Site ID: 064368
Collector: TINA ASHBRIDGE
Acct. Type: Non-DOT

**********SPECIMEN TEST RESULTS**********

Test(s)	Screening Cutoff	Confirm Cutoff	Confirm Quant	Unit	Result
Amphetamines	1000	500		ng/mL	negative
Barbiturates					
Amobarbital	300	200		ng/mL	negative
Butalbital	300	200	>2000	ng/mL	POSITIVE*
Pentobarbital	300	200		ng/mL	negative
Phenobarbital	300	200		ng/mL	negative
Secobarbital	300	200		ng/mL	negative
Benzodiazepines					
N-desmethyldiazep	300	300		ng/mL	negative
Oxazepam	300	300	>2000	ng/mL	POSITIVE*
a-OH-alprazolam	300	300		ng/mL	negative
Cocaine^	300	150		ng/mL	negative
Marijuana Metab.	50	15		ng/mL	negative
Methadone	300	300		ng/mL	negative
Methaqualone	300	300		ng/mL	negative
Opiates					
Codeine	2000	2000	>3000	ng/mL	POSITIVE*
Morphine	2000	2000		ng/mL	negative
PCP	25	25		ng/mL	negative
Propoxyphene~	300	200		ng/mL	negative

	Reference Interval	Unit	Result
Creatinine	>/= 20	mg/dL	51.3
Specific Gravity	>/= 1.003		1.012
pH	4.5 - 8.9		5.6

(* continued on next page *)

*Confirmation analyses are performed using Gas Chromatography/Mass Spectrometry.
^as Benzoylecgonine
~as Propoxyphene and/or Metabolite

***** End of Report *****

ITT Technical Institute ITT

ITT Educational Services, Inc.
13000 North Meridian Street
Carmel, IN 46032-1404

(317) 706-9200
www.itt-tech.edu

December 21, 2012

LabCorp OTS – Southaven
1120 Main Street
Southaven, MS 38671

Re: Request for Serial Dilution of specimen

On December 12, 2012, one of our employees, (b)(6) was sent to your Henderson, NV location for substance screening. Your location collected specimen # 0067110171 from (b)(6)

On December 15, 2012, our organization received the test results which indicated positive results for three substances; Butalbital, Oxazepam and Codeine.

The purpose for writing you is to formally request that a serial dilution of the specimen be performed in order to determine the specific quantity of each substance for which a positive result was identified; Butalbital, Oxazepam and Codeine. If possible, we would like to request that the serial dilution be performed this weekend and that results be made available as early as possible during the week of December 24, 2012.

Thank you for your assistance. If you have any questions, please contact me at cbennett@ittesi.com or at 317-706-9346 (o) or (b)(6) m).

Sincerely,

(b)(6)

Christopher T. Bennett
Director of Human Resources

Occupational Testing Services

LabCorp™ Laboratory Corporation of America

To: ITT TECHNICAL INSTITUTE
168 N GIBSON RD

From: LABCORP OTS - SOUTHAVEN
1120 MAIN STREET
SOUTHAVEN, MS 38671
800 444 7997 // 866 227 8042

(b)(6)

**********SPECIMEN TEST RESULTS**********

Test(s)	Screening Cutoff	Confirm Cutoff	Confirm Quant	Unit	Result
Amphetamines	1000	500		ng/mL	negative
Barbiturates					
Amobarbital	300	200		ng/mL	negative
Butalbital	300	200	>2000	ng/mL	POSITIVE*
Pentobarbital	300	200		ng/mL	negative
Phenobarbital	300	200		ng/mL	negative
Secobarbital	300	200		ng/mL	negative
Benzodiazepines					
N-desmethyldiazep	300	300		ng/mL	negative
Oxazepam	300	300	>2000	ng/mL	POSITIVE*
a-OH-alprazolam	300	300		ng/mL	negative
Cocaine^	300	150		ng/mL	negative
Marijuana Metab.	50	15		ng/mL	negative
Methadone	300	300		ng/mL	negative
Methaqualone	300	300		ng/mL	negative
Opiates					
Codeine	2000	2000	>3000	ng/mL	POSITIVE*
Morphine	2000	2000		ng/mL	negative
PCP	25	25		ng/mL	negative
Propoxyphene~	300	200		ng/mL	negative

	Reference Interval	Unit	Result
Creatinine	>/= 20	mg/dL	51.3
Specific Gravity	>/= 1.003		1.012
pH	4.5 - 8.9		5.6

(* continued on next page *)

*Confirmation analyses are performed using
Gas Chromatography/Mass Spectrometry.
^as Benzoylecgonine
~as Propoxyphene and/or Metabolite

***** End of Report *****

Laboratory Corporation of America

1120 Main Street
Southaven, MS 38671
www.labcorp.com

December 27, 2012

FORENSIC DRUG ANALYSIS REPORT

Requested by: ITT .
Christopher T. Bennett

Send Results to: Joy Thompson
FX #(317) 706-9327

Specimen Identification: Collection Date 12/12/12
Labcorp ID#: 67110171
Donor ID#: (b)(6)

Requested Data: Quantitative Confirmation Results

Drugs	Results
Butalbital	2720 ng/mL
Oxazepam	4728 ng/mL
Codeine	10017 ng/mL

(b)(6)

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

FACULTY OBSERVATION

IV. Questioning Techniques:		Comments
A. Asked questions of various students in the class.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ N/A	asked no questions
B. Used effective questioning strategies.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ N/A	asked no questions
C. Reacted to student responses with encouragement and reward for effort.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ N/A	
D. Encouraged questions from the students.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ N/A	asked no questions

Average: 5

V. Student engagement:		Comments
A. Engaged each student in the discussion at some point during the lesson.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ N/A	
B. Addressed students by name.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ N/A	No
C. All students were on task during the lesson.	☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ N/A	very few took notes students left
D. Provided tasks to actively involve all students.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ N/A	none
E. Students demonstrated learning was taking place.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ N/A	no interaction

Average: 4.8

VI. The following is appropriate to courses that include a lab period:	N/A	Comments
A. Walked students through the general features of the lab assignment.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ N/A	
B. Knowledgeable of function and operation of all lab equipment.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ N/A	
C. Ensured all lab equipment is available and functioning.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ N/A	
D. Remained in the lab when students were present.	☐ 3 ☐ 5 ☒ N/A	
E. Maintained effective learning environment providing for student safety and discipline.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ N/A	
F. Made available supplemental enrichment activities for student who finished early or who seek greater challenges.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ N/A	

Average: N/A

VII. Average Attendance

Number of students present during the observation period(s):

On roster	At start of Observation	At end of Observation	% Attendance at End of Observation
24	15	18	75%

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Average Score of: 1 = Very Exceptional Results 2= Above Standard 3= Standard 4= Less Than Standard 5=Results Not Acceptable

Exhibit A

FACULTY OBSERVATION

Overall Observation (Total from all section averages):

I. Preparation	II. Teaching the Objectives	III. Communication	IV. Questioning Techniques	V. Student Engagement	VI. Lab (if applicable)	**Average Score**
3	4.2	4	5	4.8	NA	4.04

Strengths:

Instructor is very knowledgeable and has a good speaking voice. The instructor did not ask one question of students in 40 minutes. Students seemed bored and uninvolved.

