

**UCLA Joe C. Wen School of Nursing
Faculty Handbook 2025-2026**

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Letter from Dean Lin Zhan

Dear Colleagues,

Welcome to UCLA Nursing!

UCLA Nursing is part of the nation's #1 public research university and affiliated with UCLA Health, ranked #1 in California and Los Angeles.



Our distinguished faculty are committed to educating future professional nurses, advanced nurse practitioners, nurse scientists, scholars, educators, and leaders.

Working together, we continue the UCLA Nursing legacy of *innovation, leadership, and excellence*. We are committed to preparing compassionate and competent graduates who will transform healthcare into accessible, affordable, safe, equitable, and high-quality care.

Our commitment to discovery and nursing science will generate new knowledge to guide nursing practice. Our shared vision is to transform and elevate nursing as global leaders through science, education, and practice. Our mission is to improve health, wellness, quality of life and nursing care for the people locally and globally. We work together to achieve our strategic goals: deepening community engagement, enhancing research and innovation, developing sustainable and innovative programs, generating resources, and building a culture of inclusive excellence. We embrace our core values – excellence, innovation, respect, integrity, teamwork, scientific inquiry, and compassion.

Know that we are with you on your academic journey. UCLA and UCLA Nursing offer a myriad of faculty support services relating to teaching, research, community engagement, housing, and mentoring. Our Faculty Executive Committee and faculty support, advise, mentor, and learn from each other. Our leadership team leads, serves, and delivers. By working together, we can change uncertainty to understanding, complexity to clarity, ambiguity to agility, and turn the impossible into possibilities. Working together, we continue moving forward and onward to take UCLA Nursing to a higher level of excellence!

Go Bruins,



Lin Zhan, PhD, RN, FAAN
Dean & Professor



Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the UCLA School of Nursing are accredited by the [Commission on Collegiate Nursing Education](#).

Revised 2024 CCNE standards are available at:

<https://www.aacnnursing.org/Portals/0/PDFs/CCNE/CCNE-Education-Standards-2024.pdf>

All programs of study are approved by the Academic Senate of the University of California and the California Board of Registered Nursing. Curricular oversight and periodic reviews are conducted by the UCLA Academic Senate's Undergraduate and Graduate Councils. UCLA holds accreditation from the Western Association of Schools and Colleges (WASC).

History & Philosophy of the School

The official name of the School is: “UCLA Joe C. Wen School of Nursing”.

- [History of the UCLA School of Nursing](#)
- [Philosophy of the UCLA School of Nursing](#)

History of the UCLA School of Nursing

In 1949, the Regents of the University of California authorized the School of Nursing as one of the professional schools of the UCLA Center for the Health Sciences. This action paved the way in 1950 for the opening of an undergraduate program in nursing leading to the Bachelor of Science (BS) degree and made possible the establishment of a graduate program to award a Master of Science (MS) degree in Nursing in 1951.

In 1966, the Master of Nursing (MN) degree was established as an alternate option to the MS degree. The MS degree program was discontinued in 1969. The Regents approved the Doctor of Nursing Science (DNSc) degree program in 1986, and in 1987 the first doctoral students were admitted. In 1996, the Office of the President and the Regents approved the change in the master's degree designation from MN to Master of Science in Nursing (MSN); the change in doctoral degree designation from DNSc to PhD in Nursing was approved in 1995. In 2013, an en route MS option was established within the existing PhD program for students in the BS to PhD pathway.

To meet the educational needs of students who are registered nurses with associate degrees or diplomas in nursing, the original BS program curriculum was revised in 1997 and the RN to BS Bridge Program was established and continued until 2010.

In 2006, the School of Nursing reinstated the pre-licensure bachelor's program (BS/pre-licensure), which had been discontinued due to budget cuts in the 1990s. The revised program was designed with admission at the freshman level. At the same time, the School launched the Master's Entry Clinical Nurse (MECN/pre-licensure) program within the MSN degree, which is designed for pre-licensure students with bachelor's degrees in other disciplines.

In 2018, the School instituted a self-supporting Doctorate of Nursing Practice (DNP) program designed to prepare master's prepared Advanced Practice Registered Nurses (APRN) with the terminal practice degree. The inaugural DNP cohort began classes in Fall 2018.

The following year, the School celebrated its 70th anniversary. Areas of the Factor Building were renovated and photos, historical artifacts, and paintings by Gregg Chadwick were installed on the walls of each floor. Pictures of Chadwick's artwork can be found at: <https://www.greggchadwick.com/history-of-nursing-at-ucla.html>

In 2025, the School launched the Post BS-DNP program designed to provide a pathway for post-baccalaureate nurses who desire the role of a nurse practitioner (NP) with the doctoral-level knowledge of a terminal degree in nursing practice. The inaugural Post BS-DNP cohort begins in Fall 2025. In conjunction with the start of that program, the School will phase out both the self-supporting DNP and MSN-APRN programs. These changes bring UCLA Nursing in line with national academic nursing standards.

2025 also marked a historic milestone for the School – a \$30 million philanthropic commitment from UCLA alumnus and southern California businessman Joe C. Wen and his family. As the largest gift in the School's history and in recognition of his support of nursing and health care, the School was renamed the UCLA Joe C. Wen School of Nursing, marking a new era for nursing education at America's #1 public university.

Current school details may be found at: <https://www.nursing.ucla.edu/about/fast-facts>

Philosophy of the UCLA School of Nursing

The UCLA School of Nursing is guided by a philosophy that embodies the mission and goals of the University of California. The philosophy addresses nursing, the clients of nursing, and nursing students. The school is committed to an interdisciplinary learning environment.

Nursing encompasses clinical practice, education, research, consultation, leadership, management and service to the profession at both the local and global communities. Nursing involves individuals, families, groups, organizations and communities as patients. The profession must consider the human, physical and social environments that affect these patients, who may have health conditions that range from wellness to illness. Nursing activities must, therefore, include health promotion and maintenance, intervention and treatment, rehabilitation and restoration, and palliation. At an advanced practice level, nursing involves comprehensive healthcare, which encompasses the responsibility and accountability for continuity of care across the health-illness spectrum and healthcare settings.

Nursing research is both applied and basic and has as its core actual or potential human responses to illness and as its goal the development of nursing science. Guided by ethical standards that consider the perspectives of the patient, the healthcare provider and the larger society, nursing has a social mission that encompasses the right and responsibility to provide leadership in health care and health policy to all patients regardless of disease status, gender, race, culture, religion, sexual orientation, and social class.

People who receive patient-centered nursing care are complex individuals who exist in relationship to others in their family and community. This complexity of person involves biological, behavioral, emotional, psychosocial, cultural, and spiritual dimensions. Each person reflects a unique combination of these dimensions that interacts dynamically with the environment. The patients of nursing are autonomous decision makers who have certain values and knowledge about themselves that not only are relevant, but also essential to successful healthcare outcomes. As a result, nurses have the responsibility to protect the patient's right to collaboratively participate with healthcare professionals involved in their care.

Nursing students are active learners who bring diverse and unique life experiences to higher education. Students at all levels are educated about knowledge, skills, practice experience, as well as socialized professionally to become professional nurses, advanced nurse practitioners, nurse educators, nurse scientists, and nurse leaders that transform healthcare to be accessible, affordable, safe, high quality, and equitable.

Increasing levels of complexity and sophistication of learning and socialization are expected of students in the different programs. Whether at the beginning practice, advanced practice, or scholar level, nursing students learn to apply knowledge, skills and professional attitudes in their work, which may include educative, administrative and research arenas. While students have the right and responsibility to participate in their own learning, faculty members have the right and responsibility to structure the teaching/learning environment to facilitate learning.

Individual academic counseling and a variety of one- on-one, small-group, and interactive learning formats assist students to meet program and individual learning goals.

Mission, Vision, and Strategic Plan +

<https://nursing.ucla.edu/about/mission-vision-and-strategic-plan>

Pillars	Goals	Related CCNE Standards
Academics	Develop sustainable & innovative educational programs using evidence-based pedagogical frameworks to prepare nursing leaders and scholars that provide outstanding nursing care, conduct & disseminate scholarship, & lead interprofessional healthcare delivery.	Standard I-A, -B Standard II-G, -E, -F Standard III-A, -B, -C, -H
Research	Lead research & science to promote health and health equity for all to advance care by generating and translating knowledge into policy and practice.	Standard I-A, -C Standard II-G
Diversity, Equity, Inclusion	Build a culture that protects the human rights and dignity of the collective community of SON while fostering open-mindedness, understanding, compassion, and belonging to cultivate excellence and enhance inclusivity in education, research, and service/practice.	Standard I-A, -C Standard II-C, -G
Sustainability	To sustain & develop scholarship/research, teaching, and practice of professional nursing through continuous systemic and process improvement, optimizing operation & usage of resources, and creating opportunities for generating new resources.	Standard II-A, -B, -C
Community Engagement	Deepen community engagement in Los Angeles and beyond, leveraging existing partnerships with UCLA, UCLA Health, & communities, to promote multidisciplinary collaboration for addressing social, biological, cultural, and environmental drivers of health.	Standard I-A, -B, -C, -F

Core Values:

- Innovation
- Excellence
- Respect
- Integrity
- Scientific Inquiry
- Teamwork
- Compassion

Organizational Chart



The Academic Senate & Shared-Governance at the University of California

See also the [UCOP Faculty Handbook](#), [UC mission and shared governance](#).

The Academic Senate is one of the distinctive organizational elements of the University of California – a feature that distinguishes it from other major research universities. UC faculty in the Academic Senate carry out shared-governance responsibilities established by The Regents. The Senate is empowered by UC's governing body, the [Board of Regents](#), to exercise direct control over academic matters of central importance to the University – to determine academic policy, set conditions for admission and the granting of degrees, authorize and supervise courses and curricula; and to advise the administration on faculty appointments, promotions and budgets.

The Academic Senate is the vehicle through which faculty share in the operation and management of the university. UCLA's contemporary practice of consultative decision-making and shared governance reinforces the notion that faculty are at the heart of the academic enterprise of teaching, research, and public service and critical to maintaining the quality of the university's academic program.

The Academic Senate's efforts derive from the premise that the university's excellence cannot be sustained without faculty, administration, staff, and students all making substantive contributions to the university in an involved, respectful, and collaborative fashion.

The School of Nursing faculty are represented by the Academic Senate.

School of Nursing Faculty Bylaws are available at this online link:
<https://ucla.app.box.com/s/0vgcg5n0bx8ytn4zeszzoz8dvm148e3s>

A description of the principles of shared governance within the Academic Senate is presented at:

<https://www.senate.ucla.edu/>

Description of School of Nursing Faculty Committees

Description of School of Nursing Faculty Committees	
Committee	Duties
Faculty Executive Committee (FEC)	Advise the Dean on matters concerning the school's policies, programs, and budget, Consider matters of substantial departmental concern to the Faculty with respect to matters delegated to it by the Faculty in the Bylaws or by subsequent action. Coordinate and oversee the business of the Faculty as carried out by the Standing Committees. Receive reports from Standing Committees of the Faculty. Have general jurisdiction over the curricular program offerings and conduct of instruction and requirements for degrees as provided in Bylaw 50(D)(5). Discuss and vote on matters identified by the appropriate Standing Committee or the FEC and present such matters to the Faculty for vote if approved by a simple majority of FEC members. Implement rules and regulations prescribed by the Faculty. In spring quarter, determine the number of members for the MAC and CAPA in consultation with the SON Academic Personnel Office; obtain recommendations for committee membership from the Faculty; prepare the slate for Committee Chairs for the following year; conduct an election for Committee Chairs in spring quarter and call an additional election/s, if requisite; and present a recommended list of Committee members to the FEC. Report to the Faculty at least quarterly.

Committee on Promotions and Appointments (CAPA)	Pre-reviews the following types of academic personnel cases: 1 Existing Faculty for tenure and promotion 2 New hires for rank for Adjunct faculty and for rank and tenure for Senate faculty. 3 Fourth year reviews for Regular, In-Residence, Teaching Professors, and Adjunct Assistant Professors 4 Step 6 Reviews for Regular, In-Residence, Teaching Professor, and Adjunct full Professors 5 Five Year Reviews for Regular, In-Residence, Teaching Professor, and Adjunct faculty; these do not go for a full faculty vote. 6 All personnel actions that require Senate CAP review, e.g., Merit Equity Reviews called a “MER”, request for acceleration 2 years early. 7 Excellence Reviews for Unit 18 Lecturers. CAPA evaluates dossiers and provides a written report.
Curriculum Committee (CC)	Monitor curricular matters, changes in courses, instruction and degree requirements; to oversee comprehensive and qualifying exams and to recommend policies regarding the programs.
Evaluation Subcommittee	Review evaluation data related to the School of Nursing’s Total Evaluation Plan (such as the programs of instruction and evaluations and/or achievement scores of Faculty, students and alumni), to interpret data collected, and to provide feedback to the relevant committees or persons. The purpose of this review is to assess progress toward the School’s strategic plan; ensure adherence to our values of equity, diversity and inclusion; and monitor alignment with accreditation standards (e.g., Commission on Collegiate Nursing Education, CA Board of Registered Nursing, Academic Senate Reviews of Academic Programs).
Faculty Research Committee	Facilitate faculty research, including the evaluation of internal grants and collaboration with the Office of Research and Innovation on the SON annual research day to support research dissemination; facilitate other events such as the research retreat; host invited speakers; and select recipients of the Dissertation of the Year Award (PhD) and Scholarly Project of the Year Award (DNP). The Committee will also work with the Office of Research and Innovation to provide faculty input on research-related matters and will consult with faculty including those who have research laboratory space, to review and advise the Dean on assignment of research space.

Student Affairs Committee (SAC)	Select students for admission to the baccalaureate, masters and doctoral programs, to review student candidates for awards, honors and scholarships, to make decisions and/or recommendations to appropriate funding bodies for recipients of awards, honors and scholarships, and to oversee all matters related to recruitment, progression and retention of students. The Subcommittee on Student Accommodations (SSA) is a subcommittee made up of SAC members that meets annually and as needed to support faculty and students with provision of accommodations in clinical and laboratory courses in consultation with the Center for Accessible Education. The subcommittee does not count towards committee service work for academic faculty.
Merit Advisory Committee (MAC)	Consideration of regular merit increases, and 1-year accelerations, with the exception of personnel actions that require review by the (Senate) CAP such as full step accelerations and fourth-year appraisals will be evaluated by MAC; review of candidates for hiring new Unit 18 Lecturers; independently review dossier(s) and make recommendations in writing (brief summary) on merit increases to the Dean that are exempt from required review by the (Senate) CAP; conduct pre-six reviews for Unit 18 lecturers in accordance with the collective bargaining agreement.
Equity, Diversity and Inclusion (EDI) Committee	Plan, promote, and evaluate the administration of a periodic Climate Survey; evaluate progress toward achieving EDI goals and actions within the Strategic Plan and other specific diversity and equity initiatives such as progress in planning, developing, implementing, and evaluating systematic mentoring of faculty, staff, and students; evaluate progress in planning, promoting, and evaluating learning opportunities for faculty that support anti-racism and inclusion; review and make recommendations for faculty and staff EDI awards and honors; may consult with other standing committees in the SON and administrative deans related to EDI, as well as other UCLA campus resources to support conducting activities.
Faculty Recruitment committee (FRC)	Recruit, review applicants for interviews (full and part time faculty but not WOS), and recommend finalists to the Dean after synthesizing faculty feedback

INCLUSIVE EXCELLENCE

ASSOCIATE DEAN FOR INCLUSIVE EXCELLENCE

The role of the Associate Dean for Inclusive Excellence is to serve as the liaison for strategy, policy, and practice related endeavors that increase scientific dissemination, representation of nurses in the profession, and enable a climate of inclusive excellence. The Associate Dean of Inclusive Excellence collaborates with faculty committees, student groups, University units, and other stakeholders to establish action plans that foster a welcoming and supportive environment for personal, professional, and clinical development.

EQUITY DIVERSITY AND INCLUSION FACULTY COMMITTEE

The duties of the EDI committee are to plan, promote, and evaluate the administration of a periodic Climate Survey; evaluate progress toward achieving EDI goals and actions within the Strategic Plan and other specific diversity and equity initiatives such as progress in planning, developing, implementing, and evaluating systematic mentoring of faculty, staff, and students; evaluate progress in planning, promoting, and evaluating learning opportunities for faculty that support anti-racism and inclusion; review and make recommendations for faculty and staff EDI awards and honors; may consult with other standing committees in the SON and administrative deans related to EDI, as well as other UCLA campus resources to support conducting activities.

COUNCIL ON EQUITY, DIVERSITY AND INCLUSION

The Council on Equity, Diversity, and Inclusion shall serve in an advisory capacity to the Associate Dean for Inclusive Excellence. The mission of the Council is to foster and support an inclusive climate in the school in which faculty, staff, and students feel valued and are treated equitably. This involves consideration of the relations amongst faculty, staff, and student community members with a commitment to the core values of equity, diversity, and inclusion. A faculty, staff, and student representative is elected to serve on the Council for a two-year term.

UCLA Joe C. Wen School of Nursing

Equity, Diversity and Inclusion (EDI) Reflection Tool

This tool is designed to assist faculty members at the UCLA School of Nursing in preparing equity, diversity, and inclusion (EDI) statements by prompting reflection on the faculty member's substantive contributions to EDI. The tool addresses faculty contributions to EDI in research, teaching, service and/or professional practice within three domains:

1. Contributions to EDI
2. Professional Development & Self-Reflection
3. Future Goals

Meets or Exceeds Expectations: The faculty member has a sustained track record of varied efforts to promote EDI in teaching, research, service, and/or professional nursing practice. There are clear and detailed plans for advancing EDI with thoughtful self-reflection on the significance of EDI in the faculty role.

Contributions to EDI

- Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching, service, and professional practice.
- Leadership in at least one EDI initiative is apparent, such as changes to a course to reflect EDI principles, changes to research or scholarly work to reflect EDI, or EDI leadership within a program or organization.
- Consistent track record that spans multiple years, with roles that are significant and appropriate to career stage
- Evidence of EDI scholarship in nursing or related fields through publications, presentations, policy, or other products of scholarship

Professional Development & Self-Reflection

- Demonstrates active professional development related to contemporary EDI issues in nursing or related fields, such as workforce or student diversity; inequities and disparities in health, healthcare, communities, and policy; and importance of inclusivity to nurses and their patients.
- Evidence of advancing EDI knowledge through regular participation in workshops, trainings, conferences, or other EDI professional development activities, going beyond mandated trainings
- Distinguishes EDI concepts in their application in nursing, including distinctions and connections between justice, equity, diversity, inclusion, and belonging
- Professional development activities reflect the EDI mission, vision, and values of the Joe C. Wen School of Nursing, UCLA as a whole, or the UC system as a whole

Future Goals

- Clearly formulates new ideas for advancing equity and inclusion at UCLA and within nursing or related fields through their research, teaching, service, or professional practice.
- Identifies existing programs and institutional resources they would leverage in future EDI efforts
- Convincingly expresses intent, with examples, to be a strong advocate for EDI at UCLA and within nursing or related fields.

Meets Some Expectations: The faculty member provides some evidence of past EDI efforts, but efforts may be superficial or temporary. There is some evidence of self-reflection on the significance of EDI in faculty role or some ideas about advancing EDI, but with limited detail.

Contributions to EDI

- Evidence of active participation in some substantive EDI activity in research, teaching, service, or professional practice, but not clear that there is an established track record
- Limited participation at the periphery in numerous activities, or participation in limited area, such as their research to the exclusion of teaching and service.
- Descriptions of activities are sufficient, but do not reflect a deep engagement with EDI concepts in research, teaching, service, or professional practice.

Professional Development & Self-Reflection

- Some professional development related to contemporary EDI issues in nursing or related fields, such as workforce or student diversity; inequities and disparities in health, healthcare, communities, and policy; and importance of inclusivity to nurses and their patients
- Distinguishes some EDI concepts, although nuances in connections and distinctions between concepts may be unclear
- Some professional development activities reflect the EDI mission, vision, and values of the School of Nursing, UCLA as a whole, or the UC system as a whole, even if actions to enhance one's own professional development in EDI and self-reflection are not apparent

Future Goals

- Mentions plans or ideas but may be lacking in detail or clear purpose. Level of proposed involvement may not be commensurate with career level.
- Describes future activities and goals without sufficient detail to understand or evaluate their potential to advance EDI

Below Expectations: The faculty member describes few or no past efforts in detail. There is little to no evidence of significance of EDI in faculty role, with limited or no personal plans to advance EDI.

Contributions to EDI

- Participated in no specific activities, or few limited activities (limited in terms of time, investment, or role).
- Only mentions activities that are already the expectation of faculty as evidence of contributions to EDI
- Descriptions of activities are brief, vague, nominal, or peripheral

Professional Development & Self-Reflection

- Little or no professional development related to contemporary EDI issues in the field of nursing or related fields.
- Little or no evidence of actions to advancing one's own EDI knowledge and skills such as participating in workshops, trainings, conferences, or other knowledge-based activities. May not have sought to build EDI knowledge or competency beyond mandated trainings.
- EDI-related professional development activities are absent or activities are unrelated to the EDI mission, vision, and values of the School of Nursing, UCLA as a whole, or the UC system as a whole.

Future Goals

- Vague or no statements about future EDI goals, indicating little or no thought about the role of EDI in future endeavors
- Describes only activities that are already the minimum expectation of faculty

ACADEMIC POLICIES

UCLA Joe C. Wen School of Nursing

Policy ID 25-08-01-04	
Policy Area: School of Nursing Academic Affairs Structure	School of Nursing Academic Affairs Structure-Teaching Administration Units

Policy

The school of nursing academic affairs structure is organized into the following teaching administration units:

BS and MECN Program

DNP Program

PhD Program

Each program is managed and supervised by an appointed Program Director/Assistant Program Director.

BS and MECN Program: Dr. Emma Cuenca; Assistant Program: Director Dr. Glenda Totten.

DNP Program: Dr. Theresa Brown; Assistant Program Director: Dr. Elizabeth Thomas.

PhD Program: Dr. Wendie Robbins; Assistant Program Director: TBA.

Faculty are assigned to a program by the Associate Dean of Academic Affairs based on primary teaching responsibilities.

References & Resources

School of Nursing Organizational Chart

Job Description for Program Directors and Assistant Program Directors

Revision History

Initial Approval	September 10, 2025
Effective Date	September 10, 2025
Review Date	August 2025
Revised Date	August 2025
Next Review Date	August 2026

Faculty Code of Conduct (APM-015)

Every faculty member is responsible for following the Faculty Code of Conduct. The complete *Faculty Code of Conduct (Code)*, which is part of the *University of California Academic Personnel Manual*, is available in [APM 015](#) (PDF).

It is the intent of the Faculty Code of Conduct to protect academic freedom, to help preserve the highest standards of teaching and scholarship, and to advance the mission of the University as an institution of higher learning.

<https://www.ucop.edu/academic-personnel-programs/files/apm/apm-015.pdf>

UCLA Title IX <https://sexualharassment.ucla.edu>

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." -Title IX, Education Amendments of 1972

Title IX prohibits sex or gender discrimination in any education program or activity receiving federal financial assistance. The Title IX Office receives reports of gender discrimination, including allegations of sexual harassment and sexual violence.

Resources:

1. UCLA Dean of Students. (2016). *UCLA Student Conduct Code*. Available from http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct_Rev030416.pdf
2. UCLA Title IX Pregnancy Guidelines: <https://sexualharassment.ucla.edu/about-title-ix/pregnancy-discrimination>
3. UC Policy on Sexual Violence and Sexual Harassment: <https://sexualharassment.ucla.edu/about-title-ix/sexual-violence-sexual-harassment>

Expectations for Behavior and Accommodations

The American Nurses Association has developed [*The Code of Ethics for Nurses*](#) as a guide to carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession. Nursing faculty affirms these professional standards and believes that nursing students should perform in accordance with the provisions of the code.

Violation of any of these general standards of conduct or provisions of the code is grounds for discipline and possible dismissal from the nursing program and/or the University.

Technical Standards for Students

Students are responsible for reading the School of Nursing Technical Standards for Nursing Students upon admission into their program and submit an attestation that acknowledges receipt and affirms their ability to meet the Technical Standards for Students. The form offers the opportunity for student self-disclosure of any accommodation needs. These forms are reviewed by Student Services, and all students are referred to CAE for evaluation of any needed accommodations. **CAE evaluation must occur prior to any accommodation offered by faculty in any course to any student.**

Values

The School of Nursing faculty value diversity, equity, and inclusion of people who embody a wide range of life experiences, abilities, and disabilities. We welcome the opportunity to learn together in diverse classrooms, incorporating the unique assets that each nursing student brings to the profession. This document explains the technical standards and expectations applicable to all nursing students, with or without accommodations.

Introduction

Nursing is comprised of a broad array of professionals, and most enter the profession as generalists. Nurses provide safe care to patients by drawing on a sound knowledge base and making critical decisions in interdisciplinary environments.

The School of Nursing is supportive of the philosophy underlying Section 504 of the 1973 Vocational Rehabilitation Act, as amended, and the Americans with Disabilities Act of 2008 (collectively referred to as the "ADA"), and seeks to provide opportunities for qualified individuals with disabilities. In order to be a qualified applicant or candidate an individual must meet the School of Nursing technical standards with or without reasonable accommodation. The standards have been established to ensure that an applicant or candidate has the ability to perform the requirements of the School of Nursing academic curriculum and to practice nursing safely and responsibly.

The declared intent of an individual student to practice only a narrow part of nursing or to pursue a non-clinical career does not alter the requirement that all nursing students complete the full curriculum required by the faculty for their specified program.

The School of Nursing has an ethical responsibility for the safety of patients with whom students and graduates will interact. Although students learn and work under the supervision of faculty, students interact with patients throughout their nursing education. Patient safety and well-being are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities of students for admission, progression, and graduation. The program requirements and technical standards described herein are listed in several broad categories:

- Communication
- Observation and data interpretation
- Intellectual, conceptual, integrative, and quantitative abilities
- Motor function
- Behavioral and social attributes
- Ethical and legal standards

In addition, candidates must have the physical and emotional stamina to function in healthcare settings that may involve time-sensitive nursing action.

Reasonable Accommodations for Qualified Individuals with Disabilities

The process for requesting reasonable accommodations must be initiated by the student and can be started at any time. However, accommodations may not be implemented retroactively. To plan proactively for future classroom, simulation, and clinical course experiences, students are encouraged to work with the UCLA Center for Accessible Education (CAE) well in advance, preferably six months in advance of anticipated lab or clinical coursework in nursing. This allows time for the accommodation requests to be processed. The UCLA School of Nursing faculty will make every effort to accommodate students' disability-related needs. Delay in requesting accommodations can negatively affect crucial clinical placements and potentially affect progression in the program.

Under the ADA a person with a disability is someone who:

1. has a physical or mental impairment that substantially limits one or more major life activities, OR
2. has a record of such an impairment, OR
3. is regarded as having such an impairment.

Learning disabilities, attention deficit hyperactivity disorder, and other impairments are included in this definition. Students are encouraged to meet with a professional at the UCLA Center for Accessible Education (CAE) to discuss if a condition qualifies as a disability.

The CAE determines qualified disability status and assists students in obtaining accommodations and services. Decisions regarding reasonable accommodation are determined on a case-by-case basis taking into consideration each student's disability related needs, disability documentation, and program requirements.

A reasonable accommodation is one that does not create a fundamental alteration of the program or lower academic standards. The School of Nursing is not required to provide accommodations that fundamentally alter or waive essential program requirements.

Students should review the information found on the CAE website for more information:
<https://www.cae.ucla.edu/students/accommodation-requests>

Technical Standards Domains

Delineation of technical standards is required for the accreditation by the Commission on Collegiate Nursing Education (CCNE). In conjunction with academic standards established by the faculty, the following domains of technical standards are required for admission, progression, and graduation.

I. Communication

Competencies: Communicate effectively with individuals, communities, patients, their supports, other professional and non-professional team members.

Examples of communication competencies include:

- Communicate clearly, in a professional and sensitive manner, to patients or to a patient language interpreter.
- Elicit accurate information from patients, health team members, and faculty.
- Determine a deeper meaning or significance in what is being expressed.
- Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted [such as TTY] and/or electronic) to patients and the health care team.
- Use and comprehend standard professional nursing and medical terminology.

II. Observation and Data Interpretation

Competencies: Make observations in connection with other identified professional nursing student competencies.

Examples of observation competencies include:

- Obtain and interpret information from digital, analog, and waveform diagnostic tools (e.g., sphygmomanometer, otoscope, stethoscope, ophthalmoscope, EKG, IVs) and other diagnostic tools that monitor physiological phenomena.
- Obtain and interpret patient data during the course of a comprehensive or focused physical assessment to determine signs and symptoms of disease, pain, and infection.

- Obtain and interpret information from assessment of patient's environment and responses to environmental conditions.
- Obtain and interpret evaluative data about responses to nursing action.

III. Intellectual, conceptual, integrative, and quantitative abilities

Competencies: Learn in classroom, simulation activities, and clinical settings, and demonstrate critical and adaptive thinking in connection with the other identified professional nursing student competencies.

Examples of cognitive competencies include:

- Accurately follow course syllabi, assignment directions, patient protocols, and any action plan(s) developed by deans, faculty, administrators, or health care agency staff.
- Measure, calculate, reason, analyze, and synthesize subjective and objective data to carry out the nursing process in relation to patient assessment, diagnosis, goals, interventions, and evaluation.
- Comprehend written documents, visual and/or oral presentations, and patient computer information systems in order to carry out the nursing process.
- Prioritize patient care in a timely fashion.
- Use synthesized data to initiate a nursing plan of care that appropriately integrates patient preferences in order to provide appropriate, quality, and safe patient care.

IV. Motor function

Competencies: Provide comprehensive general nursing care and treatment in a team environment in connection with other identified professional nursing student competencies.

Examples of motor competencies include:

- Obtain accurate physiologic assessment data from patients using gross and fine motor skills appropriate to the technique (e.g., palpation, auscultation, and percussion) using common digital, analog, and waveform diagnostic tools and equipment (e.g., sphygmomanometer, otoscope, stethoscope, ophthalmoscope, EKG).
- Perform or assist appropriately with expected nursing student procedures, treatments, and medication administration using sterile or clean techniques appropriate to the type of procedure, treatment or medication administration (e.g., drawing medications into syringes in precise measurements; giving a medication IV, IM, or subcutaneously using the appropriate syringe or apparatus; performing tracheotomy care and suctioning; inserting urinary catheters; creating sterile fields; sterile and clean dressing changes) and administering basic life support (BLS) cardiopulmonary resuscitation or advanced cardiopulmonary life support (ACLS), depending upon the nursing student's program level.
- Move, transfer, and position patients or equipment safely under a variety of circumstances with or without a lift team or assistive devices during the delivery of general nursing care or in emergency situations.

- Have the endurance to complete all required tasks during the timespan allowable in assigned clinical practice in order to carry out the nursing process in the context of patient care delivery.
- Navigate workspaces, patients' rooms, and treatment areas with appropriate precision and speed to carry out the nursing process during the delivery of general nursing care or in emergency situations.

V. Behavioral and Social Attributes

Competencies: The Technical Standards include the ability to demonstrate behavioral and social attributes in academic and clinical settings in connection with other identified professional nursing student competencies included in the AACN's Essentials of baccalaureate, Master's and Doctoral Education for Professional Nursing Practice.

Examples of behavioral and social attributes competencies include:

- Conform to all requirements set forth by UCLA and the healthcare agency's affiliation agreements as well as any additional requirements of any clinical setting.
- Uphold professional nursing standards related to the student's scope of practice.
- Conform to UCLA School of Nursing attendance and clinical dress code/professional appearance requirements for on-campus clinical simulation and off-campus clinical learning sessions.
- Communicate in a mature, professional, culturally sensitive, therapeutic, accurate and effective manner with patients, patients' family members, members of the healthcare team, faculty, staff, and peers.
- Adapt to changing environments and exhibit flexibility and composure in the face of uncertainties inherent in the clinical problems of diverse patients.
- Integrate constructive criticism received in University, on-campus clinical simulation, and off-campus clinical learning settings.
- Correctly judge when a nursing intervention requires additional assistance and seek help from the clinical instructor, preceptor, or appropriate agency health care team member.
- Critically assess and develop content that uses new media forms, and leverage these media for persuasive communication.
- Operate in different cultural settings (including disability culture).
- Work productively, drive engagement, and demonstrate presence as a member of a virtual team.

VI. Ethical and Legal Standards

Competencies: Demonstrate ethical conduct and conformity to legal standards of practice in the State of California, as outlined by the National Student Nurses' Association, Inc.® Code of Ethics: Part II Code of Academic and Clinical Conduct and Interpretive Statements, and UCLA student academic integrity policy.

Examples of ethical and legal competencies include:

- Acknowledge and provide written explanation of any felony or misdemeanor offense(s) prior to admission; after matriculation, notify the Associate Dean of Students of any arrest, charge, or conviction.
- Work cooperatively with honesty and integrity with peers, faculty, and members of the healthcare team.
- Maintain effective, mature, and sensitive relationships with patients, patients' family members, paraprofessionals and patient support personnel, and other healthcare professionals.
- Use conflict resolution strategies effectively.
- Report via the chain of command any witnessed or suspected violations of ethical standards (e.g., academic dishonesty or cheating, safety, HIPAA violations)

Faculty in the School of Nursing will work with CAE to provide accommodations for learning. Since the School of Nursing must verify that an applicant to the Board of Registered Nursing received accommodation throughout the nursing program to be eligible for NCLEX accommodations.

Revision History

Initial Approval	Approved by ADA/504 Compliance Office and CAE 2/20/20; Approved by SON SAC 2/24/20
Effective Date	2/24/20
Review Date	
Revised Date	
Next Review Date	

Student Affairs Committee: Sub-committee on Student Accommodations

To assist and support faculty and students with provision of needed accommodations for lab and clinical courses faculty may ask for consultation with the Student Affairs Committee Subcommittee on Student Accommodations (SSA). The SSA is described and the process for seeking consultation outlined below.

The Sub-committee on Student Accommodations (SSA) is a subcommittee of the Student Affairs Committee (SAC). Members of the SSA are appointed annually by SAC Chair and include the following five members:

- One SAC member from prelicensure
- One SAC member from APRN/BS-DNP
- One additional SAC member (from either prelicensure or APRN/BS-DNP)
- Associate Dean of Student Affairs

Purpose:

The purpose of the SSA is to provide consultative services to support students and faculty in fulfilling accommodations particularly related to skills lab and clinical practicum courses as well as clinical settings and related placements. The SSA works collaboratively with UCLA Center for Accessible Education (CAE), UCLA Joe C. Wen School of Nursing faculty, Program Directors, and the Associate Dean of Academic Affairs to provide resources and problem solve provision of accommodations for students in lab and clinical courses. The SSA provides recommendations and guidance to Program Directors and the Associate Dean of Academic Affairs to share with clinical sites/settings and clinical preceptors for communicating individual student's accommodation needs.

Program Directors and the Associate Dean of Academic Affairs provide feedback to SSA: 1) when accommodations are not able to be accomplished in a specific laboratory skills course and/or clinical setting/site or because the course objectives are modified and 2) when specific accommodations are successful in a specific laboratory skills course and/or clinical setting/site.

The SSA meets on an as requested or as needed basis throughout the academic year, and reports to SAC committee within one month of each meeting.

