

**OREGON COAST COMMUNITY COLLEGE
BOARD OF EDUCATION MEETING
Wednesday, October 16, 2024, 6:00 PM
Newport Central County Campus, Room 151
400 SE College Way, Newport, OR 97366
Zoom Meeting ID: 925 0006 2790
<https://oregoncoast.zoom.us/j/92500062790>**

A. Call to Order

a. Board roll call

Rich Emery called the meeting to order at 6:02 PM. In attendance: Chair Rich Emery, Vice Chair Debbie Kilduff, Chris Chandler, Marion Mann, Alison Nelson-Robertson, and Paul Schuytema. Bud Shoemake was excused.

b. Welcomes by President

President Ryslinge welcomed OCCC staff and Board members in attendance.

c. Approval of Business Meeting Minutes from September 11, 2024

Schuytema moved to approve the Business Meeting minutes from September 11, 2024, Executive Session minutes from September 11, 2024, and Special Meeting minutes from September 30, 2024. Chandler seconded. All voted in favor. **Motion Carried.**

d. Approval of Executive Session Minutes from September 11, 2024

Executive Session minutes were approved with the previous motion.

e. Approval of Special Meeting Minutes from September 30, 2024

Special Meeting minutes were approved with the previous motion.

After the vote was complete, Executive Assistant Lori Templeman collected the Board members' printouts of Executive Session minutes.

f. Finalize agenda

No changes to the agenda.

B. Communications

a. Written

No written communications received.

b. Public comment on agenda & non-agenda items (as received)

No public comment received on agenda items.

c. Public Comment Closed

Public comment was closed.

d. President's Response to Public Comment (if needed)

No response was given.

C. College Reports

a. President's Report

President Ryslinge shared highlights of happenings around the college since the last Board meeting. The President's Report is available online as a PDF for public record on the [Board of Education Meetings and Agendas](#) page.

1. College and Program Updates

- The Board welcomed OCCC's newly selected President, Marshall Mease Roache.
- OCCC has a new grant-funded billboard on Highway 20 highlighting Career Technical Education (CTE) programs.
- Since January 2024, OCCC has a new position of Grants Director, and Dan Lara is serving in this capacity. As a result, the College has secured significant OCATT funding through grants, totaling \$1.69 million in 2024, with an additional \$7.7 million in grants applied for and awaiting a decision. The grants support various programs, including, CTE, Nursing, and Aquarium Science.
- OCCC has seen enrollment growth in its Small Business Management programs, generating 40 full-time equivalent enrollments.
- The OCCC Foundation has received a grant from the Roundhouse Foundation to support students enrolling in CTE programs.

2. Enrollment Update

- Enrollment continues to grow. Ryslinge shared 3-year data, along with fall-to-fall term comparisons. Parking lots and classrooms are at high utilization. Administration is working with faculty to ensure the maximization of classroom usage to accommodate student demand and instructional space requirements.

3. Community Engagement

- Ryslinge highlighted continued growth of student clubs and activities, and the successful hosting of the Student Resource Fair.
- Hayward Flow Control visited the AQS program students, with the company providing a state-of-the-art device for student learning and demonstration.
- The OCCC Foundation's Pearls of Wisdom event was moved to March 15th due to harsh weather conditions in previous years. This falls on the same day as the Board Retreat. The Board was asked to reschedule the Board Retreat to March 8th or 22nd and confirm their availability for the new dates.

4. Media Report

- A monthly list is kept of news articles and media featuring OCCC. Recent media highlights focused on the next President, Student Resource Fair, Bond RFP process, and announcements of grants and scholarships received by OCCC.

b. Cybersecurity & Vulnerability Assessment for Oregon Coast

Spencer Smith, Director of IT, presented a cybersecurity and vulnerability assessment for OCCC, with a focus on mitigating risks such as phishing and spear phishing. The team uses various software and tools to monitor and protect the network, including Barracuda, Dark Trace, Palo Alto Firewall, and Malwarebytes. The team also conducts regular training sessions to educate staff on potential threats. [View the report here.](#)

c. Clery Crime Reporting & Safety Report

Chris Rogers, Director of Facilities & Safety, provided the Clery Crime Report, an annual reporting requirement for institutions that gain independence and administer financial aid. The Clery Act requires disclosing Clery-related crimes, implementing preventative measures and training, developing an emergency response plan, and designation of campus security authorities. Rogers reported zero Clery-related crimes for the year.

Additionally, Rogers highlighted the institution's disaster preparedness efforts, which include establishing disaster caches and forming agreements with the Red Cross for long-term shelter in the event of a Cascadia disaster. [View the entire report here.](#)

d. Financial Updates

i. Fiscal Report: 23-24 Quarter 4 Draft Year-end

Robin Gintner, VP of Administrative Services, discussed the financial performance of the College's various funds. The General Fund finished 5% over budget. The Special Revenue Fund closed at 72% of budget, significantly higher than in previous years due to a grant received from the Bureau of Labor and Industries in June. The Debt Service Fund closed within the desired balance range, and the Enterprise Fund showed a drastic improvement in revenue. The Internal Service Fund closed with a surplus, and the Reserve Fund paid out \$65,000 in roof expenditure, which will be reimbursed in the current year. The full financial report can be viewed [Here](#).

ii. Update Automation Migration for Financial Systems

Gintner provided an update on the ongoing implementation of a new finance module, which is about 80% complete and expected to be live by January 1st. The new system will run parallel to the old one for six months before fully replacing it. The new system should eliminate the long-term audit recommendation for a system upgrade.

e. Annual Student Success Metrics

Ryslinge reported on student success metrics and the importance of data-driven decision-making at OCCC. The College's mission is to ensure student success, and there is an established methodology for assessment and reporting to the Board. The report emphasized the challenges faced in collecting and sharing data, particularly due to the time spent as a contracting college, independent accreditation, the pandemic, and the transition to the Anthology system. The College tracks four key student success metrics: pace/content, momentum/pace, staying enrolled (persistence), and achieving success (graduation and transfer). Metrics are benchmarked against five similar colleges in Oregon, and two national institutions, Dawson and Miles, both located in Montana.

The Board was encouraged to understand the system used for assessing student success and to engage in the practice of national benchmarking. Ryslinge focused on the College's data collection and reporting system, particularly the [dashboard](#) that aggregates data from various sources. A data-sharing agreement between Oregon community colleges was reached in 2022, which allows for benchmarking and disaggregation of data, providing insights into student success metrics. The data is used to inform student success initiatives and to meet federal requirements. The college is also

adapting its curricular offerings to meet the needs of its students, which may affect certain metrics. The College is working on improving the extent to which students are willing to state their race or ethnicity. [View the Student Success Metrics Report Here.](#)

D. Board Reports

a. OCCA Report

OCCA Liaison Debbie Kilduff shared the OCCA September update. The quarterly Board meeting was held on October 4th and covered the roles of Board representatives and the approval of all Standing Committees. Kilduff is on the Diversity, Equity, and Inclusion Committee, which has already met and produced some work which could be reviewed at a future OCCC Board retreat. A legislative update highlighted efforts to streamline student transfers from community colleges to four-year public universities, with the OCCA actively involved. They are also advocating for a raise in the capital construction state match cap from \$8 million to \$12 million, which hasn't been adjusted in 15 years. The OCCA Lunch and Learn webinars start on October 31st, and the Annual Conference will be held in Salishan Coastal Lodge in Gleneden Beach, November 6th-8th.

b. Other Board Reports

No other Board Reports.

E. Information and Discussion Items

a. Project Management RFQ Review and Selection Committee recommendation regarding award of the project management services contract

Dave Price, VP of Engagement, reported on the search for an Owner's Representative/Project Manager for the College's new OCATT building and remodeling projects. An RFQ was advertised, and nine proposals were received. Price presented the selection of Integrity Management Solutions LLC (IMS) as the preferred partner, which the selection committee unanimously recommended on factors including local presence, experience, and compliance with procurement and reporting requirements. The board was asked to approve the Public Services Agreement with IMS for a \$1,072,000 total project cost. [Link to RFQ Review.](#)

b. Public Meetings in the Age of Zoom

Ryslinge shared a presentation on public meetings developed by Karen Smith from the recent September 7th OCCA Board Training. Ryslinge discussed the importance of public meeting transparency and the need for compliance with the Oregon Public Meeting Laws. Recent changes to Oregon Public Meeting Laws were discussed, including the requirement for publicly accessible meetings, the posting of public meeting video recordings online, and new training for board members starting in 2025. Ryslinge also covered the implications of these changes for public meetings in the age of Zoom. [View the Public Meetings Presentation Here.](#)

F. Action Items

a. Approve Project Management Firm recommendation and Professional Services Agreement with Integrity Management Solutions, LLC for an estimated \$1.072M over 49 months

Schuytema moved to approve the Project Management Firm recommendation and Professional Services Agreement with Integrity Management Solutions, LLC for an estimated \$1.072M over 49 months. Kilduff seconded. All voted in favor. **Motion Carried.**

G. Announcement of future meetings:

The next regularly scheduled meeting of the OCCC Board of Education will be held Wednesday, November 13, 2024, in person at North County Center, 3788 SE High School Dr, Lincoln City, OR & via Zoom.

H. Adjournment

Emery adjourned the meeting at 8:03 PM.

OCCC Board meetings are held in accordance with open meeting laws and with accessibility requirements. If a person with a disability needs assistance to participate in a meeting, please notify the President's Office at (541) 867-8532 at least 48 hours in advance. A sign-up sheet for those who wish to offer comments or testimony on any item will be available at the entrance.

Minutes submitted by: Executive Assistant, Lori Templeman

Approved by:

A handwritten signature in cursive script, reading "Birgitte Ryslinge", is written over a horizontal line.

Birgitte Ryslinge, PhD
Clerk of the Board



PRESIDENT'S REPORT

Board of Education Meeting

November 13, 2024

- College & Program Updates
- National Apprenticeship Week
- Associated Student Government
- Community Engagement
- Media Report





NATIONAL APPRENTICESHIP WEEK

NOVEMBER 17 – 23, 2024

Started during President Obama's administration in 2015, [National Apprenticeship Week](#) (NAW) is a nationwide celebration of apprenticeship. Industry, labor, equity, workforce, education, and government leaders host events to showcase the successes and value of Registered Apprenticeship for re-building our economy, advancing racial and gender equity, and supporting underserved communities.

NAW gives organizations an opportunity to illustrate how provides a critical talent pipeline that can help to address some of our nation's pressing workforce challenges such as developing the workforce needed to rebuild our country's infrastructure and support increasing demand for clean energy projects.

Visit the [U.S. Department of Labor's \(DOL\) website](#) to find an event near you, to participate in the social media campaign, access resources, and more.

Oregon Bureau of Labor and Industries Kickoff: Commissioner Christina Stephenson Visit to OCCC on November 18



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ASSOCIATED STUDENT GOVERNMENT

Meet the Leaders

MEET YOUR ASSOCIATED STUDENT GOVERNMENT!

Hello my name is Gael. I am a pre-nursing student in my second year. My goal is to become a registered nurse. Besides that I love to be outdoors and to exercise. I love to swim, run, kayak, and all that other stuff. I like playing video games too and doing new things. I joined ASG in order to get involved with the community at OCCC. I also attend all the clubs at OCCC so you will likely see me there.

