BOARD OF NURSING
Education Committee Meeting
Professional and Vocational Licensing Division
Department of Commerce and Consumer Affairs
State of Hawaii

AGENDA

DATE: Thursday, February 6, 2025

TIME: Approximate time 11 a.m. **(Immediately following the Board of Nursing Meeting that starts at 9:00 a.m.)**

IN-PERSON MEETING LOCATION: Queen Liliuokalani Conference Room
King Kalakaua Building, 1st Floor
335 Merchant Street
Honolulu, Hawaii 96813

VIRTUAL: Virtual Videoconference Meeting – Zoom Meeting (use link below)
https://dcca-hawaii-gov.zoom.us/j/81501509319?pwd=9YJucGwNJz7ADvR2QSmcpOVZC3AFxq.1

ZOOM PHONE NUMBER: (669) 900 6833
Meeting ID: 815 0150 9319
Passcode: 942682

AGENDA: The agenda was posted on the State electronic calendar as required by HRS section 92-7(b).

If you wish to submit written testimony on any agenda item, please submit your testimony to nursing@dcca.hawaii.gov or by hard-copy mail to Attn: Board of Nursing, P.O. Box 3469, Honolulu, HI 96801. We request submission of testimony at least 24 hours prior to the meeting to ensure that it can be distributed to the Board members.

INTERNET ACCESS

To view the meeting and provide live oral testimony, please use the link at the top of the agenda. You will be asked to enter your name. The Board requests that you enter your full name, but you may use a pseudonym or other identifier if you wish to remain anonymous. You will also be asked for an email address. You may fill in this field with any entry in an email format, e.g., *****@***mail.com.

Your microphone will be automatically muted. When the Chairperson asks for public testimony, you may click the Raise Hand button found on your Zoom screen to indicate that you wish to testify about that agenda item. The Chairperson will individually enable each testifier to unmute their microphone. When recognized by
the Chairperson, please unmute your microphone before speaking and mute your microphone after you finish speaking.

PHONE ACCESS

If you cannot get internet access, you may get audio-only access by calling the phone number listed at the top on the agenda.

Upon dialing the number, you will be prompted to enter the Meeting ID which is also listed at the top of the agenda. After entering the Meeting ID, you will be asked to either enter your panelist number or wait to be admitted into the meeting. You will not have a panelist number. So, please wait until you are admitted into the meeting.

When the Chairperson asks for public testimony, you may indicate you want to testify by entering "*" and then "9" on your phone's keypad. After entering "*" and then "9", a voice prompt will let you know that the host of the meeting has been notified. When recognized by the Chairperson, you may unmute yourself by pressing "*" and then "6" on your phone. A voice prompt will let you know that you are unmuted. Once you are finished speaking, please enter "*" and then "6" again to mute yourself.

For both internet and phone access, when testifying, you will be asked to identify yourself and the organization, if any, that you represent. Each testifier will be limited to five minutes of testimony per agenda item.

If connection to the meeting is lost for more than 30 minutes, the meeting will be continued on a specified date and time. This information will be provided on the Board's website at
https://cca.hawaii.gov/pvl/boards/nursing/board-meeting-schedule/.

Instructions to attend State of Hawaii virtual board meetings may be found online at https://cca.hawaii.gov/pvl/files/2020/08/State-of-Hawaii-Virtual-Board-Attendee-Instructions.pdf

1. Roll Call, Quorum, Call to Order - HRS §92-3 Open Meetings and HAR §16-89-70 Oral testimony

2. Chair's Report

    A. Announcements

3. Approval of the Minutes

    A. December 5, 2024 Meeting

4.   Notice of New Interim Allied Health Department Chair for University of Hawaii Maui College: Anne Scharnhorst, DNP, RN, CNE

5.   Hawai'i Nursing Programs

      A.   Annual Reports – Deferred from the December 5, 2024 Meeting

            i.   Hawaii Pacific University – Ms. Oliveira
            ii.   Chaminade University – Ms. Oliveira
            iii.   Hawaii Community College – Ms. Shields-Hanson
            iv.   Kapiolani Community College – Ms. Oliveira

      B.   Faculty Applications

            i.   University of Hawaii at Manoa

                  a.   Rowena Regina Bermudez
                  b.   Patricia Stetson
                  c.   Katherine Versola
                  d.   Meagan Guise
                  e.   April Ahsing
                  f.   Tracy Sacan
                  g.   Tara Vaughn
                  h.   Nerissa Vazquez Arroyo

6.   Nurse License Applications

      A.   Licensed Practical Nurse

            i.   Jennifer Salazar Arreola

      B.   Registered Nurses

            i.   Carrie Ann Toth – deferred from December 5, 2024 meeting
            ii.   Rosie Tilli – deferred from December 5, 2024 meeting
            iii.   Yejide Changamire – deferred from December 5, 2024 meeting
            iv.   Nadine Campbell
            v.   Marie Fenelus
            vi.   Naomie Laplante

7.   Credential Evaluation Agency

      A.   Educational Records Evaluation Service

           Expressed interest in becoming an approved credential evaluation agency with the Hawaii Board of Nursing

Board of Nursing – Education Committee Agenda
Thursday, February 6, 2025

8.	Next Meeting:	Date:	Thursday, March 6, 2025
		Time:	**(Immediately following the Board of Nursing Meeting that starts at 9:00 a.m.)**
		In-Person:	Queen Liliuokalani Conference Room
		Virtual:	Zoom Meeting

9.   Adjournment

1/29/25

If you need an auxiliary aid/service or other accommodation due to a disability, contact Alexander Pang at (808)586-2701 and nursing@dcca.hawaii.gov as soon as possible, preferably by February 4, 2025. Requests made as early as possible have a greater likelihood of being fulfilled.

Upon request, this notice is available in alternate formats such as large print, Braille, or electronic copy.

BOARD OF NURSING
Education Committee
Professional & Vocational Licensing Division
Department of Commerce & Consumer Affairs
State of Hawaii

<u>MINUTES OF EDUCATION COMMITTEE MEETING</u>

The agenda for this meeting was filed with the Office of the Lieutenant Governor as required by section 92-7(b), Hawaii Revised Statutes.