Process for faculty to request a consultation:

1. Faculty request SSA consultation by completing a referral form which is communicated to the SAC Chair.
2. The SAC chair requests a SSA meeting to discuss the referral.
3. The SSA discusses the accommodation issue/cases anonymously and makes recommendations for accommodations and/or alternative clinical solutions and

completes the action on the referral form and emails the completed referral form to the SAC chair, the referring faculty member, the Program Director and the Associate Dean of Academic Affairs.

4. Program Directors and the Associate Dean of Academic Affairs provide feedback to SSA: 1) when accommodations are not able to be accomplished in a specific laboratory skills course and/or clinical setting/site or because the course objectives are modified and 2) when specific accommodations are successful in a specific laboratory skills course and/or clinical setting/site.

Process for review of accommodations of new and continuing students:

1. Associate Dean of Student Affairs informs student of the need for CAE evaluation prior to any accommodation provision.
2. Associate Dean of Student Affairs completes a referral form for students requesting and self-disclosing need for accommodations for laboratory skills and/or clinical courses and communicates the referrals to SAC Chair.
3. The SAC chair requests a SSA meeting to discuss the referral.
4. The SSA discusses the accommodation issue/cases anonymously and makes recommendations for accommodations and/or alternative clinical solutions and completes the action on the referral form and emails the completed referral form to the SAC chair, the Program Director and the Associate Dean of Academic Affairs.
5. Program Directors and the Associate Dean of Academic Affairs provide feedback to SSA: 1) when accommodations are not able to be accomplished in a clinical setting/site or because the course objectives are modified and 2) when specific accommodations are successful in a specific clinical setting/site.

Workflow:

1. Students submit an attestation that acknowledge receipt and affirm their ability to meet the Technical Standards for Students at the start of the academic year.
2. Student Affairs Officers review the attestation for affirmative response and need for accommodations.
3. For students who do not state/disclose needed accommodations and those who provide affirmative responses/disclose the need for accommodations, Student Affairs Officers send reminders to students to be evaluated by CAE.
4. After a student has been evaluated by CAE and has identified needed accommodations,
5. The Associate Dean of Student Affairs will receive the CAE letter in addition to the students' faculty.
6. Associate Dean of Student Affairs or the student's faculty flag accommodations that are potentially transferable to clinical settings/skills lab settings and follows the process for review of accommodations of new and continuing students as outlined above.

The Program Director and the Associate Dean for Student Affairs provide reports to specific faculty that will be teaching student in the academic year, if applicable. The Program Directors and/or the Associate Dean of Academic Affairs notify the clinical team, including clinical preceptor and clinical settings/sites. When the clinical team is notified, the CAE and student are also notified.

SSA Accommodation Referral Form (Faculty to fill out in Qualtrics) is located in each Bruin Learn Program site and can be accessed here:

https://uclahs.az1.qualtrics.com/jfe/form/SV_eyTrC5hfpwjhk3k

UCLA Joe C. Wen School of Nursing

Policy ID 25-08-01-1	
Policy Area: Academic Affairs Transfer Policy for Military Experience or LVN Experience	Academic Transfer Credit or Course Waiver for Admitted Students with Military Service Education and Experience OR Licensed Vocational Nurse (LVN) Education and Experience

Policy

Students in the BS or MSN/MECN pre-licensure program may be eligible to receive academic credit for U.S Military education/experience or LVN education/experience.

Eligibility for academic credit for admitted students with military service education and experience is limited to students who have an academically accepted certification or official transcript to validate a service member's military occupational experience and training equivalent to UCLA course or courses.

Eligibility for academic credit for admitted students with LVN education/experience is limited to students who have an official transcript to validate prior education in an accredited LVN program and successfully completed the NCLEX-VN.

The UCLA SON will decide on a case-by-case basis what credit recommendations can be accepted or rejected. The clinical portion of theory-clinical courses in specialty clinical practice settings are not eligible for course equivalency or challenge exams. Credit for courses in the advanced practice nursing (APRN) curricula are not permitted.

Process

Two options for obtaining course credit are provided. Students can appeal for one or both options:

1. By review of official transcripts from previous education and training.
2. By successful completion of challenge examinations.

Option #1 Transfer Credit for Course Equivalency: Experienced pre-licensure faculty members will conduct a systematic review of submitted documents, such as official transcripts and course syllabi, to identify evidence of education and/or experience relevant to the core pre-licensure courses. According to UCLA policy, a maximum of three courses in the BS curriculum or two masters-level courses in the MECN curriculum may be considered for equivalency.

Option #2 Course Waiver by Challenge Exams: Students seeking credit by examination must be registered at UCLA at the time of the examination and must meet with an academic advisor and faculty member of the course being challenged prior to registering for the exam. Challenge exams will be designed by pre-licensure faculty (usually the final examination given when the course was last offered) and approved by the Curriculum Committee. Challenge exams will be administered by the Pre-licensure Program Director or Assistant Program Director.

For both options, results will be reported to the Student Affairs Committee who will make the final decision regarding the granting of course credit for theory or clinical courses.

The course examination(s) and/or other required assignments must be taken at least thirty (30) days prior to enrollment for the equivalent course. Students who are choosing Option #2 will be allowed to review a course syllabus (with course objectives, content outlines, textbook list, type of test questions, and test format) as preparation for at least 30 days prior to taking the examination or submitting other required assignments (as outlined in the individualized plan for course challenge). A passing grade (according to the course syllabus) on examinations and/or other required course assignments is recorded with a grade of *P* for *Passing* (in the case of the BS program) or *S* for *Satisfactory* (in the case of the MECN program) on the permanent record. If students fail one or more examination(s), they are not allowed to re-take the exam. The failed attempt to challenge a course is not recorded.

Note: Credits earned by past courses taken (Option 1) or courses waived by course examinations (Option 2) may not be acceptable for transfer or waived at other institutions.

Procedure for Pursuing Options #1 & #2:

1. The student meets with Course Lead Faculty and the Prelicensure Program Director (or Assistant Director) who together determine whether the student's prior course content, experiences, and/or training are either equivalent to SON course content (Option #1) or more conducive to waiver by challenge exams (Option #2).
2. If the faculty member and Prelicensure Program Director (or Assistant Director) approves content equivalency (Option #1) or agrees to provide credit by examination (Option #2), an individualized plan will be developed for the student who is approved to waive or required to challenge a course.
3. Option #2 only: prior to enrollment in the course being challenged, student schedules the examination with course faculty, who will prepare and score the exams (or other required course activities / assignments) and provide course grade.
4. Student files the appropriate forms with the Office of the Associate Dean for Student Affairs who assists students to submit their results to UCLA Office of the Registrar for recording.

The Office of the Associate Dean for Student Affairs will maintain annual records regarding all students who are eligible for and/or apply for academic credit for military or LVN education/experience.

The Director of Recruitment, Outreach, and Admissions will maintain records of all venues in which this policy is publicized or otherwise made available to students, potential applicants, and the public, including the UCLA course catalog, student and faculty handbooks, and sites open to the public, such as the UCLA Joe C. Wen School of Nursing webpage.

References & Resources

CA BRN Regulation CCR 1430; Sections 8 & 9 of the BRN Director's Handbook (2024-2025]

Revision History

Initial Approval	8/20/2025
Effective Date	8/20/2025
Review Date	August 2025
Revised Date	
Next Review Date Note: To maintain compliance with the current California Board of Registered Nursing statutes, regulations, and recommendations, this policy will be reviewed annually by the Associate Dean of Student Affairs and the Associate Dean of Academic Affairs and ratified by the Student Affairs Committee. Changes to the policy, if any, will be posted by January 1 of each year on the Joe C. Wen School of Nursing website	August 2026

Faculty as Academic Advisors to Students

On acceptance to the school, students are assigned a faculty advisor, with expertise in their assigned program. The advisor assists in monitoring the student's progression and provides advice and counsel if any problems should arise.

Faculty advisors help answer students' questions about nursing in general and the program of study in particular. Specifically, students are encouraged to meet with their advisor regularly and as needed to:

- Identify academic and personal needs and match students with available school and University resources
- Confirm university and major-related requirements
- Maximize the student's abilities to reach educational and professional goals.

Group or individual meetings are preferred. Faculty advisors are required to document each advisement meeting in [Qualtrics](#) (see [process](#) below for details).

Faculty whose student advisees are experiencing academic difficulties should refer to the policy on progression in the Student Handbook and the remediation process in the Faculty Handbook. As early as possible, faculty should consult with the Associate Dean of Student Services to ensure early intervention and resolution of problems.

In addition to the Associate Dean of Student Services, the Student Services Coordinator offers support to students throughout their course of study. The coordinator's main responsibilities are to ensure the students' proper enrollment in the program, satisfactory progress through the nursing program, facilitate the licensure process, and provide educational verification for alumni. The coordinator meets with BS1 and BS2 students collectively and on an individual basis to plan their program of study. The coordinator also is available to meet with students in other cohorts if necessary. Faculty can direct general course questions (electives and non-School of Nursing courses) to the coordinator.

Students are encouraged to take clinical or classroom-related concerns to the appropriate faculty member, following the [Chain of Communication](#). If a concern is not resolved, the student can contact his/her faculty advisor, the Associate Dean for Student Services, Program Directors, the Associate Dean of Academic Affairs, or the Associate Dean for Equity, Diversion, and Inclusion. Also, representatives of the Safe Zone (indicated by a Safe Zone sign on the door) are also available.

Process – Prelicensure Program

1. Advisor Assignments and Setup
 - Student Affairs assigns advisees to faculty annually.

- Faculty receive their advising roster at the start of Fall Quarter (following the annual Pre-Licensure Faculty Orientation).
 - Rosters include each student's name, program, year, and email address.
2. Outreach
 - Advisees are encouraged to initiate contact with their assigned advisor.
 - Faculty are encouraged to also reach out at the start of each quarter to share availability and meeting instructions.
 3. Documentation
 - Faculty advisors must document all advising sessions in [Qualtrics](#).
 - Missed appointments and outreach attempts should also be logged in [Qualtrics](#).
 - Program Directors, SAO, faculty advisor and student will receive a copy of documentation
 4. Ongoing Advisement
 - Faculty advisors may collaborate with course leads, Program Directors, Student Affairs, Academic Affairs, and other SON or campus resources to ensure students receive appropriate support.
 5. Questions
 - For assistance with the advising process, contact Janet Kang (jkang@sonnet.ucla.edu).

Process – MSN APRN Program

1. Advisor Assignments and Setup
 - Student Affairs assigns advisees to faculty annually.
 - Faculty receive their advising roster at the start of Fall Quarter
 - Rosters include each student's name, program, year, and email address.
2. Outreach
 - Advisees are encouraged to initiate contact with their assigned advisor.
 - Faculty are encouraged to also reach out at the start of each quarter to share availability and meeting instructions.
3. Documentation
 - Faculty advisors must document all advising sessions in [Qualtrics](#).
 - Missed appointments and outreach attempts should also be logged in [Qualtrics](#).
 - Program Directors, SAO, faculty advisor and student will receive a copy of documentation
4. Ongoing Advisement
 - Faculty advisors may collaborate with course faculty, Program Directors, Student Affairs, Academic Affairs, and other SON or campus resources to ensure students receive appropriate support.

5. Questions

For assistance with the advising process, contact Stephanie Dominick
(sdominick@sonnet.ucla.edu)

Process - Post BS to DNP

1. Advisor Assignments and Setup

- On acceptance to the school, students are assigned a faculty advisor for the first year (Program Director and Assistant Program Director). In the first year of the program, students meet with their assigned advisors to discuss program issues.
- Quarterly group advising sessions led by the Program director, clinical coordinators, and student affairs staff will present key updates and answer questions.
- In the spring of the first year, the Committee Chair of their Post-BS to DNP Scholarly Project doctoral committee is selected and will serve as the student's advisor.
- The specific responsibilities of the faculty Chair/advisor to the student are to:
 - *Interpret the program's design, requirements, and policies.*
 - *Assist in planning objectives for doctoral study and clarifying career goals.*
 - *Assist in planning the student's program of study in accordance with program requirements, individual clinical interests, and career goals.*
 - *Monitor the student's progress through verification of completion and achievement of appropriate grades in required core courses as indicated in the student's file.*
 - *Communicate with the student, DNP Student Affairs Officer, DNP Program Director, and Assistant Program Director when the student is not progressing at the appropriate level and assist the student with finding methods to improve.*

2. Outreach-

- Students are encouraged to reach out to their faculty for any course questions.

3. Documentation

4. Ongoing Advisement

- Faculty advisors may collaborate with course faculty, DNP Program Director, Student Affairs, Academic Affairs, and other SON or campus resources to ensure students receive appropriate support.

5. Questions

- For assistance with the advising process, contact Stephanie Dominick
(sdominick@sonnet.ucla.edu)

Process - PhD

1. Advisor Assignments and Setup

- On acceptance to the school, students are assigned a faculty advisor as recommended by the Student Affairs Committee in cooperation the PhD Program Director.
- In collaboration with the faculty advisor, each student plans a course of study that constitutes a unified program within the framework of doctoral program requirements and the student's research interests and career goals.
- The specific responsibilities of the faculty advisor to the student are to:
 - *Interpret the doctoral program's design, requirements and policies.*
 - *Assist in planning objectives for doctoral study and clarifying career goals.*
 - *Assist in planning the student's program of study in accordance with program requirements, individual research interests and career goals.*
 - *Assist with selection of appropriate cognate courses to create a unified program of study supportive to the student's research interests and career goals.*
 - *Assist the student in selecting a Dissertation Chair*
 - *Monitor student's progress through verification of completion and achievement of appropriate grades in required nursing, statistics and cognate courses as indicated in student's file.*

*After being selected, the Dissertation Chair becomes the student's advisor and mentors the student to direct the student's research. The faculty advisor assigned upon admission of the student to the program may or may not become the student's Dissertation Chair.

2. Outreach

- Advisees are expected to meet with their advisor prior to the first quarter and at the beginning of each quarter thereafter regarding progress, goals and plans.
- Faculty are encouraged to also reach out at the start of each quarter to share availability and meeting instructions.

3. Documentation

- Faculty advisors in collaboration with the advisees must document all advising sessions in [Qualtrics](#).
- An annual progress report should be completed by the student in collaboration with the faculty advisor/chair annually in Spring quarter in [Qualtrics](#).

4. Ongoing Advisement

- Faculty advisors may collaborate with course faculty, PhD Program Director, Student Affairs, Academic Affairs, and other SON or campus resources to ensure students receive appropriate support.

- Faculty advisor should communicate with student, Student Affairs Committee Chair and PhD Program Director when the student is not progressing at the appropriate level and assist the student with finding ways to improve.

5. Questions

For assistance with the advising process, contact Farnaz Saadat (fsaadat@sonnet.ucla.edu).

Appeal Process for Grades and Progression Through the Program

Students wishing to challenge a test or clinical grade or a final grade in a course must first speak with the instructor of record within one week of issuance of the grade. If the grade prevents progression through the program, the student may choose to submit a written letter of appeal regarding his/her concerns to the Student Affairs Committee (SAC). The student may choose to work with his/her advisor or consult the [University Ombuds Office](#) for help with constructing the appeal. The following guidelines are meant to help the student understand the appeal process:

1. The student should review the course syllabus, the course objectives and other aspects of the syllabus as it relates to the student appeal.
2. The appeal letter must clearly highlight the concern/ issue and the requested remedy. ***Please note that the Student Affairs Committee may not change a grade, as that is the exclusive purview of the faculty of record.***
3. The student should provide any supplemental information that is pertinent to the issue and reinforces his/her appeal.
4. The student submits the appeal to the Student Affairs Committee via the Director of Student Services.
5. After submitting the appeal letter, the Chair of SAC, will review with the SAC committee and reach a decision. The student does not attend the committee meeting. Because courses build on content from previous quarters, a student will not be able to progress to courses in subsequent quarters until all courses in previous quarters are passed.
6. The Chair of SAC will send the results of that meeting to the student and the faculty of record within one week after the meeting.
7. If the graduate student determines that the final decision of the SAC is not satisfactory, the written appeal may be presented to Graduate Education for further consideration. If the undergraduate student believes that the final decision of SAC is not satisfactory, grade disputes can be presented to the [Dean of Students](#) or the [Discrimination Prevention Office](#), depending on the nature of their complaint.
8. Students who cannot progress in the program must meet with their faculty advisor and student affairs to design a plan for success that will include what they will do in the interim prior to repeating the failed course and what actions they will take to ensure successful completion of that course. Students also are urged to consult with the Student Affairs Office about resources on campus that may be available to them.

APPEAL PROCESS FOR STUDENTS SUBJECT TO DISMISSAL

Students can be subject to dismissal for failing to maintain the required cumulative GPA, unethical and unsafe behavior, or for not earning the requisite grades in the program as stated in the progression policy.

Graduate students who are subject to dismissal have 30 days in which to write an appeal to the School of Nursing's Student Affairs Committee.

After deliberation, a recommendation is referred to the Division of Graduate Education for final disposition. See the Standards and Procedures Guide for further details.

Undergraduate students who are subject to dismissal will be referred to the College of Academic Counseling for options to change their major: <https://caac.ucla.edu/center-programs/bruin-readmission-program/>

UCLA Joe C. Wen School of Nursing

Policy ID 25-08-14-1	
Policy Area: Teaching	Faculty Office Hours

Policy

General considerations

a. Background

The Faculty Code explains that office hours are expected of faculty (see the [Academic Personnel Manual APM-015 Part II, 1C page 5](#) and for Unit 18 Lecturers the current bargaining agreement, [Article 3, Section B.4.c](#) and [Article 24 Instructional Workload](#)). Faculty have the academic freedom to set times for office hours that meet students' needs. Faculty may choose the format for office hours (videoconference or in-person; individuals or groups of students) and the voluntary or incentivized nature of office hours appointments.

b. Description

The School of Nursing expects faculty to schedule at least **two hours per week** for office hours. Office hours are outside of class time and are separate from informal conversations pre- or post-class times. Faculty must attend their listed office hours.

The priorities for office hours are:

- To support students encountering academic challenges in the class. Invitations to meet with in office hours should be extended to students who:
 - Scored poorly on the last exam or assignment to review the assignment and correct misunderstanding or knowledge gaps.
 - Consistently fail to meet competency assessments in clinical or classroom settings.
 - Show inconsistent attendance patterns or other behavioral signs of concern in class, with classmates, or with instructors or preceptors.
- To respond to students' questions or concerns about the course or course content.
- To assess the need for crisis support using the [UCLA Red Folder](#).
- To consider referrals to the students' faculty advisor, program nurse specialty coaches, and student services personnel for long-term difficulties beyond the scope of office hours.

Academic Programs administrators are responsible for tracking designated office hours for each faculty member for each quarter to assure that office hours meet UCLA SON policy expectations. **Corrective action will be initiated for failure to keep office hours, which is considered "unacceptable and is inconsistent with" the role of instructional faculty (APM and Collective Bargaining Agreement, Article 4, Section B.4.c).**

Process

Course syllabi will contain a course-specific office hours statement. Contact information for the teacher will be provided to students, with the opportunity for students to request additional by-appointment meetings scheduled outside of office hours when necessary. Online features in the BruinLearn LMS platform should be used to schedule office hours. Use course announcements and reminders to publicize office hours and welcome students to attend. Consider scheduling encounters for 15-30 min per student (depending on student and course needs) to maximize access for all students.

Use BruinLearn Canvas Learning Management System (LMS) for Office Hours

The [calendar scheduler tool](#) in BruinLearn allows faculty to set up office hours on the course calendar and students can sign up either individually or in groups so you know who to expect.

[How do I add a Scheduler appointment group in a course calendar?](#)

References & Resources

Using office hours effectively <https://learningcenter.unc.edu/tips-and-tools/using-office-hours-effectively/>

Why I require office hours visits <https://www.insidehighered.com/advice/2021/12/15/benefits-requiring-students-come-office-hours-opinion>

For those who need it most: Using active inclusivity to increase office hour attendance <https://www.facultyfocus.com/articles/equality-inclusion-and-diversity/for-those-who-need-it-most-using-active-inclusivity-to-increase-office-hour-attendance-and-extracurricular-activities/>

Unit 18 Lecturers current bargaining agreement, [Article 3, Section B.4.c](#) and [Article 24 Instructional Workload](#)

[Academic Personnel Manual APM-015 Part II, 1C page 5](#)

Revision History

Initial Approval	8/2/2023
Effective Date	8/2/2023
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UCLA Joe C. Wen School of Nursing

Policy ID 25-08-01-2	
Policy Area: Teaching	Academic Senate & Adjunct Faculty Teaching Workload Guidelines

Policy

General Considerations

A. Background

Teaching assignments and schedules are the responsibility of the Administration. The Associate Dean of Academic Affairs is responsible for all final teaching assignments and teaching assignments are determined with consultation between the Associate Dean of Academic Affairs, Program Directors and faculty.

1. All workloads are based on fiscal-year appointments (July 1-June 30).
2. Generally, teaching credits for theory courses are equivalent to academic credits associated with the course.
3. For clinical courses, teaching credits are determined to reflect faculty-student contact time and the use of clinical preceptors
4. Teaching assignments will be transparent and will include a mix of large and small classes, based on faculty expertise and preferences
5. Program Directors will review all teaching assignments to insure fairness and accuracy of the assigned workload

B. Description

Teaching credit assigned to individual courses will combine course size with the number of academic units credited to the course as follows:

Student Enrollment	Teaching Credits
< 60 students	= Academic units
60 – 80 students	= Academic units + 1
> 80 students	= Academic units + 2

1. When more one faculty is assigned to a course, teaching credit will be shared proportionately based on anticipated effort of each faculty member.
2. All Academic Senate faculty are eligible for teaching course reductions in proportion to the salary support they provide through extramural funding.

3. All track faculty, regardless of funding support, must contribute to the teaching mission of the school for their academic progression.
4. Faculty who serve as PhD dissertation or DNP scholarly project committee chairs will receive one unit of teaching credit for each committee. The PhD dissertation or DNP scholarly project committee must be formally constituted with the Graduate Division before faculty receive teaching credit.
 - a. Consultation with the Associate Dean of Academic Affairs is required to serve as chair of more than 4 PhD or DNP committees.
 - b. When faculty serve as PhD dissertation or DNP scholarly project committee co-chairs, teaching credit will be shared (0.5 unit of teaching credit for each co-chair)
 - c. No teaching credit is given for PhD or DNP courses directly related to dissertation or scholarly project preparation (e.g., N596, N599, N470B, N470C, N470D).
5. The teaching workload per quarter will be examined to prevent undue burden, e.g. two large lecture courses in one quarter.

Process

1. Each Fall, Program Directors will solicit requests for teaching preferences ([teaching preference survey form](#)) for the next academic year. The call for teaching requests will include information regarding:
 1. Each Academic Senate faculty's plans for grants submission, so that teaching assignments can be designed to avoid conflict with research priorities.
 2. Submission of plans to innovate course delivery (including converting traditional classes to flipped, online, or mixed modality classes), which may be included in the teaching assignment.
 3. The Dean will initiate a call for sabbatical requests and will make a determination regarding all requests by Winter quarter to inform the teaching assignments.
2. Each Winter quarter, Program Directors will distribute proposed teaching assignments to each faculty member individually.
3. Within the first month after proposed teaching assignments are distributed individually, Academic Senate faculty may initiate dialog with the Program Director and/or the Associate Dean of Academic Affairs to discuss any concerns. All parties will collaborate to reach agreement regarding any changes in the initial teaching assignment. If agreement is not reached, the faculty member has the right to appeal the assignment to the Dean.
4. Teaching assignments for all faculty are shared at the end of Spring quarter so faculty can collaborate regarding courses.
5. In addition to teaching, all faculty are expected to participate in review of admissions applications, reading of comprehensive and/or qualifying examinations, and other service and administrative activities related to instructional programs.

Assignment Specifications by Rank

A. Associate and Full Professors: For tenured faculty, a maximum teaching assignment for will be approximately four courses (or approximately 16 teaching credits).

B. Assistant Professors: To allow all newly appointed Academic Senate faculty sufficient time to become oriented to the School of Nursing, no teaching will be assigned for at least the first two quarters in residence. Assistant professors will be expected to participate in an onboarding teaching program. Typically, for Assistant Professors, a 50% teaching assignment (i.e. two courses or approximately eight teaching credits) will be assigned for Years 1-2. After that time, maximum teaching assignments for Assistant Professors will be 12 teaching credits.

C. Teaching Professors (all ranks): To allow newly appointed Academic Senate teaching professors time to become oriented to the School of Nursing, no teaching will be assigned for at least the first quarter in residence and reduced teaching credits the first year. Teaching assignments for teaching professors will be 24 teaching credits.

D. Adjunct (all ranks): Teaching assignments for adjunct faculty will be 24 teaching credits.

Revision History

Initial Approval	2020
Effective Date	September 2025
Review Date	September 2025
Revised Date	September 2025
Next Review Date	August 2026

UCLA Joe C. Wen School of Nursing

Policy ID 25-08-01-3	
Policy Area: Lecturer Teaching	School of Nursing Workload Policy

Policy

General Unit to Effort Equivalency Formulas

Unit equivalencies for full academic year (4 quarters) are:

32 units (9 IWC) over 4 quarters is 100%, and appointment percentage is determined by X units/32. Any unit amount over 31.5 units shall be rounded up to 32 units.

For less than full academic year appointments, 8 units (2.25 IWC) in one quarter is considered 100%, and appointment percentage is determined by X units/8.

APRN Courses

Theory courses: Teaching units = academic units associated with the course as a baseline.

Clinical courses: Teaching units = academic units associated with the course as a baseline for a full clinical group, as long as the student group is comprised of 7-9 students.

- *Exception:* If a group is less than 7 students or more than 9 students, unit credit will be reduced or increased proportionately to reflect the actual number of students in the group.
- *Exception:* N4xxC and N4xxD courses will receive 4 teaching units (1.125 IWC), subject to student enrollment as noted above.
- *Exception:* N4xxE courses will receive 2 teaching units each (0.5625 IWC), subject to student enrollment as noted above.
- *Exception:* N437A/B, N438A/B, N439B, and N416B will receive 4 teaching units (1.125 IWC), subject to student enrollment as noted above.

Lecturer's input about appropriate student placements is expected as part of their course responsibility.

Prelicensure Courses

Theory courses: Teaching units = academic units associated with the course as a baseline.

Clinical: Units for direct student supervision reflect clinical time using this formula:

1 unit = 0.28125 IWC = 6 hours/week x 5 weeks = 30 hours

2 units = 0.5625 IWC = 12 hours/week x 5 weeks = 60 hours

4 units = 1.125 IWC = 24 hours/week x 5 weeks = 120 hours

For each 5 week clinical rotation + 1 unit for grading assignments

- *Exception:* N169/N467 Immersion = 3 units (0.84375 IWC).
- *Exception:* N171 = 6 units (1.6875 IWC).

OSCE = 8 hours per quarter (equivalent to 0.26 unit or 0.073125 IWC).

If a lecturer is assigned more or less than 8 hours of OSCE per quarter, unit credit will be assigned proportionately.

Skills Labs: each assigned 4 hr Skills Lab per quarter = 0.13 unit (0.0365625 IWC)

Simulation: each assigned 8 hr Simulation per quarter = 0.26 unit (0.073125 IWC)

- *Exception:* If a lecturer is assigned a 6 hr or 12 hr Skills Lab or Simulation, unit credit will be assigned proportionately.

N150A/150B Fundamentals Lab Coordinator = 4 units per quarter (1.125 IWC), in addition to teaching units (if applicable). N174 Lab Coordinator = 2 units per quarter (0.5625 IWC), in addition to teaching units (if applicable). N171 Public Health site placement by lead faculty (if assigned) = 1 unit per quarter (0.28125 IWC). N169/N467 Immersion Coordinator (if assigned) = 2 units per quarter (0.5625 IWC).

Nurse Specialty Coaching (NSC) = 1 unit per quarter (0.28125 IWC) for three 1-hour-long student appointments per week.

Group Academic Advising (if assigned): 1 unit per year for 10 students, or 0.01 unit per student/year (0.0028125 IWC).

Hospital-Specific Orientations = Lecturers will be compensated for external hospital-specific orientations which lecturers are *required* to complete before teaching at an external hospital. The number of units is determined by X hours/30.

General Provisions

Team Teaching: units will be assigned by the Program Director to instructors

Course Lead (designated by Program Director): 1 additional unit

Large Courses:

Student Enrollment	Teaching Units
60 students or fewer	= Academic units
61-79 students	= Academic units + 1 + TA
80-99 students	= Academic units + 2 + TA
100-130 students	= Academic units + 2 + TA

- *Exception:* If a group is more than 130 students, unit credit will be increased proportionately to reflect the actual number of students in the group.

For each comprehensive exam, readers are expected to complete grading in no more than one hour (if assigned), weighted at 0.03 unit per exam (0.0084375 IWC).

For each admission application, readers are expected to complete review in no more than 30 minutes (if assigned), weighted at 0.008 unit (0.00225 IWC) per application.

Self-Supporting Doctor of Nursing Practice (DNP) Courses

Teaching units = academic units associated with the course as a baseline.

Unit equivalencies for full academic year (4 quarters) are:

32 units (9 IWCs) over 4 quarters is 100%, and appointment percentage is determined by X units/32.

Any unit amount over 31.5 units shall be rounded up to 32 units.

For less than full academic year appointments, 8 units in one quarter is considered 100%, and appointment percentage is determined by X units/8.

References & Resources

Unit 18 Lecturer Contract: <https://ucnet.universityofcalifornia.edu/resources/employment-policies-contracts/bargaining-units/non-senate-instructional/contract/>

Revision History

Initial Approval	June 2021
Effective Date	June 2021
Review Date	
Revised Date SON workload policy revised by LR added: <i>Exception:</i> If a group is more than 130 students, unit credit will be increased proportionately to reflect the actual number of students in the group.	July 24, 2025
Next Review Date	June 30, 2026

Teaching Apprenticeship (TA)

Teaching offers many graduate students important professional experience as well as a source of income during their program. Teaching Assistants (TAs) play an important role in providing an education to undergraduate and graduate students and serve as valuable members of the UCLA instructional community. A TA is an enrolled graduate student who holds an academic appointment that is supervised by the lead faculty member of the course, the Program Director, or the Associate Dean of Academic Affairs. TA duties vary widely by discipline and course but may include leading discussion sections, grading assignments, papers or examinations, lesson planning, and others as outlined in [the UC Academic Student Employee Contract](#). Specific TA responsibilities should be communicated via a supplemental letter that accompanies a Written Notice of Appointment when hired.

The Teaching and Learning Center TA Training Program assists TAs at UCLA in improving their teaching and advancing their professional development. They are located in 160 Powell Library Building and available via email: tatp@oid.ucla.edu.

UCLA Campus Policies and Eligibility for TA

TAs are considered to be Academic Apprentice Personnel: Academic Student Employees (ASEs). Per University policy, Academic Apprentice Personnel are primarily considered to be students receiving professional training. Graduate student status takes precedence over University employment. ASEs terms and conditions of employment are governed by the ASE and GSR Collective Bargaining Agreements, respectively.

Academic apprenticeships provide relevant training experience to qualified students for academic and academic-related careers in teaching and research. Graduate students need to meet certain qualifications to be TAs. Prospective TAs must be enrolled in at least 12 graduate units and be in good academic standing (not be on academic probation or have a lapse in degree candidacy), as well as have at least a 3.0 UC graduate GPA. Non-native English speakers must also pass the Test of Oral Proficiency (TOP) or meet exemption criteria. Graduate students can serve as TAs for no more than 12 academic quarters, or by exception, up to 18 quarters following their advancement to doctoral candidacy.

UCLA Training Requirements

The UCLA Graduate Council has designated three primary training requirements for becoming a TA. Note that training requirements may vary based on the TA's hiring department. See below for details, and visit the [Teaching and Learning Center \(TLC\) website](#) for additional information.

Enroll in a 495 Course

All new TAs are required to complete a departmental 495 pedagogy course prior to or during their first quarter as a TA. Course format varies by department and is tailored to fit that discipline. Check with the hiring department about which 495 course is required and which quarter it is offered. For SON PhD students they will need to enroll in N495A.

Complete Professional Standards and Ethics Training (PSET)

These online compliance modules in Bruin Learn equip TAs with an understanding of their role and responsibilities, as well as acquaint them with resources to support their students. Graduate students can self-enroll [in the PSET course](#) at any time but must complete it by the end of the second week of their first term as a TA or, in the case of a late appointment, two weeks after the start of the appointment. Training is intended to take four to five hours to complete.

Complete Basic Pedagogy Training

TAs must complete training in five basic pedagogy areas as part of their 495 course. This requirement can be satisfied in one of three ways: by completing the TLC-developed Foundations of Teaching curriculum in its entirety, by completing equivalent departmental training, or by a combination of the previous options. The pathway students follow depends on which department they enroll under for the 495 pedagogy course. View [this chart](#) to determine which pathway is being used by a specific department.

Additional requirements may apply for specific appointments. For TAs appointed to undergraduate Writing II courses, English Composition 495E and 495F are required to satisfy the Writing in the discipline's requirement.

TLC Annual TA and Postdoc Teaching Conference

The [TLC's annual TA & Postdoc Teaching Conference](#) offers opportunities for novice and experienced instructors to build a community of colleagues and develop their teaching toolkits. This latest iteration of the conference expands offerings for postdoctoral scholars as well as incoming and returning TAs to build the necessary skills to start fall quarter strong. All students are strongly encouraged to attend this conference Fall quarter of Year 1 of their program.

The [TLC](#) provides resources to support teaching and learning, gives guidance for addressing challenges in the classroom, and offers funding to invest in educational innovation.

Joe C. Wen School of Nursing Departmental TA Training

The Joe C. Wen School of Nursing (SON) offers N495A in Fall quarter. The practicum is designed to prepare students for the TA role. The practicum is organized, developed, and taught by select faculty members. Successful completion of 495 or N495A is **required** prior to or concurrently with an appointment as a TA. Additionally, Nursing TAs may be required to complete additional training to teach in the simulation and skills lab.

Faculty Responsibilities

The faculty of the course and the Associate Dean of Academic Affairs are the supervisor for the TA.

Prior to the academic year or minimally before the quarter, TA applications are forwarded to faculty by the Student Affairs Office. The faculty member interviews and selects the TA. The faculty member informs SAO of their selected TA. The SAO informs the SON Human Resources, who will issue the contract to the TA. As the supervisor of the TA, the faculty and the Associate Dean of Academic Affairs will approve timesheets (Associate Dean of Academic Affairs), review roles and duties for the course and set course expectations (faculty). Faculty meet with the TA at the start, midpoint and end of the quarter to review expectations, provide feedback and set weekly hours ([TA Evaluation Form](#)). Faculty must [upload TA Evaluation Forms to this Box folder](#). For more information about the SON TA placement process please view [here](#). The TA Assignment policy for Senate and Adjunct faculty and the Lecturer Workload Policy provide information on how TA assignments are made to courses and faculty. Questions regarding TA allocations should be discussed with the program director.

TA Responsibilities

TA appointments typically range from 25% (110 hours per quarter; an average of 10 hours per week) to 50% (220 hours per quarter; an average of 20 hours per week) time. Appointments of at least 25% time include tuition and fee remission. A teaching assistant's responsibilities are not always the same from week-to-week, some weeks TAs may work fewer hours and other weeks more hours may be worked. As Academic Student Employees (ASEs), TAs are covered by a [collective bargaining agreement \(CBA\)](#). More information on TA compensation, working hours, and benefits can be found in the [UCLA Academic Apprentice Personnel Manual](#).

If circumstances require a TA temporarily to work at a combination of academic appointments totaling more than 50% time, the TA must have the department petition the Graduate Division for an exception. In no circumstance is a graduate student permitted to hold academic appointments totaling more than 75% time.