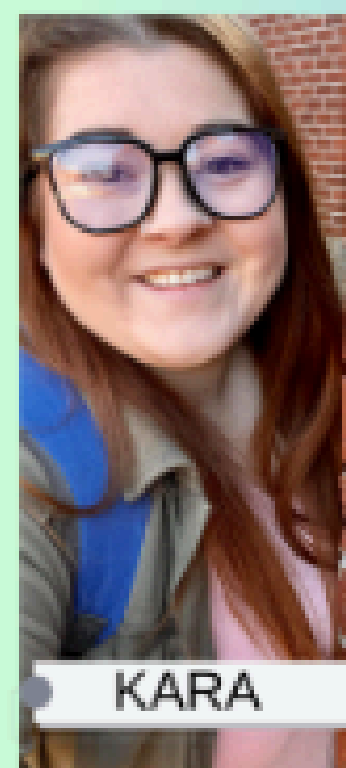


GAEL

DELAYNA



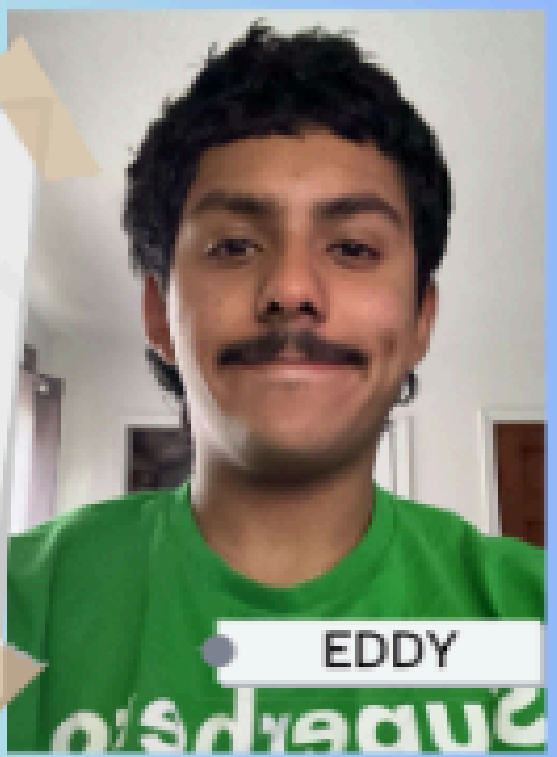
Hello fellow sharks! My name is Delayna. I'm a first-year nursing student working on making our campus a place where ALL student feel involved, heard, safe and welcomed! Some of my favorite things I enjoy are, reading, hiking, thrifting, crafting and of course drinking coffee or tea. I also take part in Game club, and the Art and Fashion club! You'll most likely see me in a study room and occasionally in the commons studying. If not, there's a chance I'm in the shark shack making sure it's stocked and ready for you!



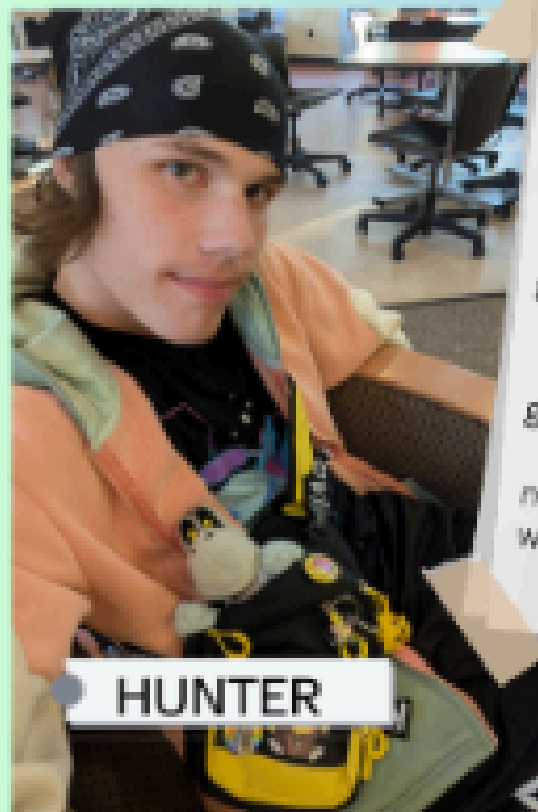
KARA

Hello everyone! I am Kara, a nursing student here at Oregon Coast Community College. I was born and raised in Coos Bay Oregon, where I lived until about 3 years ago when my family and I moved to Newport in efforts to advance in our careers and better our futures. I am the proud mother to an amazing young boy who is my biggest reason for being here. I am here at OCCC to achieve my short term goal of becoming a registered nurse. My long term goal is to further my career into women's health, becoming a nurse practitioner nurse midwife, providing advocacy and education to my patients. I joined ASG with a similar goal, to advocate and support the student community. As a member of ASG I plan to focus my efforts on maintaining the functionality of the Shark Shack, to fight food insecurity within our student community to the best of my ability.

Hi my name is Eddy. I am a 2nd year student. My goal is to graduate with a transfer degree and just chill. Besides that I like to eat, chill, game... the usual lol. I joined ASG to help out and just be involved and chill. My favorite club is media production club, it's chill and if you like to chill come.



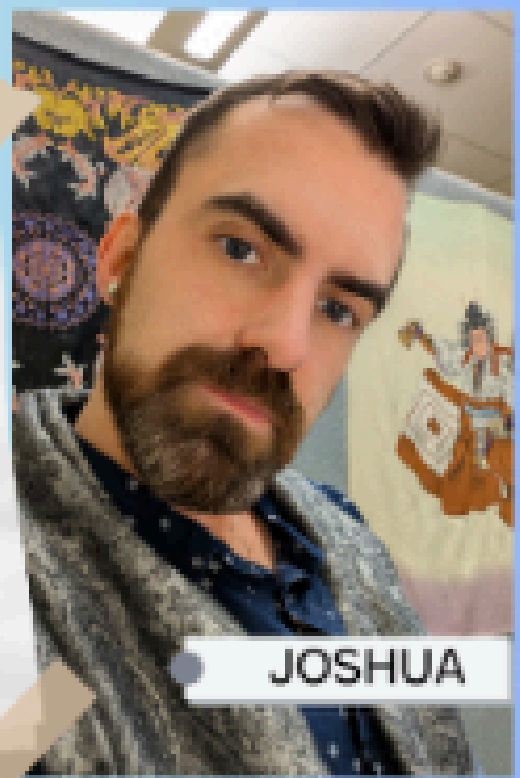
EDDY



HUNTER

My name is Hunter Woodward. I'm a second-year student in the Aquarium Science program, as I'm aiming to enter the aquaculture industry. I'm a frequent attendee of OCCC's various clubs, especially the game and art/fashion clubs, but you can also sometimes find me in the Shark Shack! I like hiking, video games, and fashion as well. My goal in ASG is to help plan and set up new events and clubs, since I think we all could use some breaks from the stress of schoolwork

Hello! I am the advisor for ASG. I grew up in Pennsylvania, have lived in a few different states, and came to the PNW in 2022. I like to go thrift shopping for clothes that I can alter and fix up with my sewing machine. I also love the Yu-Gi-Oh card game. I live in South Beach with my husband and 2 cats. I want to create more social opportunities for students and help everyone feel supported and welcomed at campus.



JOSHUA

ASSOCIATED STUDENT GOVERNMENT

- Delayna O'Daniels, of OCCC's Associated Student Government, addressed the Lincoln City Rotary Club
- Explained the Shark Shack resource closet and the profound need that underscores its importance to the OCCC student community.



ASG at Lincoln City Rotary



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OCCA ANNUAL CONFERENCE

November 6-8th

Student Panel featured two OCCC Students

- Gael Maldonado-Galicia
- Heather Swinney



Sessions and Topics

- Community Bridges: College Boards Help Connect Institutions with K12 Partners
- Oregon Community College Hispanic Serving Institution Aspirations
- The Board's Role in Addressing 2024's Emerging Legal Issues
- Building Equitable Access & Inclusive Prosperity: Advanced Manufacturing & Fabrication in Rural Oregon
- Legislative Panel
- "Hot Topic Harbor" Board Roundtables.
- Executive Assistant Track

In Attendance:

Board Members Debbie Kilduff, Marion Mann, and Paul Schuytema

Recognized for 12 years of Board Service:

Debbie Kilduff & Alison Nelson-Robertson

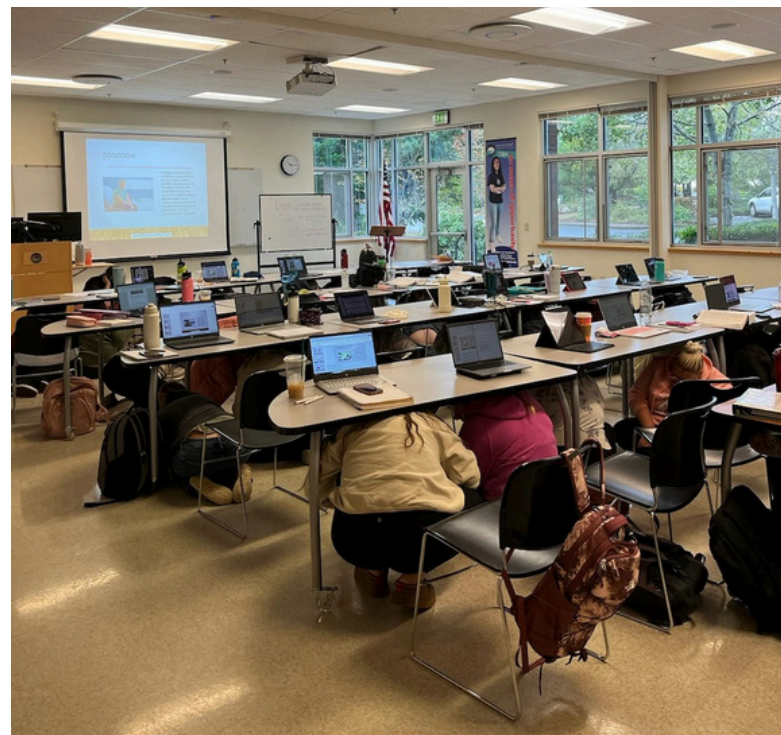


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COLLEGE UPDATES



The Great Oregon Shake Out was observed Oct. 17th at OCCC's North County Center in Lincoln City, and October 28th at the Central County Campus in Newport. Students and staff practiced earthquake response.



AQS Fall Open House

Tuesday, November 19th

4:30-6:00 PM



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OCCC LIBRARY

November is Native
American History Month
and National Picture Book
Month



National Picture
Book Month Display



Native American History Book Display



Surprise Item Checkout -
each item is a mystery, with a few hints!



**Halloween
Festivities**

Over 40 students, staff and faculty
participated in Halloween-themed activities

Costumepalooza

- **October 31st Halloween Event:** Hosted by OCCC Staff Event Committee and Associated Student Government.
- **Staff Lunch:** Catered by Your College Store
- **Activities:** Costume contest, pumpkin painting, and music in the Commons.



**Staff & student
Engagement**

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OREGON COAST
COMMUNITY COLLEGE

Week of Nov 18 BOLI Vist &

Munchies with Marshall

Meet OCCC's Next President



Birgitte Seattle with NWCCU

November 20-22, 2024

Attending with Staff

- Laura McClister Director of Curriculum Operations & Effectiveness
- Ben Kaufman, Dean of Academic Foundations & Student Success



NWCCU

2024 ANNUAL
CONFERENCE

STUDENT-CENTERED • DATA-INFORMED

IN THE NEWS

 The News Guard
<https://www.thenewsguard.com/news/candidate-foru...>

Candidate forum at community college

4 days ago – The Lincoln **County** League of Women Voters and Oregon Coast **Community College** co-sponsored a local **candidate forum** last Thursday, Oct. 10, ...

 The News Guard
<https://www.thenewsguard.com/news/multi-year-co...>

Local Credit Union supports hospital, college | News

To date, the **credit union** has donated \$191,600 to Communities First recipients, including 13 **hospital** foundations and seven community **college** foundations. Two ...

NEWS UPDATE FROM STATE REPRESENTATIVE DAVID GOMBERG: More Pre-Election Potpourri
Tillamook County Pioneer

10/28/24. Dear Neighbors and Friends,. Each year, Susan and I fund a full scholarship at Oregon Coast Community College.