<u>Date</u>:	Thursday, December 5, 2024
<u>Time</u>:	Immediately following the Board of Nursing Meeting that is scheduled to start at 9:00 a.m.
<u>In-Person Meeting Location</u>:	King Kalakaua Building Queen Liliuokalani Conference Room, First Floor 335 Merchant Street Honolulu, Hawaii 96813
<u>Virtual</u>:	Virtual Videoconference Meeting – Zoom Webinar (use link below) https://dcca-hawaii-gov.zoom.us/j/86022575552?pwd=MFCXiMHat13K5nhXRJNvu8emxiah5p.1

Zoom Phone Number: (669) 900 6833
Meeting ID: 860 2257 5552
Passcode: 059820

<u>Virtual Meeting Instructions</u>:	The Chair provided information on internet and phone access for today's virtual meeting and a short video regarding virtual meetings was played for attendees. For purposes of this virtual meeting, the Chair will take roll call of the Committee members to establish quorum and for motions that require a vote of the Committee members.
<u>Members Present</u>:	Karen Boyer, RN, MN, FNP, Chair Carrie Oliveira, Public Member
<u>Staff Present</u>:	Chelsea Fukunaga, Executive Officer ("EO Fukunaga") Alexander Pang, Executive Officer ("EO Pang") Marc Yoshimura ("Secretary")

Guests:	Lorrie Wong
Call to Order:	The agenda for this meeting was filed with the Office of the Lieutenant Governor, as required by section 92-7(b), Hawaii Revised Statutes ("HRS"). The Chair took roll call. Ms. Shields-Hanson was excused from this meeting. The meeting was called to order at 11:19 a.m.
Chair's Report:	The Chair had no report.
Approval of the Minutes:	**November 7, 2024 Meeting Minutes** The Chair asked if there were any corrections or discussion to the minutes of the November 7, 2024 meeting. There being none, upon consensus, it was voted on and unanimously carried to approve the minutes of the November 7, 2024 meeting minutes as circulated.
Correspondence	**Email from Lorrie Wong, dated November 14, 2024, to discuss a proposed changed to the Graduate Entry Pre-Licensure Nursing ("GEPN") Program at the University of Hawaii at Manoa School of Nursing and Dental Hygiene** The Chair welcomed Dr. Lorrie Wong to the meeting via Zoom. Dr. Wong explained how the GEPN program at the University of Hawaii at Manoa School of Nursing and Dental Hygiene currently worked. A student with a non-nursing graduate degree could enroll in the GEPN program to have an accelerated first year with pre-licensure, while also being admitted into the masters, APHN, or DNP tracks. Based on research from Hanover and others, the program wanted to change this from a GEPN program into a Masters Direct Entry Program ("MDE"). Dr. Wong noted that this was not a new idea, and that other universities were beginning to use MDE programs. AACN and CCNE were also approving these programs. The MDE allows you to do a prelicensure program with additional courses. The student could graduate with a master's entry level degree.

Dr. Wong's asked what type of notification they needed to give the Board, as the University wanted to modify the GEPN program to create a stop-out after the prelicensure year plus three additional courses to get a master's level entry degree.

Ms. Oliveira asked how many credit hours the entire curriculum was.

Dr. Wong said 56 credit hours. The Chair asked if that was total. Dr. Wong said yes. Some of the programs were as low as 49, which was less than what the Board had mandated for MEPN programs.

Ms. Oliveira said she was concerned about HAR 16-89-47, the minimum curriculum for programs preparing registered nurses. The completion of the RN year of a GEPN program makes a person eligible for RN licensure. The minimum education requirement was either an ADN or BSN. There was not an explicit provision for a master's entry program. Even interpreting the rules broadly, using some combination of the ADN and BSN, the proposed program would not meet the requirements. Ms. Oliveira said the proposal was to create a graduate, entry-level practice degree program short of the credit hours required for a baccalaureate degree.

Dr. Wong said that according to HAR 16-89-47(d)(2), there was a section relating to MEPN, masters entry program in nursing, that required 56 credits, 40% of which were clinical hours. That was the standard that the University had referenced.

The Chair asked if the MDE was a prelicensure year, which consisted of two semesters and a summer. Dr. Wong said no, it would be two summers and a fall and spring. They had a consultant coming in to help them build out the program, and this consultant had helped with two other programs that had been accredited by CCNE. Dr. Wong said the University hoped to consult the Board first before working with their consultant to construct the program.

The Chair asked for clarification if the MDE consisted of two summers with two semesters between for that one year of prelicensure, and then an additional three semesters.

Dr. Wong said no, there would be three additional courses. Ms. Oliveira asked, included in the three months? Dr. Wong said yes. Ms. Oliveira asked what the three additional courses were. Dr.

Wong said epidemiology, evidence-based practice and research, and possibly a new data analytics course for skills with population data and building programs relating to that data.

Ms. Oliveira asked, the current GEPN program in its RN year is going to say, you'll add the three courses, it becomes a 15-month program, and then the student gets a master's degree? Dr. Wong said yes, a master's entry level degree, not an APRN or specialty master's degree. According to AACN's definition of a master's level program, in addition to basics, a MDE curriculum could include additional courses to meet the institution's requirements for awarding a master's degree. Currently, many master's level programs include content on care coordination, quality improvement, leadership, or specialties of the school's choice, but it was clear that the program was an entry level master's degree.

Ms. Oliveira asked if, in the University's research, they found any indication that a regulatory body would be reluctant to license an individual who had a master's degree but not a baccalaureate degree. Dr. Wong said no. She noted that nurses were being hired out of three MDE programs she knew of: Boston College, George Washington University, and Columbia University. Ms. Oliveira asked whether there had been any conversation with employers who would be reluctant to hire an RN who didn't have a baccalaureate degree. Dr. Wong said that they did ask their Director of Community Partnerships to query their partners on Oahu and other islands, and there was no concern. They were especially concerned about federal employers such as Tripler and Veterans Affairs, but they were told that their MDE graduates would be fine, because MDE programs were occurring nationally.