For any other general questions about TAs, contact Associate Dean of Student Affairs Dr. Liz Yzquierdo (Eyzquierdo@sonnet.ucla.edu)

TA Placement Process

Overview

Various people are involved in the process of hiring TAs:

Associate Dean for Student Affairs	Oversees TA process
Associate Dean of Academic Affairs	Oversees academic program requests, determines course and faculty TA allotments based on TA Assignment Policy
Program Directors	Confirm Course TA Allotments, Receive TA Requests
PhD Program Director	Oversees faculty who teach 495 course for TA training
Student Affairs Officer	Coordinates applications & placements
Human Resource Manager	Enters TA into UC Path, issues contract
Financial Aid Director	TA tuition fee remissions
Finance Manager	Budget approval
Curriculum Planner/Scheduler	Sets & updates schedule of classes/BruinLearn
Finance Committee	any appeals for TA must first be supported by the program directors and the Associate Dean of Academic Affairs then sent to finance committee for review

Quarterly Application Process

The application process happens **the quarter before the course is scheduled** to be taught.

- **Summer**
 - Annual TA Budget review and projections for the next academic year. Finance provides these numbers
- **Prior to Application Process** – Associate Dean for Student Affairs & TA coordinator review expected enrollment numbers & TAs allotted to all courses in consultation with Associate Dean of Academic Affairs
 - Program Directors and Associate Dean of Academic Affairs confirm the number of TAs allotted to a course and faculty
 - Enrollment numbers are monitored up until TA application is released to students.
- **Week 2** – TA Qualifications/Preferences Survey to Faculty
 - Google form provides TA coordinator with information for initial review of qualified applicants.
- **Week 3/4** – TA applications open once schedule of classes is open for the next quarter by upper campus. This ensures students have a better sense of their schedules for the following quarter.
 - Application sent to PhD, DNP, and APRN student sonnet emails.
- **Week 4/5** – Review of Applications

- TA Coordinator sends list of qualified applicants & their resumes to course faculty for review.
- **Week 6** – TA placements finalized
 - If there are not enough applicants for a course, coordinator will send out another call for applications until TAs are confirmed for all courses and faculty.
- **Week 6/7** - TA list is sent to scheduler (to input to Bruin Learn), HR manager for hiring, and Financial Aid Director (financial aid/remission).

Additional TA Request Process

- Requests for additional TAs should be sent with a 2-3 sentence justification to the program director and Associate Dean of Academic Affairs.
- Program directors review requests with the Associate Dean of Academic Affairs and communicate the decision to the faculty and copy Student Affairs.
- If the program director endorses the request, it is forwarded to the TA Coordinator who refers the request to the Finance Committee and Associate Dean for Student Affairs and Associate Dean of Academic Affairs.

TA Eligibility Requirements ([UCLA ASE Manual](#))

To be eligible to hold a TA position, students must:

1. Be enrolled in at least 12 units and have a 3.0 GPA or above.
2. First time TAs must enroll in the N495A pedagogy course prior to or concurrently with their TA assignment.
3. NOT hold an RN/per-diem appointment with any UCLA affiliated hospital.
4. International students and permanent residents must pass the Test of Oral Proficiency (TOP) exam.
5. Cannot have been hired as a TA or GSR for a total of 12 or more quarters while at UCLA.
6. Be available to attend campus workshops, trainings, and orientations.
7. Complete Title IX Training for Employees.
8. Complete the PSET Modules on Bruin Learn and attend the (5) Foundations of Teaching Workshops offered by the Teaching & Learning Center, also included as part of the requirements for the N495A course.

Evaluation Form

- Faculty assigned a TA must complete the [TA Evaluation Form](#) with at the start of quarter, mid-quarter, and at the end of the quarter to outline duties, set expectations, weekly hours, and provide consistent feedback throughout the term as described on the UCLA School of Nursing website. Faculty can [upload your TA Evaluation Forms to this Box folder](#).

Faculty Best Practices

- Support the TA(s) in learning the instructional technologies for which they are responsible
- Initiate conversations to understand the TA's time investment in learning and deploying new instructional technologies
- Communicate clearly and consistently the expectations for TA work hours (utilize the [TA Hours Grid](#)). TAs may need to adjust their schedules to meet commitments to accommodate certain students. Continue to monitor the number of hours completed on a weekly basis
- Put in place contingency plans in case the TA becomes ill and are unable to teach their class
- The Teaching & Learning Center (formerly Center for Advancement of Teaching) has created a helpful Communication Checklist for faculty and TAs, as well as a Shared Expectations Worksheet. You can access these documents [here](#).

References:

The TA Assignment Policy for Senate and Adjunct Faculty

Unit 18 Lecturer Contract: <https://ucnet.universityofcalifornia.edu/resources/employment-policies-contracts/bargaining-units/non-senate-instructional/contract/>

UCLA Joe C. Wen School of Nursing

Policy ID 25-08-01-4	
Policy Area: Teaching	Teaching Assistant Assignment Guidelines for Academic Senate and Adjunct Faculty

Policy

1. Background

1. The number of Teaching Assistants (TAs) for each academic year is determined by the School of Nursing budget and availability of doctoral students.
2. TAs are typically hired at 25% (10 hours per week), 30% (12 hours per week) or 50% (20 hours per week).
3. Due to limited resources, one TA may not be assigned exclusively to a single course or faculty member. Therefore, TAs may be assigned to support two courses or two faculty members, with their hours divided evenly between the assignments. For example, TAs hired at 30% (12 hours per week) are shared TA resources and assigned to two courses or two faculty with 6 hours per week assigned to each course or faculty.
4. TA assignments are made by the Student Affairs Office, Program Directors, and the Associate Dean of Academic Affairs with faculty involvement.
5. For courses that are university-designated intensive writing courses the number of TAs is determined by the University and is generally 1 TA to every 20 students.

2. Description

1. TAs are assigned to individual courses/faculty based on course enrollment as follows:

Student Enrollment	Teaching Assistants
57 - 60 students	1 TA shared with other courses or faculty as available
61 - 80 students	1 TA may be shared with other courses or faculty with priority for these courses with higher enrollment
> 80 students	1 TA not shared with other courses or faculty

2. Courses with student learning objectives that require specific time intensive support are considered for TA assignment (e.g., extensive writing, demonstration of calculations for epidemiology or statistic courses, clinical practicum management)
3. Faculty teaching courses with 57-60 students enrolled may share one TA resource depending on availability.
4. Each faculty member will need to submit to the SAO a written plan for how the TA will be utilized in the course and the expected number of hours per week.

5. Attention is given to faculty and courses offered during Winter quarter as the faculty burden is heavier during this quarter due to admissions and grading comp exams for Senate faculty.
6. Unit 18 Lecturer TA assignments may differ from Academic Senate and Adjunct faculty TA assignments and are based on the Unit 18 Lecturer contract and MOU.

Process

1. At the end of spring quarter (minimally prior to each quarter) the SAO will send all faculty a TA request form for the following academic year based on the number of TAs available and in consultation with the Associate Dean of Academic Affairs and the Program Directors.
2. Faculty complete the TA request form and submit to SAO.
3. SAO will provide background for available TAs to faculty.
4. Faculty review the potential TAs background and interview TAs prior to hiring. After the interview, Faculty inform SAO if they would like to move forward with hiring the TA.
5. Faculty must meet with the assigned TA and review work hours and assignments prior to the quarter start.
6. Faculty who are assigned to share TA resources should meet prior to the quarter start, midway through the quarter and at the quarter end to review TA performance.
7. Faculty must document TA time weekly, meet with the TA at mid quarter to review performance, and provide a final grade for the TA.

References & Resources

Unit 18 Lecturer Contract: <https://ucnet.universityofcalifornia.edu/resources/employment-policies-contracts/bargaining-units/non-senate-instructional/contract/>

Revision History

Initial Approval	9/9/2025
Effective Date	9/9/2025
Review Date	08/20/2025
Revised Date	9/9/2025
Next Review Date	August 2026

UCLA Joe C. Wen School of Nursing

***PEER TEACHING ASSESSMENT FORM* accessed here:** **Peer Teaching Assessment Form**

EVALUATION OF: _____ DATE: _____

I have observed the candidate teaching in the following settings:

- Clinical Setting
- Informal Consultation or Discussions
- With Students
- Lectures
- Forums/Meetings with Students
- Tutorials/Small Group Discussions
- Other: _____

Consistent with Article 7a, Section G of the Unit 18 MOU, please evaluate teacher for effectiveness/applicability in the following categories using a scale from 0-7 (zero being completely ineffective, 7 being very effective), answer N/A if you have not observed or are not aware of the teacher's performance in a given category:

CATEGORY	RATING use 0—7 scale 0 = ineffective; 7 = very effective N/A if not observed
1. Gives clear, well-structured, organized presentations which include learning outcomes (Section G.2.c)	
2. Is receptive to and answers questions in a manner facilitating learning (Sections G.2.a; G.2.f; G.2.g)	
3. Uses visual aids, handouts, and/or technology teaching tools well (Sections G.2.c; G.2.h)	
4. Is an enthusiastic and motivating teacher (Sections G.2.a; G.2.f; G.2.g)	
5. Is knowledgeable in the subject matter being taught (Section G.2.b)	
6. Involves students in probing the reasoning/critical thinking process (Sections G.2.f; G.2.g)	
7. Allows for a balanced participation of students in learning process (Sections G.2.e; G.2.g)	
8. Encourages critical appraisal of information by students (Sections G.2.f; G.2.g)	

9. Instills enthusiasm and interest in students (Sections G.2.a; G.2.f; G.2.g)	
10. Sets pedagogical objectives appropriate to topic, level, and format (Section G.2.h)	
11. Develops effective assignments, lecture slides, lesson plans, exams and/or other course materials (Sections G.2.c; G.2.d; G.2.h)	
12. Responds to student work in ways appropriate to student performance, course content, level and format (e.g., provides feedback, recommendations for improvement) (Section G.2.e)	
13. Is able to train effective clinicians (Sections G.2.b; G.2.d; G.2.g)	
14. Demonstrates continued growth in mastering new topics (Section G.2.b)	
OVERALL ASSESSMENT OF TEACHING ABILITIES	

Examples and Comments:

NAME OF EVALUATOR: _____

(Please print or type)

SIGNATURE OF EVALUATOR: _____

DATE: _____

Revision History

Effective Date	Approved: 11/16//23
Review Date	
Revised Date	
Next Review Date	

UCLA Joe C. Wen School of Nursing

Policy ID 25080101	
Policy Area: Teaching	Generative Artificial Intelligence (AI) use statement in syllabi

Policy

Syllabi for courses offered in the School of Nursing will include a statement on use of generative artificial intelligence (AI).

Procedure

Faculty choose one of the following statements to add to the course syllabus:

Not permitting AI in class

- The use of AI writing tools (including, but not limited to, ChatGPT) is not permitted in this course. Students who use these tools for class assignments undermine the goals and learning objectives for this course, reducing the effectiveness of instruction. The instructor may submit student writing to an AI writing detector (e.g., GPTZero) at any point throughout the term. Any suspected or confirmed use of AI writing tools may be treated as academic dishonesty (see the UCLA Academic Integrity statement for more information). Reasonable use of assistive technologies, including AI-based writing tools approved as accommodations, will be permitted consistent with UCLA Center for Accessible Education (CAE). *(Adapted from the UCLA Teaching and Learning Center)*

Limited use of AI in class with citation

- The recent advances in AI technology are already transforming the ways humans communicate. To prepare students for an AI-infused world, the use of AI writing tools in this class is permitted in some ways. Students are encouraged to use AI writing tools (such as ChatGPT) to generate ideas for their writing and coursework in this class; however, it is expected that all AI-generated content be reviewed, edited, and verified for accuracy before submission. Please note that you need to cite the specific AI writing tool as a source if you present any significant amount (i.e., more than one sentence) of minimally edited AI-generated text as your own and for any editing, critique or other feedback. Please review the [APA](#) or [MLA](#) guidelines for citing generative AI writing tools. Reasonable use of assistive technologies, including AI-based writing tools approved as accommodations, will be permitted consistent with UCLA Center for Accessible Education (CAE). *(Adapted from the UCLA Teaching and Learning Center)*

Permitting AI in class

- You are welcome to use generative AI programs (ChatGPT, DALL-E, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing some assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UCLA's academic integrity policy. This policy applies to all uncited or improperly cited use of content, whether that work is created by human beings alone or in collaboration with a generative AI. Reasonable use of assistive technologies, including AI-based writing tools approved as accommodations, will be permitted consistent with UCLA Center for Accessible Education (CAE). *(Adapted from CMU and Harvard)*

References & Resources

<https://dts.ucla.edu/initiatives/ai>

<https://senate.ucla.edu/news/teaching-guidance-chatgpt-and-related-ai-developments>

<https://teaching.ucla.edu/resources/teaching-guides/using-generative-ai-reflectively-and-responsibly-in-teaching-and-learning/>

Revision History

Effective Date	October 31, 2025; for input into syllabi Spring quarter 2026
Review Date	
Revised Date	
Next Review Date	

UCLA Joe C. Wen School of Nursing

Policy ID 25-08-20-1	
Policy Area: Teaching	Vacation and “days off”

Policy

General considerations

Vacations and “days off” are an important benefit to UCLA employees.

The School of Nursing is one of the Schools on the UCLA campus follows a **fiscal Year Policy**. Fiscal year appointees can accrue vacation times at the rate of two days a month for full-time service. Based on this policy, all School of Nursing employees are expected to **submit a monthly timesheet** to report vacation days and /or sick days if any. The accurate reporting of vacation dates/times allows the School of Nursing to recoup earnings from vacation time.

Process

Based on Faculty [Vacation](#) Policy, “... Absences must be **requested** via submission of [Faculty Leave or Sabbatical Form](#) and **must be approved** by the Program Director in consultation with the Associate Dean of Academic Affairs. Types of leave and approval authority are detailed in Academic Personnel Manual Section 700.” On the Faculty Leave or Sabbatical Form under the “other leaves of absence” section, faculty may select “personal” or “other” and state the reason in section A. Once the form is approved, the hours reporting should be reported on the monthly timesheet (TRS) for the month.

To ensure vital functions of the school and especially adequately cover teaching needs for our students from BS to doctoral programs who take courses four quarters a year, we appreciate that you responsibly submit your request for “absence” to your program director for approval **prior** to taking your “leave” or “absence”.

References & Resources

[APM section 730](#)

[The Call-sabbatical and other leave](#)

Revision History

Initial Approval	5/1/ 2019
Effective Date	1/1/2025
Review Date	
Revised Date: UCLA The Call:	5/1/2019; 7/1/2021; 1/1/2025
Next Review Date	

UCLA Joe C. Wen School of Nursing

Policy ID 25-08-28-1	
Policy Area: Teaching	Kaplan Scoring in BS and MECN Prelicensure Courses

Policy

General considerations

The Kaplan Integrated Test (IT) scores are benchmarks for the curriculum and are mandatory for clinical courses and other key nursing courses. IT examinations are proctored examinations monitored by the Joe C. Wen School of Nursing and *Kaplan Nursing*. The proportion of the final course grade assigned to all Kaplan-related activities and the course-related IT exams is set by the Curriculum Committee as the following:

- For Y1 MECN and Y3 BS pre-licensure students (fall to spring quarters): **5% of the course grade**; no less than 2.5% may be assigned for corresponding Kaplan IT exams.
- For Y2 MECN and Y4 BS pre-licensure students (summer to spring quarters): **10% of the course grade**; no less than 5% may be assigned for corresponding Kaplan IT exams.

Activities to be included in the allocation of these percentages are the following:

- Kaplan Focused Review Tests
- remediation
- actual IT exam results
- any other activities deemed relevant for content mastery by course faculty

The percent effort allocated for each activity may vary across courses, but the total percent of a student's grade toward Kaplan-related activities must conform to the above criteria.

Process

Course faculty members will outline all Kaplan IT-related activities in the course syllabus, including the examination times and dates, and a breakdown of points applied to the final course grade.

Kaplan Blueprints for IT Exams are for faculty use only and not to be shared with students. Exams may be scheduled as early as Week 8 and must be proctored in person.

To determine the exact Kaplan IT examination score applied toward the final grade, two scores will be evaluated: the (Kaplan) national percentile score and the proportion of questions answered correctly. The higher of these two scores will be applied to total points earned. For

example, if the student answers 60% of test items correctly and achieves a score that falls in the 82nd percentile for the nation, 82% of possible points for the IT exam will be added to compute the course grade.

References & Resources

https://bruinlearn.ucla.edu/courses/181217/pages/kaplan-resources?module_item_id=6345160

<https://nit.kaptest.com>

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UCLA Joe C. Wen School of Nursing

Policy ID 25-08-28-2	
Policy Area: Teaching	BS and MECN Prelicensure Exam and Quiz Administration

Policy

General considerations

To ensure a fair, secure, and professional environment for administering quizzes and exams, reflecting the university standards on academic integrity.

1. Exam and Quiz Access

- Exam and quiz codes are provided in class only after all students have completed dual authentication, returned their cell phones to their backpacks, and cleared their desks.
- Sharing the exam code with any student not present in class constitutes academic dishonesty and will be reported to the UCLA Dean of Students.

2. Bathroom use during exam

- Use the bathroom before the exam begins.
- Students may not leave the room once the exam starts unless for urgent reasons i.e. use of bathrooms.
- Students may be escorted to the bathroom by the proctor.
- Time spent outside the exam room counts towards the testing time, and no additional time will be provided.

3. Personal Belongings

- All bags, backpacks, and personal belongings must be placed in the designated area assigned by faculty, typically at the front of the classroom.
- Phones must be turned off and stored in backpacks after dual authentication is completed.

4. Prohibited Items

- Wearable devices such as earbuds, smartwatches, AI devices such as Vue glasses, S-ring, smartphone controller, UV pen with invisible ink, and other devices capable of storing or transmitting data, such as magic calculators and calculators with memory storage ("M" or Memory key), water bottles, food containers, and any other items are not allowed.
- Only pencils and faculty-distributed scratch paper are permitted for medication math exams.
- Jackets and hats including AI hats are not allowed during exams.

Process

Exam Protocol

1. Before the Exam

- Faculty will verify that all students have completed dual authentication.
- Students must place personal items, including cell phones, in the designated storage area.
- Faculty will provide the exam or quiz code once all procedures are completed.
- Faculty will distribute scratch paper for calculations, which must be returned with the student's name at the end of the exam. Failure to do so will void all math answers.

2. During the Exam

- Students must adhere to the policies listed above.
- Silence must be maintained throughout the exam. Disruptive behavior will result in removal from the exam room.
- Faculty and proctors will not answer questions about the exam during the testing period.
- Faculty will monitor the room to ensure compliance with all exam rules.
- Any student found using a browser other than the designated exam portal will be reported immediately for academic dishonesty.

3. After the Exam

- Students must return all faculty-distributed materials, including scratch paper, before leaving the room.
- Faculty will review and report any incidents of academic dishonesty or policy violations.

References & Resources

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UCLA Joe C. Wen School of Nursing

Policy ID 25-08-28-3	
Policy Area: Teaching	Student Injury in the Clinical Area and HIV/AIDS and other Blood Borne Diseases

Policy

General considerations

Health Situations Increasing Risk in the Clinical Setting

Changes in student health status that may affect the safety of the student and/or patient in healthcare agencies must be reported to the Director of Student Affairs. This includes pregnancy, accidents that cause injury, or other mental or physical condition including infectious diseases. A healthcare provider statement may be required indicating that it is safe for the student to function in the clinical area. The School of Nursing will provide reasonable accommodations for students with specific needs stemming from a change in health status. Students in need of accommodation are urged to register with the Center for Accessible Education (CAE) to receive accommodation.

As a part of providing care to ill persons, the student may be exposed to infectious and/or communicable diseases. Costs of testing, diagnosis, and treatment of any infectious and/or communicable disease, including those contracted while acting as a caregiver in a clinical experience, will be the responsibility of the student. The School of Nursing provides instruction to each student regarding Universal Precautions according to the recommendations of the Centers for Disease Control.

Process

IF THE STUDENT IS INJURED WHILE IN CLINICAL:

1. The student should immediately notify the clinical instructor or preceptor.
2. The clinical instructor or preceptor will immediately notify Course Lead Faculty.
3. The clinical instructor or preceptor will complete the "Student Incident Report" form in [Qualtrics](#). This form documents medical and non-medical incidents. **Please notify the Clinical Placement and Health Clearance Coordinator.** This is how to access the Student Incident Report in Qualtrics found here:

<https://it.uclahealth.org/support/guides/guide-qualtrics>

- a. Click on "Log Into Qualtrics" button on the left hand side of the screen
- b. Once logged in, ensure that you are the Home landing portal.

- c. Look on the list of available survey forms on the left hand side or use the search button.
 - d. Click on Student Incident Report and start filling in the information.
4. The clinical faculty/lead faculty will **notify the Program Director and the Director of Student Affairs immediately**.
 5. If necessary, the student will be excused from clinical for the day to seek medical treatment.
 6. If required, emergency care will be provided by the clinical site at the student's expense (a needle stick is considered an urgent medical concern). Students are required to have health insurance coverage for the duration of the program.
 7. The student is responsible for contacting his/her healthcare provider (often the Arthur Ashe Center) immediately following emergent care (ideally within 4 hours) to arrange for post-injury follow-up.
 8. All costs associated with immediate and follow-up treatment are the responsibility of the student.
 9. Injuries that occur at UCLA facilities require worker's compensation paperwork and follow up within 24 hours.

POLICY ON HIV/AIDS AND OTHER BLOODBORNE DISEASES

For more information about definitions, policy, and post-exposure prophylaxis instructions, please review the UCLA policy for HIV/AIDS and other Blood Borne Diseases located at:

<https://ehs.ucla.edu/research/bio/regulations#:~:text=Bloodborne%20Pathogens%20Program,HCV%20and%20other%20bloodborne%20pathogens>.

References & Resources:

<https://sonnet.ucla.edu/faculty/forms-reports>

OTHER INJURIES

Recommendations for actions in case of employee injuries can be found at UCLA Insurance & Risk Management site located at:

<https://irm.ucla.edu/workers-comp/injury-at-work>

Guidelines for what to do when a visitor or student reports an injury are located at:

<https://irm.ucla.edu/general-liability/what-to-do-when-a-visitor-or-student-reports-an-injury>

Guidelines for reporting incidents involving biohazards are located at:

<https://ehs.ucla.edu/ehs-hotline-reporting>

<https://ehs.ucla.edu/news/new-biohazard-exposure-abc-posters-are-available>

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UCLA Joe C. Wen School of Nursing

Policy ID 25-08-28-4	
Policy Area: Teaching	Performance Improvement Plans (PIP)

Policy

General considerations

Performance Improvement Plans are provided to students by faculty to address problematic behavior and to provide a remedy for that behavior. The Performance Improvement Plan, or PIP, may address behavior that is considered inappropriate (e.g., failure to wear the appropriate attire to lab or clinical, disrespectful behavior, late assignments, etc.) or to bring attention to a deficit or error in nursing skills.

Process

The faculty will provide the student with a written record of the observed behavior and recommend appropriate corrective action. Corrective action may include, but is not limited to:

1. writing a reflective response paper
2. meeting with the nursing specialty coach
3. going to skills lab to remediate

PIPs can be electronically completed on a student using this [PIP Form](#). The student will be notified of receiving the PIP after it is completed by faculty and reviewed by the student affairs office. Upon submission of the PIP form, the student will be emailed a copy for their records to the student sonnet email address. The submitting faculty, the Lead Faculty, the Program Director and the Student Affairs office will be emailed a copy of the PIP for their records.

Three PIPs in one class may result in failure of the course.

References & Resources:

https://bruinlearn.ucla.edu/courses/181217/pages/pip-advisement-student-slash-lab-incident-end-of-course-reporting-forms?module_item_id=6984740

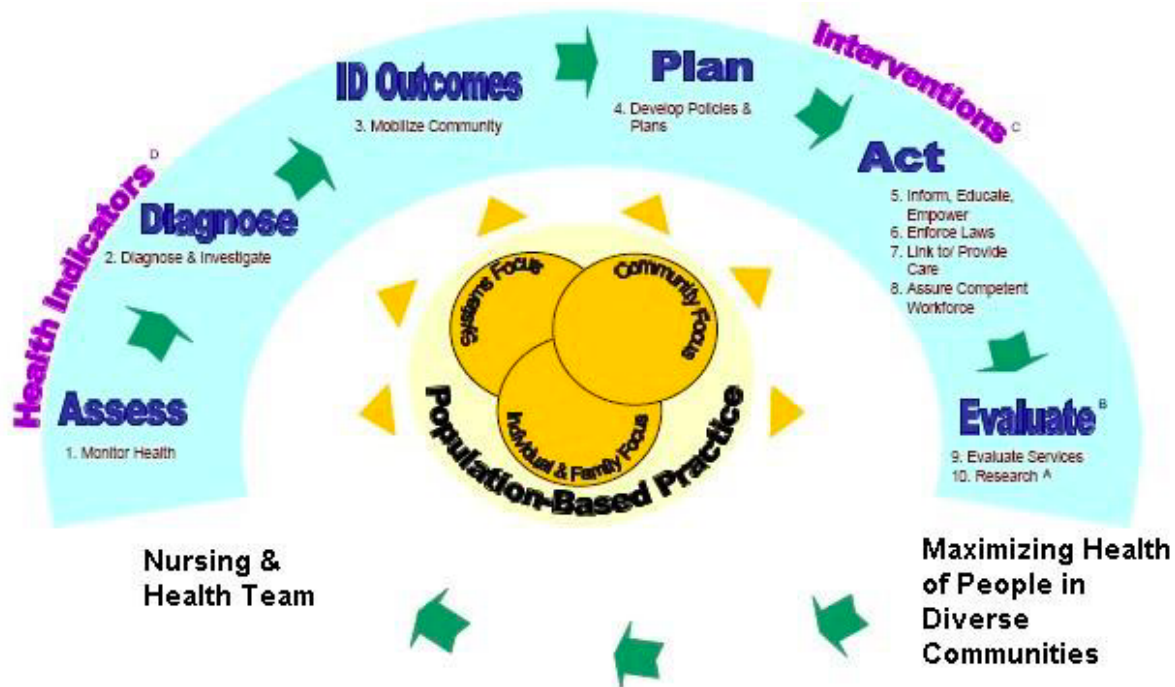
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ACADEMIC PROGRAMS

BS AND MECN PRELICENSURE PROGRAMS

Curriculum Model and Learning Outcomes



A nursing practice model (originating in public health nursing but pertinent to all practice settings) serves as the Joe C. Wen School of Nursing curriculum model (Smith & Bazini-Barakat, 2003). The core of this curriculum model is the patient/client as the recipient of nursing care. As depicted in the diagram, the recipient of nursing care includes individuals, families, populations, communities, and/or systems. Coursework throughout the curriculum deepens students' understanding of the full spectrum of the health-illness experience.

Another prominent aspect of the curriculum model is the nursing process which represents the professional nursing activities that are provided to the recipients of care. Students are introduced to the nursing process and ANA Standards of Care very early in the curriculum (N10 and N150A Fundamentals courses in the BS program and N250 and N150 in the MECN program). All subsequent courses integrate the nursing process into theory and clinical learning activities. Furthermore, the curriculum is developed to include courses that focus on three levels of health care: primary prevention (N174 in the BS program and N252 in the MECN program, secondary prevention (N160/N260), and tertiary care (theory and clinical components of all acute care theory-clinical courses). In these courses, students are taught strategies for health promotion, risk reduction, screening and early identification, critical interventions to restore and maintain health, chronic disease management, and palliation for intractable conditions.

A systems perspective is reinforced in leadership courses (BS and MECN programs), organizational systems courses (MECN program), and N171 Public Health (BS and MECN programs). In addition, the curriculum is informed by the CCNE Undergraduate and Masters Essentials and the Quality, Safety and Education in Nursing (QSEN) competencies.

BS LEARNING OUTCOMES

<https://www.nursing.ucla.edu/admissions/undergraduate/bachelor-science>

After completing the BS program, graduates achieve the following outcomes:

Domain 1: Knowledge for Nursing Practice. Integrate established and evolving disciplinary nursing knowledge, the liberal arts, and natural and social sciences to develop clinical judgement in nursing practice.

Domain 2: Person-centered Care. Deliver high quality, holistic care that is person-centered, equitable, compassionate, developmentally appropriate, and evidence-based using the nursing process while collaborating with other healthcare team members to engage additional expertise when necessary.

Domain 3: Population Health. Engage in population health interventions by collaborating with traditional and non-traditional partnerships from community organizations, public health, industry, academia, health care, local government entities to advocate for equitable health outcomes.

Domain 4: Scholarship for Nursing Practice. Synthesize nursing knowledge and integrate evidence-based interventions to address practice problems, health inequities, policy gaps, and system inefficiencies in order to improve patient safety, care quality, and equitable health outcomes while promoting ethical conduct in scholarly activities.

Domain 5: Quality and Safety. Provide quality nursing care based on emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through both individual performance and system effectiveness.

Domain 6: Interprofessional Partnerships. Collaborate through interprofessional partnerships to enhance the healthcare experience, optimize care, and improve quality outcomes for diverse patients, families, and communities.

Domain 7: Systems-based Practice. Work within complex systems to effectively and sustainably coordinate resources to provide safe, quality, and equitable health care to diverse populations through the use of innovation and evidence-based practice.

Domain 8: Informatics and Healthcare Technologies. Use Informatics and healthcare technologies to collect and analyze data that informs evidence-based decision-making, supports safe, ethical, high-quality and efficient person-centered care, and facilitates effective communication.

Domain 9: Professionalism. Develop a professional identity fortified by advanced leadership concepts, embodying accountability, a collaborative disposition, diverse perspectives, and ethical behaviors that exemplify the values and characteristics of the nursing profession while prioritizing the integration of diversity, equity, and inclusion in both practice and professional identity.

Domain 10: Personal, Professional, and Leadership Development. Develop leadership skills by participating in activities that build healthy relationships, enhance self-reflection, foster personal health and wellbeing, and promote lifelong learning.

MSN/MECN: MASTERS ENTRY CLINICAL NURSING LEARNING OUTCOMES

<https://www.nursing.ucla.edu/admissions/graduate/msn-masters-entry-clinical-nurse-mecn/mecn-faq>

After completing the MSN-MECN, graduates are able to complete the following outcomes:

Domain 1: Knowledge for Nursing Practice. Integrate established and evolving disciplinary nursing knowledge, the liberal arts, and natural and social sciences to develop clinical judgement in nursing practice.

Domain 2: Person-centered Care. Deliver holistic high-quality care that is person-centered, developmentally appropriate, compassionate, equitable, and evidence-based using the nursing process while collaborating with other healthcare team members to engage additional expertise when necessary.

Domain 3: Population Health. Analyze policies that impact population health, implement supporting evidence, address system gaps, and develop interventions by collaborating with traditional and non-traditional partnerships from communities, public health, industry, academia, health care, local government entities and community partners to promote equitable health outcomes.

Domain 4: Scholarship for Nursing Practice. Critically evaluate, synthesize, and develop processes based on nursing knowledge to apply evidence-based interventions that target practice problems, health inequities, policy gaps, and system inefficiencies, with the goal of enhancing patient safety, care quality, and equitable health outcomes, while also advocating for ethical conduct in scholarly activities.

Domain 5: Quality and Safety. Apply scholarly processes to analyze quality care issues, applying standardized quality improvement processes based on emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through both individual performance and system effectiveness.

Domain 6: Interprofessional Partnerships. Collaborate through interprofessional partnerships to enhance the healthcare experience, promote cost effectiveness, optimize care delivery in all settings, and improve quality and safety outcomes for diverse patients, families, and communities.

Domain 7: System-based Practice. Analyze system processes within complex systems to effectively and sustainably coordinate resources and design processes to provide safe, quality, and equitable health care to diverse populations through the use of innovation and evidence-based practice.

Domain 8: Use Informatics and healthcare technologies to collect and analyze data that informs evidence-based decision-making, supports safe, ethical, high-quality and efficient person-centered care, and facilitates effective communication.

Domain 9: Develop a professional identity fortified by advanced leadership concepts, embodying accountability, a collaborative disposition, diverse perspectives, and ethical behaviors that exemplify the values and characteristics of the nursing profession while prioritizing the integration of diversity, equity, and inclusion in both practice and professional identity.

Domain 10: Demonstrate leadership skills by developing professional nursing expertise and initiating activities that build healthy relationships, enhance self-reflection, foster personal health and wellbeing, and promote lifelong learning.

BS AND MECN FACULTY AND ADMINISTRATOR ROLES AND RESPONSIBILITIES

ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Role: Appointed by the Dean, the Associate Dean of Academic Affairs, is responsible for providing overall leadership and oversight of all activities related to Academic Affairs and for overall administration of all educational programs. With approval of the Board of Registered Nursing, the Associate Dean of Academic Affairs shall serve as the Director of the BS and Masters Entry Clinical Nurse MSN (MECN) prelicensure programs and shall be responsible to the BRN for all communications and for overall administration of the BS and MECN programs.

The Associate Dean of Academic Affairs is a key member of the education leadership team and is responsible for administration of all educational programs. The Associate Dean of Academic Affairs works in collaboration with the Dean, the BS and MECN Program Director and Assistant Director, the Curriculum Committee, BS and MECN faculty, and staff to ensure the highest level of quality for all education programs. In this capacity, the Associate Dean of Academic Affairs ensures program quality and maintains appropriate accreditation by

9. Leading processes of planning, budgeting, fiscal management, resource stewardship (funds, space, staff, and faculty), teaching assignments, and outcome assessment.
10. Reflecting the vision and mission of the School of Nursing. In fulfilling these duties, the Associate Dean of Academic Affairs shall identify and apply leadership, organization, and management principles that are core to the School of Nursing and UCLA.

Responsibilities:

1. Ensure a safe, healthy, and supporting teaching environment for faculty, through oversight of, participation in the planning for, and dissemination of information regarding:
2. Policies and regulatory requirements, including but not limited to:
 1. University Code of Conduct
 2. Harassment training and support (including intellectual, sexual, gender, racial, etc.)
 3. Diversity training
 4. HIPAA training
 5. Required immunizations and other occupational health requirements - Safety and Security Training, in compliance with state and federal statutes
3. Actively participate in regional and national networks of Academic Affairs Deans, such as CACN and AACN
4. Review course evaluations quarterly

5. Review climate and exit surveys when available as they relate to curriculum and pedagogy; consults with the Associate Dean of Equity Diversity and Inclusion as appropriate.

BS AND MECN PROGRAM DIRECTOR

Role: Appointed by the Dean, the BS and MECN Program Director administers and provide oversight of the BS and MECN programs. The BS and MECN Program Director works in collaboration with the Associate Dean of Academic Affairs, the Curriculum Committee, BS and MECN Assistant Program Director, BS and MECN faculty, and staff to ensure the highest level of quality for both BS and MECN prelicensure programs. In this capacity, the BS and MECN Program Director shall organize and lead program implementation by:

1. Ensuring fidelity to the approved curriculum
2. Assessing and monitoring teaching effectiveness
3. Maintaining positive communication among all program stakeholders (faculty, clinical affiliates, students)
4. Monitoring program effectiveness regularly.

In fulfilling these duties, the BS and MECN Program Director shall identify and apply leadership, organization, and management principles that are core to the School of Nursing and UCLA. With approval of the Board of Registered Nursing, the BS and MECN Program Director shall serve as the Assistant Director of both the BS and MECN programs and shall have full authority and responsibility to administer the BS and MECN programs independently in the absence of the Associate Dean of Academic Affairs.