  Flag as irrelevant

OREGON COAST COMMUNITY COLLEGE BOND PROGRAM ARCHITECT RFP
• [YachatsNews.com](https://www.YachatsNews.com)

Yachats News
Notice is hereby given that Oregon Coast Community College (OCCC) is seeking proposals from qualified firms interested in providing ARCHITECTURAL ...

  Flag as irrelevant





THANK YOU

Any Questions?





BSN Program: Adding to our Ocean of Opportunity

Dr. Crystal Bowman, Ph.D., RN, MSN-Ed., CHSE, CNE, CNE-CL- SANE

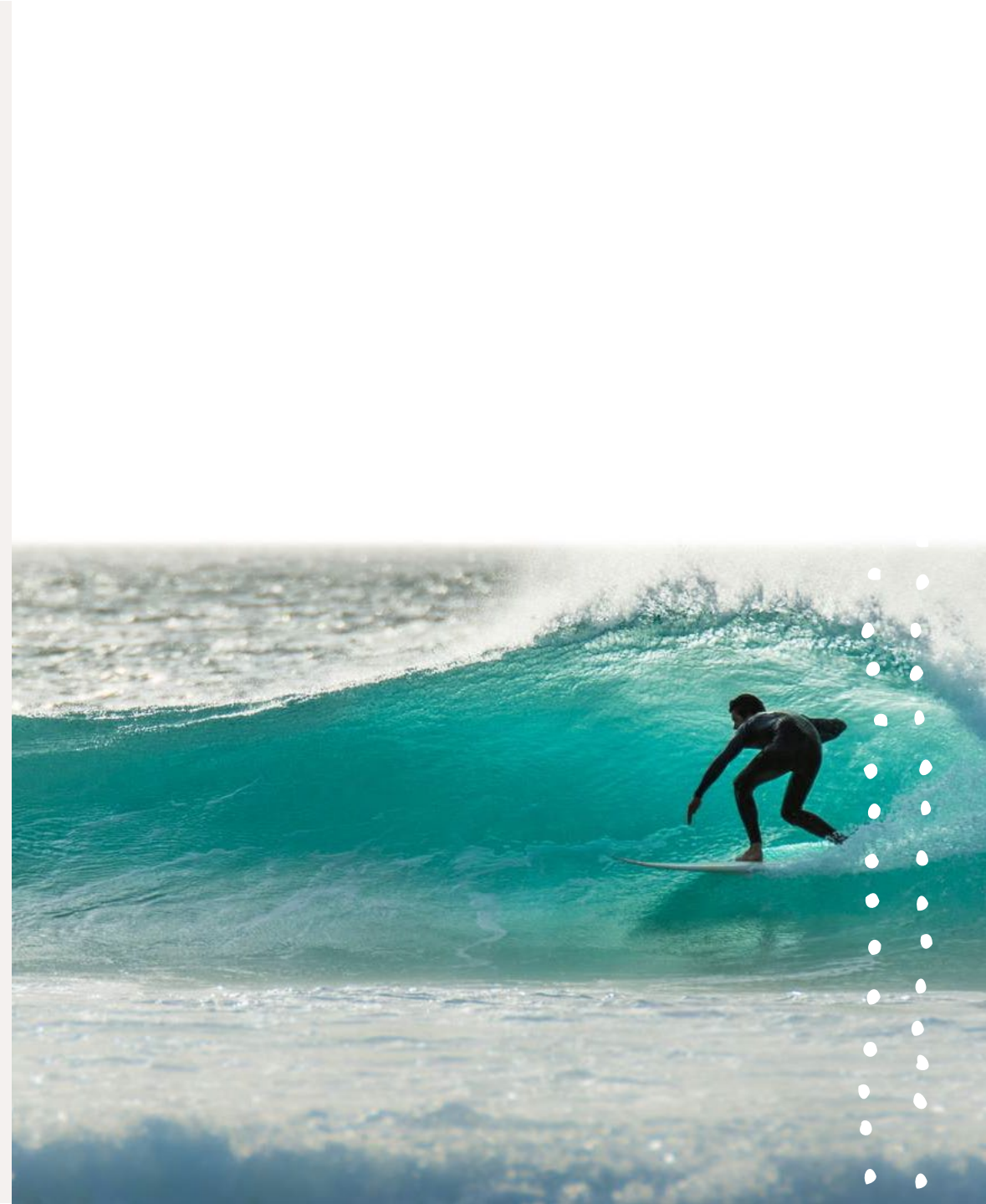


*It started as a
dream...now
here we are...*

- Bill proposed
- Legislative process
- Became true legislation
- Phase 1 Complete
- Phase 2 Filed
- Curriculum complete
- Target date: Fall 2026

The power of collaboration:

- Consortium members include:
 - ❖ Oregon Coast Community College
 - ❖ Chemeketa Community College
 - ❖ Linn-Benton Community College
 - ❖ Klamath Falls Community College
 - ❖ Treasure Valley Community College
 - ❖ Central Oregon Community College



BSN Degree

- Designed to be offered as a cohort program, with students progressing through the coursework in fifteen months of continuous attendance.
- Admitted students will have completed an Associate of Applied Science or Associate of Science degree and passed the NCLEX-RN exam by the end of the first quarter of courses, if not sooner.
- The course schedule meets the needs of working adults through alternative scheduling, hybrid learning, and accelerated courses.
- The program focuses on advanced nursing courses that prepare the BSN student for various roles within healthcare.



Program Outcomes

EPSLO 1 - Generate nursing knowledge integration and translation, defined as the process of communicating, combining, and applying established and evolving knowledge, to make clinical judgments and innovate nursing practice.

ESPLO 2 - Evaluate the scientific body of knowledge regarding patient-centered care focusing on the individuals' whole person, including physical, emotional, social, and spiritual needs providing respectful and compassionate care.

EPSLO 3 - Participate in population health to improve health for everyone, not just the sick, using a collaborative approach that includes public health, health care, and other organizations generating equitable health outcomes for all.

EPSLO 4 - Generate, synthesize, translate, apply and disseminate nursing knowledge to improve health and transform health care.

EPSLO 5 - Evaluate established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers.

ESPLO 6 - Analyze collaborations across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

ESPLO 7 - Respond to and lead within complex systems of healthcare to effectively and proactively coordinate resources to provide safe, quality and equitable care to diverse populations.

EPSLO 8 - Analyze information and communication technology (ICT) and informatics to provide care, gather data, make decisions, and support healthcare professionals.

EPSLO 9 - Create a sustainable professional identity by being accountable, open-minded, collaborative, and professional reflecting on values and characteristics of the professional nurse role.

EPSLO 10 - Engage in activities and self-reflection that foster personal health, resilience, and well-being contributing to life-long learning, and supporting the acquisition of nursing expertise and assertion of leadership.

Course Sequencing

Term	First Term			2nd Term			3rd Term			4th Term	
Credits/ILC	6	6	4	6	6		6	6	4	6	6
Course	NUR 310	NUR 312	Math 243	NUR 314	NUR 410		NUR 316	NUR 412	BI 234	NUR 416	NUR 414

Term	First Term	
Credits/ILC	6	6
Course	NUR 418	NUR 420

General Education & Related Instruction

Nursing AAS Program General Education:

- BI 231 Human Anatomy and Physiology 1 Credits: 4 *
- BI 232 Human Anatomy and Physiology 2 Credits: 4
- MP 111 Medical Terminology Credits: 4
- MTH 095 Intermediate Algebra Credits: 4 (or higher)
- PSY 201Z Introduction to Psychology 1 Credits: 4 +
- PSY 215 Human Development Credits: 4
- WR 121Z English Composition 1 Credits: 4 +
- WR122 or WR123 or WR127 English Composition Credits : 4
- Arts and Letters Elective Credits: 3*
- Social Science Elective Credit Hours: 4 **

*Arts & Letters: Any course of at least three credits and with a course number of 100 or above chosen from one of the following academic areas: ART, ASL, ATH, CHLA, COMM, ENG, ESOL, FR, GER, HUM, J, JPN, MUS, NAS, PHL, R, RUS, SJ, SPA, TA, WR, WS

**Social Sciences: Any course of at least four credits and with a course number of 100 or above chosen from one of the following academic areas: ATH, CG, EC, ES, GEOHE, HEC, HST, IDS, INTL, PS, PSY, SOC

In addition, the BSN student will be required to take Microbiology and Statistics either before or during the BSN program.

Microbiology must be taken before the Pathophysiology course, NUR 414 and Statistics must be taken before the Evidence-Based Practice course, NUR 314.

NUR310: Transitions to Professional Nursing

Course Name	Cr	Course Description	Course Outcomes
NUR 310: Transitions to Professional Nursing Sandi K/Annette Done	6	Transitions to Professional Nursing provides an opportunity for professional nurses to enhance their practice and improve eligibility for graduate nursing education programs. This course includes an overview of the <u>engagement of students</u> in an online environment and builds on the prior education and clinical experiences <u>of the RN</u> .	• Examine the roles and competencies of the baccalaureate-prepared registered nurse in diverse practice settings. • Create a professional development plan embracing the value of lifelong learning and participation in professional activities. • Use evidence-based nursing literature to promote change in practice in the healthcare setting. • Examine strategies that nurses can employ to better meet professional and ethical standards of practice. • Analyze components of an organizational culture of safety and its effect on patient outcomes. • Analyze the impact of informatics and healthcare technologies in providing patient-centered care. • Demonstrate scholarly written communication congruent with professional nursing standards.

NUR312: Concepts of Nursing Theory



NUR 312: Concepts of Nursing Theory Heather B	6	Concepts of Nursing Theory provides instruction on theory and reasoning in nursing. The significance of theory for nursing as a profession is explored, thus providing students with a foundation for professional nursing practice and research. This course provides an overview of theory, theory development, important nursing theories and nursing theorists, and a method for critiquing theory. Students are guided to develop a foundation of reasoning skills necessary to integrate knowledge, skills, values, meanings, and experiences into nursing practice.	•Explore the different nursing theories and theorists, enabling the student to apply these concepts to nursing practice. •Evaluate how various nursing theories were developed to improve nursing practice. •Critique the various nursing theories for relevance to today's nursing practice. •Develop a foundation of reasoning skills to identify with a nursing theory that supports the student's nursing knowledge, skills, values, meaning, and experiences.
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NUR314: Evidence-Based Practice

NUR 314: Evidence-Based Practice Crystal B	6	Evidence-Based Practice introduces the research process and prepares students to review evidence as beginning consumers of nursing research. Emphasis is placed on critically evaluating nursing research studies and understanding the process of utilizing research for evidence-based practice. Various research designs and methods, as well as basic statistical methods, will be discussed.	•Analyze the major components of the evidence-based practice (EBP) process. •Explore the use of PICO questions for framing clinical inquiry. •Critically appraise research studies and other sources of evidence from online databases for their validity, reliability, and applicability to nursing practice. •Demonstrate proficiency in using evidence to inform clinical decision-making and improve patient outcomes. •Determine appropriate measures to evaluate the effectiveness of EBP implementation and use data for quality improvement.
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NUR316: Global Health Promotion

NUR 316: Global Health Promotion and Community Health

Kristin L

6 Global Health Promotion and Community Health will explore the concepts of epidemiology and disease transmission, comprehensive assessment of risk factors and health problems, program planning and intervention, environmental health, and collaboration with the interdisciplinary team from a theoretical and scientific framework. The nursing process is applied to promote and preserve the health of populations.

- Identify current global health issues and concerns, policies, processes, programs, and practices that contribute to and hinder global health improvement.
- Analyze holistic comprehensive and focused assessments of diverse communities, groups, and populations.
- Critically analyze evidence-based practice guidelines/research and nursing and interdisciplinary theories that support quality outcomes in the care of diverse communities, groups, and populations.
- Utilize program and policy strategies to address the burden of diseases both locally and globally.
- Engage in purposeful collaboration and communication within a team to develop plans of care for communities, groups, and populations considering social determinants of health.

