



A Tradition of Excellence in Nursing Education



Masters

Doctorate

2022-2023 College Catalog

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Message from the President

It is a joy to welcome you to Saint Francis Medical Center College of Nursing. I want to congratulate you in choosing nursing as your career! I fully believe that nursing is the best career ever! The College is a vibrant learning community with all faculty, staff, and students focused on creating opportunities for students' success. Within weeks of beginning your studies, you will develop a sense of pride in being a Saint Francis Medical Center College of Nursing student and you will be amazed about how quickly you begin developing and applying your nursing knowledge and skills.

The College was formed over 115 years ago based on the commitment of The Sisters of the Third Order of Saint Francis to educating healthcare professionals as a means of serving the larger community. As a Catholic college, we embrace and employ the values of justice, respect, human dignity, sacredness of life, compassion, and service. We take pride in our excellent academic programs, high academic standards, outstanding simulation labs, clinical partnerships, and student-centered focus. Saint Francis Medical Center College of Nursing you will be surrounded by supportive classmates, passionate faculty and staff, and a wide variety of co-curricular experiences.

This catalog contains information about the College's programs, courses, requirements, and policies. You will also find information about the College's services for students: counseling, library and learning centers, financial aid, and academic support services. The Enrollment Management Team remains available to answer questions related to admission and registration. Program deans look forward to discussing your educational program. Academic advisors will assist you in navigating your journey through your program of study. We are committed to making your college experience a memorable and rewarding one, focused on your needs, and supporting you in reaching your goal to be a BSN nurse!

I hope that you dedicate your time and energy to developing the career you have selected. It is important that you find a study-life balance that is essential to success but remember to use the support services that the College has made available to you. We hope that you will find the College to be the home in which you make your academic, professional, and personal goals a reality!



Shannon Lizer, PhD, APRN, FNP-BC, FAANP
Interim President



About the College

The Saint Francis Medical Center College of Nursing, founded, owned and operated by The Sisters of the Third Order of Saint Francis, is conveniently situated adjacent to the OSF HealthCare Saint Francis Medical Center in Peoria, Illinois. Our Catholic heritage is revealed in the culture and practices employed as our daily way of life. The College operates with two buildings which are identified as the main campus and White School. The main campus contains classrooms, Sister Mary Ludgera Pieperbeck Learning Resource Center (library and computer labs), student support services, the business offices as well as faculty and staff offices. White School, also on the Medical Center campus, houses the College's Nursing Resource Center. The Nursing Resource Center consists of state-of-the-art simulation and skills laboratories, small group debriefing and instruction spaces, and a large classroom. The Nursing Learning Center and laboratories provide students the opportunity for practice in patient care simulations. Both buildings are accessible to disabled persons.

History

Saint Francis Medical Center College of Nursing continues the history of nursing education started by The Sisters of the Third Order of St. Francis, whose goal is to provide health care to the sick, injured and poor to the community of Peoria and surrounding areas as well as education for health care providers. Our story begins in 1905 when the St. Francis Hospital School of Nursing opened as a program exclusively to train Sisters as nurses. The School's diploma program was approved by the State of Illinois in 1915 and opened to lay students in 1918. Through its 115 year history, the college has maintained continuous approval from the Illinois Board of Nursing to operate a pre-licensure nursing education program. As nursing roles expanded in healthcare, the college created additional avenues for education and higher degree achievements. There had also been continuous accreditation for our diploma program.

Currently the college offers the following degree programs: pre-licensure Bachelor of Science (BSN), post-licensure Bachelor of Science in Nursing (RN-to-BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) along with several post-graduate certificate programs. These will be discussed individually under degree specific sections of the catalog.

Mission

Saint Francis Medical Center College of Nursing is a private, Catholic, specialized institution. The College is enriched by the heritage of the Sisters who have a mission of caring and commitment to quality health care.

Therefore, the mission of the College, drawn from the broader OSF mission, is to provide nursing education programs at the undergraduate and the graduate levels. The upper division baccalaureate program prepares the student for the practice of professional nursing. This program builds on and incorporates theories, concepts and principles from behavioral, natural and social sciences. The graduate program builds on the prior nursing knowledge and experiences to prepare the nurse for the advanced roles in nursing. The College serves the community by educating competent entry level and advanced practitioners in a tradition of excellence in nursing, who deliver caring, comprehensive, and complex care responsive to the changing needs of society in a dynamic health care environment. The faculty and students of the College participate in both scholarly and service activities that contribute to knowledge development related to education, nursing and health care.