Responsibilities:

1. Responsible for overall program administration and supervision.
2. Manages the delivery of educational services with the program.
3. Reviews course syllabi to ensure consistency with approved course descriptions, standards and requirements of accrediting bodies and communicates any concerns to the faculty, curriculum committee, and Associate Dean of Academic Affairs.
4. In collaboration with faculty, facilitates partnerships with appropriate public and private entities that provide services to students, including clinical placements.
5. Prepares information for accreditation reports; develops and maintains records as needed for reporting.
6. Establishes and maintains effective communication with faculty and members of the staff about general aspects of the program administration.
7. Schedules routine meetings to discuss implementation of programs and other resource needs.
8. Consults with the Associate Dean of Academic Affairs about teaching needs and participates in hiring of new faculty.
9. Mentor faculty members regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations.

10. Collaborates with Student Affairs staff to ensure that any administrative issues involving the delivery of the curriculum are addressed.
11. In consultation with the Associate Dean of Academic Affairs, discuss course evaluations when making faculty assignments, as well as data from climate and exit surveys.
12. In consultation with the Associate Dean of Academic Affairs, prepares teaching assignments for all courses in the BS and MECN programs.

ASSISTANT BS AND MECN PROGRAM DIRECTOR

Role: The Assistant BS and MECN Program Director is appointed by the Dean, with consultation with the BS and MECN Program Director and the Associate Dean of Academic Affairs. The Assistant BS and MECN Program Director works under direct supervision of the BS and MECN Program Director and must be approved by the BRN at the Instructor level. The Assistant BS and MECN Program Director assumes duties delegated to her/him by the BS and MECN Program Director. These may include:

1. Collaboration with and oversight of administrative staff related to collection of required documentation from student and/or faculty.
2. Communication with unit leaders/staff at hospital affiliates regarding student experiences.
3. Collection of quality indicators from students, faculty, skills lab coordinator, and preceptors.
4. Consultation and problem-solving regarding student or curricular issues.
5. Consultation regarding teaching assignments.
6. Communication among any or all Joe C. Wen School of Nursing stakeholders.

In fulfilling these duties, the Assistant BS and MECN Program Director shall apply leadership, organization, and management principles that are core to the Joe C. Wen School of Nursing and UCLA.

Responsibilities as delegated by the BS and MECN Program Director:

1. Manages day-to-day program administration as needed.
2. Evaluates the delivery of educational services with the program.
3. Reviews course syllabi to ensure consistency with approved course descriptions, standards and requirements of accrediting bodies and communicates any concerns to the BS and MECN Program Director.
4. Directs staff to facilitate partnerships with appropriate public and private entities that provide services to students, including clinical placements.
5. Collects and evaluates relevant data for accreditation reports; develops and maintains records as needed for reporting.
6. Establishes and maintains effective and consistent communication with faculty, staff, and students about general aspects of the program administration.
7. Schedules routine meetings to discuss implementation of programs and other resource needs.

8. Consults with the BS and MECN Program Director about teaching needs and participates in hiring of new faculty.
9. Mentor and evaluate faculty members regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations.
10. Participates in development of teaching assignments for annual teaching schedule.
11. Communicates with Student Affairs staff regarding individual student concerns.
12. Coordinates student clinical assigned placements with Senior Administrative Analyst.

BS AND MECN FACULTY ROLES

LEAD FACULTY

Role: Under direction of the Program Director and the Assistant Program Director, the Lead Faculty prepares course syllabi in accordance with recommendations set by Curriculum Committee and operationalizes the course consistent with program goals and course learning objectives

Responsibilities:

1. Under direction of the Program Director, leads overall course planning and implementation, including development of course protocols for instruction and evaluation of learning outcomes with clinical instructors (if any are assigned to the course team).
2. Conducts meetings of the course team to:
 - a. review course evaluations
 - b. develop course calendar and divide lecture content among self and team to include recommendation of possible guest lecturers
 - c. provide for course business throughout the quarter
 - d. discuss creation and revision of course syllabi, i.e. course requirements, evaluation instruments, etc.
 - e. make clinical assignments for students with consultation from clinical instructors
3. Prepares the final course syllabus and submits electronic copy to clinical placement to dispense to clinical instructors and preceptors 3 weeks prior to course start date.
4. Prepares, updates and manages course materials on BruinLearn; uploads the course syllabus on BruinLearn at least three weeks prior to start date of course.
5. Coordinates selection of course required/recommended reading materials and other resources and provides changes to pre-license program director.
6. Requests external test materials (Kaplan, NCLEX, SafeMedicate and assign administration of those exams.
7. Negotiates simulated labs and lab skill days with Skills Lab Coordinator and Simulation Operations Specialist.
8. Provides mid-term, final and quiz examinations as negotiated with program director and course teaching teams.
9. Prepares exam blueprint (number of test items per lecture, dates due).
10. Assigns persons to serve as test coordinators on exams as appropriate.

11. Coordinates guest lecturers and reviews their lectures prior to lecture date to assure it meets course objectives.
12. Notifies students of the availability of the Discrimination and Prevention Office and the Associate Dean of Equity Diversity and Inclusion to address investigations of discrimination and harassment.
- 13. Consults with the Program Director for permission to change any course meeting or lecture mode of instruction from in-person to online (Zoom).**

CLINICAL INSTRUCTOR

Role: Appointed by Program Director and directed by the Lead Faculty, the clinical instructor supports preceptors in the clinical sites, provides direct instruction to assigned students in clinical sites and evaluates student performance consistent with the level of student learning, course description, and course outcomes.

Responsibilities:

1. Under the guidance of the Lead Faculty, participates as a member of the course team in the course's development and evaluation tools by attending course meetings as scheduled and completing resultant assignments on time.
2. Completes all assigned duties in accordance with the protocols developed for the course by the Lead Faculty and the course team, as directed by the BS and MECN Program Director.
3. Provides timely and ongoing feedback to the Lead Faculty and BS and MECN Program Director regarding individual student's performance in meeting clinical course objectives.
4. Communicates with Lead faculty, Program Directors, Associate Dean of Academic Affairs, and Associate Dean of Student Services regarding student performance issues in the clinical setting.
5. Conducts direct student instruction.
6. Serves as a professional nurse role model consistent with the scope and practice of a registered nurse.
7. Prior to the beginning of each quarter, reviews the course syllabus and demonstrates knowledge of the level of student learning appropriate for the course, and the expectations for student clinical attainment during the course.
8. Provides continuity of direct instruction and supervision to the student as consistent with the students learning needs, course objectives and program outcomes.
9. Directly observes and guides students' learning activities with patients/families in the clinical setting.
10. In advance of each clinical day, prepares clinical opportunities by selecting appropriate preceptor RNs and targeted learning activities specific to the course outcomes and individualized for each students' level of learning.
11. Available at all times for students in clinical setting.
12. Interprets the course goals and learning objectives for the student and preceptors at clinical site.

13. Assists students in integration of theory, practice and quality improvement, specific to the course's learning activities and level of learner.
14. Confers with the clinical preceptor RNs regarding learning opportunities to further enrich student learning and insure achievement of the course outcomes.
15. Assures that all clinical preceptor RNs and students fulfil clinical requirements of the clinical agency.
16. Confers with clinical site leaders and/or Lead Faculty regarding any concerns related to student or client safety and wellbeing.
17. Conducts post conference seminars with each clinical day regarding the student learning.
18. Supports student's growth in use of evidence-based practice, patient care guidelines and patient safety standards, and professional development.
19. Supports the student's practice and growth with clinical inquiry, reflective practice and reflective writing of e-journals.
20. Evaluates student's development of critical thoughts and reasoning in clinical setting as reflected in specific course assignments (such as nursing care plans) and in reflective writing of e-journals
21. Provides timely and ongoing feedback to the Lead Faculty and Prelicensure Program Director regarding student clinical performance.
22. Provides evaluative feedback to students regarding performance/learning to meet course objectives.
23. Submits student grades to the Lead Faculty.
24. Provide letters of recommendation (LOR) for students as requested.
25. Prior to the beginning of the clinical experience, identifies any students who require special attention related to clinical learning or behaviors.
26. Interprets the course goals and learning objectives for the students to clarify expected student learning outcomes, as needed.
27. Assures that each student fulfills all clinical requirements of the clinical facility.
28. Assists students in integration of theory, practice and quality improvement, specific to the course's learning activities and level of learner.
29. In accordance with the course protocol, attends all assigned post conferences and provides guidance in activities for students to gain an understanding of the unit/population service goals, system of care delivery, procedures and service population standards of care and guidelines. Serves as a teacher role model and consultant for Preceptors, Teaching Assistants, and other faculty.

CLINICAL PRECEPTORS

<https://www.uclahealth.org/nursing/Requirements>

Role: Provides direct supervision of Immersion student in the clinical setting and offers ongoing guidance and feedback on assigned student's clinical thinking and skill performance.

Responsibilities:

1. Orient students to the assigned clinical unit.
2. Work closely with student to shape a positive clinical experience.
3. Guide, facilitate, and monitor student in organizing care and achieving clinical objectives on a daily and weekly basis.
 - a. Guide students' documentation of assessments and care.
 - b. Guide and monitor students' performance of nursing skills and treatments.
 - c. Assess and track students' accrurement of competencies.
 - d. Supervise the student's performance of skills and clinical activities to assure safe nursing practice.
4. Model active participation in and coordination of patient's plan of care; model patient advocacy; model expert critical thinking in the clinical setting.
5. Participate in all issues regarding safe, legal, ethical, effective, and professional nursing practice.
6. Provide ongoing feedback to student and Clinical Faculty regarding skill acquisition and clinical performance and progress toward entry-level practice.
7. Participate in ongoing and final evaluation of student clinical performance. Minimally: provide feedback to Clinical Faculty by Start of Week 4 and at end of rotation
8. Contact Clinical Faculty if assistance is needed or if any problems, concerns, or issues arise regarding safe practice, progression of role acquisition and/or professional behavior.

STUDENT LEARNERS

Role: Admitted to the BS or MECN program, the student learner is expected to be an engaged and active learner who demonstrates self-direction and responsibility for one's own learning. Appropriate for the level of learning in each clinical course, the student learner is expected to demonstrate critical thinking, synthesis of clinical data, and application of nursing knowledge to individual patients. The student learner is expected to be knowledgeable regarding the professional role of the RN, the role of other members of the health care team, and the ethics of nursing.

Responsibilities:

1. For each clinical day, presents her/himself prepared to care for her/his assigned patient and demonstrates knowledge of medications, treatments, and common nursing care problems associated with the patient's clinical condition and specific social/demographic characteristics.
2. Appropriate to the student's level of learning, demonstrates sound clinical judgement and critical thinking.
3. Completes all clinical and theory assignments on time, including:
 - a. OSCEs
 - b. Kaplan exams
 - c. Med Math testing

4. Appropriate to the student's level of learning, demonstrates the following skills:
 - a. Physical assessment skills
 - b. Communication skills appropriate for both patients/families and other members of the health care team
 - c. Critical thinking and decision-making skills related to patient care
 - d. Medication management skills
 - e. Care-coordination skills
5. During post conference, participates by leading discussion of her/his own patient and providing meaningful feedback during discussion of other students' patients.
6. Demonstrates insight in her/his own clinical learning attainment via reflective e-logs and dialog with clinical instructor.
7. Reports immediately to clinical instructor:
 - a. Any clinical errors or omissions that may be related to patient safety o Any problems or concerns regarding learning experiences or communications with preceptor RNs or other facility staff
8. In consultation with the clinical instructor and consistent with course objectives, sets reasonable objectives for her/his own learning.
9. Seeks consultation and advise independently for learning difficulties

PRELICENSURE CONTENT EXPERTS

<https://www.sonnet.ucla.edu/academic-affairs/content-experts>

BRN Criteria:

CCR section 1420(f): "Content expert" means an instructor who has the responsibility to review and monitor the program's entire curricular content for the designated nursing area of geriatrics, medical, surgical, mental health/psychiatric nursing, obstetrics, or pediatrics.

CCR section 1424(h): The faculty shall be adequate in type and number to develop and implement the program approved by the board and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

CCR section 1425(f): A content expert shall be an Instructor and shall have:

1. a master's degree in the designated nursing area; or
2. a master's degree that is not in the designated nursing area and shall:
 - a. Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an

- accrediting organization, such as the American Nurses Credentialing Center (ANCC); and
- b. Have a minimum of two hundred forty (240) hours of clinical experience within the previous three years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.

Explanation: Each school must have at least one content expert in each area of nursing; one Instructor may qualify for more than one area. The required areas are interpreted as geriatric, medical-surgical, mental health/psychiatric, obstetric, and pediatric nursing.

Methods to Qualify as a Content Expert:

EITHER a Master's degree in the area **OR** Master's degree in another area and additional theoretical and clinical experience as shown below.

THEORY -EITHER national certification **OR** course work in content area equivalent to 30 hours of continuing education or 2 semester units/3 quarter units, **AND**

CLINICAL - EITHER- clinical experience in content area to equal 30 eight-hour shifts within the last three years **OR** - clinical experience teaching the content area (e.g., geriatrics) for a minimum of 2 semesters or 3 quarters.

Geriatrics	Medical-Surgical	Pediatrics	OB/Maternity	Mental Health
Emma Cuenca	Barbara Demman Emma Cuenca			

MSN-ADVANCED PRACTICE REGISTERED NURSE (APRN) PROGRAM

The MSN-APRN curriculum includes core courses, and additional specialty courses that vary by concentration. The APRN core coursework, as specified in the Essentials of Masters Education for Advanced Practice Registered Nursing courses include: N231 (Advanced Pathophysiology); N224 (Advanced Pharmacology); and N440 (Advanced Assessment and Clinical Diagnosis). With the exception of dual preparation curricula, each program requires four units of theory elective.

A total of 500 clinical hours in the CNS role is required for completion of the CNS and dual NP/CNS programs. This requirement assures that our CNS programs are in compliance with the LACE model and ensures that CNS graduates are eligible to obtain CNS certifications in California and sit for national CNS certification exams. Graduates are eligible to sit for national CNS certification examinations in the role and population in which they are prepared. Course sequences can be found at: [Course Sequences | sonnet](#) .

APRN LEARNING OUTCOMES

1. Integrate evidence-based principles and strategies to design and deliver safe, effective health care, and health promotion/prevention education, for diverse individuals, families, and communities in all practice settings
2. Provide primary health care by assuming responsibility and accountability for the continuity of health care, regardless of the presence or absence of disease, consistent with the population-specific training of the selected APRN program.
3. Demonstrate effective communication, collaboration, mutual respect, and shared decision-making with all stake-holders to achieve quality patient-centered outcomes
4. Synthesize existing nursing science and integrate into advanced nursing practice.
5. Translate and integrate best current evidence with clinical expertise and patient/family values and preferences for optimal health care outcomes.
6. Demonstrate leadership and advocacy to promote policies, regulations and initiatives supporting healthy communities and patient safety across diverse populations.
7. Implement strategies to address ethical dilemmas and evaluate outcomes in individual patients, populations, and systems of care that are based on laws, principles of ethics, and shared decision-making.
8. Demonstrate effective participation in a culture of inter-professional collaboration that promotes innovation, team building, conflict resolution, incorporation of values and ethics, understanding of roles and responsibilities, and analysis of impact of diversity in patient-centered care.
9. Analyze and evaluate outcomes data by using technologies and information systems to manage knowledge, mitigate error and support clinical decision-making in all practice settings.
10. Demonstrate professional engagement to improve access of all patients to quality advanced nursing care through involvement in professional organizations at the local, state, and national levels.

APRN FACULTY AND ADMINISTRATOR ROLES AND RESPONSIBILITIES

ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Role: Appointed by the Dean, the Associate Dean of Academic Affairs, is responsible for providing overall leadership and oversight of all activities related to Academic Affairs and for overall administration of all educational programs.

The Associate Dean of Academic Affairs is a key member of the education leadership team and is responsible for administration of APRN educational programs. The Associate Dean of Academic Affairs works in collaboration with the Dean, the APRN Program Director and Assistant Program Director, the Curriculum Committee, APRN faculty, and staff to ensure the highest level of quality for all education programs. In this capacity, the Associate Dean of Academic Affairs ensures program quality and maintains appropriate accreditation by

1. Leading processes of planning, budgeting, fiscal management, resource stewardship (funds, space, staff, and faculty), teaching assignments, and outcome assessment
2. Reflecting the vision and mission of the School of Nursing. In fulfilling these duties, the Associate Dean of Academic Affairs shall identify and apply leadership, organization, and management principles that are core to the School of Nursing and UCLA.

Responsibilities:

1. Ensure a safe, healthy, and supporting teaching environment for faculty, through oversight of, participation in the planning for, and dissemination of information regarding:

Policies and regulatory requirements, including but not limited to:

- a. University Code of Conduct
 - b. Harassment training and support (including intellectual, sexual, gender, racial, etc.)
 - c. Diversity training
 - d. HIPAA training
 - e. Safety and Security Training, in compliance with state and federal statutes
2. Actively participate in regional and national networks of Academic Affairs Deans, such as CACN and AACN
 3. Review course evaluations quarterly
 4. Confirms teaching assignments in collaboration with the Program Director.
 5. Review climate and exit surveys when available as they relate to curriculum and pedagogy; consults with the Associate Dean for EDI as appropriate

APRN PROGRAM DIRECTOR

Role: Appointed by the Dean, the APRN Program Director administers and provides oversight of all the APRN specialty programs. The APRN Program Director works in collaboration with the Associate Dean of Academic Affairs, the Curriculum Committee, APRN faculty, and staff to ensure the highest level of quality for the APRN program. In this capacity, the APRN Program Director shall organize and lead program implementation by:

1. Ensuring fidelity to the approved curricula
2. Assessing and monitoring teaching effectiveness
3. Maintaining positive communication among all program stakeholders (faculty, preceptors, clinical affiliates, students)
4. Monitoring program effectiveness regularly. In fulfilling these duties, the APRN Program Director shall identify and apply leadership, organization, and management principles that are core to the School of Nursing and UCLA. With approval of the Board of Registered Nursing, the APRN Program Director shall serve as the Assistant Director of the APRN specialty programs and shall have full authority and responsibility to administer the APRN program independently in the absence of the Associate Dean of Academic Affairs.

Responsibilities:

1. Responsible for overall program administration and supervision.
2. Manages the delivery of educational services within the program.
3. Reviews course syllabi to ensure consistency with approved course descriptions, standards and requirements of accrediting bodies and communicates any concerns to the faculty, curriculum committee, and Associate Dean of Academic Affairs.
4. In collaboration with the - Clinical Placement Coordinator, Post-License - Health Clearance, Contracts & Affiliation Agreement Coordinator and faculty, facilitates partnerships with appropriate public and private entities that provide services to students, including clinical placements.
5. Prepares information for accreditation reports; develops and maintains records as needed for reporting.
6. Establishes and maintains effective communication with faculty and members of the staff about general aspects of the program administration.
7. Schedules routine meetings to discuss implementation of programs and other resource needs.
8. Consults with the Associate Dean of Academic Affairs about teaching needs and participates in hiring of new faculty.
9. Mentor faculty regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations.
10. Collaborates with Student Affairs staff to ensure that any administrative issues involving the delivery of the curriculum are addressed.
11. In consultation with the Associate Dean of Academic Affairs, discusses course evaluations when making faculty assignments, as well as data from climate and exit surveys.

ASSISTANT APRN PROGRAM DIRECTOR

Role: The Assistant APRN Program Director is appointed by the Dean, with consultation with the APRN Program Director and the Associate Dean of Academic Affairs. The Assistant APRN Program Director works under direct supervision of the APRN Program Director. The Assistant APRN Program Director assumes duties delegated to her/him by the APRN Program Director.

Responsibilities:

1. Collaborates with and oversees administrative staff related to collection of required documentation from student and/or faculty.
2. Collaborates with Student Affairs to address student issues and concerns.
3. Collaborates with faculty to identify, maintain, and evaluate clinical placements.
4. Collects quality indicators from students, faculty, and preceptors.
5. Consults and engages in problem-solving regarding student or curricular issues.
6. Consults with APRN Program Director regarding teaching assignments.
7. Establishes and maintains effective communication with faculty and members of the staff about general aspects of the program administration.

Responsibilities as delegated by the APRN Program Director:

1. Evaluates the delivery of educational services with the program.
2. Reviews course syllabi to ensure consistency with approved course descriptions, standards and requirements of accrediting bodies and communicates any concerns to the APRN Program Director
3. Directs staff to facilitate partnerships with appropriate public and private entities that provide services to students, including clinical placements.
4. Collects and evaluates relevant data for accreditation reports; develops and maintains records as needed for reporting.
5. Schedules routine meetings to discuss implementation of programs and other resource needs.
6. Consults with the APRN Program Director about teaching needs and participates in hiring of new faculty.
7. Mentor and evaluate faculty members regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations.
8. Participates in development of teaching assignments for annual teaching schedule.
9. Communicates with Student Affairs staff regarding individual student concerns.

FACULTY ROLES

CLINICAL AND THEORY COURSE FACULTY

Role: Provides direct instruction to assigned students in clinical conferences and as needed and evaluates student performance consistent with the level of student learning, course description, and course outcomes.

Responsibilities:

1. Participates as a member of the course team in development of course and evaluation materials
2. Attends course meetings as scheduled and completes assignments on time.
3. Completes all other assigned duties in accordance with the protocols developed for the course by the Lead Faculty and the course team, as directed by Program Director.
4. Provides timely and ongoing feedback to the Lead Faculty and Program Director regarding individual student's performance in meeting clinical course objective
5. Interprets the course goals and learning objectives for the students to clarify expected student learning outcomes
6. Communicates with Lead faculty. Program Director and Director of Student Affairs regarding student performance issues in the clinical setting.
7. Serves as a APRN nurse role model consistent with the APRN scope of practice
8. Provides continuity of instruction and supervision to each student consistent with the students learning needs, course objectives and program outcomes.
9. Communicates with the clinical preceptor regularly to ensure that course goals and learning objectives are met and to evaluate student's clinical progression, including make a mid-quarter check-in with preceptors and a site visit during the quarter to assess student attainment of course objectives.
10. As needed, assures that all students fulfill clinical requirements of the clinical agency
11. As needed, assesses preceptor reports of student performance and observes student learning activities in the clinical setting
12. Assists students in integration of theory, practice and APRN role, specific to the course's learning activities and level of learner
13. Conducts clinical conference seminars to assess and reinforce student learning.
14. Supports student's growth in use of evidence-based practice, patient care guidelines and safety standards, and professional development.
15. Provides timely and ongoing feedback to the Lead Faculty regarding student clinical performance.
16. Provides evaluative feedback to students regarding performance/learning to meet course objectives.
17. Provide letters of recommendation (LOR) for students as requested.

CLINICAL PRECEPTORS

<https://www.uclahealth.org/nursing/overview-making-a-preceptor-cohort-request>

Role: Provides direct supervision of DNP student in the clinical setting and offers ongoing guidance and feedback on assigned student's clinical thinking and skill performance.

Responsibilities:

1. Orient the student to the facility or office. This may include introduction to important personnel or policies that the student will need to be familiar with during the rotation.
2. Meet with the student regarding student specific objectives for the quarter. They must be realistic and measurable within the site.
3. Assist in the selection of appropriate patients for the student to follow.
4. Supervise, collaborate and counsel the student regarding the differential diagnosis, management and therapeutic plan of health problems.
5. Observe the student's clinical performance and patient interaction periodically.
6. Review and critique the student's documentation on the patient health records and countersign.
7. Provide student with ongoing evaluation of clinical performance.
8. Communicate with assigned UCLA faculty regarding student progress and/or problems regularly.
9. Provide an end-of-quarter written evaluation (preferably electronically) of the student's progress towards the course and the student's personalized goals.

STUDENT LEARNERS

Role: Admitted to the APRN program, the student learner is expected to be an engaged and active learner who demonstrates self-direction and responsibility for one's own learning. Appropriate for the level of learning in each clinical or theory course, the student learner is expected to demonstrate critical thinking, synthesis of clinical data, and application of nursing knowledge to individual patients. The student learner is expected to be knowledgeable regarding the professional role of the APRN, the role of other members of the health care team, and the ethics of nursing practice generally and APRN practice specifically.

Responsibilities:

1. In consultation with the clinical instructor and consistent with course objectives, sets reasonable objectives for her/his own learning.
2. For each clinical day, presents her/himself prepared to care for her/his assigned patient and demonstrates knowledge of medications, treatments, and common nursing care problems associated with the patient's clinical condition and specific social/demographic characteristics.
3. Appropriate to the student's level of learning, demonstrates sound clinical judgement and critical thinking.
4. Seeks consultation and advise independently for learning difficulties

5. Completes all clinical and theory assignments on time,
6. Appropriate to the student's level of learning, demonstrates the following skills:
 - a. Physical assessment skills
 - b. Diagnostic reasoning, appropriate to level in the program
 - c. Oral and written presentation of History and Physical reports
 - d. Clinical management appropriate to the level in the program, including diagnostic and treatment plans
 - e. Communication skills appropriate for both patients/families and other members of the health care team
 - f. Critical thinking and decision-making skills related to patient care
7. During clinical conference, participates by leading discussion of her/his own patient and providing meaningful feedback during discussion of other students' patients.
8. Demonstrates insight in her/his own clinical learning attainment via reflective e-journals and dialog with clinical instructor.
9. Maintains e-logs for each patient encounter that includes basic patient demographics, ICD-10 codes, Pharmacy provided during visits, interventions initiated, and the level of student help needed for the visit.
10. Reports immediately to Clinical Faculty:
 - a. Any clinical errors or omissions that may be related to patient safety
 - b. Any problems or concerns regarding learning experiences or communications with clinical preceptor
 - c. Any issues of discrimination and harassment

DOCTOR OF PHILOSOPHY (PhD) PROGRAM

<https://www.nursing.ucla.edu/admissions/graduate/doctor-philosophy>

GOALS

The goal of the UCLA School of Nursing Doctor of Philosophy (PhD) degree program is to develop the foundation of knowledge upon which the practice of the profession is based through the conduct of original research and the generation of theory. Its purpose is to produce independent investigators who will conduct research and scholarship that advances the state of knowledge about how professional nursing practice and the delivery of health services can be improved.

Program Objectives

1. Design, conduct, and evaluate original research
2. Generate and/or test theory
3. Advance nursing science
4. Collaborate with research participants, clinicians, and researchers from multiple disciplines in the design and conduct of research and the development of science
5. Influence and contribute to the design of healthcare policy
6. Provide leadership within the nursing profession and in healthcare with cultural competence and attention to ethical decision making
7. Mentor educators and researchers

Program of Study

Nursing research at UCLA is carried out in the following areas of study as identified in the School's curricular framework. Students select a major area of study which is congruent with the scientific inquiry of our SON faculty.

1. **Biobehavioral Sciences** focuses on the influence of both biologic and behavioral factors on health beliefs and health promotion, sense of well-being and quality of life, symptom management and adherence to and utilization of prevention and treatment services.
2. **Biologic Science** focuses on phenomena in the biologic, physiologic and pathophysiologic sciences, including cellular adaptations and injury, genetics, neoplasia, inflammatory, immune and neuroendocrine responses and the effect of these on tissue and organ system function in the context of human health.
3. **Health Disparities and Social Determinants of Health** focuses on nursing science to prevent disease, decrease morbidity and mortality for populations at a higher risk for poor health in the context of a culturally diverse environment for care.

The research areas incorporate human diversity and the influence of the psychosocial and physical environments on health and health care. Commitment to these areas enables the School to respond with appropriate flexibility to changing nursing practice needs, to changing societal needs, and to changing opportunities created by the development of faculty strengths and student research interests. Thus, the areas are broad, interrelated and contribute to an integrated whole as specified in the School's curricular framework.

CURRICULUM

Course sequences can be found at <https://www.sonnet.ucla.edu/academic-affairs/course-sequences> .

GUIDELINES AND POLICIES FOR THE PhD WRITTEN QUALIFYING EXAMINATION

Purpose of the Written Qualifying Examination

The Written Qualifying Examination tests the ability to use knowledge in the areas of basic concepts of nursing science, nursing theory development, statistics, bioethics and the student's selected area of study. The purpose of this exam is to assess the student's ability to synthesize knowledge as demonstrated by the selection and integration of knowledge.

The written qualifying examination is an evaluation of strengths and weaknesses in the mastery of content presented in the first-year courses. In addition, the exam aids in the identification of existing learning needs and facilitates appropriate academic counseling regarding program planning.

Written Qualifying Examination

The written qualifying examination will be required of all doctoral students at the successful completion of the following courses: Nursing 202, 205A, 206AB, 210AB, 299A, and N291AB Applied Statistics & Analytics for Health Sciences Research, 207 Quantitative Research Designs of Clinical Phenomena. Expected completion of these courses is the end of Year 1 (APRN-to-PhD students) or the end of Year 2 (BS-to-PhD and MECN to-PhD students).

The exam will require students to:

1. Identify a researchable problem and/or phenomena of study
2. Discuss the philosophical underpinnings that shape their view of the problem or phenomena,
3. Discuss and appropriately apply a conceptual or theoretical framework
4. Provide a thorough review of the literature
5. Provide a discussion and summary that describes how this research will contribute to nursing science and shape nursing practice and the delivery of health care.

The exam will follow a take-home format. Specific instructions will be distributed at an information session and posted on the UCLA School of Nursing website by the end of the Spring Quarter. The PhD Program will offer an information session with other faculty members invited who taught the required courses to students regarding the exam procedures. A deadline for submission of the written exam will be posted. If a student is unable to submit the exam on the specified deadline, he/she should notify the PhD Program Director.

Students must submit their exam as instructed for submission to Bruin learn website for PhD Written Qualifying Exam before the published deadline. All exams will be judged as PASSED or NOT PASSED. The written qualifying examination will be graded independently by two readers. The candidate needs to achieve a passing score by the two independent readers. If one score is passing and the other is failing, the exam will be scored by a third reader. The candidate must achieve two passing scores. In the interest of providing students with feedback on their writing, all students who attempt the exam will receive feedback on their exam from their advisor.

Those students who do not pass the exam the first time are permitted to re-take the exam one time before the student completes their ninth quarter of study. In this case, students will meet with their advisors and develop a remediation plan that may include coursework, tutoring, and experiential learning. Students failing the examination a second time are referred to the School of Nursing Student Affairs Committee and Graduate Division for possible termination from the program.

Procedure for the Written Qualifying Examination

1. The written examination will be offered once a year in the summer.
2. Regardless of their program assignment for teaching, PhD-prepared faculty will be assigned as readers for the written qualifying exam based on their research expertise; assignments will be made by the PhD Program Director in consultation with the Associate Dean of Academic Affairs.
3. Based on a faculty approved grading rubric, all exams will be judged as PASSED or NOT PASSED.
4. For exams that are NOT PASSED, faculty readers are required to include specific comments to support their evaluation.
5. The PhD Program Director will give a briefing about examination procedures for faculty reading exams their first time before administering the examination.
6. The PhD Program Director and faculty who have taught required courses before examination will provide an information session to the students regarding the exam.
7. Should a student be unable to submit the examination on the specified date because of illness or another emergency, he/she should notify the PhD Program Director as soon as possible.
8. Students' examinations are submitted through Bruin learn website for the PhD Written Qualifying Exam.
9. The Director of Student Services will email examination results to the student's official UCLA email address. All comments from faculty readers will be downloaded and sent to the PhD Program Director who will collate comments for anonymity and send to each

faculty advisor whose student took the examination. The faculty advisor should not distribute the collated comments to the student but should discuss with the student to give guidance going forward. In the case of a failure on the exam, the faculty advisor should not distribute the collated comments to students but should discuss with the student when coaching and creating the remediation plan for an exam retake.

Student examinations are kept in electronic files for a period of two years after completion of the PhD program.

Oral Qualifying Examination

After the satisfactory completion of the Written Qualifying Examination, the student is eligible to take the Oral Qualifying Examination.

The student, in consultation with the Dissertation Committee Chair and the other members of the Committee, is responsible for scheduling the date and location of the oral examination. The Oral Qualifying Exam is to be held in person. It is the duty of the chair to see that all members of the committee are present. If a fully or partially remote examination is being proposed, the committee chair or co-chairs must provide written confirmation of the examination format to the student ahead of the examination.

The Oral Qualifying Examination cannot be scheduled until after the student completes the final quarter of coursework.

- The PhD Dissertation Committee will evaluate the student's performance on the oral examination and will determine whether the student passed or did not pass.
- With approval by majority of the voting members of the PhD Dissertation Committee, the Oral Qualifying Examination may be repeated once.
- The same PhD Dissertation Committee evaluates a re-take of the Oral Qualifying Examination. The student will pass with no more than one "not passed" vote.
- If the student is unable to take the examination on the specified date because of illness or other emergency, he/she/they must notify the PhD Dissertation Chair as soon as possible, for approval to reschedule examination.

Advancement to Candidacy

Students are advanced to candidacy upon successful completion of the Written and Oral Qualifying Examinations. Each member of the PhD Dissertation committee reports the examination as "passed" or "not passed." A student may not be advanced to candidacy if more than one member votes "not passed" regardless of the size of the committee as stated in the [Standards and Procedures for Graduate Study at UCLA](#).

PHD FACULTY AND ADMINISTRATOR ROLES AND RESPONSIBILITIES

ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Role: Appointed by the Dean, the Associate Dean of Academic Affairs, is responsible for providing overall leadership and oversight of all activities related to Academic Affairs and for overall administration of all educational programs.

The Associate Dean of Academic Affairs is a key member of the education leadership team and is responsible for administration of the PhD program. The Associate Dean of Academic Affairs works in collaboration with the Dean, the PhD Program Director and Assistant Program Director, the Curriculum Committee, Doctoral program faculty, and staff to ensure the highest level of quality for all education programs. In this capacity, the Associate Dean of Academic Affairs ensures program quality and maintains appropriate accreditation by

- Leading processes of planning, budgeting, fiscal management, resource stewardship (funds, space, staff, and faculty), teaching assignments, and outcome assessment.
- Reflecting the vision and mission of the School of Nursing. In fulfilling these duties, the Associate Dean of Academic Affairs shall identify and apply leadership, organization, and management principles that are core to the School of Nursing and UCLA.

Responsibilities:

1. Ensure a safe, healthy, and supporting teaching environment for faculty, through oversight of, participation in the planning for, and dissemination of information regarding policies and regulatory requirements, including but not limited to:
 - a. University Code of Conduct
 - b. Harassment training and support (including intellectual, sexual, gender, racial, etc.)
 - c. Diversity training
 - d. HIPAA training
 - e. Safety and Security Training, in compliance with state and federal statutes
2. Actively participate in regional and national networks of Academic Affairs Deans, such as CACN and AACN
3. Review course evaluations quarterly
4. Confirms teaching assignments in collaboration with the Program Director.
5. Review climate and exit surveys when available as they relate to curriculum and pedagogy; consults with the Associate Dean for EDI as appropriate

PhD PROGRAM DIRECTOR

Role: Appointed by the Dean, the PhD Program Director administers and provides oversight of the PhD program. The PhD Program Director works in collaboration with the Associate Dean of Academic Affairs, the Curriculum Committee, Doctoral program faculty, and staff to ensure the highest level of quality for the PhD program. In this capacity, the PhD Program Director shall organize and lead program implementation by:

1. Ensuring fidelity to the approved curricula
2. Assessing and monitoring teaching effectiveness
3. Assessing and monitoring faculty research mentoring of PhD students, including time-to-degree
4. Maintaining positive communication among all program stakeholders (faculty, students)
5. Monitoring program effectiveness regularly.