NUR 410: Informatics in Healthcare

NUR 410: Informatics in Healthcare Heather B	6	Introduction to healthcare informatics from an interdisciplinary perspective. Foundational concepts of healthcare informatics are explored, including theoretical underpinnings of healthcare informatics; use of information systems in a variety of healthcare settings; the e-patient and participatory informatics; quality, usability, and standards related to healthcare informatics, legal and ethical implications for practice; and emerging technologies.	•Discuss the fundamental concepts, principles, and theories of nursing informatics. •Evaluate the benefits and challenges of various health information technologies (IT) in improving patient care and outcomes. •Discuss how informatics drives patient data and health information. •Critically assess the usability, efficiency, and effectiveness of health IT applications. •Analyze ethical dilemmas and legal issues related to nursing informatics, including patient privacy, data ownership, and informed consent.
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NUR412: Issues & Trends in Nursing

NUR 412: Issues and Trends in Professional Nursing Kristin L	6	Issues and Trends in Professional Nursing analyzes the impact of economic, demographic, and technological forces on healthcare delivery and the concerns relating to ethical, legal, and social issues that influence nursing practice. A historical background gives perspective to current nursing problems, and future trends regarding their impact on roles and practice. Issues currently impacting professional nursing are examined. The potential transformation of nursing practice in response to societal changes will be explored, as well as the new opportunities these challenges have for career development.	•Discuss the evolution of the nursing profession in relation to current and future trends in nursing practice (EPSLO 4, 7) •Analyze current ethical, economic, demographic, and technological challenges facing health care that impact the quality of nursing care (EPSLO 1, 2, 5, 8). •Discuss the effect of professional organizations and standards on shaping nursing and career development (EPSLO 3, 9). •Articulate the influence of legislation and societal change on the nursing profession (EPSLO 7, 9). •Demonstrate effective communication and research skills when debating current and future healthcare issues and trends (EPSLO 9, 10).
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NUR 414: 3P's

NUR 414: Pathophysiology, Pharmacology and Advanced Physical Assessment (3Ps) in Professional Nursing Practice Crystal B	6	Pathophysiology, Pharmacology, and Physical Assessment in Professional Nursing offers an in-depth exploration of the three foundational pillars of nursing practice: Pharmacology, Pathophysiology, and Physical Assessment. Through this course, students will develop a thorough understanding of the pharmacological principles related to drug action, administration, and interactions; the pathophysiological mechanisms underlying various diseases and conditions; and the skills necessary to conduct comprehensive physical assessments. Students will learn to identify and interpret clinical signs and symptoms, understand the physiological processes that lead to disease, and apply pharmacological knowledge to manage patient care effectively. Emphasis is placed on integrating these three domains to formulate evidence-based, patient-centered care plans. By the end of the course, students will be prepared to assess complex clinical situations, make informed decisions, and contribute to improved patient outcomes in various healthcare settings. This course will highlight the integration and application of the three disciplines, preparing students for real-world clinical practice.	•Pharmacology Integration: Understand and apply key pharmacological principles, including drug mechanisms, side effects, contraindications, and interactions, to create safe and effective medication regimens tailored to individual patient needs. •Pathophysiological Understanding: Demonstrate a comprehensive understanding of the pathophysiological processes underlying common diseases and conditions, enabling them to anticipate clinical manifestations and potential complications in patient care. •Physical Assessment Proficiency: Develop and refine their physical assessment skills, performing systematic and thorough evaluations of patients' physical, emotional, and mental health to accurately identify and document clinical findings. •Critical Thinking and Clinical Decision-Making: Integrate knowledge from pharmacology, pathophysiology, and physical assessment to critically analyze patient data, identify priority issues, and make informed, evidence-based clinical decisions to enhance patient outcomes. •Holistic Patient Care: Demonstrate the ability to synthesize information from physical assessments, pharmacological considerations, and pathophysiological insights to develop holistic, patient-centered care plans that address the diverse needs of individuals across the lifespan.
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NUR 416: Nursing Leadership

NUR 416: Nursing Leadership Sandi K/Annette	6	The Nursing Leadership course is designed to provide senior-level nursing students with an in-depth understanding of leadership theories, principles, and practices within the healthcare context. Through theoretical instruction, discussions, and projects, students will develop the critical skills necessary to excel as leaders in healthcare settings. This course aims to prepare students to become competent and confident nursing leaders capable of making positive impacts on patient care, healthcare organizations, and the nursing profession as a whole.	•Synthesize nursing leadership knowledge by integrating concepts, theories, and principles of nursing leadership to address complex healthcare challenges (EPSLO 1, 4, & 7). •Distinguish organizational and system-level issues and their impact on nursing leadership and propose solutions for improvement (EPSLO 4, 5, & 7). •t Review evidence-based projects that address a specific healthcare issue or improve nursing practice and patient outcomes (EPSLO 4, 5, 6, & 7). •Explore innovative approaches to nursing leadership and change management strategies to implement innovative practices (EPSLO 1 & 4). •Examine the ability to effectively collaborate with interdisciplinary teams, fostering a culture of communication and collaboration in a leadership role to enhance patient outcomes (EPSLO 4, 9, & 10). •Evaluate personal leadership growth by engaging in self-assessment and reflective practices to identify areas of professional growth and development as nurse leaders (EPSLO 9 &10).
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NUR 418: Capstone Didactic

NUR 418: Capstone Didactic Heather P.	6	Students will use critical thinking skills and evidence-based practice to promote patient-centered nursing in the Capstone health care environment. Students will explore the unique healthcare needs and challenges faced by underserved populations within diverse communities; the compassionate approach to holistic care, symptom management, and emotional support during the end-of-life palliative care journey; and the principles, theories, and practices related to leadership, management, and administration in the healthcare setting. Students in this course will begin to create their evidence-based project that will culminate during their Capstone clinical course.	•Discuss activities that promote the importance of nursing and professional nursing roles in creating change in health care environments. •Examine the unique healthcare needs and challenges faced by underserved populations within diverse communities. •Examine the compassionate approach to holistic care, symptom management, and emotional support during the end-of-life palliative care journey. •Evaluate the principles, theories and practices of nursing leadership, management, and administration in the healthcare setting. •Discuss processes for identifying appropriate Capstone site based on interest in palliative care, underserved and vulnerable populations, and nursing management and administration. •Create goals for Capstone clinical experience and a plan to communicate those goals with Capstone site.
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NUR 420A: Capstone – Admin/Management

NUR 420A: Capstone Clinical – Administration & Management Heather P.	6 180-198 lab hrs	The Nursing Management and Administration Capstone course provides the student with a comprehensive and in depth understanding of the principles, theories, and practices related to leadership, management, and administration in the healthcare setting. The student will integrate theoretical knowledge with practical application to prepare the student for leadership roles within the nurse profession. The student will explore key topics such as healthcare policy, economics, strategic planning, quality improvement, ethics, human resource management, and organizational behavior. The student will utilize evidence-based practice, quality patient care, and promotion of a culture of safety within the healthcare environment to apply their knowledge and skills in solving complex problems and making informed decisions that impact patient outcomes or organizational effectiveness. By the end of this capstone course the student will develop a project that demonstrates their ability to analyze and address a contemporary issue in nursing management and administration. The student will showcase their ability to integrate theory, research, and best practices to propose an innovative solution that contribute to the advancement of healthcare delivery and patient care.	•Evaluate and apply principles of healthcare management and administration to solve a complex problem and make evidence-based decisions in nursing leadership roles. •Demonstrate effective communication and collaboration skills by working with interdisciplinary team to develop and implement strategies for improving patient outcomes and healthcare delivery process. •Analyze current healthcare policies, regulations, and/or ethical considerations to develop sound strategies for promoting patient safety, quality care, and/or organizational effectiveness within a healthcare setting. •Design and execute a comprehensive project that integrates knowledge of leadership theories, best practices in nursing management, and evidence-based research to address a significant issue in nursing administration, demonstrating the ability to generate innovative solutions for healthcare challenges.
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NUR420C: Capstone – Underserved & Vulnerable Populations

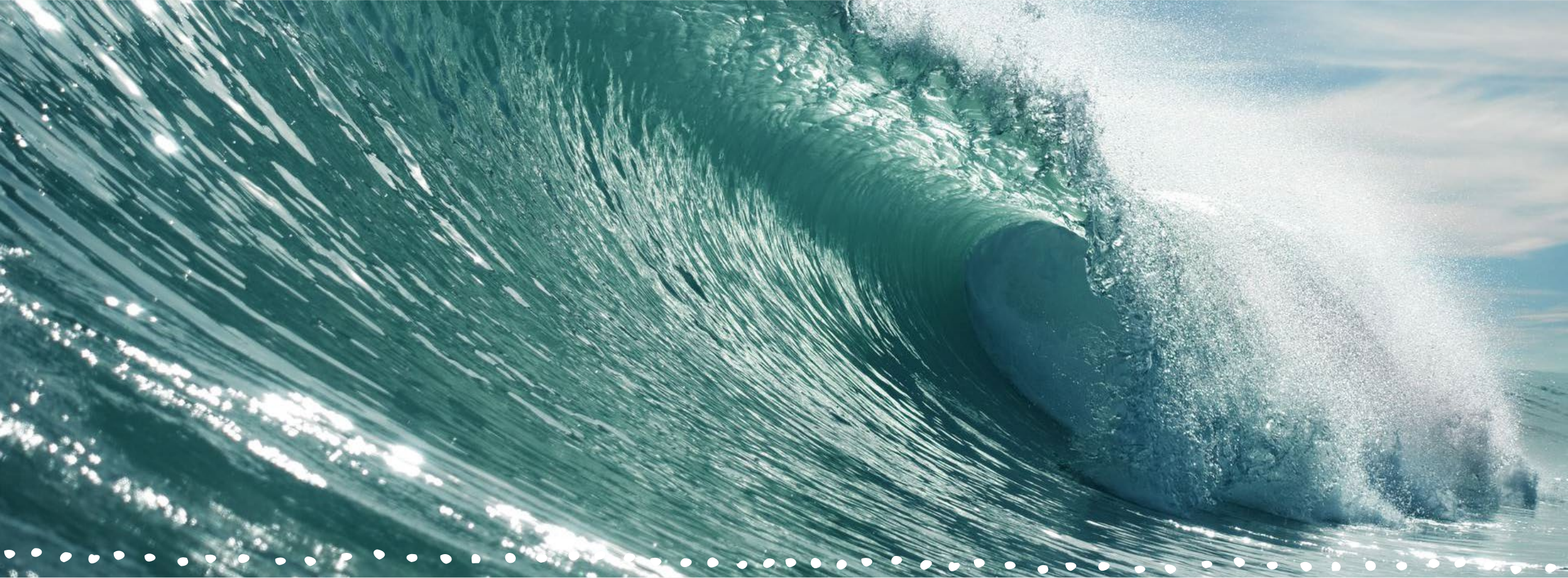
NUR 420 C: Capstone Clinical – Underserved & Vulnerable Populations

Kristin

6
180-198
Lab Hrs

The Vulnerable and Underserved Populations Capstone clinical course explores the unique healthcare needs and challenges faced by underserved populations within diverse communities. The student will integrate theoretical study with experiential learning to examine social determinants of health, disparities in access to care, cultural competence, and strategies for promoting health equity. Emphasis will be placed on understanding the intersectionality of factors contributing to health disparities and developing culturally sensitive approaches to nursing practice. The student will utilize evidence-based practice, quality patient care, and promotion of a culture of safety within the healthcare environment to apply their knowledge and skills in solving complex problems and making informed decisions that impact patient outcomes. By the end of this capstone course the student will develop a project that demonstrates their ability to analyze and address a contemporary issue within the vulnerable and underserved patient population. The student will showcase their ability to integrate theory, research, and best practices to propose an innovative solution that contribute to the advancement of healthcare delivery and patient care.