Values

The philosophy and values of The Sisters of the Third Order of Saint Francis provide the basis for the philosophy and values of Saint Francis Medical Center College of Nursing. The values are in accord with Catholic philosophy and flows from the ideals of St. Francis of Assisi who had a great love for God and humankind, especially the sick and the poor. The following values permeate all aspects of the College.

I. Values Related to Personal & Professional Development

- a. Learning is a lifelong, interactive process in which critical thinking and intellectual inquiry skills are developed and a change of behavior, attitude or thought patterns occur. Learners are valued as unique individuals, with diverse life experiences and varied attitudes and values, who are active participants in the process.
- b. Caring develops helping relationships influenced by cultural and spiritual values and promotes the growth and self-actualization of the client, nurse, student and employee. The College values open and honest communication, which fosters trusting relationships among ourselves and those we serve.
- c. Leadership is facilitating action by developing people to achieve and maintain change. Leadership embraces the importance of responsibility, accountability, and commitment. It is the ability to have a vision for the College, enable and empower others to attain the vision through using and developing trusting relationships.
- d. Personal worth and dignity recognizes the unique value of each person as an individual, regardless of race, color, age, gender, ethnic background or religion. Born with intellect and orientation, the individual is a member of society and an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle.

II. Values Related to Service

- a. Integrity believes in Judeo-Christian tenets, which permeate the curriculum and promote the ethical values of human dignity, justice, service and respect for life. These values provide a foundation for the institution in its practices and relationships and are essential in the College's commitment to high standards of institutional and individual integrity.
- b. Responsibility is the obligation to accomplish a task or assignment. Accepting responsibility for one's work or life provides a sense of inner control, which leads to owning responsibility for what is happening in one's life.
- c. Accountability is defined as the act of accepting ownership for one's responsibilities and the results or the lack of results without blame and rationalizations. Accountability focuses on outcomes. Accountability is a personal choice to demonstrate ownership necessary for achieving the desired, clearly identified outcomes and results. We believe that each employee will ask what else I can do to achieve, advance, grow or enhance the achievement of the outcomes of the College and their personal life. The College accepts responsibility and holds each other accountable for carrying out the Mission of the College through quality nursing education, qualified faculty and sufficient support for excellence in student learning outcomes. The College strives to educate students about the need for personal and professional accountability.

III. Values Related to Quality

Quality includes excellence. We believe in achieving the best results possible, not just doing a job.

Excellence is the commitment to quality nursing education programs at the undergraduate and graduate levels. Quality and excellence are ensured through the collection, analysis and use of evidence-based practice, education and data from the Systematic Evaluation Plan for development, maintenance or revision of the educational programs and outcomes of the College. The College is committed to being the best of the best.

IV. Values Related to Agility

Agility is the commitment to being future focused and forward thinking in planning and delivering nursing education programs. This forward and focused thinking propels the College towards its Mission of excellence in nursing education.

The purposes of the College of Nursing Value Statements are to support the Mission and philosophy, provide direction for the day-to-day activities and decisions, specify how individuals should behave and provide meaning to each person's work.

Philosophy

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the philosophy and Mission of the Sisters of the Third Order of St. Francis. It is also influenced by Catholic philosophy and the ideals of St. Francis of Assisi.

Philosophy of Nursing

We believe each person is created by God with a mortal body and an immortal soul whose ultimate aim is eternal salvation. We believe each person, born with intellect and free will, has personal dignity and natural rights with associated responsibilities to God, humankind and society.

The individual, as a member of society, is an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle. We believe society is a multicultural system composed of interdependent individuals, families, groups and communities. Society has the responsibility to provide a health care system that is responsive to changing knowledge, technology and human resources, and is accessible to its members. The faculty believes health is a dynamic state in which the individual adapts to one's internal and external environments so that there is a state of physical, emotional, intellectual, social and spiritual well-being. We believe that health encompasses both wellness and illness. Inherent in the individual's rights is the right to attain optimal health and the right to health care.