Ms. Oliveira asked why the University was opting for the MDE as opposed to an accelerated second degree bachelor's. Dr. Wong said that they weren't allowed to do an accelerated bachelor's as they had too many bachelor's programs at the University. Dr. Wong said they were still working with Grad Division. Dr. Wong said that GEPN had worked as a "feeder" into their master's and DNP programs. This would require a second application to get into master's in other programs or the DNP. Based on several surveys, including the consultation of Hanover Research and query of their students, they felt that the MDE was a better path for the students. In their prelicensure year, they wanted to have not another bachelor's, but another degree with additional content to make them more marketable.

The Chair asked for confirmation as to whether the program would consist of 66 credits. Dr. Wong said anywhere from 56 to 59 credits. They used the 56 number from the Board's rules as their minimum.

Ms. Oliveira said that at their last Education Committee meeting, they were looking at an application for a faculty member who had done a GEPN program but had not obtained a baccalaureate degree. She asked, a student would have to complete the MDE 100% in order to receive any kind of degree and be eligible for licensure, correct? Dr. Wong said yes, that is what they wanted to ensure. They wanted to stop out the bachelor's degree because they didn't want to make a non-official accelerated bachelor's program, but an official program that they had consulted with the Board on. Ms. Oliveira asked, this is an entry level prelicensure program that just confers a master's instead of a baccalaureate? Dr. Wong said yes.

The Chair said she believed this was a revised program, so it would fall under a major revision of nursing program per HAR 16-89-52. She said that the University could probably apply to the Board for the MDE program in January or February of 2025.

Ms. Oliveira asked when the University was planning on starting the MDE program. Dr. Wong said that anything they turned in to their Grad Division would be looked at in March 2025, and they could not do any offering for another year. So Summer 2026 would be the earliest if they could get approved at that time, but they would have to market and turn in preliminary work to CCNE.

The Chair suggested that after the consultant came in January to get the Board a preliminary draft, addressing that the program was waiting for CCNE and Grad Division approval simultaneously.

Ms. Oliveira asked Dr. Wong if she expected the MDE program to impact the accreditation of either the baccalaureate or graduate program. Dr. Wong said no, according to calls she'd had with their accreditors. Ms. Oliveira asked if this program would fall under their existing accreditations. Dr. Wong said yes, and it would count as a major modification.

Ms. Oliveira said, of the 56 credit hours, 40% would be in clinicals or labs, correct? Dr. Wong said yes. Their goals were strengthening their students' leadership abilities and making sure they had a few more clinical credits.

Dr. Wong thanked the Board for their time.

Dr. Wong exited the meeting.

Email inquiry from Mary Farmer, dated November 19, 2024, regarding whether the Veritas Remediation course for Licensed Practical Nurses meets the requirements of a Board-approved remedial program

In her email, Mary Farmer had asked whether the Board would approve Veritas's remediation course for LPNs who had not been able to pass the NCLEX-PN. The Chair said she had reviewed the information about the course. It was an online course offering 80 hours of theory, 48 hours of clinical. The Chair noted that HAR 16-89-2 required 60 hours of clinical, and Ms. Farmer had stated that their program would take care of that requirement, with some clinicals being done in-person and the rest online.

Ms. Oliveira said she wasn't reading Ms. Farmer's response as stating that they would offer 60 hours of clinical to meet Hawaii's requirements.

The Chair said that this should be part of their response to Veritas.

Per its consensus, the Education Committee recommended that the Board approve Vertias's request.

<u>Hawaii Nursing Programs</u>: **Annual Reports**

<u>University of Hawaii @ Manoa/GEPN</u>
The Chair reported that the University of Hawaii @ Manoa/GEPN submitted its report on November 2, 2024 for its traditional BSN program, RN to BSN, RN to MSN, prelicensure program, GEPN, master's program, BSN to DNP, MSN to DNP, and PHD programs. Their numbers looked consistent with prior years. Their graduation numbers looked good and their NCLEX scores were quite high at 97-98%. They had an appropriate number of faculty. They were using electronic simulations. The Chair moved to recommend approval of this program's report to the Board. Ms. Oliveira seconded the motion. The motion carried by consensus.

<u>Hawaii Pacific University</u>
The Education Committee deferred review of this annual report.

Chaminade University
The Education Committee deferred review of this annual report.

Hawaii Community College
The Education Committee deferred review of this annual report for additional information.

Kapiolani Community College
The Education Committee deferred review of this annual report.

Faculty Applications:

Kauai Community College

Jessica Tatsuda-Merrell
The Education Committee did not have any comments on this applicant.

Kapiolani Community College

Katelyn Teshima
The Education Committee did not have any comments on this applicant.

Mary L.Y. Gutierrez
The Education Committee did not have any comments on this applicant.

Mary Kenui
The Education Committee did not have any comments on this applicant.

Amber Moanikeala Amerino
The Education Committee did not have any comments on this applicant.

The Education Committee had consensus to recommend approval to the Board of all of the aforementioned faculty applications.

Nurse License Applications:

Registered Nurses

Shelby Kurt
The Chair noted that the CGFNS Report for this applicant identified educational deficiencies in clinical practice for maternal/infant nursing, nursing care of children, and psychiatric/mental health nursing.

Ms. Oliveira pointed out that HAR 16-89-47 only required that an RN education required curriculum in nursing across the lifespan, and that the curriculum needed to be 40% in laboratory or clinical instruction, with no particular restrictions on the composition of that laboratory or clinical instruction.

The Chair noted that her NCLEX-PN program prepared nurses in these components.

Ms. Shields-Hanson agreed with Ms. Oliveira.

The Education Committee had consensus on recommending approval of this application to the Board of Nursing.

Madison McQuaid
The Chair noted that per the applicant's CGFNS report, Ms. McQuaid lacked theoretical instruction in maternal/infant and clinical practice in psychiatric/mental health and geriatric nursing.

Ms. Oliveira reiterated that there was no requirement in HAR 16-89-47 for clinical hours in specific subjects. However, she was interested in hearing an argument that lacking clinical hours in certain subjects, such as geriatrics, showed a curriculum lacking in nursing care of clients through the lifespan pursuant to HAR 16-89-47(c)(2). She felt that an argument could be made for and against this position.