In fulfilling these duties, the PhD Program Director shall identify and apply leadership, organization, and management principles that are core to the Joe C. Wen School of Nursing and UCLA. The PhD Program Director shall have full authority and responsibility to administer the PhD program independently in the absence of the Associate Dean of Academic Affairs.

Responsibilities:

1. Responsible for overall program administration and supervision.
2. Manages the delivery of educational services within the program.
3. Reviews course syllabi to ensure consistency with approved course descriptions, standards and communicates any concerns to the faculty, curriculum committee, and Associate Dean of Academic Affairs.
5. Prepares information for accreditation reports; develops and maintains records as needed for reporting.
6. Establishes and maintains effective communication with faculty and members of the staff about general aspects of the program administration.
7. Schedules routine meetings to discuss implementation of the program and other resource needs.
8. Consults with the Associate Dean of Academic Affairs about teaching needs and participates in hiring of new faculty.
9. Mentor faculty regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations.
10. Collaborates with Student Affairs staff to ensure that any administrative issues involving the delivery of the curriculum are addressed.
11. In consultation with the Associate Dean of Academic Affairs, discusses course evaluations when making faculty assignments.

ASSISTANT PhD PROGRAM DIRECTOR

Role: The Assistant PhD Program Director is appointed by the Dean, with consultation with the PhD Program Director and the Associate Dean of Academic Affairs. The Assistant PhD Program Director works under direct supervision of the PhD Program Director. The Assistant PhD Program Director assumes duties delegated to her/him by the PhD Program Director.

Responsibilities:

1. Collaborates with and oversees administrative staff related to collection of required documentation from student and/or faculty.
2. Collaborates with Student Affairs to address student issues and concerns.
3. Consults and engages in problem-solving regarding student or curricular issues.
4. Consults with PhD Program Director regarding teaching assignments.
5. Establishes and maintains effective communication with faculty and members of the staff about general aspects of the program administration.

Responsibilities as delegated by the PhD Program Director:

6. Evaluates the delivery of educational services with the program.
7. Reviews course syllabi to ensure consistency with approved course descriptions and communicates any concerns to the PhD Program Director.
8. Collects and evaluates relevant data for accreditation reports; develops and maintains records as needed for reporting.
9. Schedules routine meetings to discuss implementation of the program and other resource needs.
10. Consults with the PhD Program Director about teaching needs and participates in hiring of new faculty.
11. Mentor and evaluate faculty members regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations.
12. Participates in development of teaching assignments for annual teaching schedule.
13. Communicates with Student Affairs staff regarding individual student concerns.

FACULTY ROLES

THEORY COURSE FACULTY

Role: Provides direct instruction to assigned students in theory courses and as needed and evaluates student performance consistent with the level of student learning, course description, and course outcomes.

Responsibilities:

1. Participates as a member of the course team in development of course and evaluation materials.
2. Attends course meetings as scheduled and completes assignments on time.
3. Completes all other assigned duties in accordance with the protocols developed for the course as directed by Program Director.
4. Provides timely and ongoing feedback to the Program Director regarding individual student's performance in meeting course objectives.
5. Interprets the course goals and learning objectives for the students to clarify expected student learning outcomes.
6. Communicates with the Program Director regarding student performance issues.
7. Serves as a PhD nurse role model.
8. Provides continuity of instruction and supervision to each student consistent with the students learning needs, course objectives and program outcomes.
9. Supports student's growth in use of research evidence, research guidelines and standards, and professional development.
10. Provides evaluative feedback to students regarding performance/learning to meet course objectives.
11. Provide letters of recommendation (LOR) for students as requested.

STUDENT LEARNERS

Role: Admitted to the PhD program, the student learner is expected to be an engaged and active learner who demonstrates self-direction and responsibility for one's own learning. Appropriate for the level of learning in each theory course, the student learner is expected to demonstrate critical thinking, synthesis of data, and application of nursing knowledge to individual research areas. Specifically,

Responsibilities:

1. Appropriate to the student's level of learning, demonstrates sound research ethics and critical thinking.
2. Seeks consultation and advice independently for learning difficulties.
3. Completes all theory assignments on time.
4. During seminars and discussions, participates by leading discussion of her/his own research area and providing meaningful feedback during discussion of other students' research.

POST-BACHELOR OF SCIENCE TO DOCTOR OF NURSING PRACTICE (POST-BS TO DNP) PROGRAM

GOALS

The UCLA School of Nursing Doctor of Nursing Practice (DNP) degree program is a professional practice doctorate designed to develop competencies for advanced clinical and leadership roles beyond the master's degree. The DNP degree is the accepted and expected degree for advanced practice registered nursing (APRN) practice, which includes the role of nurse practitioner. Evidence-based practice, leadership, design, and knowledge of health systems, quality and safety of patients, and health-care policy are critical content emphasized in the DNP program. The Proposed DNP program follows the AACN Essentials, published by the national accrediting body, the AACN, which addresses ten Domains.

Program Outcomes

1. Domain #1: Knowledge for Nursing Practice: Synthesize, translate, and apply theoretical perspectives and current and emerging evidence from nursing science and other disciplines, including a foundation in liberal arts and natural and social sciences to improve clinical judgment, provide effective health care, and evaluate health outcomes for diverse patients, families, and communities.
2. Domain #2: Person-Centered Care: Partner with individuals and groups in just, respectful, compassionate person-centered relationships based on effective communication, collaboration, and shared decision-making when assessing patient needs, diagnosing actual and potential health problems, designing coordinated, evidence-based treatment and education plans, and monitoring individual and aggregate data to achieve optimal outcomes for diverse populations.
3. Domain #3: Population Health: Protect and promote population health throughout the continuum of care from prevention to disease management, by analyzing, evaluating, designing, and advancing health programs and policies in traditional and non-traditional partnerships with interprofessional teams, government entities, industry, academia, and community groups to achieve equitable outcomes that are effective and cost efficient across practice settings and systems.
4. Domain #4: Scholarship for Nursing Practice: Generate, synthesize, translate, apply, and disseminate nursing knowledge, practice initiatives, and innovations in order to improve health, transform healthcare, and promote ethical conduct in scholarly activities.
5. Domain #5: Quality and Safety: Employ established and emerging principles of safety and improvement science in leading process improvement initiatives that incorporate local, national, and global quality benchmarks to reduce risk of harm to patients and providers through both system effectiveness and individual performance that establish a culture of safety.
6. Domain #6: Interprofessional Partnerships: Establish intentional collaboration with interprofessional partners, patients, families, communities, and other stakeholders to address healthcare needs and provide comprehensive, quality health care by

representing professional nursing's unique perspective, fostering an inclusive environment, and evaluating team performance to improve the healthcare experience and promote equitable outcomes.

7. Domain #7: Systems-Based Practice: Design, coordinate, and evaluate healthcare practices, processes, and policies in complex healthcare systems to promote safe, quality, equitable, cost-effective healthcare for diverse populations through the use of innovation and evidence-based practice.
8. Domain #8: Informatics and HC Technologies: Appraise, promote and use data, information, knowledge and wisdom through healthcare technologies and informatics processes to provide care; gather and analyze data to drive decision-making and support professionals to deliver and manage efficient healthcare; promote equitable and effective healthcare outcomes; and advance nursing science in accordance with best practice and professional and regulatory standards.
9. Domain #9: Professionalism: Embrace, exemplify and sustain a professional identity that reflects the accountability, ethics, ideals, characteristics, and values of the nursing profession, while prioritizing the integration of diversity, equity, and inclusion as fundamental elements of both nursing practice and professional identity.
10. Domain #10: Personal, Professional, and Leadership Development: Cultivate leadership in self and others that fosters personal growth and wellbeing, professional development, healthy workplace environments, and lifelong learning through reflection and formal and informal professional associations.

Program of Study

The DNP program at UCLA focuses on the following areas of study as identified in the American Association of Colleges of Nursing (AACN) 2021 competency-based Essentials Level II for Advanced Practice:

Domain 1: Knowledge for Nursing Practice
Domain 2: Person-Centered Care
Domain 3: Population Health
Domain 4: Scholarship for the Nursing Discipline
Domain 5: Quality and Safety
Domain 6: Interprofessional Partnerships
Domain 7: Systems-Based Practice
Domain 8: Informatics and Healthcare Technologies
Domain 9: Professionalism
Domain 10: Personal, Professional, and Leadership Development

Areas of clinical practice and organizational focus will vary depending on the career trajectory of the student. Students will integrate competencies for advanced nursing practice roles in clinical practice, leadership, health policy, and education, as well as further develop their scholarship capacity in the area of evidence-based practice. In addition, students must select a specialization as an APRN in one of the following nationally recognized areas, which align with SON faculty expertise:

- 1) Adult Gerontology Acute Care Nurse Practitioner
- 2) Adult Gerontology Primary Care Nurse Practitioner with option of Occupational and Environmental Health certification
- 3) Family Nurse Practitioner with option of Occupational and Environmental Health certification
- 4) Pediatric Dual Primary/Acute Care Nurse Practitioner

Students will be mentored in clinical APRN roles through clinical experiences with SON expert clinical faculty and experienced nursing or medical clinicians, and leaders. Additionally, students will be mentored in advanced practice at the doctoral level in the areas of leadership, quality improvement, health policy, interprofessional collaboration, population health, and evidence-based practice. Knowledge and competencies gained in didactic and clinical courses will be applied by the student in the development and completion of the Post-BS to DNP Scholarly Project.

CURRICULUM

The curriculum prepares students for careers in advanced practice and for the national certification in the specialty program in which they were admitted. Course sequences can be found at: <https://nursing.ucla.edu/programs-admissions/academic-programs/post-bsn-dnp-program>

GUIDELINES AND POLICIES FOR THE DNP SCHOLARLY PROJECT

The translation of research into practice is conducted through the DNP student's Scholarly Project. This clinical project may be implemented in the student's place of employment. Foci of the DNP Scholarly Project varies according to the DNP student's specialty practice and clinical interest.

The second year of didactic content prepares the student for the development of the project proposal and oral qualifying exam. Implementation and evaluation of the project are conducted during the third year of study. The DNP Scholarly Project counts towards the 1,000 clinical hours required by the AACN for the DNP degree.

Written and Oral Qualifying Examinations

Academic Senate regulations require all doctoral students to complete and pass university written and oral qualifying examinations prior to doctoral advancement to candidacy. Also, under Senate regulations, the University Oral Qualifying Examination is open only to the student and appointed members of the doctoral committee. In addition to university requirements, some graduate programs have other pre-candidacy examination requirements.

What follows in this section is how students are required to fulfill all of these requirements for this doctoral program.

All committee nominations and reconstitutions adhere to the [Minimum Standards for Doctoral Committee Constitution](#).

Purpose of the Written Qualifying Examination

The Written Qualifying Examination tests the ability to use knowledge in the areas of basic concepts of nursing science, nursing theory, statistics, bioethics and the student's selected area of study. The purpose of this exam is to assess the student's ability to synthesize knowledge as demonstrated by the selection and integration of knowledge. The exam is required of all doctoral students upon successful completion of all the core didactic courses of the first eight quarters of study (including summer terms) with passing grades and a 3.0 cumulative grade point average.

The written qualifying examination can be used to evaluate strengths and weaknesses in the mastery of content presented in the first and second-year courses. In addition, this will aid in the identification of existing learning needs and facilitate appropriate academic counseling regarding program planning.

The Written Qualifying Examination is required of all doctoral students upon successful completion of all the core didactic courses of the first eight (8) quarters of study (including summer terms) with passing grades and a 3.0 cumulative grade point average.

The exam requires students to:

1. Identify a clinical problem and/or phenomena of study
2. Discuss the scientific underpinnings that shape the clinical problem or phenomena
3. Discuss and apply a conceptual or theoretical framework
4. Provide a thorough review of the literature and table of evidence
5. Provide discussion and a summary that describes how the research will translate to shape nursing practice, the delivery of health care, and improve patient outcomes
6. Propose an intervention including the clinical site, population and methodology to address the clinical problem.

The exam is the student's D.N.P. Scholarly Project Proposal. The exam will be available to the student in Summer Quarter-Year 2 and will be completed by the beginning of Fall Quarter-Year 3. The exam is graded on a PASS/NOT PASS basis and is read by the D.N.P. Scholarly Project Committee Chair and independently by additional Ph.D. or D.N.P. faculty readers for a total of up to 3 readers. This may include the D.N.P. Scholarly Project Committee members. Readers are assigned by the D.N.P. Program Director in association with the Associate Dean of Academic Affairs. Two readers must assign passing scores for the student to advance to the Oral Qualifying Examination. If two readers assign a "not

pass” grade, the student must repeat the exam. The exam may be repeated one time. If one score is passing and the other is failing, the exam will be scored by a third reader. The candidate must achieve two passing scores. In the interest of providing students with feedback on their writing, all students who attempt the exam will receive feedback on their exam from their advisor.

Those students who do not pass the exam the first time are permitted to re-take the exam one time. In this case, students will meet with their faculty advisor and develop a remediation plan that may include coursework, tutoring, and experiential learning and resubmit their revised examination before the end of the Fall Quarter-Year 3. Students failing the exam a second time are referred to the School of Nursing Student Affairs Committee and Division of Graduate Education for possible academic disqualification from the program.

Purpose of the Oral Qualifying Examination

The purpose of the Oral Qualifying Examination is to evaluate the student's DNP Scholarly Project proposal. After passing the Oral Qualifying Examination, the student will Advance to Candidacy.

Oral Qualifying Examination

After the satisfactory completion of the Written Qualifying Examination, the student is eligible to take the Oral Qualifying Examination.

The student, in consultation with the Post-BS to DNP Scholarly Project Committee Chair and the other members of the Committee, is responsible for scheduling the date and location of the oral examination. The Oral Qualifying Exam is to be held in person. It is the duty of the chair to see that all members of the committee are present. If a fully or partially remote examination is being proposed, the committee chair or co-chairs must provide written confirmation of the examination format to the student ahead of the examination.

The Oral Qualifying Examination cannot be scheduled until after the student completes the final quarter of coursework.

- The DNP Scholarly Project Committee will evaluate the student's performance on the oral examination and will determine whether the student passed or did not pass.
- With approval by majority of the voting members of the DNP Scholarly Project Committee, the Oral Qualifying Examination may be repeated once.

- The same DNP Scholarly Project Committee evaluates a re-take of the Oral Qualifying Examination. The student will pass with no more than one “not passed” vote.
- If the student is unable to take the examination on the specified date because of illness or other emergency, he/she/they must notify the DNP Scholarly Project Chair as soon as possible, for approval to reschedule examination.

Advancement to Candidacy

Students are advanced to candidacy upon successful completion of the Written and Oral Qualifying Examinations. Successful completion of DNP Scholarly Project course series will be necessary in order for the student to plan, implement, and evaluate the DNP Scholarly Project. Each member of the committee reports the examination as “passed” or “not passed.” A student may not be advanced to candidacy if more than one member votes “not passed” regardless of the size of the committee as stated in the [*Standards and Procedures for Graduate Study at UCLA*](#).

POST BS TO DNP FACULTY AND ADMINISTRATOR ROLES AND RESPONSIBILITIES

ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Role: Appointed by the Dean, the Associate Dean of Academic Affairs, is responsible for providing overall leadership and oversight of all activities related to Academic Affairs and for overall administration of all educational programs.

The Associate Dean of Academic Affairs is a key member of the education leadership team and is responsible for administration of the Post BS to DNP program. The Associate Dean of Academic Affairs works in collaboration with the Dean, the Post BS to DNP (DNP) Program Director and Assistant Program Director, the Curriculum Committee, Post BS to DNP faculty, and staff to ensure the highest level of quality for all education programs. In this capacity, the Associate Dean of Academic Affairs ensures program quality and maintains appropriate accreditation by

- Leading processes of planning, budgeting, fiscal management, resource stewardship (funds, space, staff, and faculty), teaching assignments, and outcome assessment
- Reflecting the vision and mission of the School of Nursing. In fulfilling these duties, the Associate Dean of Academic Affairs shall identify and apply leadership, organization, and management principles that are core to the School of Nursing and UCLA.

Responsibilities:

1. Ensure a safe, healthy, and supporting teaching environment for faculty, through oversight of, participation in the planning for, and dissemination of information regarding:

Policies and regulatory requirements, including but not limited to:

- University Code of Conduct
 - Harassment training and support (including intellectual, sexual, gender, racial, etc.)
 - Diversity training
 - HIPAA training
 - Safety and Security Training, in compliance with state and federal statutes
2. Actively participate in regional and national networks of Academic Affairs Deans, such as CACN and AACN
 3. Review course evaluations quarterly
 4. Confirms teaching assignments in collaboration with the Program Director.
 5. Review climate and exit surveys when available as they relate to curriculum and pedagogy; consults with the Associate Dean for EDI as appropriate

POST BS TO DNP PROGRAM DIRECTOR

Role: Appointed by the Dean, the Post BS to DNP (DNP) Program Director administers and provides oversight of all the Post BS to DNP specialty programs. The DNP Program Director works in collaboration with the Associate Dean of Academic Affairs, the Curriculum Committee, Post BS to DNP faculty, and staff to ensure the highest level of quality for the Post BS to DNP program. In this capacity, the DNP Program Director shall organize and lead program implementation by:

- Ensuring fidelity to the approved curricula
- Assessing and monitoring teaching effectiveness
- Maintaining positive communication among all program stakeholders (faculty, preceptors, clinical affiliates, students)
- Monitoring program effectiveness regularly.

In fulfilling these duties, the DNP Program Director shall identify and apply leadership, organization, and management principles that are core to the Joe C. Wen School of Nursing and UCLA. With approval of the Board of Registered Nursing, the DNP Program Director shall serve as the Assistant Director of the Post BS to DNP specialty programs and shall have full authority and responsibility to administer the Post BS to DNP program independently in the absence of the Associate Dean of Academic Affairs.

Responsibilities:

1. Responsible for overall program administration and supervision.
2. Manages the delivery of educational services within the program.
3. Reviews course syllabi to ensure consistency with approved course descriptions, standards and requirements of accrediting bodies and communicates any concerns to the faculty, curriculum committee, and Associate Dean of Academic Affairs.
4. In collaboration with the - Clinical Placement Coordinator, Post-License - Health Clearance, Contracts & Affiliation Agreement Coordinator and faculty, facilitates partnerships with appropriate public and private entities that provide services to students, including clinical placements.
5. Prepares information for accreditation reports; develops and maintains records as needed for reporting.
6. Establishes and maintains effective communication with faculty and members of the staff about general aspects of the program administration.
7. Schedules routine meetings to discuss implementation of programs and other resource needs.
8. Consults with the Associate Dean of Academic Affairs about teaching needs and participates in hiring of new faculty.
9. Mentor faculty members regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations.
10. Collaborates with Student Affairs staff to ensure that any administrative issues involving the delivery of the curriculum are addressed.
11. In consultation with the Associate Dean of Academic Affairs, discusses course evaluations when making faculty assignments, as well as data from climate and exit surveys.

ASSISTANT POST BS TO DNP PROGRAM DIRECTOR

Role: The Assistant Post BS to DNP (DNP) Program Director is appointed by the Dean, with consultation with the DNP Program Director and the Associate Dean of Academic Affairs. The Assistant DNP Program Director works under direct supervision of the DNP Program Director. The Assistant DNP Program Director assumes duties delegated to her/him by the DNP Program Director.

Responsibilities:

1. Collaborates with and oversees administrative staff related to collection of required documentation from student and/or faculty.
2. Collaborates with Student Affairs to address student issues and concerns.
3. Collaborates with faculty to identify, maintain, and evaluate clinical placements.
4. Collects quality indicators from students, faculty, and preceptors.
5. Consults and engages in problem-solving regarding student or curricular issues
6. Consults with DNP Program Director regarding teaching assignments.
7. Establishes and maintains effective communication with faculty and members of the staff.

Responsibilities as delegated by the DNP Program Director:

1. Evaluates the delivery of educational services with the program.
2. Reviews course syllabi to ensure consistency with approved course descriptions, standards and requirements of accrediting bodies and communicates any concerns to the DNP Program Director.
3. Directs staff to facilitate partnerships with appropriate public and private entities that provide services to students, including clinical placements.
4. Collects and evaluates relevant data for accreditation reports; develops and maintains records as needed for reporting.
5. Establishes and maintains effective and consistent communication with faculty, staff, and students about general aspects of the program administration.
6. Schedules routine meetings to discuss implementation of programs and other resource needs.
7. Consults with the DNP Program Director about teaching needs and participates in hiring of new faculty.
8. Mentors and evaluates faculty regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations.
9. Participates in development of teaching assignments for annual teaching schedule.
10. Communicates with Student Affairs staff regarding individual student concerns.

FACULTY ROLES

CLINICAL AND THEORY COURSE FACULTY

Role: Provides direct instruction to assigned students in clinical conferences and as needed and evaluates student performance consistent with the level of student learning, course description, and course outcomes.

Responsibilities:

1. Participates as a member of the course team in development of course and evaluation materials.
2. Attends course meetings as scheduled and completes assignments on time.
3. Completes all other assigned duties in accordance with the protocols developed for the course by the Lead Faculty and the course team, as directed by Program Director.
4. Provides timely and ongoing feedback to the Lead Faculty and Program Director regarding individual student's performance in meeting clinical course objective
5. Interprets the course goals and learning objectives for the students to clarify expected student learning outcomes
6. Communicates with Lead faculty. Program Director and Director of Student Affairs regarding student performance issues in the clinical setting.
7. Serves as a DNP nurse role model consistent with the DNP scope of practice.
8. Provides continuity of instruction and supervision to each student consistent with the students learning needs, course objectives and program outcomes.
9. Communicates with the clinical preceptor regularly to ensure that course goals and learning objectives are met and to evaluate student's clinical progression, including make a mid-quarter check-in with preceptors and a site visit during the quarter to assess student attainment of course objectives.
10. As needed, assures that all students fulfill clinical requirements of the clinical agency.
11. As needed, assesses preceptor reports of student performance and observes student learning activities in the clinical setting.
12. Assists students in integration of theory, practice and DNP role, specific to the course's learning activities and level of learner.
13. Conducts clinical conference seminars to assess and reinforce student learning.
14. Supports student's growth in use of evidence-based practice, patient care guidelines and safety standards, and professional development.
15. Provides timely and ongoing feedback to the Lead Faculty regarding student clinical performance.
16. Provides evaluative feedback to students regarding performance/learning to meet course objectives.
17. Provide letters of recommendation (LOR) for students as requested.

CLINICAL PRECEPTORS

<https://www.uclahealth.org/nursing/overview-making-a-preceptor-cohort-request>

Role: Provides direct supervision of DNP student in the clinical setting and offers ongoing guidance and feedback on assigned student's clinical thinking and skill performance.

Responsibilities:

1. Orient the student to the facility or office. This may include introduction to important personnel or policies that the student will need to be familiar with during the rotation.
2. Meet with the student regarding student specific objectives for the quarter. They must be realistic and measurable within the site.
3. Assist in the selection of appropriate patients for the student to follow.
4. Supervise, collaborate and counsel the student regarding the differential diagnosis, management and therapeutic plan of health problems.
5. Observe the student's clinical performance and patient interaction periodically.
6. Review and critique the student's documentation on the patient health records and countersign.
7. Provide student with ongoing evaluation of clinical performance.
8. Communicate with assigned UCLA faculty regarding student progress and/or problems regularly.
9. Provide an end-of-quarter written evaluation (preferably electronically) of the student's progress towards the course and the student's personalized goals.

STUDENT LEARNERS

Role: Admitted to the Post BS to DNP program, the student learner is expected to be an engaged and active learner who demonstrates self-direction and responsibility for one's own learning. Appropriate for the level of learning in each clinical or theory course, the student learner is expected to demonstrate critical thinking, synthesis of clinical data, and application of nursing knowledge to individual patients. The student learner is expected to be knowledgeable regarding the professional role of the DNP, the role of other members of the health care team, and the ethics of nursing practice generally and DNP practice specifically.

Responsibilities:

1. In consultation with the clinical instructor and consistent with course objectives, sets reasonable objectives for her/his own learning.
2. For each clinical day, presents her/himself prepared to care for her/his assigned patient and demonstrates knowledge of medications, treatments, and common nursing care problems associated with the patient's clinical condition and specific social/demographic characteristics.
3. Appropriate to the student's level of learning, demonstrates sound clinical judgement and critical thinking.
4. Seeks consultation and advise independently for learning difficulties.

5. Completes all clinical and theory assignments on time.
6. Appropriate to the student's level of learning, demonstrates the following skills:
 - Physical assessment skills
 - Diagnostic reasoning, appropriate to level in the program
 - Oral and written presentation of History and Physical reports
 - Clinical management appropriate to the level in the program, including diagnostic and treatment plans
 - Communication skills appropriate for both patients/families and other members of the health care team
 - Critical thinking and decision-making skills related to patient care
7. During clinical conference, participates by leading discussion of her/his own patient and providing meaningful feedback during discussion of other students' patients.
8. Demonstrates insight in her/his own clinical learning attainment via reflective e-journals and dialog with clinical instructor.
9. Maintains e-logs for each patient encounter that includes basic patient demographics, ICD-10 codes, Pharmacy provided during visits, interventions initiated, and the level of student help needed for the visit.
10. Reports immediately to Clinical Faculty:
 - Any clinical errors or omissions that may be related to patient safety
 - Any problems or concerns regarding learning experiences or communications with clinical preceptor
 - Any issues of discrimination and harassment

TEACHING GUIDELINES

Best Practices for Promoting Academic Integrity

Academic Integrity and Student Conduct

UCLA is a community of scholars. All members, including faculty, staff and students, are responsible for maintaining standards of academic honesty. Cheating, plagiarism, unassigned collaborative work, multiple submissions without permission of the professor or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings, usually resulting in **suspension** or **dismissal**. All instances of suspected dishonesty will be referred to the UCLA Office of the Dean of Students for investigation and adjudication. In the meantime, a grade of DR ("Delayed Report") will be reflected on the transcript for that class, and the student should continue attending classes and submitting assignments.

Every student is responsible for following the [UCLA Student Conduct Code](#). Nursing students who receive a sanction of suspension from the Office of the Dean of Students may be required to reapply per the policies set forth by the Graduate Division. Graduate and Undergraduate students who are found culpable of violating the Student Conduct Code will be reviewed by the Student Affairs Committee to determine if the student may continue in the nursing program.

If a faculty member suspects a student of academic dishonesty in a classroom setting, the faculty member must allow the student to complete the exam or assignment prior to taking any action. The faculty member should note the question on the exam or assignment when the dishonesty occurred, if there are proctors present the faculty member should have them also observe the student's behavior. After completion of the assignment, the faculty member can approach the student and let them know that academic dishonesty was observed and will be reported. The faculty member should notify the Program Director and the Associate Dean for Student Services. The Office of Student Conduct and Dean of Students is notified by the Associate Dean for Student Services and they conduct the investigation into the incident. The faculty member should assign the student a "NR" for the final course grade while the incident is investigated. The final course grade is determined after the incident is investigated.

Strategies for creating conditions that decrease opportunities for academic dishonesty include:

1. Vary the metrics and evaluation methods for each course (which decreases the pressure to do well on the exams).
2. Be aware that un-proctored exams (such as take-home tests, online quizzes or tests) are not secure.
3. Schedule at least two proctors for each exam.
4. Prepare different versions of the test such as:
 - randomizing the order of questions within the test
 - varying the order of the alternative choices within each multiple-choice question
 - printing on different colored paper for paper exams

5. Include short-answer questions in multiple choice exams.
6. Announce before the test that students cannot have anything other than a pencil (or other required materials) with them during the exam for paper exams. Before the exam begins, all backpacks, electronics, phones, internet watches, class materials, books, etc. must be placed in front of the room away from students.
7. Randomly assign students to sit in a specific seat during the exam. In the auditorium, tell students they must sit in every other seat.
8. Avoid distributing extra copies of the exam (i.e., number the exams, count exact number to be distributed).
9. Explain that you will not take any questions until near the end of the exam (to avoid being distracted from proctoring the exam).
10. Prior to the exam, inform students that they will not be allowed to leave the room unaccompanied by a proctor until they have completed the exam, except in the case of an actual emergency.
11. Monitor students' behaviors during the exam (e.g., walking around the room, keeping eyes on students, checking laptop sites, informing students that proctors will be watching their behavior).
12. Consider placing a statement such as "I certify that I have maintained academic integrity as outlined in the Student Handbook during this exam" on the exam face sheet and require students to sign their names or include a statement on academic integrity as part of the exam.
13. If you provide a test review, proctor the test review and do not allow students to use pencils, paper, phones, or other electronic devices during the test review.

Development and Maintenance of a Course Syllabus

Common Elements

1. **Cannot be changed without formal approval by Curriculum Committee, Faculty and Undergraduate and Graduate Division**
 - a. Course Number and Title
 - b. Number of Credits
 - c. Course Descriptions
 - d. Prerequisites
 - e. For pre-licensure courses: the percent of final grade allocated for Kaplan/Kaplan related activities
 - f. Scoring and Letter Grade Equivalents
 - g. Final examination dates during Finals Week
2. **May be changed at the discretion of the faculty in consultation with Program Director**
 - a. Skills and Competencies section of the syllabus
 - b. Method of Instruction
 - Cannot change methods of instruction from in-person to online or hybrid methods. ***If an in-person class lecture must be changed the Program Director must be notified and consulted.***
3. **May be changed at the discretion of the faculty**
 - a. Required or optional texts (with the consultation of other relevant faculty if the course is part of a series)
 - b. Methods of examination and evaluation
 - c. Assignment due dates
 - d. Weekly course content

Process for course syllabus revision—focus on AACN CCNE Essentials competency integration in curriculum

To facilitate syllabus revision Program meetings will review end-of-program outcome competencies on a routine basis.

1. When a group of courses (or a single course) has been revised to:
 - align with the AACN Essentials,
 - better meet the end-of-program outcomes,
 - synchronize with other courses in the program

The course syllabus will be presented to the Program faculty for discussion and approval.

2. After Program faculty approval, revised courses are submitted to the Curriculum Committee for approval.
3. The Curriculum Committee presents approved syllabi to the FEC, and then to faculty for discussion, approval and vote.
4. If approved, the course syllabi are submitted to Undergraduate or Graduate Council.

Creating a Positive and Inclusive Classroom Environment

1. As a faculty member reflect and examine your classroom and clinical behaviors.
2. Establish or introduce group guidelines during the first class of each course
 - a. Have students agree to follow established rules in the class
 - b. Rules should apply to general class discussions and students' participation
 - c. Go beyond identifying course objectives- Describe hopes for students for example:
 - developing their abilities to understand the perspectives of others
 - developing mutual respect
 - listening to other viewpoints
 - d. Making a commitment to understand other positions (viewpoints)
 - When there is disagreement or a challenging discussion, a productive statement is, "I want to share the impact of that term you used on me" or "that case example on me"
 - e. Students should speak for themselves and not for others (including groups to which they belong)
 - f. Students should use "I statements" such as "I don't feel at home or comfortable here" rather than generalizing
 - g. Taking risks in speaking honest
3. Use of preferred personal pronouns e.g., he/him; she/her; they
4. Allow students freedom to decide when and how they participate
5. Bring students into the discussion journey
6. Model learnings about diversity and inclusion
 - a. Instructors can share their journeys in becoming more culturally sensitive and knowledgeable, as appropriate
 - b. Avoid using generalizations about any group(s)
 - c. When offering an opinion or answering a question, support your statement with evidence rather than generalizations and encourage students to apply the same behaviors
 - d. Avoid using phrases that could be considered condescending (applies to both faculty and students). For example:
 - "Are you sure that's a good idea?" versus "I trust that you've given it a lot of good thought."
 - "Let me show you how it's done." versus "I'd be glad for us to work on this together."

7. Actively intervene in the class when necessary
 - a. Redirect students when not using “I” statements
 - b. Refer back to ground rules for course if students are violating a specific rule(s)
 - c. Stay committed to equitable participation and student learning
 - Intervene if students are disrespectful
 - Address micro-aggressions when they occur
 - Show respect for the person who made the statement when you respond
8. Provide accommodations for students with disabilities to have equal access in a course and to have an accurate measure of how they perform

*Adapted from Intergroup Relation Training Manual” (2018), Anna Yeakley and Teressa Brett

How do I use course evaluations for participation?

What: Faculty can assign participation points for completing the course evaluations. 1% in the past was enough to encourage most students to do them, but as of 2025 even with that credit many people will not complete the evaluations without reminders.

How: In Gradebook or the Bruin Learn grading, you can set participation points or percentages. Prior to the new 24-25 roll-out of the Blue evaluation system, Gradebook could integrate evaluation completion. However, as of the Spring 25 academic year, you need to request them using a form: [SET Participation Roster Request Form](#). You will receive an email with the list of students who submitted their course evals.

The following note was sent from the UCLA Teaching and Learning Center in June 2025 (SET refers to *Student Experiences of Teaching*):

Gradebook Integration

- Some instructors offer participation points for completing SET surveys. While Blue is not yet integrated with Gradebook, we are working with the Bruin Learn Center of Excellence to add this functionality.
- If you plan to offer credit for individual survey completion, please **complete the [SET Participation Roster Request Form](#)**. Once the survey period ends, we will provide a report indicating which students have completed their surveys
- To maintain student anonymity, reports will only be provided if there are **at least 10 responses**. Reports will indicate completion status only—all responses will remain anonymous.

RESOURCES:

Teaching and Learning Center: set@teaching.ucla.edu (email specific to student evals)

Gradebook: Gradebook@college.ucla.edu

How do I find my course evaluations?

Student evaluations, now called “Student Experiences of Teaching” (SET), are managed by UCLA’s Teaching and Learning Center, previously called Center for the Advancement of Teaching (CAT). These are available after the final grades are submitted.

Instructions are on this page: <https://teaching.ucla.edu/instructor-faqs/> (go to the FAQ “How do I access my SET reports?”, 2/3 down the page)

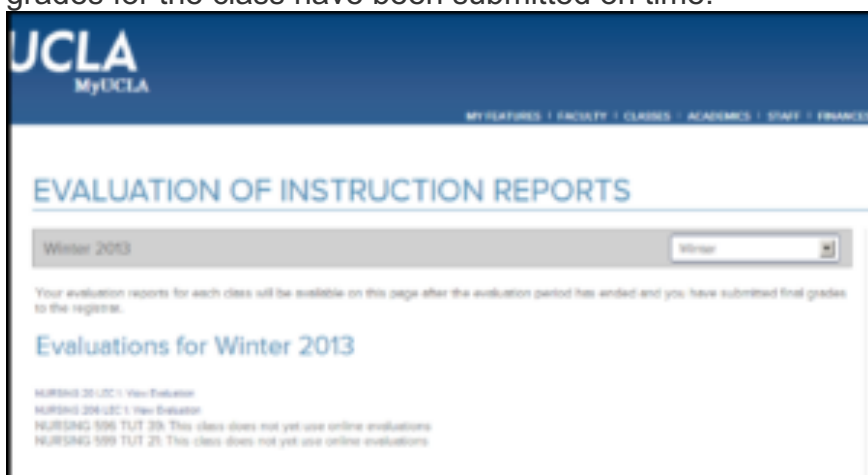
For courses using Blue:

1. Log in to [Blue](#) with your UCLA Logon ID
2. View the “Reports” section on your homepage.



For courses using MyUCLA:

1. Log in to my.ucla.edu with your UCLA Logon ID
2. Click on the “Faculty” tab
3. Click on “Student Experiences of Teaching Reports”
4. You may view these reports any time AFTER the survey period is closed AND the grades for the class have been submitted on time.