Opportunities for Improvement:

1. Have handouts of specific assignment requirements
2. Ask students questions
3. Have ~~[illegible]~~ interactive activities
4. State purpose + key points to be identified in a video on DVD

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Average Score of: 1 = Very Exceptional Results 2= Above Standard 3= Standard 4= Less Than Standard 5=Results Not Acceptable

Exhibit A

FACULTY OBSERVATION

Progress Noted from Previous Observations:

Instructor did not read from instructor manual
Instructor did not implement any of the changes
that have been requested
Interactive activities, handouts, assignment explanations

Instructor Comments:

INTERACTION AFTER OBSERVER LEFT

Instructor Signature/Date (b)(6)

Observer Signature/Date:

Distribution: Dean **School Chair** **Faculty File** **Faculty Member**

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Average Score of: 1 = Very Exceptional Results 2= Above Standard 3= Standard 4= Less Than Standard 5=Results Not Acceptable

FAE 1.0, Exhibit A

INSTRUCTOR OBSERVATION

(not for use for Clinical Nursing Instructors)

(b)(6)

Average Score of: 1 = Very Exceptional Results 2= Above Standard 3= Standard 4= Less Than Standard 5=Results Not Acceptable

I. Beginning the Class Session:	1	2	3	4	5	N/A	Comments
A. Greeted each student in a friendly, inviting fashion.	☐	☑	☐	☐	☐	☐	
B. Prepared before class began.	☑	☐	☐	☐	☐	☐	

Average: 1.5

II. Teaching the Objectives:	1	2	3	4	5	N/A	Comments
A. Integrated current topic with prior and future class topics.	☑	☐	☐	☐	☐	☐	Referred to clinical coming later in qtr.
B. Referred to current real-world events and personal work experiences.	☑	☐	☐	☐	☐	☐	Presented many examples
C. Provided a motivating example, activity, or exercise to introduce the specific hour's lesson objectives.	☐	☑	☐	☐	☐	☐	
D. Followed a well-defined lesson plan.	☑	☐	☐	☐	☐	☐	
E. Clearly stated the criteria for achieving lesson objectives.	☑	☐	☐	☐	☐	☐	
F. Summarized primary concepts.	☑	☐	☐	☐	☐	☐	

Average: 1.17

III. Communication:	1	2	3	4	5	N/A	Comments
A. Spoke clearly for everyone in the room to hear.	☐	☑	☐	☐	☐	☐	
B. Provided student feedback.	☐	☑	☐	☐	☐	☐	
C. Used appropriate and readable visual aids.	☑	☐	☐	☐	☐	☐	PPTs
D. Maintained eye contact with the students.	☑	☐	☐	☐	☐	☐	
E. Moved around and through the room to aid student engagement.	☐	☑	☐	☐	☐	☐	Moved around room
F. Attended to all student learning styles.	☐	☑	☐	☐	☐	☐	
G. Maintained control and discipline of classroom at all times.	☑	☐	☐	☐	☐	☐	

Average: 1.6

ED00011646

IV. Questioning Techniques:		Comments
A. Asked questions of various students in the class.	☐ ☑ ☐ ☐ ☐ ☐ 1 2 3 4 5 N/A	
B. Used effective questioning strategies.	☑ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 N/A	Asked questions For feedback
C. Reacted to student responses with encouragement and reward for effort.	☐ ☑ ☐ ☐ ☐ ☐ 1 2 3 4 5 N/A	
D. Encouraged questions from the students.	☐ ☑ ☐ ☐ ☐ ☐ 1 2 3 4 5 N/A	

Average: 1.75

V. Student engagement:		Comments
A. Engaged each student in the discussion at some point during the lesson.	☐ ☐ ☑ ☐ ☐ ☐ 1 2 3 4 5 N/A	
B. Addressed students by name.	☑ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 N/A	
C. All students were on task during the lesson.	☑ ☐ ☐ ☐ ☐ ☐ 1 2 3 4 5 N/A	
D. Provided tasks to actively involve all students.	☐ ☐ ☑ ☐ ☐ ☐ 1 2 3 4 5 N/A	
E. Students demonstrated learning was taking place.	☐ ☐ ☑ ☐ ☐ ☐ 1 2 3 4 5 N/A	

Average: 2.2

VI. The following is appropriate to courses that include a lab period:		Comments
A. Walked students through the general features of the lab assignment.	☐ ☐ ☐ ☐ ☐ ☑ 1 2 3 4 5 N/A	
B. Knowledgeable of function and operation of all lab equipment.	☐ ☐ ☐ ☐ ☐ ☑ 1 2 3 4 5 N/A	
C. Ensured all lab equipment is available and functioning.	☐ ☐ ☐ ☐ ☐ ☑ 1 2 3 4 5 N/A	
D. Remained in the lab when students were present.	☐ ☑ 3 5 N/A	
E. Maintained effective learning environment providing for student safety and discipline.	☐ ☐ ☐ ☐ ☐ ☑ 1 2 3 4 5 N/A	
F. Made available supplemental enrichment activities for student who finished early or who seek greater challenges.	☐ ☐ ☐ ☐ ☐ ☑ 1 2 3 4 5 N/A	

Average: N/A

VII. Average Attendance

Number of students present during the observation period(s):

On roster	At start of Observation	At end of Observation	% Attendance at End of Observation
10	10	10	100%

Overall Observation (Total from all section averages):

I. Preparation	II. Teaching the Objectives	III. Communication	IV. Questioning Techniques	V. Student Engagement	VI. Lab (if applicable)	Average Score
1.5	1.17	1.6	1.75	2.2	N/A	1.64

Strengths:

Well prepared and knows material
Good use of PPTs.

Opportunities for Improvement:

Be careful how you speak to students!