The Education Committee had consensus on recommending approval of this application to the Board of Nursing.

Kory Brimmer
The Chair said that this applicant was eligible for licensure under Hawaii Revised Statutes 457-8.5(b) regarding APRNs licensed prior to October 1, 2009 whose license was granted based on a master's degree in nursing or a current certification for specialized and advanced nursing practice from a national certifying body. His certifications were current.

The Education Committee had consensus on recommending approval of this application to the Board of Nursing.

Gerda Smyth and Philomene Jean-Joseph
The Education Committee had consensus on moving into Executive Session in order to discuss confidential matters relating to these

applications. The Education Committee entered Executive Session at 11:57 a.m.

The Education Committee exited Executive Session at 12:05 p.m.

The Education Committee had consensus to defer both of these applications due to clinical hour education deficiencies, pursuant to HAR 16-89-47(d)(2).

<u>Rosie Tilli, Carrie Ann Toth, and Yejide Changamire</u>

Ms. Oliveira noted that Ms. Tilli's CGFNS report indicated a lack of theoretical hours in obstetrics and maternal health. This showed a curriculum lacking in nursing care of clients through the lifespan pursuant to HAR 16-89-47(c)(2).

The Chair said that she hoped to get Ms. Shields-Hanson's opinion on these applications. As such, at the consensus of the Education Committee, review of these applications was deferred to a future Education Committee meeting.

Next Meeting:	Date:	Thursday, February 6, 2025
	Time:	**(Immediately following the Board of Nursing Meeting that starts at 9:00 a.m.)**
	In-Person:	Queen Liliuokalani Conference Room King Kalakaua Building, 1st Floor 335 Merchant Street Honolulu, Hawaii 96813
	Virtual:	Zoom Webinar

<u>Adjournment</u>:   The meeting was adjourned at 12:15 p.m.

Taken by:

  /s/ Alexander Pang
Alexander Pang
Executive Officer

AP

11/21/24

[   ]   Minutes approved as is.

[   ]   Minutes approved with changes; see minutes of
_____.

Marc M. Yoshimura

From:	DCCA PVL
Sent:	Wednesday, January 22, 2025 8:51 AM
To:	Alexander WKM. Pang; Chelsea L. Fukunaga
Cc:	DCCA Nursing
Subject:	FW: [EXTERNAL] ERES Request for Approval as a Credential Evaluation Agency for Hawaii Board of Nursing
Attachments:	1 ERES--Nursing Evalaution.pdf; 2 ERES--Procedure for Identifying Fraudulent Credentials.pdf; 3 ERES--Appeal Procedure.pdf; 4 ERES--List of Approved Boards of Nursing.pdf; 5 ERES--Language we spoken.pdf; ERES--Nursing--Sample 1.pdf; ERES--Nursing--Sample 2.pdf

From: Cheng Sha █████████████
Sent: Sunday, January 12, 2025 7:12 PM
To: ██████████████; DCCA BAC ███████████████; DCCA PVL ██████████████; DCCA HPEAP ████████████; DCCA DCCA ████████████
Subject: [EXTERNAL] ERES Request for Approval as a Credential Evaluation Agency for Hawaii Board of Nursing

CAUTION: This email originated from outside of Hawaii State Gov't / DCCA. Do not click links or open attachments unless you recognize the sender and are expecting the link or attachment.

Aloha,

I hope this message finds you well.
On behalf of Educational Records Evaluation Service (ERES), I am writing to formally express our interest in becoming an approved credential evaluation agency for the Hawaii Board of Nursing.

Could you kindly let us know if there is an official application process we need to complete or any specific forms or materials required for consideration?

As a charter member of the National Association of Credential Evaluation Services (NACES) since 1993, ERES has consistently demonstrated leadership and expertise in credential evaluation and foreign license verification. Our director currently serves as the chairperson of NACES, highlighting our longstanding commitment to excellence and the trust we have earned in the field.

We are proud to be a trusted evaluation provider for approximately 20 State Boards of Nursing across the United States, including Alabama, Arizona, California BVNPT, Colorado, Florida, Illinois, New Mexico, Oregon, Texas, and Washington, among others.

Our proven track record highlights our ability to meet the specific requirements and standards for evaluating foreign nursing education and supporting licensure processes.

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We believe that offering applicants an additional evaluation option in Hawaii would enhance their experience and streamline their path to licensure. To assist in your review, we have attached sample reports that demonstrate the quality and thoroughness of our evaluations.

To assist with your review, I have included our supporting materials and sample reports, which showcase the precision, quality, and thoroughness of our evaluations. Kindly let us know the next steps in the application process or if there are any additional documents or information we can provide to facilitate your decision.

Thank you for your time and attention. We would be honored to partner with your board in supporting professional excellence within the nursing profession.

We look forward to your response.

Warm regards,

Cheng Sha

Operations Manager
Educational Records Evaluation Services
4773 Mangels Blvd, Fairfield, CA 94534

| Website: *www.eres.com*

ERES Nursing Evaluation Process

1. Online Application Submission

The applicant must:

- Complete and submit the ERES Nursing evaluation application form through the online portal.
- Pay the evaluation fees as per the fee schedule.

2. Submission of Official Documents

The degree-granting institution must send the following documents directly to ERES:

- **Official Transcript(s):** Including marks sheets, if applicable, reflecting coursework, grades, and graduation details.
- **Original Degree Certificate:** Or equivalent academic records to confirm the awarded degree.
- **Official Course Descriptions or Syllabi:** Providing detailed information on coursework content.
- **Detailed Program Information (Form 101):** Completed by the program director or a qualified institutional representative, including:
  - Program length.
  - Entry requirements.
  - Areas of concentration.
  - Attendance dates.
  - Graduation status.
  - Next level of study or certification eligibility upon program completion.
  - Local government accreditation details.
  - Employment eligibility after program completion.
  - Name and contact information of the person providing the details.