We believe professional nursing is an art and an applied science which builds on the behavioral, natural and social sciences. Nursing utilizes selected concepts, theories, principles, and research in the implementation of the nursing process. The nurse, through application of the nursing process, assists the patient in achieving optimal health status by facilitating adaptation within the individual's social system. As the health care system changes, the professional nurse must be prepared to assume a variety of emerging roles. The goals of nursing are the promotion and maintenance of health, the care and rehabilitation of the sick and the injured, and the support of the dying. To achieve the goals of nursing, the professional nurse collaborates with the patient, family and members of the interprofessional health

care team in planning and providing care and in promoting health of the individual, the family and the community.

We believe caring is an essential element of both the art and science of nursing. Caring permeates all areas of nursing practice and facilitates the achievement of nursing goals. Caring is a helping relationship which is influenced by cultural and spiritual values and which promotes growth and self-actualization of the patient and the nurse.

Philosophy of Nursing Education

The faculty believes that the purpose of nursing education is to promote a student-centered learning environment that develops critical thinking, skills of inquiry, creative thinking and problem solving in the process of obtaining knowledge. The faculty believes that learning, a lifelong process, occurs when the individual is an active participant. Learning is both an independent and interdependent process. We believe that students learn through cyclical processes in which theory and practice reinforce one another. The faculty accepts responsibility as educators to foster a student-centered learning environment which maximizes each individual's unique potential. The learner in a student-centered learning environment draws from previous experiences to make meaning of current situations. We believe that the student is a unique individual who has intrinsic worth, is deserving of respect and is capable of making informed decisions regarding learning. The faculty recognizes that the learner comes from a sociocultural background with diverse life experiences and varied attitudes and values. The faculty believes that the student is at the center of the curriculum and is an active participant in learning and "coming to know." The faculty acts as a guide and facilitator in the learning process and is responsible for the development, implementation, and evaluation of the learning experience. Planned learning activities advance intellectual inquiry, self-reflection, critical thinking, effective communication and self-directed, independent learning.

We believe that the goal of the academic programs is to facilitate deep learning which involves the critical analysis of new ideas, linking them to already known theories, concepts and principles. This type of learning leads to understanding and long-term retention of concepts so that they may be used as the basis for problem solving in unfamiliar contexts. Deep learning promotes understanding and application for life.

Baccalaureate and Graduate Education

The faculty believes that the baccalaureate nursing education builds upon and incorporates the natural and social sciences and the liberal arts. This broad foundation provides the understanding of humankind and society necessary for the learner to begin the implementation of the nursing process. We believe professional nursing education integrates theories, principles and knowledge from the general studies with nursing theories, concepts and experiences. Baccalaureate nursing education prepares the graduate for the practice of professional nursing as a generalist who is able to function independently and interdependently with individuals, families and groups in a variety of health care settings. Graduate nursing education prepares the individual for advanced nursing practice. The graduate is prepared to function autonomously in a variety of roles and settings. Students integrate theory, research and practice for the improvement of patient care and the advancement of nursing practice and the profession.

We believe the Judeo Christian tenets underlying the nursing education at Saint Francis Medical Center College of Nursing promote values essential for the personal and professional philosophy of God and

humankind. These values, inculcated throughout the curricula, guide the learner to evolve into an ethical and accountable professional nurse.

College Goals

Saint Francis Medical Center College of Nursing offers educational opportunities which:

- Prepare the graduate to practice professional nursing in a variety of roles and health care settings.
- Provide the essential foundation for graduate study in nursing.
- Foster the commitment to personal and professional growth and accountability.

Institutional Student Learning Outcomes

As a result of the student's experience at the college, the student will demonstrate specific competencies of critical thinking, communication, leadership and decision-making skills, diverse environment and information management. The institutional student learning outcomes are:

- Communicate effectively to articulate ideas using written, technological and oral skills.
- Engage in critical thinking to examine relevant issues and solve problems.
- Engage in managing information effectively and responsibly.
- Interact in diverse environments to develop an awareness related to society.
- Develop leadership and decision-making skills.
- Creates an environment that promotes caring with consideration for the patient's beliefs and practices.
- Integrates and evaluates current evidence to make practice decisions for quality outcomes.
- Demonstrates accountability for delivery of high quality, safe and effective care and contributes to the profession.