Progress Noted since Previous Observations:

Instructor Comments:

I have learned alot about being an educator here @ IIT & hope to continue to learn & be a better nurse, educator, & friend

(b)(6)

Distribution: ***Dean*** ***School Chair*** ***Faculty File*** ***Faculty Member***

EXHIBIT D

Policy AA 8.0 Exhibit A

Annual Faculty Professional Development Plan/Summary

Faculty Member: (b)(6)

Specialized Teaching Areas: Nursing

(b)(6)

Guidelines: Design a Faculty Professional Development Plan ("Plan") that is customized to fit the needs of the individual faculty member and ensures an appropriate balance of in-service training and professional growth activities. Generally speaking, in-service activities enhance teaching skills and professional growth activities enhance technical expertise and content knowledge. A plan year covers the period April 1st through March 31st. The Plan is a living document; planned/ completed activities may be modified on the Plan throughout the plan year. Any modifications made to the Plan after its approval must be initialed and dated by the faculty member and his/her Supervisor.

Refer to ACICS *Criteria* Glossary and Section 3-1-543 for further guidance.

In-service Training: Faculty members shall plan and complete a minimum of four (4) in-service training activities, one (1) per quarter, per plan year. A faculty member hired during the plan year shall have a pro-rated plan with one (1) in-service training activity planned and completed during each teaching quarter.

Planned Completion Date	Name and Description of Activity Examples: school sponsored in-service; ITT Technical Institute Campus courses; approved methodology training courses	Date Completed	Activity Documented
6/8/2011	June: N/A (non-teaching quarter)		
8/31/2011	September: N/A (non-teaching quarter)		
12/1/2011	December: In-Service Training		
3/7/2012	March: In-Service Training *Teaching Persona*		

Professional Growth Activities: Faculty members shall plan and complete a minimum of three (3) professional growth activities with no more than one (1) professional growth activity of any specific activity type during the plan year. A faculty member hired during the plan year must plan and complete the equivalent of one (1) professional growth activity per teaching quarter during the plan year.

Planned Completion Date	Name and Description of Activity Examples: concurrent related business experience, membership and participation in educational associations, professional organizations, continuance of education, professional writing/publications, attendance at seminars conventions, workshops, conferences, etc.	Date Completed	Activity Documented
6/2/2011	Membership in professional organization *RN license*		
8/13/2011	Professional certifications *ACLS, PALS, BCLS instructor*		
2/1/2012	Reading professional journals or bulletins		

Form Approval Date: 9/14/2011

ANNUAL FACULTY PROFESSIONAL DEVELOPMENT PLAN/SUMMARY

ulty Member: (b)(6)

Plan Year: 01 April 2011 (year) **To:** 31 March 2012 (year)

Select	e-Campus Courses to be Completed during Plan Year	Planned Completion Date	Date Completed	Activity Documented
	Managing the Academic Affairs Department			
	Faculty Credentials			
	Student Advising			
	Section 504			
X	FAC101 – Creating Student Success	2/9/2012	2/27/2012	Yes
X	FAC102 – Preparing to Teach	2/9/2012	2/27/2012	Yes
X	FAC103 – Basic Teaching Skills	2/9/2012	2/28/2012	Yes
	FAC104 – New Faculty Orientation Workshop			
	ITT103 – Communication Strategies and Techniques			
	ITT104 – Classroom Management Techniques			
	ITT105 – How to Motivate College Students			
	ITT107 – Evaluation Techniques			
	ITT108 – How Adults Learn and Use Knowledge			
	ITT109 – Advanced Instructional Techniques			
	ITT110 – Questioning Techniques			
	ITT111 – Maintaining a Respectful Learning Environment			
	***** All required e-Campus courses are complete *****			

Explain how/why the Plan is appropriate. Consider education, training, and related work experience to date:

Comments:

By signing below, the Faculty Member and Supervisor have agreed to implementation of the Plan.

(b)(6)

ANNUAL FACULTY PROFESSIONAL DEVELOPMENT PLAN/SUMMARY

Faculty Member (b)(6)

Plan Year: 01 April 2011 (year) **To:** 31 March 2012 (year)

Comments from Progress Check for March Academic Quarter activities (to be completed by June 30th)

(b)(6)

Comments from Progress Check for June Academic Quarter activities (to be completed by September 30th)

Supervisor Print Name / Title Supervisor Signature Date

Comments from Progress Check for September Academic Quarter activities (to be completed by December 31st)

Supervisor Print Name / Title Supervisor Signature Date

Plan Year Final Review (to be completed by March 31st)

Faculty Comments:

Dean/Supervisor Comments:

(b)(6)

Vls Credits

User: [redacted] (b)(6)

Course Name	Course Status	Score%	Date Scored	Credits Earned	Date Enrolled
01 Creating Student Success View Event Details	Completed	85%	2/27/2012	1.00	2/20/2012
02 Preparing to Teach View Event Details	Completed	85%	2/27/2012	1.00	2/20/2012
03 Basic Teaching Skills View Event Details	Completed	80%	2/28/2012	1.00	2/20/2012
Benefits Enrollment View Event Details	Completed	100%	2/28/2012	1.00	2/19/2012
Introduction to ITT Tech Programs View Event Details	Completed	90%	2/29/2012	1.00	2/19/2012
New Employee Orientation View Event Details	Completed	100%	2/28/2012	1.00	2/19/2012
The Code of Business Conduct and Ethics for Employees View Event Details	Completed	100%	2/29/2012	1.00	2/21/2012

Nevada State Board of NURSING

(b)(6)

is duly authorized to practice as a:
REGISTERED NURSE

FROM: 06/02/2011

TO: 06/22/2013

ACTIVE

(b)(6)

Executive Director

Licensee Signature

Nevada State Board of Nursing
2500 W. Sahara Ave., #207, Las Vegas, NV 89102
5011 Meadwood Mall Way, #300, Reno, NV 89502
(888) 590-6726

Copy

ED00011654

(b)(6)

06/22/2012

Annual Faculty Professional Development Plan/Summary

(b)(6)

Guidelines: Design a Faculty Professional Development Plan ("Plan") that is customized to fit the needs of the individual faculty member and ensures an appropriate balance of in-service training and professional growth activities. Generally speaking, in-service activities enhance teaching skills and professional growth activities enhance technical expertise and content knowledge. A plan year covers the period April 1st through March 31st. The Plan is a living document; planned/ completed activities may be modified on the Plan throughout the plan year. Any modifications made to the Plan after its approval must be initialed and dated by the faculty member and his/her Supervisor.

Refer to ACICS *Criteria* Glossary and Section 3-1-543 for further guidance.

In-service Training: Faculty members shall plan and complete a minimum of four (4) in-service training activities, one (1) per quarter, per plan year. A faculty member hired during the plan year shall have a pro-rated plan with one (1) in-service training activity planned and completed during each teaching quarter.