- Apply concepts related to underserved populations to provide holistic, collaborative, culturally competent care to this patient population in the healthcare setting.
- Explore collaboration with the interdisciplinary team to provide holistic care to underserved populations.
- Evaluate the role of cultural competence and humility in providing effective and equitable nursing care to diverse populations.
- Design an evidence-based practice (EBP) project that assists individuals, families, populations, or the community to meet basic human needs and promote quality of life.



Courses in Development

NU250: NCLEX Prep Course

- **NUR 250: NCLEX Preparation Course – 4 credits**

- **Description:**

- In this course, students prepare and sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). Students will create study plans, become familiar with item types, review case studies, take both partial and full-length practice tests, and review answers and explanations to keep pace with the ever-changing healthcare landscape. Pass/No Pass grading.

- **Course Outcomes:**

- Demonstrate understanding of how nursing care directly impacts and enhances healthcare client outcomes.
- Properly distinguish growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.
- Identify the aspects of proper nursing care that promote and support the emotional, mental and social well-being of the client experiencing stressful events as well as clients with acute or chronic mental illness.
- Demonstrate clear understanding of how evidence-based nursing care and comfort reduces client risk potential and supports physical well-being.
- Apply foundational healthcare concepts from the social, biological and physical sciences to the nursing assessment, prioritization, and clinical judgment process.

NUR380: CPL Credits (1-10 credits)

- **NUR 380: CWE Nursing III (1-10 credits)**
- **Description:**
 - Provides an opportunity for students with active RN licenses to obtain college credit for providing care in an occupational health care setting while enrolled in the BSN program. Requires the submission of a professional portfolio, which will be assessed based on documentation of the job description, level and variety of tasks assigned, skills performed, and description of the healthcare environment. The number of hours worked will be verified through timecard reports or similar documentation from the supervisor. Requires formal reflection on how the work experience supported student's learning and professional goals. Thirty hours of documented RN work equals one credit. P/NP grading.
- **Course Outcomes:**
 - Engage in clinical experience that applies established and evolving knowledge and builds on nursing skills previously attained and practiced in the students' course of study.
 - Apply clinical and professional communication concepts in the care of patients from diverse backgrounds in various health care settings.
 - Enhance the development of professional skills through critical thinking, collaboration, time management, and prioritization appropriate for the clinical setting.

Thank you – What Questions do you have for me?

Dr. Crystal Bowman

623-764-5825

Crystal.Bowman@oregoncoast.edu



OREGON COAST COMMUNITY COLLEGE
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE-DRAFT
For the year to date (YTD) September 2022, 2023, 2024 & 2024/25 Budget

*ALL GOVERNMENTAL FUNDS

	YTD SEP 2022	YTD SEP 2023	YTD SEP 2024	BUDGET 2024/25	% Executed	Fiscal Year Completion	Difference
REVENUES:							
Revenue From Local Sources:							
Property Taxes	\$ 49,708	\$ 48,156	\$ 71,789	\$ 3,932,451	2%	25%	-23%
Tuition and Fees	677,123	773,403	895,406	2,006,942	45%	25%	20%
Operating Grants	7,785	(1,800)	(974)	210,500	0%	25%	-25%
Donations	-	180,000	75,000	100,000	75%	25%	50%
Interest	10,261	20,550	43,726	132,642	33%	25%	8%
Merchandise Sales	53,134	65,018	84,992	172,000	49%	25%	24%
Miscellaneous	17,044	85,046	197,251	392,112	50%	25%	25%
Revenue From State Sources:							
State Appropriation	810,587	973,006	1,081,067	4,534,104	24%	25%	-1%
Operating Grants	14,000	41,817	95,459	1,380,097	7%	25%	-18%
Financial Aid Received	(4,519)	170,011	318,364	605,000	53%	25%	28%
Construction Funds	-	-	-	8,000,000	0%		
Revenue From Federal Sources:							
Operating Grants	208,848	85,098	45,409	1,646,762	3%	25%	-22%
Financial Aid Received	46,212	144,323	87,678	2,950,000	3%	25%	-22%
Total Revenues	1,890,182	2,584,628	2,995,167	26,062,611	11%	25%	-14%
EXPENDITURES:							
Salary	764,227	807,121	1,057,579	6,068,925	17%	25%	-8%
Benefits	417,474	431,463	532,727	3,115,084	17%	25%	-8%
Personnel Services	1,181,701	1,238,584	1,590,305	9,184,009	17%	25%	-8%
Materials and Services	752,591	665,329	1,180,522	4,110,056	29%	25%	4%
Financial Aid Disbursed	86,492	99,498	443,573	3,572,101	12%	25%	-13%
Capital Outlay	-	9,861	1,515,395	39,650,000	4%	25%	-21%
Debt Service - Principal	-	-	-	2,310,000	0%	25%	-25%
Debt Service - Interest	-	-	-	144,856	0%	25%	-25%
Total Expenditures	2,020,784	2,013,272	4,729,795	58,971,022	8%	25%	-17%
Year To Date Surplus (Deficit)	(130,602)	571,355	(1,734,628)	(32,908,411)			
OTHER FINANCING SOURCES (USES):							
Proceeds From Sale of Assets	-	-	-	-			
Proceeds From Debt	-	-	-	-			
Proceeds From GO Bonds	-	-	36,025,084	33,000,000			
Contingency	-	-	-	(2,132,823)			
Unappropriated	-	-	-	-			
Transfers From Other Funds	-	-	-	315,000			
Transfers To Other Funds	-	-	-	(1,615,000)			
Total Other Financing Sources (Uses)	-	-	36,025,084	29,567,177			
Net Change in Fund Balance	(130,602)	571,355	34,290,455	(3,341,234)			
FUND BALANCE:							
Beginning Fund Balance	3,250,001	3,132,202	-	3,341,234	0%	25%	-25%
Ending Fund Balance	<u>\$ 3,119,399</u>	<u>\$ 3,703,558</u>	<u>\$ 34,290,455</u>	<u>\$ -</u>			

* All budgeted college funds, fiduciary funds are excluded (i.e. Club funds).

OREGON COAST COMMUNITY COLLEGE
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE-DRAFT
For the year to date (YTD) September 2022, 2023, 2024 & 2024/25 Budget

GENERAL FUND

	YTD SEP 2022	YTD SEP 2023	YTD SEP 2024	BUDGET 2024/25	% Executed	Fiscal Year Completion	Difference	Notes	
REVENUES:									
Revenue From Local Sources:									
Property Taxes	\$ 21,776	\$ 20,848	\$ 31,671	\$ 1,594,984	2%	25%	-23%	Total revenue was 2% above the completion percentage with a significant portion attributable to the Fall term tuition & fees. Donations, interest and miscellaneous revenue were also well above the 25% completion percentage. Property tax revenue and Federal Work Study were both significantly under budget but will pick up later in the year.	
Tuition and Fees	677,123	773,403	895,406	2,006,942	45%	25%	20%		
Operating Grants	-	-	-	-	-	-	-		
Donations	-	180,000	75,000	100,000	75%	25%	50%		
Interest	7,978	15,041	36,744	105,662	35%	25%	10%		
Merchandise Sales	-	-	-	-	-	-	-		
Miscellaneous	14,429	82,045	193,179	319,450	60%	25%	35%		
Revenue From State Sources:									
State Appropriation	747,251	938,215	1,037,579	4,297,713	24%	25%	-1%		
Operating Grants	-	-	-	-	-	-	-		
Construction Funds	-	-	-	-	-	-	-		
Revenue From Federal Sources:									
Federal Work Study	-	-	-	48,886	0%	25%	-25%		
Total Revenues	1,468,557	2,009,551	2,269,578	8,473,637	27%	25%	2%		
EXPENDITURES:									
Salary	688,900	724,546	913,467	4,794,456				Personnel costs were under budget at the end of the first quarter. With the union contracts settled, personnel costs were slightly inflated by the retro pay amounts that Classified staff and Faculty received upon conclusion of negotiations.	
Benefits	376,220	389,633	460,557	2,450,644					
Personnel Services	1,065,119	1,114,179	1,374,024	7,245,099	19%	25%	-6%		
Materials and Services	538,692	543,795	664,783	2,165,987	31%	25%	6%		
Capital Outlay	-	-	-	150,000	0%	25%	-25%		
Debt Service - Principal	-	-	-	-					
Debt Service - Interest	-	-	-	-					
Total Expenditures	1,603,812	1,657,974	2,038,807	9,561,086	21%	25%	-4%		
Year To Date Surplus (Deficit)									
	(135,255)	351,578	230,770	(1,087,449)					Materials & Services was ahead of the budget by 6%. This is due to large annual payments for software, LBCC data services, OCCA dues, etc., that all hit in the first quarter of the fiscal year.
OTHER FINANCING SOURCES (USES):									
Proceeds From Sale of Assets	-	-	-	-					
Proceeds From Debt	-	-	-	-					
Contingency	-	-	-	(1,147,331)					
Unappropriated	-	-	-	-					
Transfers From Other Funds	-	-	-	-					
Transfers To Other Funds	-	-	-	(15,000)					
Total Other Financing Sources (Uses)	-	-	-	(1,162,331)					
Net Change in Fund Balance	(135,255)	351,578	230,770	(2,249,780)					
FUND BALANCE:									
Beginning Fund Balance	2,442,598	1,972,666	-	2,249,780	0%				
Ending Fund Balance	\$ 2,307,343	\$ 2,324,244	\$ 230,770	\$ -					

General Fund is a major fund of the College and is used to account for the activities directly related to the College's basic education objectives.

OREGON COAST COMMUNITY COLLEGE
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE-DRAFT
For the year to date (YTD) September 2022, 2023, 2024 & 2024/25 Budget

SPECIAL REVENUE FUNDS

	YTD SEP 2022	YTD SEP 2023	YTD SEP 2024	BUDGET 2024/25	% Executed	Fiscal Year Completion	Difference	Notes	
REVENUES:									
Revenue From Local Sources:									
Property Taxes	\$ -	\$ -	\$ -	\$ -				The additional grant capacity built into the budget for this fund is again \$2M. Factoring out the \$2M, overall revenue in the fund is 12% of budget at this point which is 13% below the completion percentage. Because Summer term has minimal grant activity and also low financial aid revenue, total revenue is typically well below budget prior to the start of Fall term. Total expenditures are at 18% of budget after accounting for the \$2M extra capacity in the fund, so 7% below the completion percentage. The union contracts were both settled so personnel costs include the retro pay to Classified staff and Faculty and this is slightly inflating that expense.	
Tuition and Fees	-	-	-	-					
Operating Grants/Waivers	7,785	(1,800)	(974)	210,500	0%	25%	-25%		
Donations	-	-	-	-					
Interest	-	-	672	-					
Merchandise Sales	-	-	-	-					
Miscellaneous	-	-	38	-					
Revenue From State Sources:									
Operating Grants	14,000	41,817	95,459	1,380,097	7%	25%	-18%		
Financial Aid Received	(4,519)	170,011	318,364	605,000	53%	25%	28%		
Construction Funds	-	-	-	-					
Revenue From Federal Sources:									
Operating Grants	208,848	85,098	45,409	1,597,876	3%	25%	-22%		
Financial Aid Received	46,212	144,323	87,678	2,950,000	3%	25%	-22%		
Total Revenues	272,326	439,450	546,646	6,743,474	8%	25%	-17%		
EXPENDITURES:									
Salary	72,460	82,575	135,402	1,240,101					
Benefits	38,265	41,830	69,041	650,957					
Personnel Services	110,725	124,405	204,444	1,891,058	11%	25%	-14%		
Materials and Services	160,018	105,939	258,065	1,563,488	17%	25%	-8%		
Financial Aid Disbursed	86,492	99,498	443,573	3,572,101	12%	25%	-13%		
Capital Outlay	-	9,861	-	100,000	0.00%	25%	-25%		
Debt Service - Principal	-	-	-	-					
Debt Service - Interest	-	-	-	-					
Total Expenditures	357,235	339,703	906,082	7,126,647	13%	25%	-12%		
Year To Date Surplus (Deficit)	(84,909)	99,746	(359,436)	(383,173)	(0)				
OTHER FINANCING SOURCES (USES):									
Proceeds From Sale of Assets	-	-	-	-					
Proceeds From Debt	-	-	-	-					
Contingency	-	-	-	-					
Unappropriated	-	-	-	-					
Transfers From Other Funds	-	-	-	15,000	-				
Transfers To Other Funds	-	-	-	-					
Total Other Financing Sources (Uses)	-	-	-	15,000	-				
Net Change in Fund Balance	(84,909)	99,746	(359,436)	(368,173)					
FUND BALANCE:									
Beginning Fund Balance	196,755	260,215	-	368,173	0.00%				
Ending Fund Balance	\$ 111,846	\$ 359,962	\$ (359,436)	\$ 0					

Special Revenue Funds account for the resources that are legally restricted to expenditures for specific purposes.