3. Submission of Official Licensure Verification

If the applicant holds a foreign nursing license, the foreign license-granting authority must send the following documents directly to ERES:

- **Official Licensure Verification:** Including:
    - License number.
    - Issue date.
    - Governmental division in the country regulating the licensing authority.
    - Expiration date.
    - Validation date

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4. Document Translations

If documents are not in English:

- Translations must be provided either by the issuing institution or a recognized translation service, **or**
- ERES can provide in-house translation services for the original documents.

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5. Evaluation by ERES

ERES conducts a thorough evaluation of the submission, including:

- **Document Authenticity:** Verification through primary sources, which may vary by country.
- **Institutional Accreditation:** Confirming that the degree-granting institution and program meet recognized accreditation standards.
- **Program Accreditation:** Ensuring the program aligns with regulatory or educational standards in its country of origin.
- **Theoretical and Clinical Training Evaluation:**
    - **Theoretical Components:** Fundamental subjects such as psychology, sociology, anatomy, microbiology, nutrition, physiology, and pharmacology.
    - **Clinical Components:** Core nursing specialties including medical-surgical, pediatric, obstetric, psychiatric, geriatric, and community health nursing.
- **Educational Equivalency:**
    - Comparing the educational system to U.S. standards.
    - Assessing foundational nursing education and the length of study.
    - Verifying program organization, faculty credentials, student body structure, and curriculum.

6. Additional Information Requests

If additional details are required, ERES will contact:

- The applicant directly.
- The program director or other institutional representatives.

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7. Final Decision and Issuance of the Official Report

ERES will:

- Provide a comprehensive evaluation report detailing the findings.
- Communicate the final decision on the equivalency of the nursing education to U.S. standards to the applicant if needed.

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8. Delivery Methods

ERES offers multiple delivery options for the official evaluation report:

- **Physical Delivery:** The official report can be mailed directly to a designated physical address.
- **Email Delivery:** The report can be sent to designated email addresses.
- **ERES SharePoint Portal:** For additional security, the official report can be shared via ERES SharePoint, a secure portal for sharing documents directly with the State Board.

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9. Turnaround Time

- **Standard Turnaround Time:** Typically 5-6 weeks from the date all required documents are received and verified as complete.
- **Expedited Service:** Available upon request. Expedited evaluations can be completed as quickly as **5 business days** once all required documents are received.

ERES Corporate Office
4773 Mangels Blvd,
Fairfield, CA 94534

Tel: 707-759-2866
E-mail: edu@eres.com
www.eres.com
Founded 1981 · NACES Member Since 1993

Educational Records Evaluation Service

Procedure for Detecting Fraudulent Credentials at ERES

1. Physical Examination of Documents

1.1. **Material Assessment**
- Evaluate the type of material used.
- Assess paper quality, ensuring authentic documents are printed on high-quality, heavier stock.

1.2. **Document Size and Orientation**
- Compare document size to country norms (e.g., Latin American diplomas are often large, European transcripts are typically A4).
- Verify the printing orientation (landscape vs. portrait) commonly used in the issuing country.

1.3. **Print Quality**
- Check for issues like low-quality inks, smudges, or inconsistent color registration, which may indicate fraud.

2. Examination of Document Information

2.1. **Issuing Institution**
- Confirm that the institution exists and is legitimate, including verifying the appropriate school or unit within a college or university.
- Verify that the institution offered the program at the time the credential was awarded.

2.2. **Degree or Diploma**
- Ensure the awarded credential aligns with the country's education system (e.g., a "Bachelor's" degree from France would raise suspicion).
- Validate that terminology matches regional standards (e.g., "Upper/Lower Division" applies only in the UK or British-influenced systems).

2.3. **Inconsistencies and Errors**
- Look for subtle variations in institutional names, misspellings, or irregularities in seals, fonts, or design.
- Check the language of the document against the official language of the country (e.g., official documents in Mexico are not in English).

2.4. **Signatures and Stamps**
- Verify names, titles, and signatures of document signatories against known records.

- Examine seals and stamps for authenticity and consistency with standard institutional practices.

2.5. **Dates and Formats**
- Ensure dates correspond logically to the program and institution (e.g., U.S. dates use MM/DD/YYYY; European dates use DD/MM/YYYY).

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3. Transcript-Specific Evaluation
3.1. **Student Information**
- Verify student details (e.g., name, student number, program) for consistency.

3.2. **Academic Structure**
- Check terms and grading systems against country norms (e.g., semesters are common in the U.S.; annual terms in the UK).
- Validate grading scales and awarded grades for adherence to local practices (e.g., perfect scores are rare in Argentina and Chile).

3.3. **Credit Systems**
- Confirm credits align with the country's system (e.g., U.S. credits are standard in Canada but not in Mexico; ECTS applies in Europe).

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4. Verification Processes
4.1. **Fraud Database Check**
- Cross-reference credentials against ERES' fraud database to identify repeat offenders or known fraudulent cases.

4.2. **Electronic Verification**
- Utilize free electronic verification tools where available.

4.3. **Institutional Verification**
- Contact the issuing institution for verification when fraud is suspected. Requests include but not limit to:
  - Official correspondence using the institution's email or degree verification system.
  - Signed client consent forms and a copy of the document.
  - Payment for verification fees if required by the institution.

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5. Fraud Detection Indicators
- Irregularities in document material, design, or formatting.
- Errors or inconsistencies in institutional details, dates, or academic structure.
- Unusual grading patterns or credit allocations.

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6. Decision and Action
6.1. **Authentic Credentials**
- Proceed with evaluation, including a note confirming successful verification.

6.2. **Fraudulent Credentials**
- Reject the document and inform the applicant in writing of the findings.

- Retain records of the fraudulent credentials for future reference.
- Report fraud to relevant authorities or agencies based on ERES' procedure.

---

7. Appeal and Reassessment

7.1. Applicants may appeal within 30 days of the decision, providing additional documentation.
7.2. Reassess the case and communicate the final decision to the applicant.

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8. Confidentiality and Updates

- Maintain secure storage of all records and correspondence.
- Review and update fraud detection procedures annually to incorporate new tools and techniques.

ERES Corporate Office
4773 Mangels Blvd,
Fairfield, CA 94534

Tel: 707-759-2866
E-mail: edu@eres.com
www.eres.com
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Educational Records Evaluation Service

ERES Appeal Procedure for Fraudulent Records Determination

1. Eligibility to Appeal

- Any individual who has been notified of a determination of fraudulent records has the right to appeal.