Planned mpletion Date	Name and Description of Activity Examples: school sponsored in-service; ITT Technical Institute Campus courses; approved methodology training courses	Date Completed	Activity Documented
6/7/2012	June: In-Service Training	6/7/12	Yes
9/6/2012	September: In-Service Training	9/6/12	Yes
12/5/2012	December: In-Service Training		
3/1/2013	March: In-Service Training		

Professional Growth Activities: Faculty members shall plan and complete a minimum of three (3) professional growth activities with no more than one (1) professional growth activity of any specific activity type during the plan year. A faculty member hired during the plan year must plan and complete the equivalent of one (1) professional growth activity per teaching quarter during the plan year.

Planned Completion Date	Name and Description of Activity Examples: concurrent related business experience, membership and participation in educational associations, professional organizations, continuance of education, professional writing/publications, attendance at seminars conventions, workshops, conferences, etc.	Date Completed	Activity Documented
4/1/2012	Membership in professional organization *Registered Nurse*		Yes
4/1/2012	Professional certifications *ACLS, PALS, BCLS instructor*		Yes
4/1/2012	Reading professional journals or bulletins		Yes

ANNUAL FACULTY PROFESSIONAL DEVELOPMENT PLAN/SUMMARY

ulty Member: (b)(6)

Plan Year: 01 April 2012 (year) **To:** 31 March 2013 (year)

Select	e-Campus Courses to be Completed during Plan Year	Planned Completion Date	Date Completed	Activity Documented
	Managing the Academic Affairs Department			
	Faculty Credentials			
	Student Advising			
	Section 504			
	FAC101 – Creating Student Success			
	FAC102 – Preparing to Teach			
	FAC103 – Basic Teaching Skills			
	FAC104 – New Faculty Orientation Workshop			
X	ITT103 – Communication Strategies and Techniques		4/27/12	Yes
	ITT104 – Classroom Management Techniques			
X	ITT105 – How to Motivate College Students		9/12/12	Yes
	ITT107 – Evaluation Techniques			
	ITT108 – How Adults Learn and Use Knowledge			
	ITT109 – Advanced Instructional Techniques			
	ITT110 – Questioning Techniques			
	ITT111 – Maintaining a Respectful Learning Environment			
	***** All required e-Campus courses are complete *****			

Explain how/why the Plan is appropriate. Consider education, training, and related work experience to date:
Continuing education to keep certificates up to date and keeping informed on subject matter dealing with the nursing field enhances my knowledge and ability to teach in this field.

Comments:

By signing below, the Faculty Member and Supervisor have agreed to implementation of the Plan.

(b)(6)

ANNUAL FACULTY PROFESSIONAL DEVELOPMENT PLAN/SUMMARY

Faculty Member: (b)(6)

Plan Year: 01 April 2012 (year) **To:** 31 March 2013 (year)

Comments from Progress Check for March Academic Quarter activities (to be completed by June 30th)

(b)(6)

Comments from Progress Check for June Academic Quarter activities (to be completed by September 30th)

/

Supervisor Print Name Title Supervisor Signature Date

Comments from Progress Check for September Academic Quarter activities (to be completed by December 31st)

/

Supervisor Print Name Title Supervisor Signature Date

Plan Year Final Review (to be completed by March 31st)

Faculty Comments:

Dean/Supervisor Comments:

(b)(6)

Faculty Print Name Faculty Signature Date

/

Supervisor Print Name Title Supervisor Signature Date

ED00011658

e-Campus Credits

User: (b) (6)

Course Name	Course Status	Score%	Date Scored	Credits Earned	Date Enrolled
01 Creating Student Success	Passed	85%	2/27/2012	1.00	2/20/2012
02 Preparing to Teach	Passed	85%	2/27/2012	1.00	2/20/2012
03 Basic Teaching Skills	Passed	80%	2/28/2012	1.00	2/20/2012
04 New Faculty Orientation Workshop	Completed	n/a	5/16/2012	1.00	2/20/2012
Benefits Enrollment	Passed	100%	2/28/2012	1.00	2/19/2012
Introduction to ITT Tech Programs	Passed	90%	2/29/2012	1.00	2/19/2012
ITT103 - Communication Strategies and Techniques	Passed	80%	6/11/2012	1.00	2/19/2012
ITT104 - Classroom Management Techniques	Passed	92%	6/11/2012	1.00	2/19/2012
ITT105 - How to Motivate College Students	Passed	95%	9/12/2012	1.00	2/19/2012
ITT106 -	Passed	100%	9/13/2012	1.00	2/19/2012

ED00011659

e-Campus Credits

Course Name	Course Status	Score%	Date Scored	Credits Earned	Date Enrolled
Instructional Techniques					
New Employee Orientation	Passed	100%	2/28/2012	1.00	2/19/2012
The Code of Business Conduct and Ethics for Employees	Passed	100%	2/29/2012	1.00	2/21/2012

DATA SHEET FOR STAFF AND FACULTY MEMBERS

Keep in personnel file at institution; do not send to council office
The data sheet should be updated annually

750 FIRST STREET, NE, SUITE 980
WASHINGTON, DC 20002-4241
TEL: (202) 336-6780
FAX: (202) 842-2593
WWW.ACICS.ORG

Name of Employee (b)(6) Date of Employment 1/9/2012

Job Title Nursing Instructor Full-time or Part-time Full time

EDUCATION INFORMATION

List below all postsecondary education, beginning with the **most recent.**

Name of Institution	Location	Major	Degree and Date Received	Dates Attended
Grand Canyon University	Phoenix, AZ	Nursing	MSN Ed/2011	2009-2011
UNLV	Las Vegas, NV	Nursing	BSN/2000	1997-2000
Clark College	Vancouver, WA	Nursing	ADN/1990	1988-1990
Western Nevada Community College	Carson City, NV	General Studies/LPN	AS/1985	1982-1985

List below any certificate(s) or license(s) now held.

Name of Certificate/License	Name of Provider	Date Received	Expiration Date
RN License	NV State Board of Nursing	6/2/2011	6/2013
BCLS Provider/Instructor	American Heart Association	1/18/2011	1/2013
PALS Provider/Instructor	American Academy of Pediatrics	8/20/2011	8/2013
ACLS Provider/Instructor	American Heart Association	8/13/2011	8/2013

EMPLOYMENT INFORMATION

List each position you have held for the past ten years, beginning with the **most recent.**

Name of Employer	Title	Nature of Duties	Dates Employed
ITT Technical Institute	Instructor	Teaching	1/2012-present
Touro University	Faculty	Teaching	8/2011-present
North Vista Hospital	Hospital Educator	Teaching	7/2011-9/2011
Carrington College	Faculty	Teaching	10/2010-8/2011
University Medical Center	Clinical Educator	Teaching	11/2008-10/2010
University Medical Center	RN; Pediatric Intensive Care	RN	10/2006-11/2008
Cancer Consultants	RN; Outpatient Oncology	RN	3/2003-11/2008
Colonial Home Health	RN; Case Manager	RN	9/2000-3/2003

INSTRUCTION/ADMINISTRATION INFORMATION

750 FIRST STREET, NE, SUITE 980
WASHINGTON, DC 20002-4241
TEL: (202) 336-6780
FAX: (202) 842-2593
WWW.ACICS.ORG

List your typical duties for a week. List all classes taught and other duties performed, indicating the number of hours spent doing each (D=day, e=evening (please circle)).