Accreditation and Program Approvals

Accreditation of higher education institutions is a quality assurance indicator to both prospective students and institutional stakeholders. Educational accreditation occurs at the institution level and through special accrediting bodies, when appropriate. Institutions of higher education in the United States utilize a regional accreditor to evaluate an institution's effectiveness in fulfilling its educational mission using a set of quality standards. This accreditation involves assessing institutional governance and administration, educational programming and its delivery of programs, student services, student learning, financial stability and institutional resources, institutional integrity, and relationships with internal and external constituencies. In addition to institutional accreditation, specialized accreditors evaluate particular units, schools, or programs within an institution. Specialized accreditation, also called program accreditation, is often associated with professional or specific disciplines such as law, business, teacher education, social work and nursing. Saint Francis Medical Center College of Nursing is accredited at both the institutional level by the Higher Learning Commission and at the specialized level by the Commission on Collegiate Nursing Education. Approval to offer pre-licensure programs and other specific services have also been obtained. The listing below reflects the accreditation and approvals held by the College.

Saint Francis Medical Center College of Nursing is accredited by the Higher Learning Commission (<http://www.hlccommission.org>, 800.621.7440), a regional accreditation agency recognized by the U.S. Department of Education.

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and the post-graduate APRN certificate

programs at Saint Francis Medical Center College of Nursing are accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

The pre-licensure bachelor of science in nursing program is approved by the State of Illinois Department of Financial and Professional Regulation, 320 West Washington, Springfield, IL 62786, (217) 785-0800.

The College has also been approved by the State of Illinois Approving Agency for Veterans' Education and Training, 833 South Spring Street, Springfield, IL 62794-9432, (217) 782-6641, (800) 621-7440.

The college also holds agency membership with the following:

- American Association of Colleges of Nursing (AACN)
- American Association of Collegiate Registrars and Admission Officers (AACRAO)
- American College Health Association (ACHA)
- American Library Association (ALA)
- Association of Institutional Research (AIR)
- Association of Veterans Education Certifying Officials (AVECO)
- Council for Higher Education Accreditation (CHEA)
- Illinois Association of Colleges of Nursing (IACN)
- Illinois Association of Student Financial Aid Administrators (ILASFAA)
- Midwest Association of Student Financial Aid Administrators (MASFAA)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of Student Financial Aid Administrators (NASFAA)
- National League for Nursing (NLN)



Campus Facilities and Resources

Location

The metropolitan area of Peoria has a population of approximately 365,000 and is readily accessible by car from I-74 and various state routes. Peoria is known for its breadth and depth of health care and higher education facilities. It is also recognized for its cultural, social, and recreational opportunities. For example, Peoria is home to the Rivermen Ice Hockey Team and Peoria Chiefs Baseball Team. Cultural venues include live theater, musical performances such as Amateur Musical Club and Opera Illinois, art through the Peoria Art Guild. Local college, university and community facilities offer opportunities for both spectator and participant activities.

Saint Francis Medical Center College of Nursing is located on the campus of OSF HealthCare Saint Francis Medical Center in Peoria, Illinois. The College of Nursing is the only Catholic College of Nursing in the Peoria Diocese. OSF Saint Francis is one of the largest health care facilities in the United States and the second largest employer in Peoria.

OSF Saint Francis is a comprehensive academic medical center with a licensed capacity of 629 beds, more than 6,000 employees and 800 physicians on staff. As an academic medical center, OSF Saint Francis offers many educational opportunities including radiography, sonography, and medical technology, nursing and an affiliation with the University of Illinois College of Medicine at Peoria which has nine medical residency programs here.

OSF Saint Francis is a Level 1 Trauma Center (highest level granted by the State of Illinois) and a resource hospital in emergency medical services of north central Illinois. The OSF HealthCare Children's Hospital of Illinois also resides on the campus. Within the Children's Hospital is a Level III perinatal center (highest level granted by the State of Illinois). Other specialized services ensure all health care needs are met. These services range from health promotion, disease prevention, health assessment and diagnostic testing, to intervention and rehabilitation. We provide lifespan health-related care from conception through the end of life.

OSF Saint Francis is the primary clinical site for the Saint Francis Medical Center College of Nursing. In addition to the experience at OSF Saint Francis and the OSF Children's Hospital of Illinois, College of Nursing students also gain experience at a variety of sites including Tazewell County Health Department, UnityPoint Health-Methodist, and community agencies such as the Human Service Center and Catholic Social Services.