If grades for a class are submitted after the Gradebook due date, then the instructor(s) and any associated Teaching Assistants will need to obtain their SET reports from the department’s [Evaluation Coordinator](#).

Comprehensive Examination for MSN (APRN & MECN) Students

Purpose of the Comprehensive Examination

The purpose of the Comprehensive Examination is to demonstrate the student's ability to use and apply existing research evidence to systematically formulate and answer clinically relevant questions for registered nurse practice (MECN) or for advanced nursing practice in primary or acute care (APRN).

For APRN students, populations should be consistent with the population-based focus of the student's specialty, in accordance with the APRN Consensus Model. APRN students may further define their population of interest for the exam by a variety of characteristics such as gender, socioeconomic status, race and ethnicity, sexual orientation, occupation, clinical condition, disability, or situational context (e.g., geographic location, homeless, immigrant, and type of care setting including transitions during care).

For MECN students, the exam addresses the following Clinical Nurse Leader core competencies:

1. Critical thinking (apply research - based knowledge from nursing and the sciences as the foundation for evidence - based practice);
2. Communication (produce clear, accurate, and relevant writing);
3. Illness and disease management (synthesize data, information, and knowledge on client outcomes and modify interventions to improve health care outcomes);
4. Human diversity (provide holistic care that addresses the needs of diverse populations across the life span); and
5. Health care systems and policy (interpret health care research for consumers and officials).

Comprehensive Examination

All comprehensive exams are submitted to <http://Turnitin.com> by the students. They are read and graded according to a grading rubric and scores are automatically tallied. The faculty review process is as follows: You will receive an email from comps@sonnet.ucla.edu & a SAO Staff informing you that you've been assigned comprehensive exams. Information Technology will provide you with instructions on how to obtain/access the Remote Desktop. A due date will be provided. All exams are blinded to the reader. There are two readers for each exam; if one reader does not pass the exam there is a third assigned reader. All faculty according to specialty are required to read comprehensive exams as part of their service unless they are on sabbatical. Program Directors will provide designated SAO staff with a list of faculty eligible to read Comprehensive Exams.

Pursuant to requirements of the UCLA graduate division, the written Master's Comprehensive Examination is administered in the last quarter of the second year of study. Written instructions are distributed to students at least one year in advance of the examination due date, usually the first day of Winter Quarter. Each student completes the Comprehensive Examination out of class and independently. A passing score is 70% or more of possible points. The Comprehensive Examination may be attempted three times. Late examinations are not accepted for grading, will count as an attempt at passing, and will be given a failing grade. Students who fail to achieve a passing score on their first attempt are eligible to participate in graduation ceremonies. However, the degree will be awarded in the quarter during which the Comprehensive Examination is passed. Students will not be certified to any Board of Registered Nursing as having completed nursing course requirements until they have successfully completed the Master's Comprehensive Examination.

For both MSN-MECN and MSN-APRN students, Comprehensive Examination formatting and grading instructions will be distributed during the information sessions. For all students (both MECN and APRN), key elements of a successful Comprehensive Exam include:

1. Critical evaluation of the selected research findings as they apply to the identified research question and the target population.
2. Evaluation of the relevance and implications of research findings explored for nursing practice at the student's level of education (MECN or APRN)
3. Application of critically-reasoned findings as a population-appropriate intervention to address the problem identified.
4. Identify methods needed to carry out a targeted intervention, including ways to measure and evaluate specific outcomes of interest.
5. A table of evidence (ToE) is required for this assignment, separate from the narrative essay. The finished ToE must summarize the 7-10 primary source articles that form the central critique portion of the comprehensive examination essay.
6. The narrative essay is limited 15 pages in length, not including the TOE. The ToE is the only table or appendix allowed.
7. This submission is the student's original work. Students may not have submitted any part of the Comprehensive Examination essay as part of any other course requirement.
8. Students may not consult with others about their examination topics, including classmates, UCLA School of Nursing faculty, preceptors and staff members. This does not preclude general questions about topics presented in class or discussion sections. Individuals are not penalized for developing similar questions, so long as the questions are developed in isolation (from one another).
9. Editorial assistance is very restricted.

Procedure for the Comprehensive Exam:

Students will select one problem from three to four selected topics for the Comprehensive examination. Students will develop a researchable question after reading nursing and other multidisciplinary literature resources. A theoretical or conceptual framework will be used to guide the development of the question. Students are encouraged to review theoretical and conceptual frameworks presented in class and in published works. During this formative phase, students are urged to read broadly and tailor their readings as they refine a researchable question. From the literature, students develop and narrow their topic to a defined (specific) target population and a specific researchable clinical question that guides the focused, thorough review of literature. The student will select, summarize and critique 7-10 relevant primary data-based source articles as the central portion of the essay. While students are encouraged to read and contemplate literature carefully as they are tailoring their question, they are also encouraged to keep organized notes about findings during this formative phase of the examination.

Students are able to use literature-review articles, clinical practice guidelines, and meta-analyses to inform the introduction and discussion portions of the essay. However, these types of articles may not be counted among the 7-10 original research articles required for the "literature review" in the Comprehensive Examination essay.

REMEDIATION PLAN FOR PRE-LICENSURE STUDENTS

Early Identification of Prelicensure Students Who Need Focused Instruction or Remediation The goal of identifying students who are at risk for failing a theory or clinical course is to initiate focused instruction/remediation early enough in the quarter or clinical experience to promote student success.

Concerns in the Clinical Area:

1. The clinical instructor notifies the Lead Faculty of specific concerns about the student starting in week 1. The clinical instructor meets with the student to describe these concerns (using the course clinical evaluation form).
2. If the concerns continue during week #3, the clinical instructor will complete a Qualtrics Performance Improvement Plan (PIP) detailing the action plan with clear timeline, meet with the student to review the PIP, notify the Lead Faculty, alert the Director of Student Affairs, and Program Director.
3. The Clinical Instructor may refer to a Nurse Coach (NC) as appropriate. If skills remediation is warranted, the NC will schedule a remediation session with the student.
4. The NC facilitates skills review in the skills lab and documents in Qualtrics the summary of the remediation session. The NC closes the loop with the referring clinical instructor, Lead Faculty, and Director of Student Affairs.
5. The NC will meet with the student late in Week #3 or early Week #4 to create specific objectives (Action Plan) based on the PIP.
6. The clinical instructor monitors the student's performance in the clinical setting and assesses success or failure to demonstrate readiness to progress.
7. The Faculty Advisor will also be notified as appropriate, and the student will be encouraged to meet with his or her advisor.

Concerns in Theory Courses:

1. Lead Faculty in theory courses will evaluate student performance on exams and assignments. If there appears to be a risk at mid-term (or earlier after failing a significant assignment or exam) that a student may not pass the course, the Lead Faculty or Teaching Assistant will arrange to meet with the student to help her or him develop an effective study plan. This plan will be documented by the Lead Faculty in Qualtrics using the Performance Improvement Plan form.
2. Lead Faculty will also notify the Prelicensure Program Director and the Director of Student Affairs and inform of the plan for success.
3. The Director of Student Affairs will meet with student as appropriate to review the plan for success and will refer students to various campus resources as needed (e.g. CAPS, Writing Center).
4. Students may also arrange to work closely with the course TA or hire a tutor to help them review course content.

REMEDIATION PROCESS AND POLICY

The UCLA School of Nursing is dedicated to producing the best and brightest new graduates in the field of nursing. We strive to educate and prepare our students to be the finest nursing has to offer. We do this by demanding attention to our curriculum and rubrics of nursing education. If a student is challenged by the rigors of clinical educational requirements and needs additional help and practice with the skills of nursing, we are here to provide a plan for success.

The process begins with a referral from the faculty member who has identified the deficiency to the Nurse Coach. Next, a meeting is set up between the student, the referring faculty and the Nurse Coach. An assessment is made in collaboration with the faculty. The remediation plan is agreed upon by both parties with specified timeline. The remediation plan may include a review of a particular skill/s. Once remediation is completed, evaluation of the student is completed by the NC and evaluation summary is documented in Qualtrics. The NC will close the loop by notifying the referring faculty, lead faculty & Office of Student Affairs through email that remediation is completed and recorded in Qualtrics.

If an unacceptable evaluation is returned, the NC will meet with the lead faculty, Clinical Instructor, Student Affairs team and Program Director to review the student's performance. If second course of remediation is agreed to, the Associate Dean of Academic Affairs will be consulted.

NURSING SIMULATION AND SKILLS LAB

NURSING SIMULATION AND SKILLS LAB CODE OF CONDUCT

The Associate Dean of Academic Affairs provides oversight for the Nursing Simulation and Skills Lab

FACULTY

Training and Orientation: Simulation

1. All School of Nursing faculty interested in Simulation training should contact the BS and MECN Program Director and the Associate Dean of Academic Affairs to discuss their interest and goals in obtaining training.
2. Faculty Simulation Training includes, but is not limited to:
 - a. A description of patient care simulation
 - b. A description of simulation methodology
 - c. Teaching and learning theory
 - d. Debriefing Training
 - e. Orientation to the INACSL Standards, SSH Simulation Dictionary, and standards of practice.

Mentoring

1. Following Faculty Simulation Training, faculty shall be mentored in simulation sessions by a designated experienced simulation mentor.
2. The simulation mentor shall assist and give constructive feedback on the simulation session.

After successful completion of training, orientation, and mentoring, the faculty name will be added to the faculty simulation team.

Evaluation of Faculty: Simulation

Session Evaluations

Once a year, simulation sessions will have a DASH self-evaluation done by the faculty and a peer evaluation debriefing completed annually. The faculty also have the option of using the DASH version for evaluation by Students (DASH-SV).

Program Directors may request faculty refresh their facilitator or debriefing skills on the Faculty Simulation Training site on BruinLearn.

Records and Processes

In accordance with the NCSBN National Guidelines, the Simulation and Skills Lab Technician and the BS and MECN Program Director under direction of the Associate Dean of Academic Affairs will maintain required documents including:

- Training, Orientation, and Mentoring Documents
- Educator's CV
- Debriefing Evaluation Sheets (DASH evaluations)

Faculty may be removed from the approved Faculty Simulation Team if:

1. The faculty has violated any Nursing Skills and Simulation Lab Policy or Procedure.
2. The BS and MECN Program Director or DNP Program Director or Associate Dean of Academic Affairs determines that the faculty is not competent in simulation methodology. If the faculty is determined to need improvement in simulation skills, the faculty may be asked to repeat the Faculty Simulation Training or the faculty may be removed from the simulation team.

Roles and Responsibilities in Nursing Skills and Simulation Lab Sessions

In addition to the Faculty Code of Conduct, Faculty have expected roles and responsibilities when using the Nursing Skills and Simulation Lab.

Communication

Faculty are expected to communicate frequently with the Nursing Skills and Simulation staff. Faculty must contact the Nursing Skills and Simulation Lab staff prior to any scheduled simulation or skills event and to gain entrance to the Nursing Skills and Simulation Lab.

Respect for the Nursing Skills and Simulation Lab Environment

1. Faculty shall maintain a clean and organized environment and shall consult with the Nursing Skills and Simulation Lab staff for a change in physical settings.
2. Faculty shall contribute to simulation scenario realism.
3. Faculty shall protect the patient simulator as he/she would protect a live patient.
4. Faculty will dress in professional attire for simulation and clinical attire for skills activities
5. The primary focus of faculty should be the students and thus, faculty should refrain from cell phone use, texting, or unrelated socialization and prolonged discussion.
6. No audio/videotaping, photography, or copying of distributed materials is allowed in any Nursing Skills and Simulation Lab space without written permission of the Program Director(s) and the Associate Dean of Academic Affairs.

Responsibility and Accountability

1. Faculty must attend a lab orientation prior to use of the Nursing Skills and Simulation Lab.
2. Faculty must submit the Nursing Skills and Simulation Lab Request Form at least **6 weeks** in advance for an event (skill or simulation).
<https://app.smartsheet.com/b/form/330344b05bc04b3dbcb610267bbb64de> - The exception is for urgent student remediation referred by the Program Director or Student Success / Remediation Specialist(s).
3. Nursing Skills and Simulation Lab Faculty shall follow all Nursing Skills and Simulation Lab policies & procedures.
4. Faculty shall arrive no less than **30 minutes** prior to the start of their skills or simulation lab session and are responsible for checking the simulation or skills setup as appropriate to their request. Weekly courses in the lab require arrival no less than **15 minutes** to check the requested setup.
5. The Faculty is expected to fully engage in any simulation session for which he/she is responsible.
6. Any participant lists, supplies, forms, or handouts given to or obtained from any session will be managed and kept by the session's primary faculty, the Nursing Skills and Simulation Lab Faculty coordinator, or the Program Director.
7. Faculty are responsible for their students' behaviors. If group behavior is deemed unacceptable by Nursing Skills and Simulation Lab staff, the Nursing Skills and Simulation Lab reserves the right to dismiss any group at any time.

Equipment Use

No iodine/betadine, ink pens, or food/drinks are allowed within 5 feet of the manikins or clinical equipment. Iodine/betadine and ink leave permanent stains on manikins. See Resource Preservation below.

Observation of Lab Events

Observation of simulation or skills events by non-course faculty or Lab visitors must be approved by the Program Director and the Associate Dean of Academic Affairs. To protect the professional integrity of students, students should be notified of the Observer(s) and give their verbal approval. In the event all students do not approve, the Observer is not approved. All approved Observers must sign the Nursing Skills and Simulation Lab Confidentiality Agreement.

Observers are to be located in the Control Room for Simulation and/or out of the way of any course instruction. The faculty facilitating debriefing may allow the Observer to observe debriefing but the Observer may not participate in the debriefing instruction without prior Simulation training and the expressed approval of the faculty and Program Director.

Observers are not allowed to take pictures of the Nursing Skills and Simulation Lab without the expressed consent of the Associate Dean of Academic Affairs. Observers are not allowed to take pictures of any students or faculty without their expressed consent.

STUDENTS

Code of Conduct

Students are expected to conduct themselves in a professional manner when in the the Nursing Skills and Simulation Lab. Professional attire (same uniform as worn in clinical for prelicensure students and white lab coats for DNP students) is required for all Students at all times. This includes UCLA Joe C. Wen School of Nursing name tag. The following are never allowed: flip-flops, open-toed shoes, sandals, shorts.

Disagreements or other issues among Students should be addressed to the Faculty. Disruptive Students will be asked to leave the Lab.

General

1. Students are never allowed in the lab without faculty, approved TAs or lab staff present.
2. Timeliness is essential in preparation for clinical practice. Faculty may deny access to a lab activity if a student is late.
3. Simulation activities begin with a prebriefing. Any student who arrives after the prebriefing has begun will not be allowed to participate in simulation activities. This is to ensure the integrity of any presimulation assessments and the psychological safety of the students in simulation.
4. No cell phone use is allowed during any Nursing Skills and Simulation Lab session, with the exception of designated time spent on pre- or post-assessments and evaluations.
5. Students should treat the Nursing Skills and Simulation Lab environment as the actual clinical setting.
6. Students must leave the lab on time.
7. Students must report any damage to equipment or operating problems to the Nursing Skills and Simulation Lab staff immediately.
8. Students must properly dispose of used supplies, materials, needles, and liquids (see Safety).
9. No videotaping, photography, or copying of distributed materials is allowed in any lab space without written permission of the faculty, the Nursing Skills and Simulation Lab faculty coordinator or the Program Director.

Safety

1. Sharps are to be placed in sharps boxes after use. No reusing of needles or IV catheters is allowed. Needles are not to be re-capped. Sharps boxes are located throughout the lab. Any sharp injury is to be reported to the supervising faculty immediately.
2. Students are prohibited from injecting other students, friends, or faculty for practice when in the Nursing Skills and Simulation Lab or in the capacity of a student at UCLA in any setting, including clinical settings.
3. Students are never to remove any supplies from a clinical setting to use for practice in the lab (this constitutes stealing).
4. Needles, simulated medications, intravenous supplies, documents, any lab supplies and equipment may **not** be removed from the lab.
5. Hand washing should be a part of practice in the lab as well as in the clinical facilities. Alcohol-based hand sanitizers and sinks are located throughout the lab.
6. Children and pets are not allowed in the Nursing Skills and Simulation Lab at any time.
7. All medications in the Nursing Skills and Simulation Lab are to be simulated medications and at no time should any student or faculty ingest materials used in skills or simulation events.
8. The defibrillator is REAL and can deliver a shock. At no time may a student use the defibrillator without direct faculty supervision.
9. Leave the Nursing Skills and Simulation Lab in good order: chairs back at the tables, curtains back to the wall, beds made and in a low position, supplies returned, and dispose of all trash in the appropriate receptacle.
10. **Reduce, reuse, and recycle. Replace reusable supplies in the boxes or carts where they were found. If you are unsure what to keep, ask the Nursing Skills and Simulation Lab staff rather than throwing it away.**

Resource Preservation

1. No eating or drinking is allowed in the lab at any time.
2. Ink pens are not allowed within 5 feet of the manikins. Ink permanently stains the manikins. Never apply betadine, markers, or other liquids or inks to the manikins or task trainers. **If you mark a manikin accidentally, notify the Nursing Skills and Simulation Lab staff immediately.**
3. Students are to bring any required lab pack items to every Nursing Skills and Simulation Lab session or practice lab. Items provided by the Nursing Skills and Simulation Lab staff are to remain in the Nursing Skills and Simulation Lab.
4. No equipment or supplies may be taken out of the Nursing Skills and Simulation Lab.
5. Beds should be in a low position at the end of class. Linen to be straightened and the side rails up.
6. Manikins should be treated like people. Transfer a manikin as you would a live person, not by pulling on arms, legs, or the head. Never transfer a manikin by yourself or without supervision by the Nursing Skills and Simulation Lab staff.

7. Manikins may have IV bags of red-colored fluids attached to them for use with IV/Central line skills. Remember to gather all these bags when adjusting the manikins in bed.
8. Only use lubricant provided by the Nursing Skills and Simulation Lab staff for placing tubes in manikins. If you are not sure or need more lubricant, ask the Nursing Skills and Simulation Lab staff.
9. Students are responsible for cleaning and repackaging reusable trays or kits.
10. Please do not disturb supplies set up in the lab for another class. If you need additional supplies, please ask the Nursing Skills and Simulation Lab staff.

Skills Practice Lab

Skills Practice Lab hours are determined prior to the start of each quarter and are based on the following factors: Availability of lab space, faculty and staff availability; student schedules for clinical courses and OSCEs, and scheduling needs of all student cohorts. Lab capacity is limited to 25 persons at any one time in both the 4th and 5th-floor labs.

Students must sign-up for scheduled practice labs in advance. The quarterly practice lab schedule is coordinated by the Program Director, the Nursing Skills and Simulation Lab faculty coordinator, and the Nursing Skills and Simulation Lab staff.

Simulation Orientation and Prebrief

1. Course faculty shall provide an orientation (prebrief) to Students prior to every simulation session.
2. Course faculty/ facilitator shall provide a brief orientation on updated equipment, procedures, or physical setting changes for participants that have previously utilized the lab space.
3. Orientation shall include:
 1. An introduction to Nursing Skills and Simulation Lab Staff and Faculty.
 2. Simulators
 3. Equipment
 4. Physical Space
 5. Consents/Confidentiality Agreement
 6. Policies
4. The Confidentiality Agreement and any other necessary consent will be signed prior to the simulation.
5. ***Any student who is not present during the start of the Prebrief will not be allowed to participate in that session. Make-up sessions are not guaranteed and any course penalty will be determined by the course faculty.***

Simulation Participants, Types and Responsibility

Simulation session participants include active participants, observers, Faculty, and Nursing Skills and Simulation Lab staff. All participants shall follow the Nursing Skills and Simulation Lab ground rules as established during the prebriefing.

Types of Participants

1. **ACTIVE PARTICIPANTS.** Active participants are those participants who are involved at any level of provider in a patient care scenario.
2. **OBSERVER PARTICIPANTS.** Participants who are observing live, via video, or during playback of scenarios are considered observer participants and are held to the same responsibility as any other participant.
3. **STANDARDIZED PATIENTS.** Persons who are trained and standardized to the scenario as the patient with memorized if/then responses and behaviors, and integration with simulation equipment.
4. **STANDARDIZED FAMILY MEMBERS.** Persons who are trained and standardized to the scenario as a family member of the patient with memorized by if/then responses and behaviors, and integration with simulation equipment.
5. **STANDARDIZED HEALTHCARE PROVIDERS.** Persons who are trained and standardized to the scenario as a healthcare provider with memorized if/then responses and behaviors, and integration with simulation equipment.
6. **FACULTY.** Faculty are approved Simulation Team members, Nursing Skills and Simulation Lab Users, or other faculty. Faculty may be the content experts, facilitators, debriefers, and/or active participant.
7. **Nursing Skills and Simulation Lab STAFF.** UCLA Nursing Skills and Simulation Lab Staff are employed by UCLA Joe C. Wen School of Nursing and may act as Active Participant, Observer Participant, Debriefers, Facilitator, Content Expert, or Educator as agreed upon by the primary faculty, Program Director or Nursing Skills and Simulation Lab faculty coordinator.

Responsibilities of Simulation Participants

1. Questions Regarding Simulation
 - a. All participants are encouraged to ask their questions regarding the simulation prior to the start of the simulation.
 - b. To create and maintain scenario realism, participants are asked to refrain from asking questions regarding simulation during the simulation.
 - c. Any additional questions regarding the simulation are encouraged to be asked during debriefing or upon completion of the session.
2. Respect for Nursing Skills and Simulation Lab staff
 - a. All participants shall follow instructions given by Nursing Skills and Simulation Staff as appropriate.

- b. The Nursing Skills and Simulation Lab staff reserves the right to dismiss any group at any time for inappropriate group behavior.
- c. The Nursing Skills and Simulation Lab reserves the right to dismiss any student at any time for inappropriate behavior.

3. Respect for the Simulation Environment

- a. Participants shall maintain a clean and organized environment.
- b. Participants shall contribute to the scenario realism.
- c. Participants shall treat the patient simulator as he/she would treat a live patient.
- d. Participants will dress in accordance with the Joe C. Wen School of Nursing approved dress code policy.
- e. Participants shall focus on maximizing their learning experience and will, therefore, refrain from cell phone use, paging, texting, or unrelated socialization and prolonged discussion.

4. Respect for Self and Others

- a. Participants shall sign a confidentiality agreement and honor the agreement for every simulation they are involved.
- b. Participants shall maintain professionalism at all times.
- c. Participants shall demonstrate positive behaviors.
- d. Participants shall support other participants and contribute to the safe and open-for-discussion environment.

5. Responsibility and Accountability: All participants are expected to:

- a. Be on time for scheduled labs. ***Any student who is not present during the start of the Pre-brief will be dismissed from that session. Make-up sessions are not guaranteed and any penalty will be managed by the session's faculty.***
- b. Complete all pre-class assignments and post-class evaluations.
- c. Contact the course faculty within 4 hours of the session if they are unable to meet class requirements or cannot attend the class.
- d. Student participants shall complete an evaluation upon the conclusion of their session.

REMEDIATION IN THE LAB STUDENT RIGHTS AND PRIVILEGES

The UCLA Joe C. Wen School of Nursing Skills and Simulation Lab functions under the requirements of the Family Educational Rights and Privacy Act (FERPA) which encompasses the rights of privileges for students. UCLA students and learners are notified of their FERPA rights through the Student Handbook.

1. Nursing Skills and Simulation Lab staff, Educators, and Learners shall honor the Confidentiality Agreement.
2. A learner has the right to inspect and review any Nursing Skills and Simulation Lab records that are directly related to them with the exception of records that include other learners.
3. Learner records will not be distributed to any persons except the student or the educator of the simulation.

Skills Mastery

The mastery of skills using the Nursing Skills and Simulation Lab and its collective services may be performed utilizing Evidence Based Practice guidelines and check lists.

Observation

Observation of simulation by other learners is sometimes unavoidable. Course participants may observe from a pre-established “gallery” or Control Room. All student/learner observers are to sign and abide by the UCLA Joe C. Wen School of Nursing Skills and Simulation Confidentiality Agreement. Learner observers are encouraged to participate in the post-simulation debriefing. For non-learner observers, see the section on Observation of Lab Events above.

The purpose of the UCLA Joe C. Wen School of Nursing Skills and Simulation Lab services is to provide quality education for all healthcare provider learners. Quality assurance and quality improvement are critical to serving this purpose and achieving the Nursing Skills and Simulation Lab’s overall mission. In accordance with the Simulation Standards (International Nursing Association for Simulation and Learning [INACSL]) and the NCSBN Guidelines, several assessments will be done to evaluate program effectiveness:

1. A pre- and post-simulation knowledge assessment will be completed by the learners to determine knowledge gains from the simulation activity.
2. All learners shall complete a Simulation Effectiveness Tool (SET) at the completion of each simulation session as it is a strong measurement for the overall evaluation of UCLA Nursing Skills and Simulation Lab quality. The tool provides a method for assurance and a tool to identify areas for needed improvement.

3. Facilitator debriefing can be evaluated at using the DASH self-assessment, the DASH, or the DASH-SV (student evaluation). Evaluations can be reviewed with identified faculty with simulation experience. Positive, constructive feedback will be provided to debriefing facilitators to improve the delivery of debriefing.
4. All learner evaluations shall be anonymous. Results of evaluations will be shared with the educators within 3 business days of the event.

The Nursing Skills and Simulation Lab staff shall treat all learners with equal respect and will not diverge from this virtue based on any evaluation, critique, or feedback.

Evaluations will be reviewed in a timely manner. Nursing Skills and Simulation Lab staff will seriously consider all feedback and suggestions.

References & Resources

<https://registrar.ucla.edu/student-records/student-rights-privacy>

RESEARCH AND SCHOLARSHIP

RESEARCH SPACE

Guideline for Allocation of Research Space in the School of Nursing

Research Space Committee

Members: Dong Sung An, **Rod DeVriendt**, Mary Rezk-Hanna, Paul Macey, Wendie Robbins

Introduction

Members of the UCLA School of Nursing (SON) are invited to apply or reapply (if funding lapses) for research space in the SON through formal “space reviews” performed as needed. The SON has very limited space to meet the needs of all of its faculty investigators. The space on the 6th floor in the Factor Building is allocated as research space for SON members. The SON research space is limited, approximately 6,000 square feet. In recognition of the need to use the School’s limited research space to maximum advantage, the square footage of laboratory and office space for any individual investigator is carefully considered, and all investigators with SON space are required to make efficient use of the space assigned to them.

To meet needs of faculty investigators while maximize existing square footage of the research space, the Dean appoints a Research Space Committee to review and recommend usage of research and office space with the goal to fairly and equitably accommodate all members of the SON and make efficient use of the assigned space. The SON Research Space Committee includes the Associate Dean for Research, the Assistant Dean of Administration, and three faculty members with varied research perspectives. Based upon review of all applications using the criteria outlined below, the Research Space Committee makes recommendations for space allocations (e.g., square footage, location). Upon review, the committee will provide a recommendation to the Dean. The general principles, data collecting and reporting, and space evaluation and assignment procedures are described as follows:

A. General Principles

1. All space occupied by the SON belongs to the Regents of the University of California. The assignment of space is delegated to UCLA’s Chancellor and to the Dean of the SON.
2. The intent of this document is to supersede all previous documents concerning research space assignments to academic units and individual faculty.
3. Academic units (departments, institutes, centers) are responsible for regularly updating the online Campus Space Inventory <http://spaceinventory.ucla.edu/#/>
4. The SON Research Space Committee will prepare preliminary space utilization reports for the SON. These reports will be compiled using on-campus and off-campus space user assignments from the online Campus Space Inventory, linked to the PI and award data from ORA and sponsored research expenditures recorded on the campus General

Ledger system. A determination of need will be based on these data, indirect funding, and the space needed to perform the research.

5. The SON Research Space Committee may consider additional requests beyond University or SON financial reports.
6. Research space considerations will account for current faculty space assignments and in consultation with the Dean, future space needs based on major new grant awards, recruitment plans, and faculty departures/retirements.

B. Data Collection and Reporting

The Research Space Committee will aid in data collection to fulfill reporting requirements. The SON must update on-campus and off-campus space assignments directly on the Campus Space Inventory <http://spaceinventory.ucla.edu/#/> by October 1st of each year. This deadline is essential both for the SON space evaluation and for the official closing and locking of the Inventory by the Chancellor's office. All research space must either be assigned to a faculty member, designated as a shared research space, or designated as a Core Facility serving a broad range of faculty with an approved Sales and Service account managed by the department. Formal use codes should be utilized when updating the Campus Space Inventory.

- a. Wet-lab and dry-lab research space assigned to a faculty member (including offices used by research student, postdocs, staff, and other trainees) must be listed by the faculty member's name (not the name of a staff member or trainee).
 - b. Research spaces that are shared by more than one lab should be listed as "Shared Research" (with percentages of use by different faculty or departments indicated, when appropriate).
 - c. Research spaces used by Cores should be specified. Each function must be accompanied by the formal use code.
 - d. The lab space utilization for animals is determined by DLAM, in the vivarium, not by the department. The committee will not need to consider this for the evaluation.
1. In July, following the closure of the Space Inventory by the Chancellor's office at the end of each fiscal year, the SON Research Space Committee will collaborate with SON Administration to prepare a space utilization report for the SON using Research expenditure data for sponsored research activities from the campus.

C. Procedures for Space Application, Evaluation and Assignment

1. Members of the SON are invited to apply or reapply (if funding lapses) for research space in the SON through formal "space reviews" as needed.
2. Applications received by the SON Research Space Committee will be reviewed. Based upon review of all applications using the criteria outlined below, the Research Space Committee makes recommendations for space allocations (e.g., square footage, location) to the Dean.

3. Faculty may submit a written request and file the space request form with the Research Space Committee via Dr. An when new funding is received or for continuing use of the research space. This should be done on an annual basis.
4. If a member of the Research Space Committee requests space, they will recuse themselves from Committee deliberations.
5. The space request form includes following items:
 - a. The amount of funding received, including indirect cost recovery.
 - b. The work to be performed in the space.
 - c. A list of staff and trainees supported by the faculty member, the sources of support for each individual, and the percent effort of each individual on research performed within the relevant space. If applicable, plans for sharing the space with other faculty.
 - d. Assessment of resource requirements for execution of study aims, e.g. particular equipment and infrastructure needs such as fume hoods, centrifuges, PCR, Western Blot, plate readers etc.
 - e. Documentation of other critical research contributions or relevant issues that may not be reflected in the above documentation.
6. A full evaluation of shared research space will include an itemized inventory of equipment and activities in each shared room, along with a detailed list of users from the academic unit and from other units who use the space (along with approximate percent utilization by each user). This information can be supplemented with additional text explaining why the indirect costs expenditures of shared space may be lower than that of comparable academic units.
7. The Research Space Committee will then meet with the Dean to finalize the space assignment to the individual faculty member, and to define a timeline for changes. This may result in a space reduction and/or a move to a different location for some faculty, and space increases for others. Evaluation of shared research spaces and core facilities may lead to recommendations to reduce or increase the size of assigned spaces.
8. All space that is vacated will revert to the Dean. The occupant is responsible for removing all chemicals and having the space decommissioned, removing all equipment and furniture, leaving the space clean from all debris, and providing keys to the SON Administrative office within the period of 3 months after receiving a notice to vacate from the dean.
9. A faculty member may submit a written appeal in response to a space decision. The information provided in the appeal will be considered collectively by the Research Space Committee and the Dean of the SON. A final decision in response to the appeal will be made by the Dean.

RESEARCH QUARTER GUIDELINES FOR SON SENATE FACULTY

School of Nursing Senate faculty are expected to fulfill academic responsibilities in teaching, research, and service. To support senate faculty research efforts, senate faculty teaching assignments are arranged in three of four quarters to allow one quarter to be dedicated to research.

Senate faculty are expected to use the designated “research quarter” to focus on research with a goal of consistent extramural funding. Based on the School’s curricular and programmatic needs, the faculty member’s expertise, and the faculty member’s research program demands, the placement of the research quarter in a calendar year can vary. In addition, during the research quarter, senate faculty are expected to fulfill responsibilities on dissertation committees, mentoring, and committee work to ensure continuity and seamless functioning of the School.

COMMUNITY-ENGAGED SCHOLARSHIP

The UCLA Council on Academic Personnel (CAP) provides [general guidelines](#) for community engaged scholarship at UCLA. In 2024, each school or college at UCLA was asked to develop school-specific guidelines for evaluation of community engaged scholarship in tenure and promotion, working with school representatives from the UCLA Community Engagement Advisors Network and Center for Community Engagement. The Joe C. Wen School of Nursing formed a taskforce of the Equity, Diversity, and Inclusion (EDI) Committee to lead development of school-specific guidelines. Guidelines were presented to faculty and approved for use in tenure and promotion in Fall 2024.

The School of Nursing guidelines on community-engaged scholarship are intended to be used by faculty who are conducting community-engaged scholarship to prepare and evaluate tenure and/or promotion materials. Community-engaged scholarship is not required of nursing faculty or by UCLA. As such, the guidelines are not applicable to faculty who are not engaged in community-based work, and these faculty should follow usual practices for evaluation of scholarship in tenure and promotion at UCLA.

GUIDELINES FOR EVALUATION OF COMMUNITY-ENGAGED SCHOLARSHIP IN TENURE & PROMOTION

Prepared by the Task Force on Community- Engaged Scholarship in Nursing in collaboration with the Equity, Diversity, and Inclusion (EDI) Committee: Kristen Choi, PhD, PMHNP-BC, FAAN Dana Beck, PhD, MSN, MS, FNP-BC Eden Brauer, PhD, RN Carol Cunningham, DNP, MSN, RNFA, FNP-C Charlene Niemi, PhD, MSN, RN, PHN Dorothy Wiley, PhD, RN, FAAN

Overview & Usage

Purpose: The purpose of these guidelines is to define criteria for appraising community-engaged scholarship at the UCLA School of Nursing. The UCLA CALL¹ describes levels of appointments and ranks for appointees who make significant and creative contributions to a research or creative project in any academic discipline. Criteria are organized by rank. Guidelines are intended to be used by candidates undergoing academic review (e.g., promotion, tenure) to highlight community-engaged scholarship while preparing their materials, and by reviewers who are evaluating a full or partial program of community-engaged scholarship.