Subject Taught or Duty Performed	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
NU205-Pharmacology	3.33					
NU121-Dosage Calculations	.67					
NU230-Clinical: Adult Nursing II				25.00		

What percentage of your working time has been spent during the past month in:

Teaching 100% Administration _____ Counseling _____ Field Work _____ Other (explain) _____

PROFESSIONAL DEVELOPMENT INFORMATION (for administrators) Faculty should all have faculty development plans with supporting documentation in their personnel files.

SEE FACULTY DEVELOPMENT PLAN

- Names, dates, and locations of methods courses or workshops attended in the past three years.

SEE FACULTY DEVELOPMENT PLAN

- Names, dates, and locations of conventions or educational meetings attended during the past three years.

SEE FACULTY DEVELOPMENT PLAN

- Organization and/or professional societies (related to your present position), in which you now hold membership.

SEE FACULTY DEVELOPMENT PLAN

- List visits made to prospective employers of your students, businesses, other schools, and/or related organizations during the past year.

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE, TO THE BEST OF MY KNOWLEDGE.

(b)(6)

Signature of Staff Membe

Nevada State Board of
NURSING

(b)(6)

is duly authorized to practice as a:
REGISTERED NURSE

FROM: 06/02/2011

TO: 06/22/2013

ACTIVE

(b)(6)

Executive Director

Licensee Signature

Nevada State Board of Nursing
2500 W. Sahara Ave., #207, Las Vegas, NV 89102
5011 Meadwood Mall Way, #300, Reno, NV 89502
(888) 590-6726

Copy

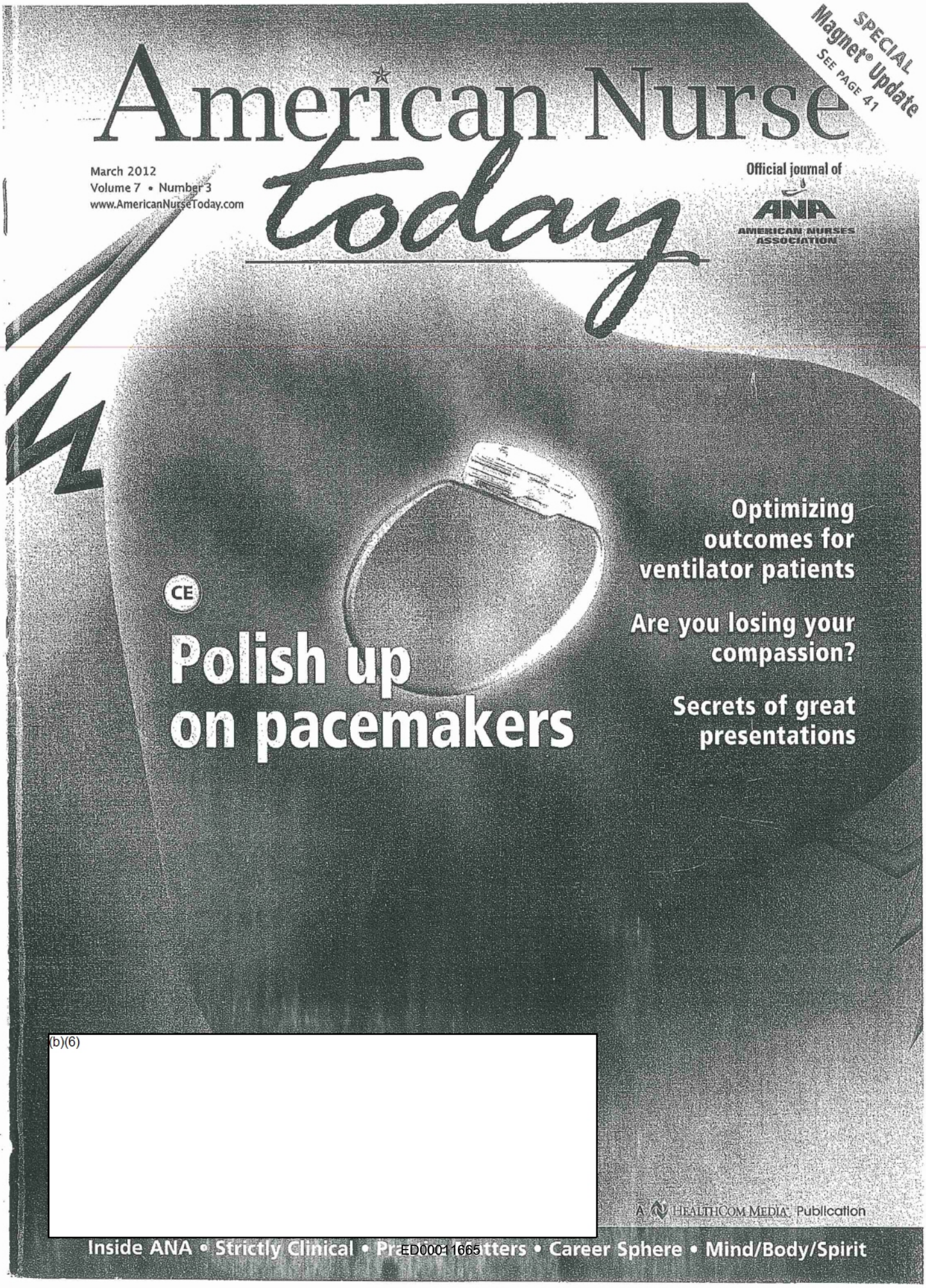
(b)(6)

American Nurse Today

March 2012
Volume 7 • Number 3
www.AmericanNurseToday.com

Official journal of ANA AMERICAN NURSES ASSOCIATION

SPECIAL Magnet® Update
SEE PAGE 41



CE

Polish up on pacemakers

Optimizing outcomes for ventilator patients

Are you losing your compassion?