OREGON COAST COMMUNITY COLLEGE
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE-DRAFT
For the year to date (YTD) September 2022, 2023, 2024 & 2024/25 Budget

CAPITAL PROJECT FUND

	YTD SEP 2022	YTD SEP 2023	YTD SEP 2024	BUDGET 2024/25	% Executed	Fiscal Year Completion	Difference	Notes
REVENUES:								
Revenue From Local Sources:								
Property Taxes	\$ -	\$ -	\$ -	\$ -				
Tuition and Fees	-	-	-	-				
Operating Grants	-	-	-	-				
Donations	-	-	-	-				
Interest	-	-	-	-				
Merchandise Sales	-	-	-	-				
Miscellaneous	-	-	-	-				
Revenue From State Sources:								
State Appropriation	-	-	-	-				
Operating Grants	-	-	-	-				
Construction Funds	-	-	-	8,000,000	0.00%	25%	-25%	
Revenue From Federal Sources:								
Operating Grants	-	-	-	-				
Total Revenues	-	-	-	8,000,000	0.00%	25%	-25%	
EXPENDITURES:								
Salary	-	-	-	-				
Benefits	-	-	-	-				
Personnel Services	-	-	-	-				
Materials and Services	-	-	-	-	-			
Capital Outlay	-	-	1,515,395	39,400,000	3.85%	25%	-21%	
Debt Service - Principal	-	-	-	-				
Debt Service - Interest	-	-	-	-				
Total Expenditures	-	-	1,515,395	39,400,000	3.85%	25%	-21%	
Year To Date Surplus (Deficit)								
	-	-	(1,515,395)	(31,400,000)	-3.85%			
OTHER FINANCING SOURCES (USES):								
Proceeds From Sale of Assets	-	-	-	-				
Proceeds From Debt	-	-	-	-				
Proceeds From GO Bonds	-	-	36,025,084	33,000,000	109.17%	25%	84%	
Contingency	-	-	-	-				
Unappropriated	-	-	-	-				
Transfers From Other Funds	-	-	-	-				
Transfers To Other Funds	-	-	-	(1,600,000)		25%	-25%	
Total Other Financing Sources (Uses)	-	-	36,025,084	31,400,000	114.73%	25%	90%	
Net Change in Fund Balance	-	-	34,509,688	-				
FUND BALANCE:								
Beginning Fund Balance	-	-	-	-				
Ending Fund Balance	\$ -	\$ -	\$ 34,509,688	\$ -				

Our bond proceeds revenue significantly exceeded budget due to the unexpected sales premium that came from our Aa3 bond rating.

Expenditures thus far have been for roof completion and to cover the costs of obtaining the bonds.

Capital Project Fund is used for the acquisition of land, new construction and major equipment purchases. The Capital Project Fund is a Special Revenue Fund that for reporting purposes the college has chosen not to aggregate with the other funds.

OREGON COAST COMMUNITY COLLEGE
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE-DRAFT
For the year to date (YTD) September 2022, 2023, 2024 & 2024/25 Budget

DEBT SERVICE FUNDS

	YTD SEP 2022	YTD SEP 2023	YTD SEP 2024	BUDGET 2024/25	% Executed	Fiscal Year Completion	Difference	Notes
REVENUES:								
Revenue From Local Sources:								
Property Taxes	\$ 27,932	\$ 27,308	\$ 40,118	\$ 2,337,467	1.72%	25%	-23%	
Tuition and Fees	-	-	-	-				
Operating Grants	-	-	-	-				
Donations	-	-	-	-				
Interest	2,283	5,509	6,311	26,980	23.39%	25%	-2%	
Merchandise Sales	-	-	-	-				
Miscellaneous	-	-	-	-				
Revenue From State Sources:								
Unfunded PERS Liability Set-Aside	63,335	34,792	43,488	236,391	18.40%	25%	-7%	
Operating Grants	-	-	-	-				
Construction Funds	-	-	-	-				
Revenue From Federal Sources:								
Operating Grants	-	-	-	-				
Total Revenues	<u>93,551</u>	<u>67,608</u>	<u>89,917</u>	<u>2,600,838</u>	<u>3.46%</u>	<u>25%</u>	<u>-22%</u>	
EXPENDITURES:								
Salary	\$ -	\$ -	\$ -	\$ -				
Benefits	-	-	-	-				
Personnel Services	-	-	-	-				
Materials and Services	10	-	20	167	11.98%	25%	-13%	
Capital Outlay	-	-	-	-				
Debt Service - Principal	-	-	-	2,310,000	0.00%	25%	-25%	
Debt Service - Interest	-	-	-	144,856	0.00%	25%	-25%	
Total Expenditures	<u>10</u>	<u>-</u>	<u>20</u>	<u>2,455,023</u>	<u>0%</u>	<u>25%</u>	<u>-25%</u>	
Year To Date Surplus (Deficit)	93,541	67,608	89,897	145,815	0			
OTHER FINANCING SOURCES (USES):								
Proceeds From Sale of Assets	-	-	-	-				
Proceeds From Debt	-	-	-	-				
Contingency	-	-	-	(542,875)				
Unappropriated	-	-	-	-				
Transfers From Other Funds	-	-	-	-				
Transfers To Other Funds	-	-	-	-				
Total Other Financing Sources (Uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>(542,875)</u>	<u>-</u>			
Net Change in Fund Balance	93,541	67,608	89,897	(397,060)				
FUND BALANCE:								
Beginning Fund Balance	535,707	499,139	-	397,060	0.00%			
Ending Fund Balance	<u>\$ 629,248</u>	<u>\$ 566,747</u>	<u>\$ 89,897</u>	<u>\$ (0)</u>				

Revenue will be low in this fund until the large property tax payments in November are received.

The first interest payment of the year will take place in December so expenditures will be negligible until then.

Debt Service Funds accounts for the accumulation of resources, and the repayment of general long-term debt, interest and related cost.

OREGON COAST COMMUNITY COLLEGE
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE-DRAFT
For the year to date (YTD) September 2022, 2023, 2024 & 2024/25 Budget

ENTERPRISE FUND - YOUR COLLEGE STORE

	YTD SEP 2022	YTD SEP 2023	YTD SEP 2024	BUDGET 2024/25	% Executed	Fiscal Year Completion	Difference	Notes
REVENUES:								
Revenue From Local Sources:								
Property Taxes	\$ -	\$ -	\$ -	\$ -				
Tuition and Fees	-	-	-	-				
Operating Grants	-	-	-	-				
Donations	-	-	-	-				
Interest	-	-	-	-				
Merchandise Sales	53,134	65,018	84,992	172,000	49.41%	25%	24%	
Miscellaneous	0	0	2	28,151	0.01%	25%	-25%	
Revenue From State Sources:	-	-	-	-				
State Appropriation	-	-	-	-				
Operating Grants	-	-	-	-				
Construction Funds	-	-	-	-				
Revenue From Federal Sources:	-	-	-	-				
Operating Grants	-	-	-	-				
Total Revenues	<u>53,134</u>	<u>65,018</u>	<u>84,994</u>	<u>200,151</u>	<u>42.46%</u>	<u>25%</u>	<u>17%</u>	
EXPENDITURES:								
Salary	2,867	-	8,709	34,368				
Benefits	2,989	-	3,128	13,484				
Personnel Services	5,857	-	11,838	47,852	24.74%	25%	0%	
Materials and Services	52,563	14,210	92,197	130,850	70.46%	25%	45%	
Capital Outlay	-	-	-	-				
Debt Service - Principal	-	-	-	-				
Debt Service - Interest	-	-	-	-				
Total Expenditures	<u>58,419</u>	<u>14,210</u>	<u>104,035</u>	<u>178,702</u>	<u>58%</u>	<u>25%</u>	<u>33%</u>	
Year To Date Surplus (Deficit)	<u>(5,285)</u>	<u>50,808</u>	<u>(19,041)</u>	<u>21,449</u>	<u>-15.75%</u>			
OTHER FINANCING SOURCES (USES):								
Proceeds From Sale of Assets	-	-	-	-				
Proceeds From Debt	-	-	-	-				
Contingency	-	-	-	-				
Unappropriated	-	-	-	-				
Transfers From Other Funds	-	-	-	-				
Transfers To Other Funds	-	-	-	-				
Total Other Financing Sources (Uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>			
Net Change in Fund Balance	(5,285)	50,808	(19,041)	21,449				
FUND BALANCE:								
Beginning Fund Balance	(54,857)	(33,676)	-	(21,449)	0.00%			
Ending Fund Balance	<u>\$ (60,142)</u>	<u>\$ 17,132</u>	<u>\$ (19,041)</u>	<u>\$ -</u>				

Revenue at the end of September was 17% above the completion percentage which is more good progress for the bookstore.

Personnel costs were essentially right on budget. Materials and Services was over budget due to the purchase of Fall textbooks and nursing scrubs and supplies for all of the Health Profession programs. Food sales in the first quarter were good and were the one area of a small profit.

An enterprise fund furnishes goods to students, staff and the public (i.e. Your College Store). The goal is for the fund to be self supporting.

OREGON COAST COMMUNITY COLLEGE
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE-DRAFT
For the year to date (YTD) September 2022, 2023, 2024 & 2024/25 Budget

INTERNAL SERVICE FUNDS

	YTD SEP 2022	YTD SEP 2023	YTD SEP 2024	BUDGET 2024/25	% Executed	Fiscal Year Completion	Difference	Notes
REVENUES:								
Revenue From Local Sources:								
Property Taxes	\$ -	\$ -	\$ -	\$ -				
Tuition and Fees	-	-	-	-				
Operating Grants	-	-	-	-				
Donations	-	-	-	-				
Interest	-	-	-	-				
Merchandise Sales	-	-	-	-				
Miscellaneous	2,615	3,000	4,033	44,511	9.06%	25%	-16%	
Revenue From State Sources:	-	-	-	-				
State Appropriation	-	-	-	-				
Operating Grants	-	-	-	-				
Construction Funds	-	-	-	-				
Revenue From Federal Sources:	-	-	-	-				
Operating Grants	-	-	-	-				
Total Revenues	<u>2,615</u>	<u>3,000</u>	<u>4,033</u>	<u>44,511</u>	<u>9.06%</u>	<u>25%</u>	<u>-16%</u>	
EXPENDITURES:								
Salary	-	-	-	-				
Benefits	-	-	-	-				
Personnel Services	-	-	-	-				
Materials and Services	1,308	1,385	1,545	35,200	4.39%	25%	-21%	
Capital Outlay	-	-	-	-				
Debt Service - Principal	-	-	-	-				
Debt Service - Interest	-	-	-	-				
Total Expenditures	<u>1,308</u>	<u>1,385</u>	<u>1,545</u>	<u>35,200</u>	<u>4%</u>	<u>25%</u>	<u>-21%</u>	
Year To Date Surplus (Deficit)	<u>1,307</u>	<u>1,615</u>	<u>2,487</u>	<u>9,311</u>	<u>0</u>			
OTHER FINANCING SOURCES (USES):								
Proceeds From Sale of Assets	-	-	-	-				
Proceeds From Debt	-	-	-	-				
Contingency	-	-	-	(142,617)				
Unappropriated	-	-	-	-				
Transfers From Other Funds	-	-	-	-				
Transfers To Other Funds	-	-	-	-				
Total Other Financing Sources (Uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>(142,617)</u>	<u>-</u>			
Net Change in Fund Balance	1,307	1,615	2,487	(133,306)				
FUND BALANCE:								
Beginning Fund Balance	122,574	126,634	-	133,306	0.00%			
Ending Fund Balance	<u>\$ 123,881</u>	<u>\$ 128,249</u>	<u>\$ 2,487</u>	<u>\$ -</u>				

Total revenue and total expenditures in this fund were both well under budget.