Definitions

Community engagement may be defined as a collaboration between colleges and universities and their local, regional, state, national, and global communities that intentionally support an ethical and reciprocal exchange of knowledge, evidence, and tangible resources.^{2,3} These partnerships inform scholarship, research, curriculum, art, and other creative activities in diverse ways that enhance teaching and learning and prepare informed citizens and scholars.³ To this end, faculty, staff, students and community members collaborate to develop resources that support to critical social structure and enhance the public's health and wellbeing.¹ We rely on the American Association of College of Nursing definition of **scholarship in nursing**: "Nursing scholarship is the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care."⁴

Outcomes

UCLA faculty are encouraged to develop diverse and creative methods to execute teaching and scholarship, including community-engaged approaches.² Each faculty member is encouraged to combine their disciplinary approaches with community norms as they develop relationships with communities to further their scholarly contributions, processes, and products

for mutual benefit. Because community-engaged scholarship should by definition result in reciprocal benefit to the community and the university, outcomes of successful community-engaged scholarship may include, but are not limited to, evidence of the following, beyond academic products alone:

- Depth and breadth of relationships in the community
- Community or population health benefit
- Improved equity in health or healthcare
- Development or acquisition of new community health resources
- Improvements to community health services and programs
- Formation of cross-sector, cross-discipline coalitions and networks around scholarship
- Improved community capacity for research (e.g., any skills or benefits gained by community partners for continuation of research or health and well-being of their communities, healthcare and/or health policy change, disruptive innovations, technological developments.
- Partnership with community members as formal co-researchers (e.g., co-authors, consultants, co-investigators, co-principal investigators)
- Mentorship of students and trainees in community-engaged scholarship

UCLA Joe C. Wen School of Nursing Guidelines for Evaluation of Community-Engaged Scholarship

Scholarship Domain	Assistant Professor or equivalent*	Associate Professor or equivalent	Professor or equivalent
1. Knowledge generation and synthesis	• Collect, assess, and integrate community feedback into scholarly inquiry, project design, methodology, or interpretation of findings • Demonstrates knowledge about community partner assets, needs, and/or strengths • Assembles and leads a community advisory board	• Builds a program of scholarship around community priorities or significant health and healthcare problems that results in bidirectional researcher-community benefit and relationship • Collaborates with community partners as co-researchers or co-scholars, with bidirectional involvement in community meetings, initiatives, or events • Applies and/or evaluates methodologies and pedagogy in community engagement, participation, involvement, or co-creation	• Demonstrates active, consistent, and long-term commitment to a scalable program of scholarship that results in bidirectional researcher-community benefit and relationship • Builds coalitions in communities around scholarship, partnering with multiple cross-sector organizations and entities for change in health and healthcare • Develops new methodologies, pedagogy, theories, and frameworks

Scholarship Domain	Assistant Professor or equivalent*	Associate Professor or equivalent	Professor or equivalent
			for engaging communities in scholarship
2. Knowledge translation and application	• Participates in health and healthcare translation, implementation, and improvement initiatives that benefit the community • Targets for knowledge translation and application are informed by community priorities and needs	• Leads health and healthcare translation, implementation, and improvement initiatives that benefit the community • Targets for knowledge translation and application are driven by community priorities and needs	• Scales and sustains health and healthcare translation, implementation, and improvement initiatives that benefit the community • Targets for knowledge translation and application are purposeful, timely, and effective in resolving community priorities and needs
3. Knowledge dissemination	• Disseminates community-engaged scholarship through publications and presentations at local or regional scientific meetings • Develops and shares scholarly products relevant to a public audience with local and regional communities, healthcare leaders, and policymakers • Formally recognize the contributions of communities/organizations in collaborative publications, presentations, and other knowledge products	• Disseminates community-engaged scholarship through publications and presentations at regional or national scientific meetings • Develops and shares scholarly products relevant to a public audience with regional and national communities, healthcare leaders, and policymakers • Support community members' involvement as co-authors in professional publications, presentations, and other knowledge products	• Disseminates community-engaged scholarship through publications and presentations at national or international scientific meetings • Develops and shares scholarly products relevant to a public audience with national and international communities, healthcare leaders, and policymakers • Support community members' leadership as authors in professional publications, presentations, and other knowledge products

**Equivalent titles may include adjunct and in-residence professors, teaching professors, researchers, and project scientists*

References

1. UCLA Academic Affairs and Personnel. About the CALL. <https://apo.ucla.edu/policies-forms/the-call/an-introduction-to-the-ucla-call>
2. Carnegie Classifications of Institutions of Higher Learning. Elective Classifications: The elective classification for community engagement. [https://carnegieclassifications.acenet.edu/elective-classifications/ community-engagement/](https://carnegieclassifications.acenet.edu/elective-classifications/community-engagement/)
3. Eder M, Evans E, Funes M, et al. Defining and measuring community engagement and community-engaged research: clinical and translational science institutional practices. *Progress in Community Health Partnerships: Research, Education, and Action*. 2018;12(2):115-6.
4. American Association of Colleges of Nursing. Defining scholarship for academic nursing: Task force consensus position statement. 2018; [https://www.aacnnursing.org/news-data/position-statements- white-papers/defining-scholarship-for-academic-nursing](https://www.aacnnursing.org/news-data/position-statements-white-papers/defining-scholarship-for-academic-nursing)

ACADEMIC PERSONNEL OFFICE POLICIES AND PROCEDURES

All processes and procedures related to recruitment, appointment and promotion of academic personnel are guided by the University of California Academic Personnel Manual (APM) (<https://www.ucop.edu/academicpersonnel-programs/academic-personnel-policy/index.html>).

FACULTY COMMITTEE ROSTERS-AY 25/26

<i>* non-senate adjunct faculty</i>	
Faculty Executive Committee Chair: Wiley (FEC chair as of 9/1/25) Heilemann (FEC Past chair as of 9/1/25) Macey (FEC Vice chair as of 9/1/25) Chen (Research Committee chair) Rezk-Hanna (SAC chair) Choi, S. (Interim CC chair) _____ (CC vice chair) _____ (EDI chair) Jung (senate member-at-large) (Sabbatical Win 2026) Brauer (senate member-at-large) *Brown (non-senate adjunct representative) Zhan <i>_Dean ex officio</i> Sokolow <i>_Chair of CAPA ex officio</i>	15. Faculty Executive Committee Membership- i) Voting membership on the Faculty Executive Committee shall be in conformity with Bylaw 50(B). ii) The Chair of the Faculty. iii) Chairs of the following Standing Committees: • Curriculum Committee (Chair and Vice Chair) • Faculty Research Committee • Student Affairs Committee • Equity, Diversity, and Inclusion Committee v. Each of these chairs will be elected by the full Academic Senate Faculty for two-year staggered terms. iv) Two Academic Senate faculty representatives will be elected by the Academic Senate Faculty in the spring quarter for the following academic year, serving one year terms. v) One Non-Senate Faculty representative will be elected by the Non-Senate Faculty in spring quarter for the following academic year and will serve a one year term. The Non-Senate Faculty representative will be an <i>ex officio</i> member with an advisory vote. vi) The Chair of CAPA shall serve as an <i>ex officio</i> member without vote.
Curriculum Committee Interim Chair: Choi, S (Senate Member) Interim Vice-Chair: _____ (Senate Member) Choi, S. (APRN) 2025-2027 Lucero (BS, MECN, PhD) 2024-26 Tolentino (MECN, PhD) 2024-2026 *Salem-(BS, MECN, PhD) 2024-2026 *Cuenca (BS, MECN) 2025-2027 Green (APRN, DNP) 2024-2026 Flores (BS) 2025-2027 Totten (BS MECN) 2025-2027 Bates-Jensen <i>_Assoc Dean Academics ex officio</i> Hamilton <i>_Assoc Dean EDI ex officio</i>	This committee shall be composed of at least four individuals: the chair and vice chair and at least one Academic Senate Faculty member from each of the three programs: 1) pre-licensure program (baccalaureate and Masters Entry into Practice programs) , 2) Doctor of Nursing Practice Program and 3) PhD Program. The Chair and Vice Chair shall be elected by the full Academic Senate Faculty for a two-year term. The Associate Dean for Academic Affairs and Associate Dean for Diversity, Equity, and Inclusion shall serve as ex officio members without vote.
Faculty Research Committee (FRPAC) Chair: Chen (Senate Member) 2025-2027 Samuel 2024-2026 (Sabbatical Win 2026) Jaime-Lara 2024-2026 Westphaln 2025-2027 An <i>_Assoc Dean Research ex officio</i> Holloway <i>_Research Director ex officio</i> Hamilton <i>_Assoc Dean EDI ex officio</i>	This committee shall be composed of at least three members with voting privileges and two of whom must be Academic Senate Faculty representatives. The Chair shall be elected by the full Academic Senate Faculty for a two-year term. The Associate Dean for Research, Director of Research, and Associate Dean for Diversity, Equity, and Inclusion shall serve as ex officio members without vote.
Student Affairs Committee (SAC) Chair: Rezk-Hanna (Senate Member) 2025-2027 Clark 2024-2026 Holloway 2025-2027 Skrine-Jeffers 2024-2026 *Economou 2024-2026 *Cunningham 2024-2026 Yzquierdo <i>_Assoc Dean Student Affairs ex officio</i>	This committee shall be composed of at least six faculty representatives, four of whom will be Academic Senate Members representing each of the degree programs: Baccalaureate, Master's-Level-Entry Programs, post-BS-to-DNP, and Doctoral (PhD). At least two members of the committee must be non-Academic Senate Faculty. The Chair shall be elected by the full Academic Senate Faculty for a two-year term. The Associate Dean for Student Affairs shall serve as an ex officio member without vote. Student representatives shall not be included.
Equity, Diversity & Inclusion (EDI) Committee Interim Chair: <u>Choi, K until election conducted</u> Beck 2024-2026 * Niemi (non-senate adjunct faculty member) (2025-2027)	This committee will be composed of at least two Academic Senate faculty members and up to two non-Senate faculty members but no less than one. Members will be appointed for two-year terms. Associate Dean for EDI will serve as an ex officio member without vote. The Chair shall be elected by the full Academic Senate Faculty for a two-

Sokolow, S (2025-2027) Hamilton _<i>Assoc Dean EDI ex officio</i>	year term. Students may be invited to meetings for selected topics.
Committee on the Appointments, Promotions and Appraisals (CAPA) Chair: Sokolow (2025-2027) Song 2024-2026 Holloway 2025-2027 Li (sabbatical Win 26 and Spr 26) 2025-2027 Rezk-Hanna 2025-2027 Samuel (sabbatical Win 26) 2025-2027	CAPA will consist of at least four (4) elected Senate faculty members
Merit Advisory Committee (MAC) Chair: Jung 2025-2027 (Sabbatical Win 2026) K Choi 2025-2027 S Choi 2025-2027 Lucero 2025-2027 Chen 2024-2026 Macey 2024-2026 Robbins 2024-2026 (Sabbatical Win 2026)	The MAC will consist of at least four (4) elected members from the tenured Faculty, In Residence Associate and In Residence Full Professors. The elected members will be comprised of a mix of Associate and Full Professor ranks.
Evaluation Subcommittee Chair: Song (Senate Member) Shin (Post BS-to-DNP/APRN) (Senate Member) Park (PhD) 2025-2027 Clark (PhD, MECN) 2024-2026 *Bush (non-senate adjunct faculty member) *Thomas (non-senate adjunct faculty member) Bates-Jensen _ <i>Assoc Academic Dean ex officio</i> Macey _ <i>Director of Evaluation ex officio</i>	This subcommittee shall be composed of one representative from each of the four instructional programs who are Academic Senate Faculty and at least one Non-Senate Academic Faculty will be appointed to the committee. ii.The Chair shall be elected from its membership for a two-year term. iii.The Associate Dean for Academic Affairs, and the Director of Evaluation as appointed by the Dean, shall serve as an <i>ex officio</i> members without vote.
Legislative Assembly representatives Lucero (2024-27) Choi, K (2024-2027)	
Legislative Assembly alternate representative Westphaln (2025-26)	

JOE C. WEN SCHOOL OF NURSING BYLAWS

PART I. FUNCTION

1. The Faculty of the School of Nursing participates in the shared governance of the School of Nursing pursuant to the rules and coordinating powers of the Academic Senate of the University of California, and the Standing Orders of the Regents.

PART II. MEMBERSHIP

2. Membership in the Faculty of the School of Nursing is defined by Divisional Bylaw 50(A), the Academic Personnel Manual 110 (APM 110) and the UCLA Call.

A. The faculty consists of two categories:

- i. Senate Faculty Members are members of the Academic Senate and include Regular Line/Ladder, Emeriti, Teaching Professors, and In Residence Faculty (Full, Associate, Assistant).

a) Senate members, including recalled Emeriti and Joint (0%) and Split Appointments, have the right to vote on non-personnel substantial questions at the School level. Non-Emeriti Senate members, except for Joint appointees with waivers, have the right by rank to vote on Senate personnel actions
- ii. Non-Senate academic appointees (including Adjunct Faculty and Lecturer/Senior Lecturers (Unit 18).

PART III. OFFICERS

3. The Officers of the Faculty shall consist of a Faculty Executive Committee (FEC) Chair, FEC Vice Chair, and FEC Past Chair. The FEC Vice Chair shall be elected by the voting Senate members of the Faculty in Spring quarter for a three- year commitment commencing September 1 that will involve a sequence of 1 year as FEC Vice Chair, 1 year as FEC Chair, and 1 year as FEC Past Chair (who will also serve as the Eligible Voting Faculty Chair); they may be elected for no more than two consecutive three-year terms. This election shall precede the appointment of the Standing Committees members. Should the position of FEC Vice Chair become vacant (e.g., due to illness or resignation) the Faculty shall elect a new FEC Vice Chair from among the Senate Faculty to serve out the term of the vacated FEC Vice Chair. If the position of the FEC Chair becomes vacant, the FEC Vice Chair shall step into that role and then a new FEC Vice Chair will be elected. If the FEC Past Chair position becomes vacant, it will remain vacant. Teaching Release for the Vice Chair, Chair, and Past Chair to perform chair-related service is negotiated with the Dean.

PART IV. MEETINGS OF THE FACULTY

4. The Faculty shall meet at least once quarterly after a call by the FEC Chair with a minimum of one week's notice prior to each meeting.
5. The Faculty may meet at other times:
 - A. After a call to meeting by the FEC Chair.
 - B. After delivery of a written request to the FEC Chair that is signed by at least three voting Senate members of the Faculty.
 - i) The request shall be acted on within 24 hours by the scheduling of a meeting to take place within five calendar days from receipt of the request.
 - ii) The meeting agenda shall be made known to Faculty members in the meeting announcement.
6. The FEC Chair will preside at all Faculty meetings. In the absence of the FEC Chair, the FEC Vice Chair will be designated to preside at Faculty meetings.

7. The order of the agenda of Faculty meetings may be altered by a simple majority vote of the voting Senate Faculty Members present at the meeting.
8. Actions or measures considered at a meeting of the Faculty must be submitted to a ballot when:
 - A. Requested by 25% of the voting Senate Faculty Members present at a meeting of the Faculty, or five members, whichever is smaller;
 - B. Requested in writing by five Senate Faculty Members within ten calendar days after distribution of the minutes of the meeting at which the action was taken or the measure considered.

PART V. QUORUM

9. One-third of the voting members of the Senate Faculty shall constitute a quorum.

PART VI. ACADEMIC PERSONNEL ACTIONS

10. VOTING PRIVILEGES – The Chair of EVF, in consultation with committee members, shall call periodic meetings of the Academic Senate Faculty to present the CAPA appraisal of the dossier prior to the EVF vote on a personnel action. Senate members who are ineligible to vote may attend and observe (not participate) at the Eligible Voting Faculty (EVF) meeting. For each candidate under consideration, the vote of the Academic Senate members shall occur by secret ballot. Only eligible Senate voting members will be requested to cast ballots. All eligible Senate voting members will receive a ballot which must be completed and returned within five (5) working days. Those choosing not to vote will not be counted in the results.

- **SENATE ACTIONS**

Senate Faculty Members in the Regular Professor series have extended the right to vote on Academic Personnel Actions to In Residence Faculty and Teaching Professors. Full Professors will vote on actions for Assistant, Associate, and Full Professors. Associate Professors will vote on actions involving Assistant and Associate Professors. Senate Faculty Members in the Regular Professor series have extended the right to Regular Series Assistant Professors to vote on initial appointments of Assistant Professors.

A. Appointments

- Senate Faculty Members will vote on all initial appointments of Assistant Professors that confer membership in the Academic Senate.
- Tenured Senate Faculty Members will vote on initial appointments of Associate and Full Professors that confer membership in the Academic Senate.

B. Promotions

- i) Tenured Senate Full Professors vote on personnel actions for Assistant, Associate and Full Professors.
- ii) Tenured Associate Professors vote on personnel actions for Assistant and Associate Professors.

C. Merits

- i) Accelerated merits and fourth year reviews are voted on by the Faculty members: Full Professors will vote on actions for Assistant, Associate, and Full Professors. Associate Professors will vote on actions involving Assistant and Associate Professors.

ii) Regular merit votes have been delegated to the Merit Advisory Committee (Vote of Full and Associate Professors; 3/5/2016; by secret ballot, 2/3 majority, 17 yes; 0 no; 1 abstain, 2 absent).

- *NON-SENATE PERSONNEL ACTIONS*

Voting on Adjunct Faculty and Research series are in alignment with those for Senate Faculty.

- A. Appointments, non-reappointments, renewals for Adjunct Faculty.
- B. Merits, and promotions for lecturers follow the Unit 18 current bargaining agreement,
- C. Professional research series appointments follow the current collective bargaining agreement.
- D. Voluntary Assistant Clinical Professor (VACP) needs and applications are reviewed by the Program Directors and Associate Dean for Academic Affairs; their recommendations are sent to the FEC for review and decisions on VACP appointments, in communication with MAC and CAPA.

11. BALLOT VOTING

Ballot voting shall occur in the event of Academic Personnel Actions, including Voting for Appointments to the Academic Senate, New Hires, Curricular Changes, Committee Chairs, Sub-Committee on Committees and other substantial departmental issues. Non-Senate Adjunct Faculty (full or part time) have the right to an advisory vote on non-personnel substantial departmental issues. Advisory votes are recorded and reported separately from the votes of Senate faculty.

A. Voting for Academic Personnel Actions with the exception of regular merits that require Barrier reviews by the (Senate) CAP and contract-required reviews:

- i) The Academic Personnel Manager shall construct and issue a ballot vote for Academic Personnel actions including new hires after the case is presented for discussion by the Committee on the Appointments, Promotions and Appraisals (CAPA) to the Eligible Voting Faculty (see PART VI., 11. VOTING PRIVILEGES).
- ii) Faculty shall have five (5) days to respond.
- iii) A simple majority of eligible Academic Senate members voting will indicate a favorable vote.
- iv) The FEC Past Chair is in an elected position, and is a member of the Eligible Voting (Senate) Faculty (EVF) and who will serve as the EVF Chair who will summarize the Faculty discussion qualitatively and document the results of the Faculty vote quantitatively (including number of yes votes, no votes, and abstentions) in a letter addressed to the Dean. If they are unable to serve in this role, a tenured Senate Faculty member who is not the CAPA Chair or CAPA Vice Chair will be elected to fill this role. Faculty members who were omitted from the review process will not be counted as a possible vote. Faculty members who participate in the review process and enter their vote as "abstain" will be recorded as such.

B. Voting for Curricular Changes

- i) Upon receipt of curricular changes from the curriculum committee by December 1, the FEC Chair in consultation with the FEC shall issue a ballot to Faculty members by February 1 for any changes for the subsequent academic year beginning in Fall quarter.
- ii) A simple majority of eligible Academic Senate members voting on said issue will constitute a carrying vote. Non-Senate Adjunct Faculty (full or part time) have the right to an advisory vote on non-personnel substantial departmental issues. Advisory votes are recorded and reported separately from the votes of Senate faculty.

- C. Sub-Committee on Committees
 - i) FEC Chair in consultation with the FEC shall issue a ballot to Faculty members for election of three committee members.
 - ii) A simple majority of eligible Academic Senate members voting on said issue will constitute a carrying vote.
- D. Committee Chairs
 - i) The FEC Chair in consultation with FEC shall issue a ballot to Faculty members for election of all standing committee chairs except the CAPA committee, the Merit Advisory committee (MAC), and the Evaluation Subcommittee.
 - ii) A simple majority of eligible Academic Senate members voting on said issue will constitute a carrying vote.
- E. Substantial departmental issues
 - i) FEC Chair in consultation with the FEC shall issue a ballot to Faculty members on the issue.
 - ii) A simple majority of eligible Academic Senate members voting on said issue will constitute a carrying vote. Non-Senate Adjunct Faculty (full or part time) have the right to an advisory vote on non-personnel substantial departmental issues. Advisory votes are recorded and reported separately from the votes of Senate faculty.

PART VII. COMMITTEES

- 12. The Dean is an *ex officio* member of all committees without vote except as herein designated; if unable to attend a meeting, the Dean can send a Faculty member whom they designate to attend in their place for that meeting.
- 13. The FEC shall appoint (members to) committees of the Faculty for which no other provision has been made or they may delegate that responsibility to other Faculty committees or subcommittees or Dean as appropriate.
Recommendation for committee membership will be obtained from the Faculty.

14. Faculty executive committee (FEC)

A. Membership

- i) Voting membership on the FEC shall be in conformity with Bylaw 50(B).
- ii) The FEC Chair, FEC Vice Chair, and FEC Past chair.
- iii) Chairs of the following Standing Committees:
 - 1) Curriculum Committee (Chair and Vice Chair)
 - 2) Faculty Research Committee
 - 3) Student Affairs Committee
 - 4) Equity, Diversity, and Inclusion Committee
 - 5) Each of these chairs will be elected by the full Academic Senate Faculty for two-year staggered terms.
- iv) Two Academic Senate Faculty members will be elected to be at-large FEC members by the Academic Senate Faculty in the spring quarter for the following academic year, serving one year terms.
- v) One Non-Senate Faculty representative will be elected by the Non-Senate Faculty in spring quarter for the following academic year and will serve a one year term.
- vi) The Chair of CAPA shall serve as an *ex officio* member without vote.

B. Duties

- i) Advise the Dean on matters concerning the school's policies, programs, and budget,
- ii) Consider matters of substantial departmental concern to the Faculty with respect to matters delegated to it by the Faculty in the Bylaws or by subsequent action.
- iii) Coordinate and oversee the business of the Faculty as carried out by the Standing Committees.
- iv) Receive reports from Standing Committees of the Faculty.

Chairs in Spring quarter and call an additional election/s if requisite; and present a recommended list of Committee members to the FEC.

- ix) Report to the Faculty at least quarterly.

C. Meetings

- i) The FEC shall meet at least once monthly at the call of the FEC Chair or at the written request of a majority of its membership.
- ii) The FEC Chair will preside at all FEC meetings. In the absence of the FEC Chair, the FEC Vice Chair will preside.

D. Quorum

- i) A simple majority of voting members shall constitute a quorum.

E. The FEC will have one (1) subcommittee reporting to it:

i) Evaluation Subcommittee

1). This subcommittee shall be composed of one representative from each of the four instructional programs who are Academic Senate Faculty members and at least one Non-Senate Academic Faculty member. Committee members will be appointed by the Faculty Executive Committee.

v) Have general jurisdiction over the curricular program offerings and conduct of instruction and requirements for degrees as provided in Bylaw 50(D)(5).

vi) Discuss and vote on matters identified by the appropriate Standing Committee or the FEC and present such matters to the Faculty for vote if approved by a simple majority of FEC members.

vii) Implement rules and regulations prescribed by the Faculty.

viii) In spring quarter, determine the number of members for the MAC and CAPA in consultation with the SON Academic Personnel Office; obtain recommendations for committee membership from the Faculty; prepare the slate for Committee Chairs for the following year; conduct an election for Committee

2) The Chair shall be elected from its membership for a two-year term.

3) The Associate Dean for Academic Affairs, and the Director of Evaluation as appointed by the Dean, shall serve as an *ex officio* members without vote.

4) The duties of the Subcommittee shall be to review evaluation data related to the School of Nursing's Total Evaluation Plan (such as the programs of instruction and evaluations and/or achievement scores of Faculty, students and alumni), to interpret data collected, and to provide feedback to the relevant committees or persons. The purpose of this review is to assess progress toward the School's strategic plan; ensure adherence to our values of equity, diversity and inclusion; and monitor alignment with accreditation standards (e.g., Commission on Collegiate Nursing Education, CA Board of Registered Nursing, Academic Senate Reviews of Academic Programs).

15. Standing Committees of the Faculty

A. Appointment and Tenure of Standing Committees of the Faculty

- i) The members of the Standing Committees of the Faculty established herein shall be appointed by the Faculty Executive Committee except where herein designated differently. Faculty may be appointed for no more than two consecutive two-year terms to any one Standing Committee.
- ii) The Chair of each Standing Committee shall be elected by the full Academic Senate Faculty for a two-year term. The Chair may be elected for no more than two consecutive two-year terms. The Chair must be a member of the Academic Senate Faculty.
- iii) Except for the FEC Chair, all members of Standing Committees of the Faculty will be elected to two-year staggered terms prior to September 1, to serve a term of two years from July 1, except where herein designated differently.
- iv) Each Standing Committee may appoint such Task Forces as it deems necessary to conduct its business.
- v) All Standing Committees shall include representatives from the major student programs in the School of Nursing except where herein designated differently.
- vi) Changes in substantial departmental matters and policy that are recommended by Standing Committees to the FEC will go to the full Faculty for discussion and vote after approval indicated by a simple majority vote of FEC members.
- vii) Annually, a letter from each Standing Committee Chair, acknowledging the Faculty Member's contribution to the committee, will be sent to each committee member.

B. Membership and Duties of Standing Committees

i) Committee on the Appointments, Promotions and Appraisals (CAPA)

- 1) Membership and Purpose: CAPA will consist of at least four (4) elected Senate Faculty members for the purpose of pre-reviewing the following types of academic personnel cases:
 - a) Existing Faculty for tenure and promotion
 - b) New hires for rank for Adjunct faculty and for rank and tenure for Senate faculty.
 - c) Fourth year reviews for Regular, In-Residence, Teaching Professors, and Adjunct Assistant Professors
 - d) Step 6 Reviews for Regular, In-Residence, Teaching Professor, and Adjunct full Professors
 - e) Five Year Reviews for Regular, In-Residence, Teaching Professor, and Adjunct faculty; these do not go for a full faculty vote.
 - f) All personnel actions that require Senate CAP review, e.g., Merit Equity Reviews called a i. "MER", request for acceleration 2 years early.
 - g) Excellence Reviews for Unit 18 Lecturers.
- 2) CAPA will evaluate dossiers and provide a written report.
- 3) Eligible Members for Election are tenured Senate Faculty Members. Tenured Senate Faculty Members are Regular Associate and Full Regular, In-Residence, and Teaching Professors. The elected members will be comprised of full and associate regular professors.
- 4) The Chair of CAPA will be elected by the committee for a two (2) year term.
- 5) Term of Service on CAPA is two years, beginning July 1. Special elections will be held as needed to fill vacancies.
- 6) One Adjunct Faculty member will be appointed to serve on CAPA on a case-by-case basis to consult and assist with pre-review and editing when an Adjunct Faculty member's case is being pre-reviewed by CAPA; the Adjunct Faculty member appointed to serve in this role will be at or above the rank of the Adjunct Faculty member whose case is being reviewed.
- 7) Meetings
 - a) The CAPA chair, in consultation with the other committee members, will assign from within this committee appropriate and eligible faculty members to analyze the dossier and to write the brief summary letter which will be discussed at a closed forum of the CAPA committee.

- b) In the event that there is no appropriate expertise existing among the members needed for the scientific appraisal of a faculty member's dossier, CAPA may request outside consultation and assistance as needed from within the School of Nursing Faculty.
 - c) Prior to a presentation of the Faculty dossier to eligible academic Senate members (see PART VI., 11. VOTING PRIVILEGES), the CAPA Chair shall call a meeting of the CAPA Committee and establish a quorum in order to discuss the dossier and obtain the degree of support for the candidate under review.
 - d) The CAPA Chair will call subsequent meetings during the year as needed for consideration of the dossiers of new hires. As described above, the CAPA review of the dossier will be presented prior to the request for a ballot from the eligible senate faculty.
- 8) Simple Majority: All CAPA and full faculty personnel actions shall require a simple majority of eligible Senate voting members to indicate a favorable vote. CAPA members who were omitted from the CAPA review process will not be counted as a possible vote. CAPA members who participate in the review process and enter their vote as "abstain" will be recorded as such.

ii) Merit Advisory Committee (MAC)

1) Membership and Purpose

- a) The MAC will consist of at least four (4) elected members from the tenured Senate Faculty Members. By definition, tenured Senate Faculty Members are Associate and Full Regular, InResidence, and Teaching Professors. The elected members will be comprised of a mix of Associate and Full Senate Professor ranks.
- b) The Chair shall be elected from its membership for a two (2) year term.
- c) The purpose of MAC is to:

iii) Curriculum Committee

- 1) This committee shall be composed of at least four individuals: the chair and vice chair and at least one Academic Senate Faculty member from each of the three programs: 1) pre-licensure program (baccalaureate and Masters Entry into Practice programs) , 2) Doctor of Nursing Practice Program and 3) PhD Program. The Chair and Vice Chair shall be elected by the full Academic Senate Faculty for a two-year term. Members shall be appointed by the Faculty Executive Committee for two-year terms. The Associate Dean for Academic Affairs and Associate Dean for Diversity, Equity, and Inclusion shall serve as ex officio members without vote. The duties of the committee shall be to monitor curricular matters, changes in courses, instruction and degree requirements; to oversee comprehensive and qualifying exams and to recommend policies regarding the programs.
- 2) Voting within committee: A simple majority of votes from Academic Senate members on the Curriculum Committee on said issue will constitute a carrying vote within the Curriculum Committee. The votes from Adjunct faculty members on the committee are advisory.

iv) Faculty Research Committee

- 1) This committee shall be composed of at least three members with voting privileges and two of whom must be Academic Senate Faculty representatives. The Chair shall be elected by the full Academic Senate Faculty for a two-year term. Members shall be appointed by the Faculty Executive Committee for two year terms. The Associate Dean for Research, Director of Research, and Associate Dean for Diversity, Equity, and Inclusion shall serve as ex officio members without vote. The duties of the committee are to: facilitate faculty research, including the evaluation of internal grants and collaboration with the Office of Research and Innovation on the SON annual research day to support research dissemination; facilitate other events such as the research retreat; host invited speakers; and select recipients of the Dissertation of the Year Award (PhD) and Scholarly Project of the Year Award (DNP). The Committee will also work with the Office of Research and Innovation to provide faculty input on research-related matters and will consult with faculty including those who have research laboratory space, to review and advise the Dean on assignment of research space.
- 2) Voting within committee: A simple majority of votes from Academic Senate members on the Research Committee on said issue will constitute a carrying vote within the Research Committee. The votes from Adjunct faculty members on the committee are advisory.

v) Student Affairs Committee.

- i. consider regular merit increases, 1-year accelerations, with the exception of personnel actions that require review by the (Senate) CAP, such as full step accelerations and fourth-year appraisals will be evaluated by MAC (See PART VI., 11., VOTING PRIVILEGES)
 - ii. provide review of candidates for hiring new Unit 18 Lecturers,
 - iii. independently review dossier(s) and making recommendations in writing (brief summary) on merit increases to the Dean that are exempt from required review by the (Senate) CAP.
 - iv. conduct pre-six reviews for Unit 18 lecturers in accordance with the collective bargaining agreement.
- d) Term of Service on the MAC is two years, beginning July 1. Special elections will be held as needed to fill vacancies.

- 1) This committee shall be composed of at least six faculty representatives, four of whom will be Academic Senate Members representing each of the degree programs: Baccalaureate, Master's Level- Entry Programs, DNP Program, and Doctoral. At least two members of the committee must be non-Academic Senate Faculty. The Chair shall be elected by the full Academic Senate Faculty for a two-year term. Members shall be appointed by the Faculty Executive Committee for two-year terms. The Associate Dean for Student Affairs shall serve as an ex officio member without vote. Student representatives shall not be included. The duties of the committee shall be to select students for admission to the baccalaureate, masters and doctoral programs, to review student candidates for awards, honors and scholarships, to make decisions and/or recommendations to appropriate funding bodies for recipients of awards, honors and scholarships, and to oversee all matters related to recruitment, progression and retention of students. The Subcommittee on Student Accommodations (SSA) is a subcommittee made up of SAC members that meets annually and as needed to support faculty and students with provision of accommodations in clinical and laboratory courses in consultation with the Center for Accessible Education. The subcommittee does not count towards committee service work for academic faculty.
- 2) Voting within committee: A simple majority of votes from Academic Senate members on the Student Affairs Committee on said issue will constitute a carrying vote within the Student Affairs Committee. The votes from Adjunct faculty members on the committee are advisory.

vi) Equity, Diversity & Inclusion (EDI) Committee.

- 1) This committee will be composed of at least two Academic Senate faculty members and up to two non-Senate faculty members but no less than one, with voting privileges. Members will be appointed by the Faculty Executive Committee for two-year terms. Associate Dean for EDI will serve as an ex officio member without vote. The Chair shall be elected by the full Academic Senate Faculty for a two-year term. Students may be invited to meetings for selected topics. The duties of the committee shall be to plan, promote, and evaluate the administration of a periodic Climate Survey; to evaluate progress toward achieving EDI goals and actions within the Strategic Plan and other specific diversity and equity initiatives such as progress in planning, developing, implementing, and evaluating systematic mentoring of faculty, staff, and students; and progress in planning, promoting, and evaluating learning opportunities for faculty that support anti-racism and inclusion. The EDI Committee will also review and make recommendations for faculty and staff EDI awards and honors. The EDI committee may consult with other standing committees in the SON and administrative deans related to EDI, as well as other UCLA campus resources to support conducting activities.

- 2) Voting within committee: A simple majority of votes from Academic Senate members on the EDI Committee on said issue will constitute a carrying vote within the EDI Committee. The votes from Adjunct Faculty members on the committee are advisory.

PART VIII. (non-standing committee) FACULTY RECRUITMENT COMMITTEE.

16. The Dean shall appoint a Faculty Recruitment Committee (FRC) and chair, consisting of 3-5 members who serve at the pleasure of the Dean. The committee members may elect a Vice Chair. Annually, a letter from the Committee Chair, acknowledging the Faculty Member's contribution to the committee, will be sent to each committee member. The Associate Dean of EDI of the School will serve as Equity Advisor to this committee. The responsibilities of the Faculty Recruitment

Committee include (but are not limited to) recruitment, review of applicants for interviews (full and part time faculty but not WOS), and recommend finalists to the Dean after synthesizing faculty feedback. All interactions related to hiring that involve sensitive information should be conducted using secure communication applications. The steps of the hiring process are as follows:

1. Dean, Faculty Recruitment Committee (FRC), Faculty Executive Committee (FEC), and all Faculty meet to discuss the current needs of the SON (this can be done in a Faculty Meeting and then at a FEC meeting).
2. FEC makes recommendations for hiring priorities to the Dean and FRC.

3. Job descriptions are written by the Dean, Program Directors, and Associate Dean of Academic Affairs.
4. Following the UCLA procedures, and with approval of the Associate Dean for Equity, Diversity and Inclusion, the FRC evaluates candidates (using a rubric) and prepares a list of candidates. A short list of candidates who optimally meet the qualifications for the position/s and the needs of the SON are identified and move forward for approvals; interviews follow.
5. The Senate, Adjunct, and Lecturer Faculty will voluntarily give assessment feedback in a survey after interviewing the candidate/s. They also will answer this question: ***Do you support moving forward with hiring [candidate name] for [specific position being considered]?***
6. FRC discusses and analyzes the feedback and the single question about supporting/not supporting hiring of said person and synthesizes a recommendation about the candidate/s that is sent to the Dean and FEC. The FEC has the option to send an opinion on the FRC's recommendation to the Dean.
7. FRC sends a letter to Faculty to share the following: if there is one candidate, the letter will state if the FRC recommends moving forward or not; if there is more than 1 candidate, the letter will state which candidate FRC recommends.
8. From here, the steps outlined in the Bylaws for CAPA and EVF will be followed.

PART IX. ENDOWED CHAIRS.

Appendix 18: Policies and Procedures for UCLA Endowed Chairs should be followed in the SON.

PART X. AMENDMENT OF BYLAWS

17. The foregoing Bylaws can only be amended by a two-thirds majority of those voting in a secret ballot. Those voting include: all Senate Faculty; all Split appointments; and all Joint Appointments, regardless of whether they have or have not waived rights on Academic Personnel Actions.