Secrets of great presentations

(b)(6)

A HEALTHCOM MEDIA Publication

Inside ANA • Strictly Clinical • Practice Matters • Career Sphere • Mind/Body/Spirit

ED00011665

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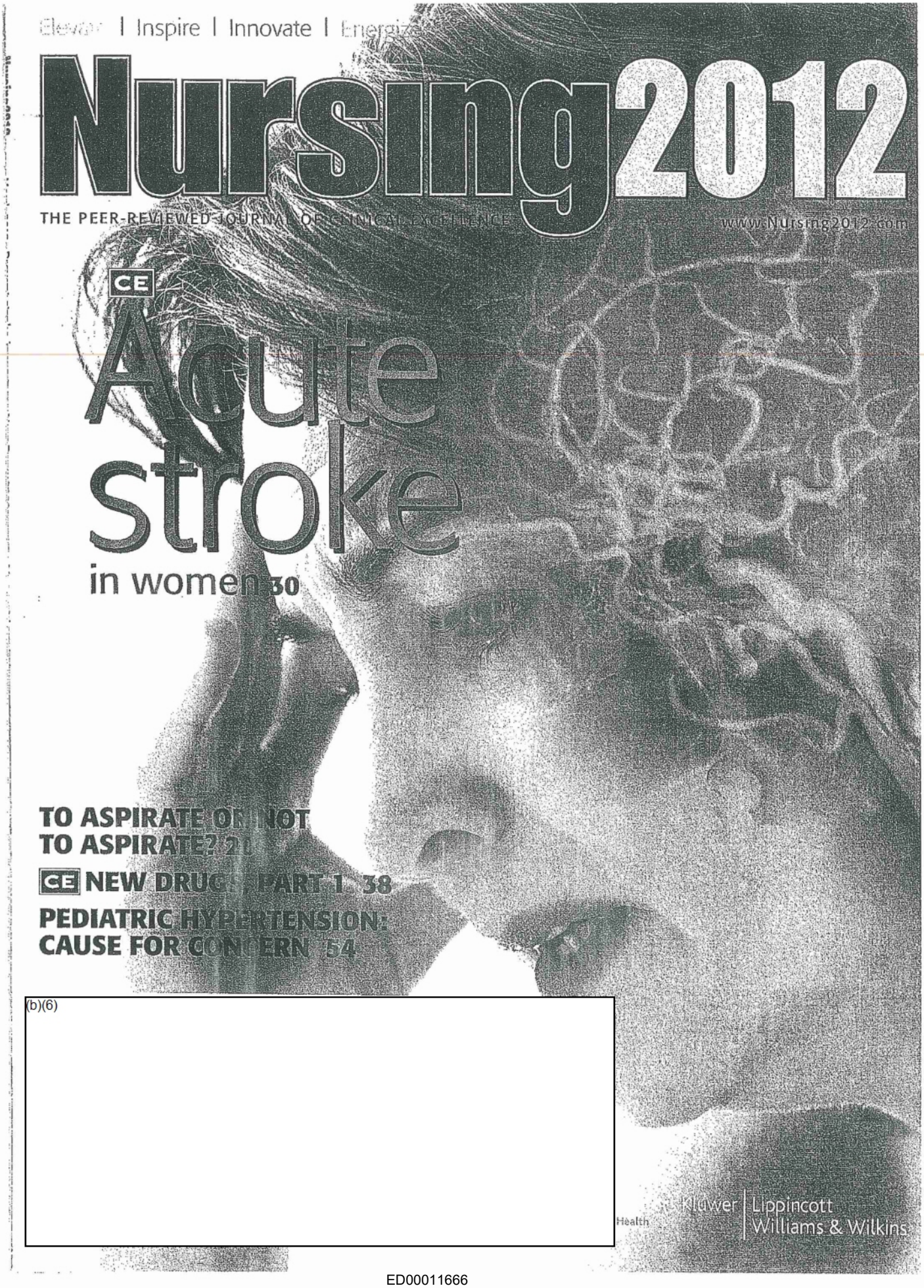

CE

Acute stroke in women 30

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PEDIATRIC HYPERTENSION: CAUSE FOR CONCERN 54

(b)(6)

Wolters Kluwer Health | Lippincott Williams & Wilkins

Acknowledgement Form
ITT Educational Services, Inc.
2011-12 Instructor Performance Plan

By signing my name below, I acknowledge that I have:

- received a copy of the ITT Educational Services, Inc. ("ITT/ESI") 2011-12 Instructor Performance Plan (the "Plan") that details important information related to my performance as an Instructor at ITT/ESI; and
- attended a meeting with my supervisor and/or Director to review the Plan.

I understand that if, after consulting with my supervisor and/or Director, I have questions or concerns related to information presented in the Plan and how it impacts me, I should contact the Human Resources Department. I understand that is my responsibility to read and understand the provisions and guidelines contained therein.

I acknowledge and understand that neither this document nor the Plan constitutes a contract of employment between ITT/ESI and me for any specific length of time. I understand that my employment will be "at will," which means that either ITT/ESI or I may terminate the employment relationship at any time, for any reason, with or without cause, and with or without notice.

I acknowledge and understand that ITT/ESI has sole discretion to modify, supplement, amend, repeal entirely, or discontinue, either temporarily or permanently, in whole or in part, either in general or in particular cases, any provisions of the Plan at any time with or without prior notice to Participants. Any material modification or change to the Plan cannot be made without the approval of the Chief Executive Officer. Only the Chief Executive Officer has the authority to approve any Plan modifications. The Senior Vice President of Human Resources along with the Executive Vice President and President of ITT Technical Institute will resolve any dispute or question regarding the application or administration of this Plan.

(b)(6)

Employee Signature Date

Return the signed, original form to the Human Resources Department.

EXHIBIT B

ITT Educational Services, Inc. **JOB DESCRIPTION**

Job Title: Instructor, Nursing

Reports to: Program Chair, Nursing

Department: Academic Affairs

DATE: October 16, 2009

SALARY GRADE: 10-12

FLSA CLASSIFICATION: Exempt

GENERAL SUMMARY:

Develops, implements, and evaluates the nursing program of learning and standards for admission, progression and graduation of students.