- Appeals must be based on substantive evidence or valid explanations contesting the determination.

2. Timeframe for Filing an Appeal

- Appeals must be submitted within **60 days** of receiving the official notification of the fraudulent records determination.

- Late appeals will not be accepted unless exceptional circumstances are demonstrated.

3. Steps to File an Appeal

Step 1: Submit an Appeal Request

- Submit a formal written request to edu@eres.com

- Include the following:

    o Full name and contact information

    o DOB

    o Reference number

    o A detailed explanation of why the determination is being appealed.

o   Supporting documentation to contest the finding.

Step 2: Provide Supporting Evidence

- Submit any relevant evidence that demonstrates the authenticity of the records, such as:

    o   Official Verification Letter from the Institution.

    o   Any other evidence to support the appeal.

Step 3: Acknowledgment of Receipt

- Upon submission, the organization will acknowledge receipt of the appeal within **5 business days**.

- The acknowledgment will include information about the next steps and an estimated timeline for resolution.

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4. Review Process

1. **Initial Review**:

    o   A designated appeal officer or evaluator will conduct a preliminary review to ensure all required materials are included.

    o   If the submission is incomplete, the applicant will be notified to provide the missing information.

2. **Investigation**:

    o   The appeal officer will verify the authenticity of the submitted documents and explanations.

    o   This may involve contacting the issuing institution or conducting additional research.

3. **Decision Making**:

    o   The appeal officer or evaluator will make a determination based on the evidence provided.

    o   A decision will be issued within **5 business days** from the date of receiving all required information.

5. Notification of Decision

- The appellant will receive a written decision via email or mail

---

6. Final Decision

- The decision of the appeals committee will be final. No further appeals will be accepted.

- If the appeal is successful, the fraudulent records determination will be overturned, and the individual may continue with the process as outlined.

- If the appeal is denied, the determination will stand, and the individual may face consequences outlined in the initial notification.

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7. Confidentiality

- All appeals and related documents will be handled confidentially and in accordance with the organization's privacy policy.

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8. Contact Information

For questions or to submit an appeal, contact:

- **Email**: edu@eres.com

- **Mailing Address**: 4773 Mangels Blvd, Fairfield, CA 94534

Educational Records Evaluation Service

State Board of Nursing that accept ERES Evaluations

- Alabama Board of Nursing
- Arizona State Board of Nursing
- California Board of Vocational Nursing & Psychiatric Technicians
- Colorado State Nursing Board
- Florida Board of nursing
- Illinois Board of Nursing
- Indiana Board of Nursing
- Michigan Board of Nursing
- Nebraska Board of Nursing
- New Mexico Board of Nursing
- North Dakota Board of Nursing
- Northern Mariana Islands Board of Nursing
- Oregon State Board of Nursing
- South Carolina Board of Nursing
- Texas Board of Nursing
- Utah Board of Nursing
- Vermont Board of Nursing
- Washington Board of Nursing
- Wyoming Board of Nursing

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Educational Records Evaluation Service

Language We Speak at ERES

To ensure clear communication and excellent service for our diverse clientele, ERES offers support in the following languages:

- **Arabic**
- **English**
- **French**
- **Hindi**
- **Italian**
- **Mandarin**
- **Persian**
- **Russian**
- **Spanish**
- **Ukrainian**

Our multilingual team is dedicated to assisting applicants and institutions worldwide in a language they are most comfortable with.

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Educational Records Evaluation Service

Nursing Education Evaluation
with
Course-by-Course Detail

ERES Evaluation No.:	**XX-XX-XXXX**
Prepared for:	**XXXX Board of Nursing**
Purpose of Evaluation:	Nursing License
Applicant Name:	**XXXX**
Other Name:	**N/A**
Date of Birth:	August 28, 1988
Country of Nursing Ed.:	**Cameroon**
Dates of Attendance:	2013 – 2016, Higher National Diploma
Documentation:	Original documents were sent directly to ERES from the institution(s). We have examined the documentation carefully and have no reason to doubt its authenticity.
Nursing License:	Issued in Cameroon on August 01, 2016 (See details on page 4)

■ <u>**SUMMARY AND CONCLUSIONS:**</u>

It is the judgment of *Educational Records Evaluation Service* that the above studies are equivalent to the following completed at regionally accredited institutions of higher education in the United States:

- **Associate of Science Degree plus one year of undergraduate study in Nursing**

♦ **U.S. License Comparability: First Level General (Registered) Nurse.**

Certified by: Dated: March 25, 2024

XXXX
International Education Specialist

XXXX
ERES Evaluation No. **XX-XX-XXXX**
Nursing Education Evaluation Report

■ **Nursing Education:**

Credential Name:	Higher National Diploma
Country:	Cameroon
Institution:	Biaka University Institute of Buea
Period of Attendance:	October, 2013 – August, 2016
Completion Date:	November, 2016
Source of Credential:	Biaka University Institute of Buea
Entrance Requirement:	General Certificate of Education Advanced Level (13 years of study)
Length of Study:	Three Years, full time
Nature of Study:	Professional general nursing education
Language of Instruction:	English with English textbooks
Gives Access To:	It may be considered for admission to undergraduate studies at colleges and universities in the United States with credit determined through a course by course analysis.
U.S. Comparability:	Associate of Science Degree plus one year of undergraduate study in Nursing
Comments:	None

■ **Course List**

Grades and units have been converted to U.S. equivalencies. **Subjects in the field of Psychology, Sociology, Anatomy, Microbiology, Nutrition, Physiology and Pharmacology are listed in bold.**