Revenue in the fund was comprised of \$2,835 in the unemployment portion and \$1,198 in printing and copying. Materials and Services expenditures were for printer maintenance.

We have increased the charge-per-copy in order to boost the printing and copying revenue to a level where it will cover the printer costs and also create a fund balance for future equipment replacement.

Internal Service Funds (ISFs) exist primarily to provide services to the other instruction or administrative units of the College. The College has 3 ISFs, Unemployment, Copier and Insurance Deductible funds.

OREGON COAST COMMUNITY COLLEGE
CHANGE IN FUND BALANCE-DRAFT
For the year to date (YTD) September 2022, 2023, 2024 & 2024/25 Budget

	YTD SEP 2022	YTD SEP 2023	YTD SEP 2024	BUDGET 2024/25	% Executed	Notes
<u>RESERVE FUND - STRATEGIC INITIATIVES 5000</u>						
Established: 12/18/2013 Education Board resolution 14-12.08						
Reviewed: n/a						
Purpose: Funds reserved for strategic initiatives						
Materials & Services	<u>0</u>	<u>0</u>	<u>163,911</u>	<u>214,364</u>	76.46%	The Materials & Services charges were for roof costs. Now that we have the bond proceeds we will be doing a transfer to return the fund balance to its previous \$307,224.
Total Expenditures	<u>0</u>	<u>0</u>	<u>163,911</u>	<u>214,364</u>	76.46%	
Excess of Revenues Over (Under) Expenditures	0	0	(163,911)	(214,364)		
OTHER FINANCING SOURCES (USES)						
Contingency	0	0	0	(300,000)		
Transfers In/(Out)	<u>0</u>	<u>0</u>	<u>-</u>	<u>300,000</u>	0.00%	
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>		
Net Change in Fund Balance	0	0	(163,911)	(214,364)		
Beginning Fund Balance	<u>7,224</u>	<u>307,224</u>	<u>0</u>	<u>214,364</u>	0.00%	
Ending Fund Balance	<u>7,224</u>	<u>307,224</u>	<u>(163,911)</u>	<u>0</u>		

The Reserve Fund is used to account for specific initiatives where money is Board of Education restricted.

Board Policy Packet – November 2024

First Read Chapter 4 Board Policy Review

Summary of Policy Change Table Chapter 4 – Academic Affairs

Type of Revision	Legal	Board Policy
Moved from another chapter		
No change to body of policy (includes reference change only)		
Proposed change in content	AR	BP 4010 Academic Calendar
New Policy		
Total BPs Reviewed: 1		

Legal Key: LR = Legally Required LA = Legally Advised SUG = Suggested AR = Accreditation Related

E.a. First Read Board Policy Review Chapter 4

11/13/2024 Updates:



BP 4010 Academic Calendar

Update Reviewed on __/__/__

References: NWCCU Standard 2.G.2, No Oregon statutory requirement

The President or designee shall, in consultation with the appropriate groups and staff, approve and publish the academic calendar. The academic calendar will address one or more years. Prior to the President's approval of an academic calendar, it will be presented to the Board of Education as an informational update, typically in December.

Oregon Coast Community College operates on a quarter system with fall, winter, and spring quarters comprising the standard academic year. Summer quarter is the first quarter of the academic year. OCCC typically uses "term" in lieu of "quarter."

DATE OF REVISION(s) xx/xx/xxxx

DATE OF LAST REVIEW: xx/xx/xxxx

DATE OF ADOPTION: 10/18/2023

Replacing Existing Policy:

4010 Academic Calendar

References: NWCCU Standard 2.G.2, No Oregon statutory requirement

The president or designee shall, in consultation with the appropriate groups and staff, annually, typically in February, present an academic calendar to the Board of Education for review.

Oregon Coast Community College operates on a quarter system with fall, winter, and spring quarters comprising the standard academic year. Summer quarter is the first quarter of the academic year.

DATE OF ADOPTION: 10/18/2023



IMS

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Management
Solutions**

About Us



Meet Chris & Nancy Giggy, Co-owners

At IMS, the co-owners personally manage all aspects of our design and construction projects without delegating to lower-level staff. That's why our clients consistently describe our service as "exceptional". And that's how we deliver all of our projects within budget and on-schedule while ensuring all of our clients' goals and objectives are accomplished. We customize our approach to meet our clients' needs, provide regular performance reports, and proactively communicate about important decisions and issues. We believe in transparency, collaboration and above all, integrity.

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EXPERIENCE IN DESIGN
AND CONSTRUCTION
RELATED FIELDS**

► **\$120,000,000 IN
SUCCESSFUL PROJECTS
IN THE LAST FIVE YEARS**

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Energy Trust of Oregon

Commissioning

Cost Estimating

Surveying

SHPO

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EASTSIDE K-2



DOUGLAS HIGH SCHOOL



MARSHFIELD JUNIOR HIGH SCHOOL



MADISON K-2 SCHOOL



MILlicoma 3-6 SCHOOL



ALSEA CTE BUILDING

FALL 2024—NOVEMBER/DECEMBER

Meetings with Executive Leadership
Project Walks thru all campuses
Advertise for Specialty Consultant Proposals
Advertise for Architectural Team Proposals

NEXT STEPS—JANUARY

Interview architectural firms
Review CMGC Finding of Facts
Begin design!

A series of white diagonal lines of varying lengths and thicknesses, located in the bottom right corner of the slide.

THANK YOU

Nancy Giggy
nancy@imsoregon.co
lmsoregon.com
541-452-1919



Degree Name: **Bachelor of Science in Nursing**

Curriculum demonstrates baccalaureate level rigor and contains a minimum of 60 upper division credits and 180 total credits for degree completion.

Program Outcomes:

EPSLO 1 - Generate nursing knowledge integration and translation, defined as the process of communicating, combining, and applying established and evolving knowledge, to make clinical judgments and innovate nursing practice.

ESPLO 2 - Evaluate the scientific body of knowledge regarding patient-centered care focusing on the individuals' whole person, including physical, emotional, social, and spiritual needs providing respectful and compassionate care.

EPSLO 3 - Participate in population health to improve health for everyone, not just the sick, using a collaborative approach that includes public health, health care, and other organizations generating equitable health outcomes for all.

EPSLO 4 - Generate, synthesize, translate, apply and disseminate nursing knowledge to improve health and transform health care.

EPSLO 5 - Evaluate established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers.

ESPLO 6 - Analyze collaborations across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

ESPLO 7 - Respond to and lead within complex systems of healthcare to effectively and proactively coordinate resources to provide safe, quality and equitable care to diverse populations.

EPSLO 8 - Analyze information and communication technology (ICT) and informatics to provide care, gather data, make decisions, and support healthcare professionals.

EPSLO 9 - Create a sustainable professional identity by being accountable, open-minded, collaborative, and professional reflecting on values and characteristics of the professional nurse role.

EPSLO 10 - Engage in activities and self-reflection that foster personal health, resilience, and well-being contributing to life-long learning, and supporting the acquisition of nursing expertise and assertion of leadership.

Course Name (Credits)	Course Description	Course Outcomes (Program Outcomes)
NUR 310: Transitions to Professional Nursing - 6 cr	Transitions to Professional Nursing provides an opportunity for professional nurses to enhance their practice and improve eligibility for graduate nursing education programs. This course includes an overview of the engagement of students in an online environment and builds on the prior education and clinical experiences of the RN.	● Examine the roles and competencies of the baccalaureate-prepared registered nurse in diverse practice settings. (EPSLO 6, 10) ● Create a professional development plan embracing the value of lifelong learning and participation in professional activities. (EPSLO 9,10) ● Use evidence-based nursing literature to promote change in practice in the healthcare setting. (EPSLO 1, 4) Examine strategies that nurses can employ to better meet professional and ethical standards of practice. (EPSLO 1, 4, 6, 10) ● Analyze components of an organizational culture of safety and its effect on patient outcomes. (EPSLO 2, 4, 5, 7) ● Analyze the impact of informatics and healthcare technologies in providing patient-centered care. (EPSLO 8) ● Demonstrate scholarly written communication congruent with professional nursing standards. (EPSLO 1, 4, 8) ●

NUR 312: Concepts of Nursing Theory - 6 cr	Concepts of Nursing Theory provides instruction on theory and reasoning in nursing. The significance of theory for nursing as a profession is explored, thus providing students with a foundation for professional nursing practice and research. This course provides an overview of theory, theory development, important nursing theories and nursing theorists, and a method for critiquing theory. Students are guided to develop a foundation of reasoning skills necessary to integrate knowledge, skills, values, meanings, and experiences into nursing practice.	• Explore the different nursing theories and theorists, enabling the student to apply these concepts to nursing practice. (EPSLO 1, 2, 4, 5, 8) • Evaluate how various nursing theories were developed to improve nursing practice. (EPSLO 1, 2, 3, 4, 8) • Critique the various nursing theories for relevance to today's nursing practice. (EPSLO 1, 2, 3, 4) • Develop a foundation of reasoning skills to identify with a nursing theory that supports the student's nursing knowledge, skills, values, meaning, and experiences. (EPSLO 9, 10)
NUR 314: Evidenced- Based Practice - 6 cr	Evidence-Based Practice introduces the research process and prepares students to review evidence as beginning consumers of nursing research. Emphasis is placed on critically evaluating nursing research studies and understanding the process of utilizing research for evidence-based practice. Various research designs and methods, as well as basic statistical methods, will be discussed.	• Analyze the major components of the evidence-based practice (EBP) process. (EPSLO 1, 2, 4, 5) • Explore the use of PICO questions for framing clinical inquiry. (EPSLO 1, 2, 4, 5) • Critically appraise research studies and other sources of evidence from online databases for their validity, reliability, and applicability to nursing practice. (EPSLO 1, 2, 4, 5, 8) Demonstrate proficiency in using evidence to inform clinical decision-making and improve patient outcomes. (EPSLO 1, 2, 4, 5) • Determine appropriate measures to evaluate the effectiveness of EBP implementation and use data for quality improvement. (EPSLO 1, 2, 4, 5, 7, 8)