DUTIES AND RESPONSIBILITES (* ESSENTIAL FUNCTIONS)

1. * Develops daily lesson plans to include instructional aids.
2. * Teaches material from approved curriculum in accordance with assigned schedule to ensure student satisfaction.
3. * Assists students in achieving completion of objectives. Provides regular, accurate and timely feedback to students relative to their performance.
4. * Exercises normal classroom and clinical supervision to effect a positive learning environment.
5. * Advises students on matters related to academics, behavior, attendance, etc.
6. * Participates in school retention initiatives by maintaining productive contact with students and by getting in touch with and offering assistance to absent students. Assists in student concern resolution.
7. * Motivates students to actively participate in all aspect of the educational process, including but not limited to, class discussions, demonstrations, outside assignments, research, enrichment activities, etc.
8. * Maintains and reports student grades and attendance in accordance with company policies and school procedures.
9. * Completes professional development and in-service activities in accordance with college standards and/or as assigned.
10. * Maintains expertise in subject area in order to provide students with current trends and to recommend improvements in curriculum design.
11. * Participates in department meetings for development, implementation, and evaluation of nursing program curriculum and program policies. Makes recommendations for improvement in curriculum design and program policies.
12. * Instructs students in laboratory safety procedures when applicable.
13. Participates in core course academic support programs, certification programs, and student professional associations at the school when possible.
14. Performs duties in the Learning Resource Center as assigned.

Must be able to perform all of the above essential functions. These functions require varying degrees of independence, judgment, and discretion and the ability to be mobile within the office and/or work area. These functions also include the ability to:

- Meet health and training requirements for the position as stipulated by clinical agencies and state board of nursing, including but not limited to immunizations, titers, and CPR certification.
- Effectively communicate in person and by telephone with supervisors, direct reports, employees, corporate personnel, school personnel, prospective students and external contacts.
- Read and understand written documents.
- Communicate information and ideas in written or electronic form in order for others to understand.
- Present material in order to communicate information and ideas so others will understand.
- Maintain regular and predictable attendance. Able to work occasional evenings and weekends.

KNOWLEDGE, SKILLS, ABILITIES, ATTRIBUTES

1. Education.
   Master's degree in Nursing is required or enrolled in an MSN program with significant progress toward an MSN degree. Formal education degrees must be from an accredited institution recognized by the US Department of Education. Certification in area of specialty highly desirable.

2. Industry/teaching experience.
   Minimum of three years practice as an Registered Nurse is required. Teaching experience in post-secondary education at an accredited institution is preferred.

3. Superior interpersonal and communication skills.
   Experience in presenting material to all levels of employees or students. Possess strong interpersonal skills such as:
   * the ability to build cooperative relationships by being perceptive of others' reactions and understanding why they react as they do
   * selling or influencing others—convincing others to change their minds or actions
   * ability to utilize different methods and mediums to deliver course material.

4. Computer skills.
   Efficiently utilize a personal computer and related software including Microsoft Office, course management system software, and internet proficiencies.

5. Creative, innovative, problem solving skills.
   Proven educational or administrative experience in solving complex problems for individuals or teams. Experience with analyzing and identifying the strengths and weaknesses of options and exercise critical thinking, problem solving, and judgment skills.

6. Strong work ethic, timely and accurately organize, prioritize and complete all job responsibilities.
   Proven track record of project completions.

7. Work independently and with minimal supervision while maintaining a high level of quality work product and output.
   Proven record of multi-tasking and ability to handle a high pressure environment with significant timeline pressures.

8. Interact in a cooperative and professional manner with others, work in a team environment.
   Past history of developing constructive and cooperative working relationships with others and maintaining them over time.

9. Acquire and maintain licenses if needed.
   Must have current unencumbered license as a Registered Nurse in the state.

This description is intended to indicate the kind of duties and level of difficulty required at this classification; it is not intended to contain a comprehensive inventory of all duties nor to limit the right of any supervisor to assign, direct and control the work of an employee under his/her supervision.

(b)(6)

EXHIBIT C

ITT Educational Services, Inc. ITT

COUNSELING FORM

EMPLOYEE NAME	EMPLOYEE NUMBER	DATE PREPARED
(b)(6)		

Purpose of Form: *This Form is intended to be a tool for supervisors to document counseling with employees in accordance with the Company's Corrective Action Policy ER 14.1 and to assist the supervisor with the counseling itself. Completed Counseling Forms must be retained by the supervisor. The Form should not be submitted to Human Resources until such time as Human Resources requests the Form or the supervisor seeks to initiate corrective action, completes the Corrective Action Form, and attaches this completed Form.*

Background Information	*For discussions related to performance, provide relevant facts, e.g., performance results for specified time periods. For discussions related to conduct, describe observed conduct, date, time, place and witness(es). Also include information regarding any prior counseling.* Ms. Patricia Eakin has been reported by students to be dozing on the job, once during her clinical (NU130) last quarter and while teaching her theory class (NU205) this quarter. I observed this behavior when I went into her NU120 class on Monday, March 26, 2012 at about 1:30pm to talk to her students about another matter. I saw Ms. Eakin dozing in her seat while I was talking to the students.
Counseling Discussion	*1. Explain the **reason** for the counseling and the specific performance/conduct concern(s).* *Dozing on the job is an indication of not taking her job seriously. The instructor should be alert at all times while on the job. Dozing can lead to misinformation, and leave students confused about the content being taught, as the instructor would not have the presence of mind deliver the content to be covered . This behavior is particularly concerning in a clinical setting when patient safety is at stake. The observed bahavior is completely unacceptable.*
	*2. Clearly describe **expectations** of an acceptable level of performance or conduct.* *Ms Eakin is expected to be awake and alert at all times while on the job with ITT Technical Institute.*
	*3. Gain employee's **commitment to improve** performance or change conduct.* *During my discussion with Ms. Eakin on 3/27/12, regarding this matter, she said this behavior will not happen again.*
	*4. State the **consequences** of not improving/changing (i.e., the need to initiate corrective action).* *Disciplinary action will be taken, which may include termination.*
Plan of Action	*Describe the action the employee is expected to take to improve performance or change conduct. For performance improvement discussions, include specific, measurable performance goals and timelines. For conduct improvement discussions, set forth what constitutes unacceptable conduct and what constitutes appropriate conduct.* *Ms. Eakin should identify the root cause of dozing on the job and address it appropriately. The expectation is for her not to doze or be associated with any similar behavior while performing her duties at work.*
Follow Up Date	*Date supervisor plans to have follow-up discussion with employee.* *There will be three unannounced visits to her classroom/clinical site to monitor her behavior.*
Counseling Discussion Conducted By	(b)(6)

Original Form to be Retained by Supervisor HR/11-1-07

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

(limit 255 characters)

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

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of the Freedom of Information and Privacy Act

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

BEFORE THE NEVADA STATE BOARD OF NURSING

IN THE MATTER OF (b)(6) LICENSED PROFESSIONAL NURSE NEVADA LICENSE NO. RN21892 RESPONDENT	SUBPOENA DUCES TECUM CASE NO. 1219-12C

The State of Nevada, acting by and through the State Board of Nursing, pursuant to NRS 632.360, sends greetings to:

Jill Jones, Esq.
Corporate Counsel, Director of Litigation
ITT Educational Services, Inc.
1300 North Meridian St.
Carmel, IN 46032

THE BOARD COMMANDS YOU to produce legible CERTIFIED TRUE COPIES of all original records concerning:

1. Application for employment, date of hire, job description, all disciplinary and/or counseling notices on file, last two performance evaluations, and termination report if applicable for (b)(6)
2. Work schedule/assignment for (b)(6) for the date 11/19/12.
3. Time sheet for (b)(6) for the date 11/19/12.
4. Drug test results for the drug test performed on 12/12/12.
5. Any and all information related to the student nurse presentation at Henderson International on "Sex ed" on or about 11/19/12.
6. Policy and procedure for supervising nursing students at clinical sites.