Revisions to the Bylaws of the School of Nursing were approved by the faculty on May 3, 2016, by the Committee on Rules and Jurisdiction on May 4, 2016, and the Legislative Assembly of the UCLA Academic Senate on June 4, 2016.

Revisions to the Bylaws of the School of Nursing were approved by the faculty on May 4, 2023, by the Committee on Rules and Jurisdiction on May 4, 2023, and the Legislative Assembly of the UCLA Academic Senate on June 8, 2023.

Effective 4/25/25 (Approved LgA, 4/3/25)

Joe C. Wen School of Nursing

AACN Program Evaluation Plan

Standard I

Program Quality: Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Key Elements 2018	Key Elements 2024	Indicators, Criteria, Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) or Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element I-A:</u> The mission, goals, and expected program outcomes are: • congruent with those of the parent institution (UCLA) • reviewed periodically and revised as appropriate.	No changes.	Congruence of SON mission, values, goals, and expected outcome with those of UCLA.	Compare relevant UCLA and SON documents; Document alignment of SON and UCLA strategic goals; review and update Strategic Plan review (Formal update every 5 years; annual review)	• Dean • Associate Dean of Academic Affairs (AD-AA) • Faculty Executive Committee (FEC) • Curriculum Committee (CC) • Program Directors (PDs)	• UC and UCLA Mission • SON Mission and Goals • SON Strategic Plan • CCNE report and/or Continuous Improvement Progress Report (CIPR) • Academic Senate Report	FEC and SON leadership recommend changes to faculty based on analysis of congruence of missions, goals, and outcomes between UC, UCLA, and SON. (see also SON Strategic Plan Process map)

Key Elements 2018	Key Elements 2024	Indicators, Criteria, Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) or Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element I-B:</u> The mission, goals and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	Update to the 2021 Essentials. See new elaboration language in 2024 AACN Standards	Congruence of SON mission, values, goals, and expected outcomes with those of professional nursing standards and other relevant nursing standards guidelines.	Review SON mission, values, goals, and expected program outcomes for consistency with relevant professional nursing standards and guidelines. (Annually)	• Dean • AD-AA • FEC • CC • PDs	Professional Nursing Standards: • Essentials of Baccalaureate Education for Professional Nursing (AACN, 2008/2021) • Quality and Safety Education for Nurses (QSEN) competencies • Master's Education in Nursing (AACN, 2011) • Criteria for Evaluation of NP Programs (NTF, 2012) • NONPF Competencies • CNL competencies (2013)	Curriculum Committee (CC) and Program faculty recommend changes to whole faculty based on analysis of consistency with most updated professional standards.

Key Elements 2018	Key Elements 2024	Indicators, Criteria, Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) or Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element I-C:</u> The mission, goals, and expected program outcomes reflect the needs and expectations of the SON's internal communities of interest (current students, faculty, staff, administration, prospective students, and graduates) and external communities of interest (regulatory bodies, UCLA-affiliated healthcare and academic facilities, practice community, clinical preceptors and mentors in the institutions where students engage in clinical practice experiences, and employers of SON graduates).	No changes.	Congruence of SON mission, values, goals, and expected outcomes with those of the needs and expectations of SON's communities of interest (COIs).	--Review SON mission, goals, and expected program outcomes for alignment with needs of SON's communities of interest. (Bi-annually) --Review individual course goals and expected program outcomes for alignment with needs and expectations of COI (Biannually)	• FEC • PDs • Associate Dean for Inclusive Excellence (AD-EDI) • AD-AA	• FEC minutes • Evaluation Subcommittee minutes • Program meeting minutes • CC minutes • SON Faculty minutes	Program faculty make recommendations to FEC which recommend changes to whole faculty based on analysis of needs and expectations of COIs.

Key Elements 2018	Key Elements 2024	Indicators, Criteria, Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) or Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element I-D:</u> The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.	No changes.	--SON appointment and promotions criteria are approved by FEC, written, shared with faculty, and used to guide annual performance reviews and mid-time in rank reviews. --SON appointment and promotion criteria are congruent with UCLA expectations	--Review SON criteria when UCLA Academic Personnel Manual changes are made (As needed) --Inservice all faculty re: SON procedures for academic review (Annually)	• AD-AA • Director of Human Resources (DHR) • Dean • Faculty Chair • PDs	• Academic Personnel website • Faculty Handbook • Faculty Orientation Plan	SON Leadership recommend changes to faculty based on institutional expectations of faculty and clearly communicate all expectations to faculty.
<u>Key Element I-E:</u> Faculty and students participate in program governance.	No changes.	SON faculty, staff and students participate in university governance with membership on committees charged with making recommendations regarding achievement of SON and University mission and goals. Governance-related meetings are recorded and archived.	-- Review SON bylaws, committee membership, attendance, and minutes to assure participation of all stakeholders in program governance (Annually) -- Review online or asynchronous opportunities for faculty to provide input and comments on governance decisions (As needed)	• AD-AA • PDs • Faculty Chair • Dean	• SON Bylaws • Faculty Meeting minutes and agendas • Committee minutes and attendance sheets • Program meeting minutes that report student-faculty "check-in" sessions and student input during the meeting • Records of online voting	FEC recommends changes in SON Bylaws based on analysis of congruence with UCLA shared governance model.

Key Elements 2018	Key Elements 2024	Indicators, Criteria, Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) or Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element I-F:</u> Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are: fair and equitable; published and accessible; and reviewed and revised as necessary to foster program improvement.	No changes.	--Established policy development, and documentation procedures and timelines are reviewed periodically and revised as needed. --SON academic policies for student admissions, retention, and progression are: -consistent with SON mission goals and expected outcomes -congruent with UCLA academic policies -fair and equitable -published in the SON Student Handbook	--Review alignment of all SON policy, procedural, or guidance documents (written or on the website) for congruence with UCLA policies (i.e., Undergraduate Division, Graduate Division, APO, Office of Diversity, Equity and Inclusion, Office of Research. (Annually) --Review academic policies for fairness, equity, accessibility, and opportunities for program improvement	• Faculty Chair • AD-AA • AD-EDI • AD-Research (AD-R) • Associate Dean – Student Affairs (AD-SA) • Directors of International Programs and Scholarship • DHR • Directors of Student Affairs, Financial Aid, and Recruitment, Outreach, and Admissions	• SON Mission and Goals • Program-Specific Goals • Student and Faculty Handbooks • SAC minutes • FEC, Dean's Executive Team (DET) minutes • EDI minutes	Student Affairs Committee (SAC) in consultation with Associate Dean of Academic Affairs, Associate Dean of Student Affairs, EDI, and Director of Admissions recommend changes to faculty based on analysis of consistency with UCLA policies, fairness, clarity, and value of continuous program improvement.

Key Elements 2018	Key Elements 2024	Indicators, Criteria, Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) or Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element I-G:</u> The program defines and reviews formal complaints according to established policies	No changes.	--SON adheres to all UCLA procedures related to student complaints or grievances --SON adheres to all UCLA procedures related to faculty or staff complaints or grievances	--Document student concerns and specific actions taken --Document faculty or staff concerns and actions taken (As needed)	• AD-AA • AD-EDI • AD-SA • Student Affairs Committee (SAC) • DHR	• Student Handbook • Faculty Handbook • UCLA Discrimination Complaints overview	Students: SAC and Associate Dean of Academic Affairs recommend changes to faculty based on analysis of student grievances. Faculty and Staff: AD-AA, AD-SA and DHR recommend changes to appropriate faculty committee based on analysis of grievances and consistency with UCLA policies and procedures.
<u>Key Element I-H:</u> Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	No changes.	--Content of Student Handbook, Faculty Handbook, and online materials are consistent, accurate, clear --A process for Prompt notification of changes to constituents is followed.	--Review written and electronic documents to ensure accuracy and consistency. --Review process for notifying constituents of changes in documents and publications. (Annually)	• FEC • PDs • AD-AA • AD-SA • SAC • Program faculty • Director of Simulation	• Printed and web-based program-related information • Student Handbook • Faculty Handbook • Simulation Handbook	SON Leadership, PDs, Associate Dean of Student Affairs, and Director of Admissions work with Director of Communications to inform constituents of policy and procedural changes. (See also Website Update process map)

Standard II

Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

Key Elements 2018	Key Elements 2024	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
Key Element II-A: Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.	No changes.	--Balanced budget (SON) --Adequate resource allocation to all SON missions and outcomes --Resource allocation decision-making criteria are transparent and equitable. --Budgetary decisions are reviewed annually and consistent with UCLA policies.	--Review budgetary decisions for consistency with UCLA policy and annual administrative review --Review adequacy of fiscal resources for achieving program goals and outcomes --Review how budget decisions are made monthly, mid-year and annually and modified as needed (Monthly, mid-year and annually)	• Dean • Chief Financial Officer (CFO)	• SON Budget and Justification • SON Annual Report • EMG minutes	Based on the analysis results that are done monthly, mid-year then annually, the Dean in consultation with the SON Finance Office and EMG will make recommendations to the Vice Chancellor/Chief Financial Officer of UCLA

Key Elements 2018	Key Elements 2024	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element II-B:</u> Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.	See new “elaboration” language in 2024 AACN Standards. Added requirements for specificity: Equipment and supplies (e.g., computing, laboratory, and teaching-learning materials) are sufficient to achieve the program’s mission, goals, and expected outcomes. The institution is responsible for providing adequate physical resources.	Physical space, facilities, equipment/supplies, are sufficient in quality and quantity to achieve the SON mission and expected outcomes.	Review physical resources and clinical sites that enable SON to fulfill its mission, goals, and expected outcomes. (Quarterly and annual review annual summary)	• Dean • DHR • CFO • PDs • Program Faculty • Simulation Director • Clinical partners	• SON Budget and Justification • SON Annual Report • EMG meeting minutes • Program Meeting minutes • Clinical Contractual agreements	Based on the analysis of physical resources that are done quarterly and annually, the Dean approves the suggested recommendations Based on the analysis of clinical sites data, the Program Directors will contract with quality clinical sites to assure quality clinical placements sites for all programs

Key Elements 2018	Key Elements 2024	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>NEW Key Element II-C:</u> Clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of clinical sites is reviewed periodically, and resources are modified as needed.	Clinical Sites evaluation	--Clinical sites are sufficient, appropriate, and available to achieve the program's mission, goals, and expected outcomes. --Program provides students with information regarding the responsibilities of the program and, if any, the expectations of the student in identifying clinical sites.		•	•	

Key Elements 2018	Key Elements 2024	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element II-D:</u> (formerly Key Element II-C) Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis	No changes other than re-numbered Key Element.	--Academic support services meet program and student needs. --Academic advisement provided for all students --Program, course evaluation and student satisfaction data used during review of resource allocations, and to determine future needs.	--Review availability and adequacy of academic support services to meet students' needs (Annually) --Review Students Affairs record of academic advisement	• AD-AA • PDs • FEC • Dean • AD-SA • SAC	• SON Strategic Plan • Record of teaching assignments • Student evaluations (exit surveys, course evaluations) • Minutes of faculty-student "check-in" meetings • Student advisement records • Student Affairs Committee minutes • Student Handbook	Based on the analysis of results, the office of Academic and Student Affairs consults with the SON and UCLA for the resources that are necessary to maintain quality within the academic support serves that are provided for both program and student needs

Key Elements 2018	Key Elements 2024	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
Key Element II-E: (formerly Key Element II-D) The chief administrator of the nursing unit: • is a registered nurse (RN); • holds a graduate degree in nursing; • holds a doctoral degree if the nursing unit offers a graduate program in nursing • is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and • provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.	No changes other than re-numbered Key Element.	--Dean's education and experience are comparable to peers within UCLA and within schools of nursing in research-intensive universities. --Dean demonstrates effective leadership that achieves SON mission. --Dean has authority comparable to other UCLA Deans.	--Evaluate Dean's administrative authority, leadership, and performance (Annually)	• Dean • UCLA Executive Vice Chancellor	• Dean's CV • Dean's job description • Administrative and SON organizational charts	Based on the analysis of the Dean's performance, changes or recommendations are made to the UCLA Executive Vice Chancellor and Provost

Key Elements 2018	Key Elements 2024	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element II-F:</u> (formerly Key Element II-E) Faculty are: • sufficient in number to accomplish the mission, goals, and expected program outcomes; • academically prepared for the areas in which they teach; and • experientially prepared for the areas in which they teach.	See new “elaboration” language in 2024 AACN Standards for faculty requirements	--SON policies promote recruitment of an adequate number of academically and experientially prepared and diverse faculty to achieve program goals --Didactic and clinical teaching assignments meet state and national guidelines	--Review faculty recruitment and hiring processes (Annually) --Verify qualifications and licensure (At hire and at least biannually) -- Review teaching assignments for transparency and equity based on SON guidelines, series, and rank (Annually)	• Dean • AD-AA • PDs	• Faculty CVs • Faculty contracts • Recruitment criteria posted on UCLA AP Recruit https://recruit.apo.ucla.edu • Summary reports of SON Faculty Recruitment Committee • Published teaching assignments	Based on the review analysis of faculty qualifications and assignments that are done annually, recommendations are made by the Program Directors, Associate Dean of Academic Affairs, to the Dean

<u>Key Element II-G:</u> (formerly Key Element II-F) Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.	See new “elaboration” language in 2024 AACN Standards Clarification of requirements for academic and experiential preparation of faculty teaching didactic in baccalaureate and graduate nursing programs Clarification of requirements for academic and experiential preparation of faculty teaching clinical in baccalaureate and graduate nursing programs, as well as four requirements if faculty teaching clinical in the baccalaureate program do not have a graduate degree Added language regarding a recommended 1:8 faculty-to-student ratio for indirect faculty supervision in nurse practitioner tracks	--Preceptors are adequately prepared academically and experientially. --Preceptors receive satisfactory student and faculty evaluations --Clinical expertise and practice settings of preceptors supports attainment of SON goals and student outcomes. --SON expectations of preceptors are clearly communicated to preceptors.	--Analyze preceptor and clinical faculty qualifications, licensure, and performance review. (Annually) --Review student evaluations of preceptors (At least annually)	• PDs • Lead Faculty for Clinical Courses	• Part-time Faculty CVs • Documentation of preceptor qualifications and performance. • Preceptor and part-time faculty contracts • Student evaluations of clinical courses and preceptors • Faculty evaluations of clinical courses • Preceptor Handbook	Based on the analysis of findings, Program Directors and Lead Course Faculty in the clinical courses make recommendations for preceptors
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Key Elements 2018	Key Elements 2024	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element II-H:</u> (formerly Key Element II-G) The parent institution (UCLA) and program (SON) provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	No changes other than re-numbered Key Element.	--Allocation of faculty time for teaching, scholarship, service is commensurate with their series, rank, and professional development goals. --Faculty are supported to achieve their goals in teaching, scholarship, and service.	--Ongoing review and synthesis of faculty expectations, performance, and feedback through multiple channels (i.e., faculty meetings, program meetings, faculty surveys, and annual retreats). --Review availability of UCLA and SON resources for faculty to meet performance requirements and SON expectations of faculty (Ongoing and annually)	• Dean • AD-AA • PDs • Faculty Chair • FEC • Executive Management Group (EMG)	• Strategic Plan • Faculty Handbook • Faculty workload guidelines • Documentation of faculty development and support • Documentation of professional development-related research and travel support • Faculty orientation materials • EMG minutes	Based on the analysis of findings, a combination of personnel within the SON will make recommendations that support the mission, goals and expected faculty outcomes of the SON

Standard III

Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element III-A:</u> The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: • are congruent with the program's mission and goals; • are congruent with the roles for which the program is preparing its graduates; and • consider the needs of the program-identified community of interest.	No changes.	--All courses are based on the SON expected program outcomes and demonstrate a logical fit in contributing to curricular consistency. --All courses are congruent with professional roles for each program, and include input from COIs. --Courses are evaluated on a regular basis and revised as needed	--Review courses to evaluate current, relevant, program-specific goals/objectives. (Ongoing) --Review student and faculty course evaluations (At least annually) --Review student outcomes to identify whether they reflect program mission and goals, the current goals of the nursing profession, and the needs of the COIs.	• AD-AA • PDs • CC • Program faculty	• Program goals and objectives • Curriculum committee minutes • Program faculty meeting minutes • Course syllabi • Skyfactor surveys • Exit Surveys • Student course evaluations • Skyfactor/EBI • Employer survey	Curriculum Committee will seek input from program faculty and recommend changes in expected outcomes to faculty based on analysis of COI needs, congruence with professional standards, nursing roles, and SON Strategic Plan. (See Curriculum Committee Process Map.)

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element III-B:</u> Baccalaureate curriculum is developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).	Update to the 2021 Essentials. See new "elaboration" language in 2024 AACN Standards	--Current universally recognized standards and guidelines for the preparation of nursing professionals are evident in SON baccalaureate curriculum-related materials.	Review baccalaureate curriculum for congruence with relevant professional standards and guidelines. (Biannually) --Document course approvals and revisions (As Needed)	• AD-AA • PDs and Assistant PDs • CC • FEC • Pre-Licensure (PL) faculty	• Program Goals and Objectives • Course syllabi • Minutes of: FEC, CC, Faculty Meetings, PL Program Meetings • Summer Retreats	Prelicensure Program faculty discuss recommendations at Program Meetings, make recommendations to the CC who then make the changes or recommend to FEC and SON faculty for vote.

<u>Key Element III-C:</u> Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). • Master's program curricula incorporate professional standards and guidelines as appropriate. a. All master's degree programs incorporate The Essentials of Master's Education in Nursing (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.	Update to the 2021 Essentials. Removal of references to the 2016 Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016). See new "elaboration" language in 2024 AACN Standards	--Current universally recognized standards and guidelines at the master's level for the preparation of nursing professionals are evident in SON curricula-related materials. --Current universally recognized standards and guidelines at the baccalaureate level and those relevant at the master's level are evident in the MECN program.	--Review prelicensure curricula and advanced practice master curriculum for congruence with relevant professional standards and guidelines (Biannually) --Document course approvals and revisions (As Needed)	• AD-AA • PDs • MECN faculty • APRN sub-specialty faculty • CC • FEC	• Program Goals and Objectives • Course syllabi • Minutes of: FEC, CC, Faculty Meetings, APRN and PL Program Meetings • Summer Retreats	MECN and APRN faculty discuss recommendations at Program Meetings, make recommendations to the CC who then make the changes; if needed the faculty ballot on the action suggested
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Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
b. All master's degree programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016). • Graduate-entry master's program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines.						

<u>Key Element III-D:</u> DNP curricula are developed, implemented and revised to reflect relevant professional nursing standards and guidelines which are clearly evident within the curriculum and within the expected student outcomes. - DNP program curricula incorporate professional standards and guidelines as appropriate. - All DNP programs incorporate The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.	Update to the 2021 Essentials. Removal of references to the 2016 Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016). See new "elaboration" language in 2024 AACN Standards	Post-master's DNP curricula and expected student outcomes reflect DNP Essentials and current practice standards. All post-master's DNP courses are congruent with professional roles for DNP students Courses are evaluated on a regular basis and revised as needed	Review AACN DNP Essentials (2006) to assess whether post-master's DNP program goals and course objectives are congruent with relevant professional standards and guidelines. (Annually) Review post-master's DNP course syllabi. (Annually) Document course approvals and revisions (As needed)	- DNP Program Director - DNP Faculty - CC - Subcommittee on Evaluation - AD-AA	- Post-master's DNP faculty curriculum review minutes. - Quarterly DNP faculty meetings - CC minutes if DNP material is presented	DNP faculty discuss recommendations at quarterly DNP faculty meetings; recommendations are made to the CC for any curriculum changes.
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Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
b. All DNP programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016). Graduate-entry DNP program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines.						
<u>Key Element III-E:</u> Pertains to certificate programs: NA	N/A					

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element III-F:</u> The curriculum is logically structured to achieve expected student outcomes. • Baccalaureate curricula build on a foundation of the arts, sciences, and humanities. • Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge. • DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student. • Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.	See new "elaboration" language in 2024 AACN Standards	--Each program curriculum is based on foundational knowledge and appropriate professional standards and guidelines --All courses within each program are aligned with stated program outcomes and demonstrate a logical fit in contributing to curricula and organizational consistency. --Learning assessment methods and grading rubrics align with intended learning outcomes.	--Review programmatic alignment with professional standards/guidelines (Biannually) --Review student evaluations of courses (At least annually) --Review leveling and sequencing of courses within curriculum for each program. --Review how each curriculum builds on its foundation	• AD-AA • PDs • Program faculty • CC • FEC	• Program goals and objectives • Course syllabi and course-specific learning objectives • Student course evaluations	BS, MECN, APRN, and DNP faculty discuss recommendations at Program Meetings make recommendations to the CC who then make the changes; if needed the faculty ballot on the action suggested

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element III-G:</u> Teaching-learning practices: • support the achievement of expected student outcomes; • consider the needs and expectations of the identified community of interest; • expose students to individuals with diverse life experiences, perspectives, and backgrounds.	Remove “expose students to individuals with diverse life experiences, perspectives, and backgrounds.” from this Key Element. This is moved to a new Key Element III-I	--Course syllabi demonstrate that students have opportunities to learn in a wide range of instructional and clinical settings relevant to their learning goals, the local COI and SON's leadership in local and global nursing. --Students are successful in achieving expected program outcomes. --Members of SON's COIs provide feedback related to curriculum development, implementation, and revision.	--Review instructional formats and materials (syllabus, assignments, course websites) (Annually) --Include participation of members of COI in discussions of programmatic needs at annual Clinical Affiliates meetings --Interviews of PDs with affiliate leaders (At least annually)	• AD-AA • PDs • CC • SON	• Student evaluations of courses and clinical sites • Exit surveys • Skyfactor/EBI surveys • Faculty evaluation of clinical site suitability • Faculty course evaluations • Affiliation agreements with collaborating clinical instructional sites • Feedback from clinical affiliates regarding SON performance (student and programmatic issues) and their staffing and • hiring plans and needs	BS, MECN, and APRN faculty discuss current teaching-learning practices and potential improvements at Program Meetings and then make recommendations to the CC for action.

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element III-H:</u> The curriculum includes planned clinical practice experiences that: - enable students to integrate new knowledge and demonstrate attainment of program outcomes; - are evaluated by faculty.	Remove “foster interprofessional collaborative practice;” from this Key Element. This is moved to a new Key Element III-J	--Clinical agencies used for student experiential learning are appropriate to the student’s level of experience and sufficient in number to provide for achievement of course and program goals. --Students have collaborative clinical practice opportunities locally and globally. --Clinical practice experiences are structured to integrate new knowledge and develop student outcome-relevant competence. --Faculty are responsible for evaluating clinical experiences.	--Review programmatic clinical learning needs and the availability of appropriate clinical sites and preceptors to ensure that they effectively meet expected outcomes. (Ongoing and Annually) --Review student evaluations of clinical courses and preceptors. --Document students’ clinical hours and experiences. (At least annually) --Review faculty evaluations of clinical experiences and student performance.	- PDs - Program Faculty - AD-AA	- Clinical site assessments by faculty - Student evaluations of courses, clinical sites, and preceptors - Faculty evaluations of student performance, clinical sites, and preceptors - Exit surveys - Skyfactor/EBI surveys	BS, MECN, and APRN faculty discuss current clinical practice experiences and potential improvements at Program Meetings and then make recommendations to the CC for action.

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>NEW Key Element III-I:</u> The curriculum includes planned experiences that prepare students to provide care to diverse individuals and populations.	New Key Element: See new "elaboration" language in 2024 AACN Standards	The program provides planned didactic, simulation, and/or clinical practice experiences that prepare students to provide care to diverse individuals and populations. Such experiences are in a variety of settings appropriate to the role for which students are being prepared. These experiences enable students to provide care to individuals and populations with diverse life experiences, perspectives, and backgrounds.		•	•	

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>NEW Key Element III-J:</u> The curriculum includes planned experiences that foster interprofessional collaborative practice.	New Key Element: See new "elaboration" language in 2024 AACN Standards	The program provides planned didactic, simulation, and/or clinical practice experiences that prepare students to engage in interprofessional collaborative practice. The program affords opportunities for students to collaborate with a variety of individuals and/or organizations that enable students to develop the necessary communication and negotiation skills to enhance patient outcomes.		•	•	

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element III-K:</u> (formerly Key Element III-I) Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	See new "elaboration" language in 2024 AACN Standards	--Student performance and progression policies are documented and applied consistently. --Faculty are responsible for evaluating student performance. --Evaluation criteria for student performance are consistent with expected student outcomes and communicated clearly to students. --Students have access to a structured and transparent complaints process. --Students whose performance does not meet expectations receive prompt counseling from faculty and staff.	--Review orientation content for incoming students --Review of student-advisor notes --Review of remediation records of students who are not meeting expectations (Ongoing and annually) OR: --Review policies and procedures that faculty use to evaluate student performance	• AD-AA • PDs • Program faculty • Lead Faculty and course faculty • AD-SA	• Student Handbook • Course syllabi • Documentation of performance-related intervention procedures • Faculty course evaluations	Program faculty receive orientation to insure consistency and accuracy in evaluation forms/methods.

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element III-L:</u> (formerly Key Element III-J) The curriculum and teaching learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.	No changes other than re-numbered Key Element.	--Evaluation of faculty teaching practices are evident in regular faculty reviews --Curriculum revisions are based on evaluation data.	--Review quantitative and qualitative student evaluations of courses (Annually) --Review formative and summative data on course effectiveness at CC meetings and Summer Retreats (Annually) --Identify how the data are used to improve programs	• AD-AA • PDs • CC • CAPA • MAC • Course faculty • FEC and Evaluation Subcommittee	• Student evaluations of courses • Minutes from CC meetings and Summer Retreats	Program faculty discuss curricular and teaching- learning practices at least annually and as needed and make recommendations to CC for improvements.

Standard IV

Program Effectiveness: Assessment and Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes.

Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element IV-A:</u> A systematic process is used to determine program effectiveness	No changes.	Evaluation process is: • Formalized in writing • Comprehensive • Accessible to faculty, staff, and students • Applied systematically for all evaluation elements • Revised as appropriate	--Synthesize and review evaluation indicators, data, and professional standards to inform revisions to the Master Evaluation Plan. (As needed; at least every 3 years) --Review academic program-specific evaluation criteria by the CC. (As needed; at least every 3 years)	• AD-AA • PDs • FEC • CC	• SON Master Evaluation Plan • Minutes from Program Meetings, CC, FEC, Summer Retreats • Current SON Strategic Plan	Reviewed annually and approved by faculty
<u>Key Element IV-B:</u> Program completion rates demonstrate program effectiveness.	No changes.	Completion rates are $\geq 70\%$	--Summarize admissions, attrition, and graduation data for each academic program. (Annually)	• AD-AA • AD-SA • PDs • FEC	• Program completion rates • Program annual reports	Reviewed annually by Evaluation Subcommittee and by SAC and then presented to FEC

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element IV-C:</u> Licensure pass rates demonstrate program effectiveness.	See “elaboration” language in 2024 AACN Standards Added flexibility allowing a program to exclude test takers who took the licensure examination more than two years after program completion	--For PL programs, first-time NCLEX passage rates will be >= 85% annually.	Review published licensure exam pass rates by degree program. (Annually)	• AD-AA • PDs • AD-SA • FEC	• Annual first-time licensure rates for each program	Reviewed annually by Evaluation Subcommittee and presented to SAC, FEC, and Program faculty
<u>Key Element IV-D:</u> Certification pass rates demonstrate program effectiveness.	See “elaboration” language in 2024 AACN Standards for pass rates. Added flexibility allowing a program to exclude test takers who took the certification examination more than two years after program completion	-- For APRN programs, first-time certification rates will be >=80% -- For CNL program, 80% of students who choose to take the CNL certification exam pass the exam (70%) on first attempt.	Review published certification pass rates by degree program and specialty role. (Annually)	• AD-AA • PDs • AD-SA • FEC	• Annual first-time certification rates for each program	Reviewed annually by Evaluation Subcommittee and presented to FEC and faculty at Program meetings
<u>Key Element IV-E:</u> Employment rates demonstrate program effectiveness.	See “elaboration” language in 2024 AACN Standards for new 80% benchmark employment rate	--Within 1 year of graduation, employment rates for students will be at least 70%	Review online survey of graduates (As needed and at least annually)	• AD-AA • PDs • Director of Development and Alumni Relations	• Alumni Surveys • Employer surveys	Reviewed annually by Evaluation Subcommittee and presented to FEC

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element IV-F:</u> Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.		All program assessment data are systematically reviewed with action plans developed for deficits.	Compare outcome data from Key Elements IV-B to IV-E to expected program outcomes	• Dean • AD-AA • PDs and program faculty • FEC and Sub-Committee on Evaluation	• Program faculty meeting minutes • CC minutes • FEC minutes • Evaluation Subcommittee minutes	Outcomes discussed and analyzed by faculty at Program Meetings annually

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element IV-G:</u> Aggregate faculty outcomes demonstrate program effectiveness.		--Faculty perform effectively in teaching, scholarship, practice and/or service roles: <u>Teaching:</u> • Quality of instruction will be greater than 6 (scale 1-9 with 9 being highest) on student evaluations. <u>Faculty scholarship:</u> • 75% of all tenure track and adjunct faculty will disseminated at least 1 scholarly product annually. <u>Faculty Practice:</u> • 80% of faculty engage in clinical practice which includes active practice, research in a hospital or community-based clinical setting, volunteer in a clinical setting such as medical trips or health fairs. <u>Faculty Service:</u> • 75% of all faculty serve on at least one SON, university, or professional organization committee.	Assess faculty outcome data in teaching, scholarship, and service	• Dean • AD-AA • PDs • FEC	• Faculty promotions/merits • Record of faculty development symposia • Aggregate student evaluations of teaching • State of the School Report • Faculty CVs • Faculty 4th year reviews • Workload Policies	Reviewed annually by Evaluation Subcommittee and presented to FEC

Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element IV-H:</u> Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.		All faculty outcome data are systematically reviewed with action plans developed as needed.	--Compare outcome data from Key Element IV-G faculty outcome data to expected program outcomes	• Dean • AD-AA • PDs • FEC	• State of the School Reports • Faculty CVs • Faculty course evaluations	Associate Dean of Academic Affairs collaborate PDs to assess opportunities for program improvement; plans for improvement are referred to program faculty meetings and FEC if appropriate.

<u>Key Element IV-I:</u> Other program outcomes demonstrate program effectiveness.	Added "Other" before "program outcomes demonstrate program effectiveness." See "elaboration" language in 2024 AACN Standards Added elaboration: Programs that do not yet have completers identify other program outcomes and specify the expected levels of achievement for those outcomes.	--Student Exit Survey (EBI): 1. overall student satisfaction > 75% 2. overall scores for student assessment of learning > 75% 3. overall scores for student assessment of program effectiveness > 75% --Alumni Employment Survey: 1. time to employment is at least 90% for PL alums, 80% for APRN and DNP alums at 12-months post-graduation 2. 80% of student respondents report UCLA education as one of the top 2 indicators of securing a nurse position --Employers' ratings of graduates' clinical performance: 1. 90% of employers surveyed rate graduates as "good, very good, or outstanding" in clinical performance --End-of-Program Student Achievement of Program Goals: 1. BS Program: 90% of B.S. students achieve a passing score of 74% on the Capstone Project. 2. MECN program: students achieve >= 80% on the first-take of the comprehensive exam. 3. APRN program: students achieve >= 80% on the first-take of the comprehensive exam.	--Collect data on student satisfaction and achievement upon graduation (Annually) --Collect data on alumni and employer satisfaction (Every three years)	• AD-AA • PDs • AD-SA • Director of Development and Alumni Relations	• Employer Survey • Alumni Survey • Skyfactor/EBI (new grad survey)	Outcomes presented to Evaluations Subcommittee after discussion and analysis by faculty at Program Meetings.
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Key Elements 2018	Key Elements 2024 (changes to be adopted)	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
<u>Key Element IV-J:</u> Other program outcome data are used, as appropriate, to foster ongoing program improvement.	Added "Other" before "program outcome data are used, as appropriate, to foster ongoing program improvement."	--All program assessment data are reviewed systematically with actions plans developed and implemented as needed	Collect, review, and synthesize data to inform ongoing program quality improvement and leadership/faculty decision-making throughout SON. (Ongoing)	• Dean • AD-AA • PDs • FEC • Faculty Chair	• SON Master Program Evaluation Plan • Course Evaluations • Minutes of CC, FEC, Program Meetings, Summer Retreats	After review by Evaluations Subcommittee, FEC conducts systematic review and assigns development of action plans to appropriate entities (i.e., Curriculum Committee, SAC, Program Directors). Completed action plans are presented to program faculty for discussion and feedback prior to final approval by FEC

Revision History

Effective Date	Approved: 23-11-16
Review Date	24-11-4
Revised Date	24-11-18
Next Review Date	

UCLA Campus Resources

UCLA CAMPUS RESOURCES	
UCLA Resource	Website
UCLA Webpage	http://www.ucla.edu/
UCLA Happenings and Events Page	http://happenings.ucla.edu/ ➤ http://happenings.ucla.edu/arts ➤ http://happenings.ucla.edu/sports/ ➤ http://happenings.ucla.edu/lectures
UCLA Interactive Map	https://map.ucla.edu/
UCLA Bruin Card	https://secure.bruincard.ucla.edu/bcw/web/Home.aspx
UCLA Recreation Services	http://www.recreation.ucla.edu/
UCLA Ackerman Student Union	http://asucla.ucla.edu/
UCLA Health Sciences Bookstore	https://shop.uclastore.com/c-321-health-sciences.aspx
UCLA Office of Diversity, Equity, Inclusion	http://diversity.ucla.edu/
UCLA Employee Website	http://www.payroll.ucla.edu/employee/foryou.htm
UCLA Faculty Page	http://www.ucla.edu/faculty
UCLA Academic Senate	http://www.senate.ucla.edu/
UCLA Academic Personnel Office	https://apo.ucla.edu/policies-forms/the-call
UCLA Faculty Appraisal and Promotion	http://www.apo.ucla.edu/

UCLA Faculty Code of Conduct	https://www.ucop.edu/academic-personnel-programs/ files/apm/apm-015.pdf
UCLA Registrar	http://www.registrar.ucla.edu/
UCLA Academic Calendar	https://www.registrar.ucla.edu/Calendars/Annual-Academic-Calendar
UCLA Course Catalog	http://catalog.registrar.ucla.edu/
UCLA Student Code of Conduct Academic Integrity	https://www.deanofstudents.ucla.edu/studentconductcode
UCLA Graduate Division	https://senate.ucla.edu/committee/gc
UCLA Graduate Advisors Manual	https://grad.ucla.edu/resources-faculty-staff/graduate-advisers-manual/
UCLA Center for Accessible Education	http://www.cae.ucla.edu/
UCLA Common Collaborative Learning Environment (CCLE; also called moodle)	https://ccle.ucla.edu/
MyUCLA website	http://my.ucla.edu/
Getting Started: Gradebook at MyUCLA	http://my.ucla.edu/gradebook/quickstart.pdf
UCLA Information Technology (IT): Gateway to IT learning at UCLA	http://www.learnit.ucla.edu/
UCLA Office of Instructional Development	https://teaching.ucla.edu/contact-us/

UCLA SON Teaching Apprenticeships (TA)	https://www.sonnet.ucla.edu/academic-affairs/teaching-apprenticeships-ta
UCLA Counseling Services	http://www.counseling.ucla.edu/
UCLA Office for the Protection of Research Subjects	http://ora.research.ucla.edu/ohrpp/Pages/OHRPPHome.aspx
UCLA DGIT	https://dgit.healthsciences.ucla.edu/pages/support
UCLA Title IX Office	https://www.sexualharassment.ucla.edu