COURSE TITLE	GRADE	UNITS	CLOCK HOURS THEORY	CLOCK HOURS CLINICAL
Biaka University Institute of Buea				
First Year First Semester:				
Anatomy & Physiology I	**B**	**3.0**	**50**	**10**
Sociology and Social Health	**B**	**3.0**	**40**	**20**
Medico Surgical I (Foundation of Nursing) I	C	3.0	40	20
Public Health I	A	3.0	40	20
Nutrition and Related Pathologies	**B**	**3.0**	**40**	**20**
Ethics & Legislation	B	3.0	40	--
English Language	B	1.0	10	--
Clinical Practice I	A	3.0	--	--
First Year Second Semester:				
Anatomy & Physiology II	**A**	**3.0**	**40**	**20**
Pharmacology & Prescription I	**C**	**3.0**	**40**	**20**
Medico Surgical II (Foundation of Nursing) II	D	3.0	40	20
Obstetrics & Gynecology I	B	3.0	40	20
Biochemistry	**B**	3.0	40	--
Traumatology & Emergency	C	3.0	40	20
French Language	C	1.0	--	--
Summer practical experience	B	3.0	--	200
Second Year First Semester:				
Microbio/para/mm/lab/science	**B**	**3.0**	**40**	**20**
Obstetrics & Gynecology II	**B**	3.0	40	20
Pediatrics	A	3.0	40	20

(Continued)

XXXX
ERES Evaluation No. **XX-XX-XXXX**
Nursing Education Evaluation Report

■ Course List (cont'd)

COURSE TITLE	GRADE	UNITS	CLOCK HOURS THEORY	CLOCK HOURS CLINICAL
Medico Surgical III (Foundation of Nursing) III	B	3.0	40	20
Infectious Disease	B	3.0	40	20
Clinical Practice I	A	3.0	--	168
Elementary Maths	B	3.0	--	20
Computer for Business	C	3.0	--	--
End of semester experience	Pass	--	--	200
Second Year Second Semester:				
Medical Pathology I	B	3.0	40	20
Surgical Pathology I	A	3.0	40	20
Public Health II	B	3.0	40	20
Pharmacology & Prescription II	**C**	**3.0**	**40**	**20**
Psychology	**D**	**3.0**	**40**	**20**
Epidemiology & Biostatistics	C	3.0	40	20
Clinical Practice II	B	3.0	--	168
Sport	Pass	1.0	--	--
Third Year First Semester:				
Medical and Surgical Pathology II	A	3.0	40	20
Psychiatric Nursing	C	3.0	40	20
Geriatric Nursing	C	3.0	40	20
Communication Science/ICT	D	3.0	40	20
Management in Health Sciences	C	3.0	40	20
Clinical Practice III (Community) Psychiatry	A	3.0	--	168
Current Events/Civics	C	1.0	--	--
Third Year Second Semester:				
Surgical Nursing Internship	A	3.0	--	200
Theatre Nursing Internship	A	3.0	--	200
Medical Nursing Internship	A	3.0	--	200
Reproductive Health (Maternity) Internship	B	3.0	--	200
Pediatric Nursing (Internship)	A	3.0	--	200
Research/Project	B	3.0	60	60
Total U.S. Units, Semester Theory & Clinical Hours:		127.0	1200.0	2494.0
Higher National Diploma: 2016				

According to Biaka University Institute of Buea the above courses included:		
Adult Medical Nursing	120	260
Adult Surgical Nursing	120	260
Pediatric Nursing	40	220
Obstetric Nursing	80	240
Psychiatric Nursing	40	20
Geriatric Nursing	40	20
Community Nursing	80	240
Total Theory & Clinical Hours for the above subjects:	520.0	1260.0

7.A.

XXXX
ERES Evaluation No. **XX-XX-XXXX**
Nursing Education Evaluation Report

■ **Professional Registration**

Credential Name:	Registration with the Cameroon Nurses Association
Country:	Cameroon
Institution:	Biaka University Institute of Buea
Professional Title:	Registered Nurse
Registration No.:	XXXX (Registration with the Cameroon Nurses Association)
Date of Issue:	August 01, 2016
Expiration Date:	N/A
Validation Date:	March 06, 2024
Source of Credential:	Ministry of Higher Education/Cameroon Nurses Association
Education Requirement:	Higher National Diploma
Scope of Practice:	General Nursing
Gives Access to:	Employment as a General Registered Nurse in Cameroon
U.S. Comparability:	First Level General (Registered) Nurse
Comments:	In Cameroon, holders of a Higher Professional Diploma in Nursing issued by the Ministry of Higher Education are eligible to practice as Registered Nurses. Registration with the Cameroon Nurses Association, the main professional body for nurses in Cameroon, is optional. No disciplinary action was indicated.

This evaluation is advisory in nature and subject to the policies of the institution to which it is presented.

References:
- *The New Country Index, Making Sense of International Credentials*, Volume 1, I.E.R.F., 2004
- *EDGE (Electronic Database for Global Education)*-AACRAO, 2010
- *International Handbook of Universities,* 25th Edition, International Association of Universities, 2014

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Educational Records Evaluation Service

Nursing Education Evaluation
with
Course-by-Course Detail

ERES Evaluation No.:	**XX-XX-XXXX**
Prepared for:	**XXXX Board of Nursing**
Purpose of Evaluation:	Nursing License
Applicant Name:	**XXXX**
Other Name:	**N/A**
Date of Birth:	August XX, 1994
Country of Nursing Ed.:	**India**
Dates of Attendance:	2011 – 2015, Bachelor of Science in Nursing
Documentation:	Original documents were sent directly to ERES from the institution(s). We have examined the documentation carefully and have no reason to doubt its authenticity.
Nursing License:	Issued in India on November 20, 2015 (See details on page 4)

■ SUMMARY AND CONCLUSIONS:

It is the judgment of *Educational Records Evaluation Service* that the above studies are equivalent to the following completed at regionally accredited institutions of higher education in the United States:

- **Bachelor of Science Degree in Nursing**

▶ **U.S. License Comparability: First Level General (Registered) Nurse.**

Certified by: Dated: April 12, 2024

XXXX
Senior Evaluator

XXXX
ERES Evaluation No. **XX-XX-XXXX**
Nursing Education Evaluation Report

■ **Nursing Education:**

Credential Name:	Bachelor of Science in Nursing
Country:	India
Institution:	JG College of Nursing, India
	(Affiliated with the Gujarat University, India)
Period of Attendance:	2011 – 2015
Completion Date:	March 13, 2016
Source of Credential:	The Gujarat University, India
Entrance Requirement:	High School Graduation (12th Grade)
Length of Study:	Four Years, full time
Nature of Study:	Professional general nursing education
Language of Instruction:	English with English textbooks
Gives Access To:	Graduate study at Indian institutions of higher education. May be considered for graduate admission to U.S. institutions of higher education.
U.S. Comparability:	Bachelor of Science Degree in Nursing
Comments:	None