Original records means all records in your office or in your possession, including any written reproductions, notes, other written records received or produced by you, or any person employed by you, or other tangible things related to these records. Failure to produce the books and papers required by this subpoena duces tecum will result in such penalties as prescribed by law. See NRS 632.390. You shall produce the above named material **by 5:00 p.m. on the 7th of January 2013**, at Nevada State Board of Nursing, 5011 Meadowood Mall Way, No. 300, Reno, Nevada, 89502-6547.

ED00011686

The information requested above is relevant and material to an ongoing administrative investigation by the Nevada State Board of Nursing. Further, the information requested above is specific and limited in scope to be only that information necessary for the administrative investigation. The information requested above is necessary because de-identified information cannot be used in the administrative investigation.

The Nevada State Board of Nursing is aware of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Pursuant to 45 CFR 164.512(f)(1)(ii)(C), a covered entity shall disclose protected health information to the Nevada State Board of Nursing upon the issuance of an administrative subpoena.

We will leave a copy of this subpoena with you and maintain the original in our files.

Dated: December 19, 2012

NEVADA STATE BOARD OF NURSING

(b)(6)

Cynthia J. Peterson, RN
Investigator

CERTIFICATE OF SERVICE

I certify that I am an employee of the Nevada State Board of Nursing and that on this December 19, 2012, I served a copy of the foregoing SUBPOENA DUCES TECUM, by placing said document in the U.S. Mail, certified, return receipt requested and postage prepaid, addressed to:

Jill Jones
Corporate Counsel, Director of Litigation
ITT Educational Services, Inc.
1300 North Meridian St.
Carmel, IN 46032

(b)(6)

Cynthia J. Peterson, RN
Investigator

ED00011687

BEFORE THE NEVADA STATE BOARD OF NURSING

In the Matter of (b)(6) LICENSED PROFESSIONAL NURSE NEVADA LICENSE NO. RN21892 RESPONDENT	**RESPONSE TO SUBPOENA DUCES TECUM- CASE NO. 1219-12C**

RESPONSE TO SUBPOENA DUCES TECUM

In response to the above-captioned Subpoena Duces Tecum, ITT Educational Services, Inc. ("ITT/ESI"), through counsel, states as follows:

1. ITT/ESI hired (b)(6) on January 9, 2012. Ms. (b)(6) application for employment is attached as Exhibit A and her job description is attached as Exhibit B. Ms. (b)(6) has no disciplinary actions on file, nor does she have any performance evaluations or termination reports on file. A counseling form issued to Ms. (b)(6) is attached as Exhibit C and Ms. (b)(6) ty Development Plans are attached as Exhibit D. Faculty Observation (b)(6) are attached as Exhibit E.
2. The "work schedule/assignment for (b)(6) for the date 11/19/12" is attached as Exhibit F.
3. As Ms. (b)(6) an exempt employee, ITT/ESI has no "time sheet for (b)(6) for the date 11/19/12".

4. Drug test results (both initial and a later serial dilution test on the initial sample) for the drug test performed on Ms (b)(6) on 12/12/12 are attached as Exhibit G.
5. ITT/ESI objects to the request for "any and all information related to the student nurse presentation at Henderson International on 'Sex Ed' on or about 11/19/12" as the term "any and all information" is overbroad and unduly vague. Without waiving this or any other objection and in the interest of cooperating with the Nevada State Board of Nursing, ITT/ESI produces notes relating to the presentation made by student nurses to students at Henderson International School regarding sexual education ("the presentation"), e-mails exchanged between personnel at Henderson International and ITT/ESI regarding the presentation, a picture of the presentation board utilized during the presentation, a letter to ITT/ESI from a parent at Henderson International regarding the presentation, and information previously provided to the Nevada State Board of Nursing regarding the presentation as Exhibit H.
6. ITT/ESI objects to the request for "policy and procedure for supervising nursing students at clinical sites" as it is unduly vague. Without waiving this or any other objection and in the interests of cooperating with the Nevada State Board of Nursing, ITT/ESI produces its Implementation Guide – Associate Degree Nursing, ITT Technical Institute Nursing Program Safety and Security Guidelines, ITT Technical Institute Associate Nursing Program Classroom and Clinical Procedures, ITT Technical Institute Resident Faculty Handbook and ITT/ESI Employee Handbook as Exhibits I, J, K, L and M, respectively.

The certification of Jill D. Jones, Corporate Counsel for ITT/ESI is also attached. If you have any questions, please contact the undersigned.

Signed: (b)(6)

Jill D. Jones

Dated: January 15 JDJ, 2013

CERTIFICATE OF SERVICE

I hereby certify that, on this date, January 15 2013, I sent the foregoing Response to Subpoena Duces Tecum via overnight mail to the following:

Nevada State Board of Nursing
C/o Cynthia Peterson
5011 Meadowood Mall Way, No. 300
Reno, NV 89502-6547

(b)(6)

Jill D. Jones

I certify that I am an employee of ITT Educational Services, Inc. and that the attached are full, true and correct copies of all the originals of:

1. Application for employment, date of hire, job description, all disciplinary and/or counseling notices on file, last two performance evaluations, and termination report if applicable for (b)(6)
2. Work schedule/assignment for (b)(6) for the date 11/19/12.
3. Time sheet for (b)(6) for the date 11/19/12. - N/A
4. Drug test results for the drug test performed on 12/12/12.
5. Any and all information related to the student nurse presentation at Henderson International on "Sex ed" on or about 11/19/12.
6. Policy and procedure for supervising nursing students at clinical sites.

Signature (b)(6)

State of ~~Nevada~~ Indiana

County of Hamilton

This instrument was acknowledged before me on January 4, 2013 (date) by Jill D. Jones (name) as Counsel, Director of Litigation (title) of ITT Educational Services, Inc.

(b)(6)

Notary Public

Jodi L. Fague

Comm. Exps.: 10-04-15