NUR 316: Global Health Promotion and Community Health - 6 cr	Global Health Promotion and Community Health will explore the concepts of epidemiology and disease transmission, comprehensive assessment of risk factors and health problems, program planning and intervention, environmental health, and collaboration with the interdisciplinary team from a theoretical and scientific framework. The nursing process is applied to promote and preserve the health of populations.	• Identify current global health issues and concerns, policies, processes, programs, and practices that contribute to and hinder global health improvement. (EPSLO 2, 3, 5, 7) • Analyze holistic comprehensive and focused assessments of diverse communities, groups, and populations. (EPSLO 1, 2, 3, 4) • Critically analyze evidence-based practice guidelines/research and nursing and interdisciplinary theories that support quality outcomes in the care of diverse communities, groups, and populations. (EPSLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) • Analyze program and policy strategies to address the burden of diseases both locally and globally. (EPSLO 2, 3, 5, 7, 9) • Engage in purposeful collaboration and communication within a team to develop plans of care for communities, groups, and populations considering social determinants of health. (EPSLO 1, 3, 6, 9, 10)
NUR 410: Informatics in Healthcare - 6 cr	Introduction to healthcare informatics from an interdisciplinary perspective. Foundational concepts of healthcare informatics are explored, including theoretical underpinnings of healthcare informatics; use of information systems in a variety of healthcare settings; the e-patient and participatory informatics; quality, usability, and standards related to healthcare informatics, legal and ethical implications for practice; and emerging technologies.	• Discuss the fundamental concepts, principles, and theories of nursing informatics. (EPSLO 1, 8) • Evaluate the benefits and challenges of various health information technologies (IT) in improving patient care and outcomes. (EPSLO 3, 4, 6, 8) • Discuss how informatics drives patient data and health information. (EPSLO 1, 4, 8) Critically assess the usability, efficiency, and effectiveness of health IT applications. (EPSLO 8) • Analyze ethical dilemmas and legal issues related to nursing informatics, including patient privacy, data ownership, and informed consent. (EPSLO 4, 5, 7, 8)

NUR 412: Issues and Trends in Nursing - 6 cr	Issues and Trends in Professional Nursing analyzes the impact of economic, demographic, and technological forces on healthcare delivery and the concerns relating to ethical, legal, and social issues that influence nursing practice. A historical background gives perspective to current nursing problems, and future trends regarding their impact on roles and practice. Issues currently impacting professional nursing are examined. The potential transformation of nursing practice in response to societal changes will be explored, as well as the new opportunities these challenges have for career development.	● Discuss the evolution of the nursing profession in relation to current and future trends in nursing practice (EPSLO 4, 7) ● Analyze current ethical, economic, demographic, and technological challenges facing health care that impact the quality of nursing care (EPSLO 1, 2, 5, 8). ● Discuss the effect of professional organizations and standards on shaping nursing and career development (EPSLO 3, 9). ● Articulate the influence of legislation and societal change on the nursing profession (EPSLO 7, 9). ● Demonstrate effective communication and research skills when debating current and future healthcare issues and trends (EPSLO 9, 10).
NUR 414: Pathophysiology, Pharmacology, & Physical Assessment (3Ps) in Professional Nursing Practice - 6 cr	Pathophysiology, Pharmacology, and Physical Assessment in Professional Nursing offers an in-depth exploration of the three foundational pillars of nursing practice: Pharmacology, Pathophysiology, and Physical Assessment. Through this course, students will develop a thorough understanding of the pharmacological principles related to drug action, administration, and interactions; the pathophysiological mechanisms underlying various diseases and	● Understand and apply key pharmacological principles, including drug mechanisms, side effects, contraindications, and interactions, to create safe and effective medication regimens tailored to individual patient needs. (EPSLO 1, 2, 4, 5, 7) ● Demonstrate a comprehensive understanding of the pathophysiological processes underlying common diseases and conditions, enabling them to anticipate clinical manifestations and potential complications in patient care. (EPSLO 1, 2, 4, 5, 7) ● Develop and refine their physical assessment skills, performing systematic and thorough

	conditions; and the skills necessary to conduct comprehensive physical assessments. Students will learn to identify and interpret clinical signs and symptoms, understand the physiological processes that lead to disease, and apply pharmacological knowledge to manage patient care effectively. Emphasis is placed on integrating these three domains to formulate evidence-based, patient-centered care plans. By the end of the course, students will be prepared to assess complex clinical situations, make informed decisions, and contribute to improved patient outcomes in various healthcare settings. This course will highlight the integration and application of the three disciplines, preparing students for real-world clinical practice.	evaluations of patients' physical, emotional, and mental health to accurately identify and document clinical findings. (EPSLO 1, 2, 4, 5, 7) ● Integrate knowledge from pharmacology, pathophysiology, and physical assessment to critically analyze patient data, identify priority issues, and make informed, evidence-based clinical decisions to enhance patient outcomes. (EPSLO 1, 2, 4, 5, 6, 7) ● Demonstrate the ability to synthesize information from physical assessments, pharmacological considerations, and pathophysiological insights to develop holistic, patient-centered care plans that address the diverse needs of individuals across the lifespan. (EPSLO 1, 2, 3, 4, 5, 6, 7)
NUR 416: Leadership - 6 cr	The Nursing Leadership course is designed to provide senior-level nursing students with an in-depth understanding of leadership theories, principles, and practices within the healthcare context. Through theoretical instruction, discussions, and projects, students will develop the critical skills necessary to excel as leaders in healthcare settings. This course aims to prepare students to become competent and confident nursing leaders capable of making positive impacts on patient care, healthcare organizations, and the nursing profession as a	● Synthesize nursing leadership knowledge by integrating concepts, theories, and principles of nursing leadership to address complex healthcare challenges (EPSLO 1, 4, 7). ● Distinguish organizational and system-level issues and their impact on nursing leadership and propose solutions for improvement (EPSLO 4, 5, 7). ● Review evidence-based projects that address a specific healthcare issue or improve nursing practice and patient outcomes (EPSLO 4, 5, 6, 7). ● Explore innovative approaches to nursing leadership and change management strategies to implement innovative practices (EPSLO 1, 4). ● Examine the ability to effectively

	whole.	collaborate with interdisciplinary teams, fostering a culture of communication and collaboration in a leadership role to enhance patient outcomes (EPSLO 4, 9, 10). • Evaluate personal leadership growth by engaging in self-assessment and reflective practices to identify areas of professional growth and development as nurse leaders (EPSLO 9, 10).
NUR 418: Capstone Didactic - 6 cr	Students enrolled in the Capstone Didactic course will use critical thinking skills and evidence-based practice to promote patient-centered nursing in the Capstone health care environment. Students will explore the unique healthcare needs and challenges faced by underserved populations within diverse communities; the compassionate approach to holistic care, symptom management, and emotional support during the end-of-life palliative care journey; and the principles, theories, and practices related to leadership, management, and administration in the healthcare setting . Students in this course will begin to create their evidence-based project that will culminate during their Capstone clinical course.	• Discuss activities that promote the importance of nursing and professional nursing roles in creating change in health care environments. (EPSLO 1, 2, 3, 4, 5, 6, 7, 8) • Examine the unique healthcare needs and challenges faced by underserved populations within diverse communities. (EPSLO 3, 7) • Examine the compassionate approach to holistic care, symptom management, and emotional support during the end-of-life palliative care journey. (EPSLO 1, 2, 7) • Evaluate the principles, theories and practices of nursing leadership, management, and administration in the healthcare setting. (EPSLO 4, 7, 10) • Discuss processes for identifying appropriate Capstone site based on interest in palliative care, underserved and vulnerable populations, and nursing management and administration. (EPSLO 1, 9, 10) • Create goals for Capstone clinical experience and a plan to communicate those goals with the Capstone site. (EPSLO 1, 9, 10)
Choose one of the following Capstone Clinical options - 6 cr		
NUR 420A: Capstone Clinical	The Nursing Management and Administration	• Evaluate and apply principles of healthcare management and

Nursing Administration and Management -	Capstone course provides the student with a comprehensive and in depth understanding of the principles, theories, and practices related to leadership, management, and administration in the healthcare setting. The student will integrate theoretical knowledge with practical application to prepare the student for leadership roles within the nurse profession. The student will explore key topics such as healthcare policy, economics, strategic planning, quality improvement, ethics, human resource management, and organizational behavior. The student will utilize evidence-based practice, quality patient care, and promotion of a culture of safety within the healthcare environment to apply their knowledge and skills in solving complex problems and making informed decisions that impact patient outcomes or organizational effectiveness. By the end of this capstone course the student will develop a project that demonstrates their ability to analyze and address a contemporary issue in nursing management and administration. The student will showcase their ability to integrate theory, research, and best practices to propose an innovative solution that contributes to the advancement of healthcare delivery and patient care.	administration to solve a complex problem and make evidence-based decisions in nursing leadership roles. (EPSLO: 1, 2, 4, 5, 6, 7, 8) • Demonstrate effective communication and collaboration skills by working with the interdisciplinary team to develop and implement strategies for improving patient outcomes and healthcare delivery process. (EPSLO: 1, 4, 6, 7, 8) • Analyze current healthcare policies, regulations, and/or ethical considerations to develop sound strategies for promoting patient safety, quality care, and/or organizational effectiveness within a healthcare setting. (EPSLO: 1, 2, 3, 4, 5, 6, 7, 8) • Design and execute a comprehensive project that integrates knowledge of leadership theories, best practices in nursing management, and evidence-based research to address a significant issue in nursing administration, demonstrating the ability to generate innovative solutions for healthcare challenges. (EPSLO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
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NUR 420 B: Capstone Clinical- Palliative Care	The nursing palliative care capstone course is a Capstone clinical experience focusing on end-of-life care. It gives students a comprehensive understanding of palliative care principles, including ethics and human rights, practices, interprofessional collaboration, and strategies to effectively care for patients with life-limiting illnesses and their families. This course aims to equip students with the necessary knowledge and compassionate approach to offer holistic care, symptom management, and emotional support during the end-of-life journey.	● Apply palliative care concepts to provide holistic, collaborative care to the palliative care patient population in the clinical setting. (EPSLO 1, 2, 3, 4, 6, 9) ● Examine the psychological and emotional challenges faced by patients, families, and caregivers in palliative care and provide appropriate psychosocial support (EPSLO 2). ● Explore ethical and cultural considerations within palliative care, respecting patients' choices, beliefs, and values (EPSLO 7). ● Evaluate collaboration within interdisciplinary teams to provide holistic care, integrating the expertise of various healthcare professionals (EPSLO 6 & 7). ● Implement developed evidence-based practice (EBP) project that assists individuals, families, populations, or the community to meet the needs of the palliative care patient. (EPSLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
NUR 420C: Capstone Clinical- Vulnerable and Underserved Populations	The Vulnerable and Underserved Populations Capstone clinical course explores the unique healthcare needs and challenges faced by underserved populations within diverse communities. The student will integrate theoretical study with experiential learning to examine social determinants of health, disparities in access to care, cultural competence, and strategies for promoting health equity. Emphasis will be placed on understanding the intersectionality of factors contributing to health disparities and developing culturally sensitive approaches to nursing practice. The student will utilize evidence-based practice, quality patient care,	● Apply concepts related to underserved populations to provide holistic, collaborative, culturally competent care to this patient population in the healthcare setting. (EPSLO 1, 2, 3, 4, 6, 9) ● Explore collaboration with the interdisciplinary team to provide holistic care to underserved populations. (EPSLO 3, 4, 5, 6, 7, 9) ● Evaluate the role of cultural competence and humility in providing effective and equitable nursing care to diverse populations. (EPSLO 1, 2, 3, 5, 6, 7, 9, 10) ● Analyze disparities in healthcare access, utilization, and outcomes among underserved populations, including racial and ethnic minorities, low-income individuals, LGBTQ+ communities, immigrants, and refugees (EPSLO 2, 3). ● Design and present an evidence-based practice (EBP) project that assists individuals, families,

	and promotion of a culture of safety within the healthcare environment to apply their knowledge and skills in solving complex problems and making informed decisions that impact patient outcomes. By the end of this capstone course the student will develop a project that demonstrates their ability to analyze and address a contemporary issue within the vulnerable and underserved patient population.	populations, or the community to meet basic human needs and promote quality of life. (EPSLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
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Sequence of Courses:

Year 1

Term	First Term			2nd Term			3rd Term			4th Term	
Credits/ILC	6	6	4	6	6		6	6	4	6	6
Course	NUR 310	NUR 312	Math 243	NUR 314	NUR 410		NUR 316	NUR 412	BI 234	NUR 416	NUR 414

Year 2

Term	First Term	
Credits/ILC	6	6
Course	NUR 418	NUR 420