■ **Course List**

Grades and units have been converted to U.S. equivalencies. **Subjects in the field of Psychology, Sociology, Anatomy, Microbiology, Nutrition, Physiology and Pharmacology are listed in bold.**

COURSE TITLE	GRADE	UNITS	CLOCK HOURS THEORY	CLOCK HOURS CLINICAL
JG College of Nursing, India				
First Year:				
Anatomy and Physiology	**B**	--	**60+60**	--
Nutrition & Biochemistry	**B**	--	**60+30**	--
Nursing Foundation	B	--	465	450
Psychology	**C**	--	**60**	--
Microbiology	**C**	--	**60**	--
English	A	--	60	--
Introduction of Computer	A	--	45	--
Hindi/Regional Language	Pass	--	30	--
Library Work/Self Study	Pass	--	50	--
Co Curricular Activities	Pass	--	50	--
Nursing Foundation (Practical)	A	--	--	--
Second Year:				
Sociology	**B**	--	**55**	--
Medical Surgical Nursing-I	C	--	210	720
Pharmacology, Pathology and Genetics	**B**	--	**45+30+15**	--
Community Health Nursing-I	C	--	80	135

(Continued)

XXXX
ERES Evaluation No. **XX-XX-XXXX**
Nursing Education Evaluation Report

■ Course List (cont'd)

COURSE TITLE	GRADE	UNITS	CLOCK HOURS THEORY	CLOCK HOURS CLINICAL
Communication and Educational Technology	C	--	80	--
Library Work/Self Study	Pass	--	50	--
Co Curricular Activities	Pass	--	35	--
Medical Surgical Nursing-I (Practical)	A	--	--	--
Third Year:				
Medical Surgical Nursing-II	A	--	120	270
Child Health Nursing	A	--	90	270
Mental Health Nursing	A	--	90	270
Midwifery and Obstetrical Nursing	Pass	--	90	180
Library Work/Self Study	Pass	--	50	--
Co Curricular Activities	Pass	--	50	--
Medical Surgical Nursing-II (Practical)	B	--	--	--
Child Health Nursing-II (Practical)	A	--	--	--
Mental Health Nursing (Practical)	A	--	--	--
Fourth Year:				
Midwifery and Obstetrical Nursing	C	--	--	180
Community Health Nursing-II	B	--	87	135
Nursing Research & Statistics	A	--	45	--
Management of Nursing Services and Education	A	--	90	--
Midwifery and Obstetrical Nursing (Practical)	A	--	--	--
Community Health Nursing-II (Practical)	A	--	--	--
Internship (Integrated Practice):				
Midwifery & Obstetrics Nursing	Pass	--	--	240
Community Health Nursing-II	Pass	--	--	195
Medical-Surgical Nursing (Adult including Geriatrics)	Pass	--	--	430
Child Health Nursing	Pass	--	--	145
Mental Health Nursing	Pass	--	--	95
Research Project	Pass	--	--	45
Total Theory & Clinical Hours:			**2342.0**	**3760.0**

Bachelor of Science in Nursing Degree: 2016

❖ ACCORDING TO JG COLLEGE OF NURSING THE ABOVE COURSES INCLUDED:				
Subject	**Theory Hours (RN)**		**Clinical Hours (RN)**	
	Actual	Required	Actual	Required
Adult Medical Nursing	160	**70**	710	**127**
Adult Surgical Nursing	160	**45**	710	**104**
Pediatric Nursing	90	**32**	415	**43**
Obstetric Nursing	90	**31**	600	**44**
Psychiatric Nursing	90	**34**	365	**53**
Geriatric Nursing	10	--	Integrated	--
Community Nursing	167	--	465	--

❖ CLINICAL EXPERIENCE IN:			
Subject	**Yes**	**No**	**Comments**
Acute Care	X		
Long-Term Care	X		
Community Health	X		

(Continued)

XXXX
ERES Evaluation No. **XX-XX-XXXX**
Nursing Education Evaluation Report

■ Course List (cont'd)

◆ CLINICAL AND THEORY STUDY IN:			
Subject	**Yes**	**No**	**Comments**
Personal, Family & Community Health Concepts	X		
Human Growth & Development Throughout the Life Span	X		
Inter-Personal Relationships Skills	X		
Mental Health Concepts	X		
Legal Aspects of Nursing Practices	X		
Inter-Personal Relationships & Leadership Skills	X		
Professional Role & Function	X		
Health Teaching & Counseling Skills	X		

■ Professional Registration

Credential Name:	Certificate of Registration for Nurses & Midwifery
Country:	India
Institution:	JG College of Nursing, India
Professional Title:	Registered Nurse & Midwifery
Registration No.:	XXXX
Date of Issue:	November 20, 2015
Expiration Date:	October 31, 2022
Validation Date:	April 15, 2019
Source of Credential:	The Gujarat Nursing Council, India
Education Requirement:	Bachelor of Science in Nursing
Scope of Practice:	Registered Nursing & Midwifery
Gives Access To:	Employment as a General Registered Nurse in the India
U.S. Comparability:	First Level General Registered Nurse
Comments:	No disciplinary action was indicated

This evaluation is advisory in nature and subject to the policies of the agency using it.

References:
◆ *The Admission and Academic Placement of Students from South Asia: Bangladesh, India, Pakistan, Sri Lanka*, AACRAO, 1986
◆ *Pier World Education Series: India Special Report,* AACRAO & NAFSA, 1997
◆ *The New Country Index, Making Sense of International Credentials,* Volume 1, I.E.R.F., 2004
◆ *EDGE (Electronic Database for Global Education-*AACRAO, 2010
◆ *International Handbook of Universities,* 23rd ed., International Association of Universities, 2012