Learning Resource Center

The Sister Mary Ludgera Pieperbeck Learning Resource Center is an academic and research library that supports the teaching and learning mission of the College of Nursing. The Learning Resource Center consists of the library and college computer labs. College students, faculty, staff, alumni and OSF HealthCare Mission Partners have access to these resources. The library maintains an in-depth collection related to healthcare, nursing education and higher education. The library provides instruction related to information literacy, information technology and information management to empower users to facilitate learning, enhance critical thinking, promote scholarship and achieve expected institutional outcomes.

The College supports a statewide academic and research library borrowing and lending system known as I-Share. Currently, there are more than 50 million items from 91 statewide higher education institutions

in the I-Share catalog. I-Share resources are available to students, faculty and staff who have current, valid affiliations with any member library. For additional information, please refer to Library web page www.osfhealthcare.org/sfmcccon/students/library for contact information and hours of operation.

Interlibrary Loan (ILL) services are available for College and Medical Center Mission Partners. Students may submit requests for materials in-person, through e-mail, or via online forms. In most cases, ILL services are free. If free resources cannot be located, however, students may be responsible for borrowing fees.

A combination printer/copier machine is provided for student use. At this time, students may print course related materials for free. In order to continue this practice, we ask students to be good stewards in relation to printing volumes and costs. Students are responsible for compliance with the federal copyright regulations. For additional information about these regulations, please see the College Librarian.

Computer Labs

Two computer labs, located on the first and second floors, are open 24 hours a day to students. These labs provide the following: internet access including e-mail capability, medical and nursing data base searching, access to online journals and nursing software as well as word processing. Computer assistance and instruction are available during library hours.

Clinical Resources

Saint Francis Medical Center College of Nursing utilizes numerous health care facilities for students' undergraduate and graduate clinical experiences. These facilities are typically located within a short drive from the campus; however, students may be assigned clinical experiences which are located at a farther distance. Students are responsible for their own transportation to clinical sites and are accountable for their professional demeanor while present.

The College of Nursing offers a demanding baccalaureate curriculum that provides more than 700 hours of direct clinical experience in a variety of acute care settings, including OSF Saint Francis Medical Center, Children's Hospital of Central Illinois, and Unity Point Methodist Medical Center. Students will also experience non-hospital settings such as home health, mental health clinics, and community agencies and clinics. Clinical experiences occur across the lifespan. In addition, the skills lab, assessment lab, and other innovative classroom and laboratory experiences provide ample opportunities for academic and clinical competence growth.

Graduate students typically complete between 500 and 1000 clinical hours. These experiences are tailored to the degree, academic track, plan of study, learning goals, and preceptor availability. These experience can occur in many settings, including hospitals, clinics, long term care facilities, home health, and academic institutions.

Student Services

Academic Advisement

At Saint Francis Medical Center College of Nursing, academic advisement is aligned with the mission, values and goals. A comprehensive program of advising is offered to students where the student and academic advisor jointly determine the best plan of study for each individual. Faculty advisors and the Student Services team are the vehicles through which students access accurate, reliable and consistent advising.

Upon admission, students are assigned to a faculty academic advisor who meets with the students individually to help facilitate transition to the college and ongoing progress toward the degree. Students are expected to meet with their academic advisor prior to the initial registration to discuss course selections prior to the enrollment period. Students will also meet with the academic advisor prior to registration each semester to review progression, discuss the coming semester's course selections, and affirm the plan of study. Students should also request meeting with the academic advisor as the need arises for guidance to academic support services, mitigation of issues, or to simply touch base. This should happen as often as needed.

Undergraduate students will remain with the assigned academic advisor throughout the program. Graduate students may elect to change their advisor following the first semester to align with the selected graduate program track. Although academic advisement is a collaborative function, the final responsibility for fulfilling degree, track, and college major requirements rests with the student.

Academic Development Center

The Academic Development Center was created to assist students in achieving academic success. The College of Nursing is dedicated to helping its students succeed. The Academic Development Center provides assessment of individual learning needs. The assessment process may begin with a learning style inventory to identify the students learning preferences and identify appropriate learning strategies. Assistance is also available with time management, study skills/note taking, understanding course content, and test taking strategies. Referrals may be made for students requiring assistance with test anxiety and other needs not provided by the Center.

Writing Center

The Writing Center strives to help students succeed academically by providing guidance in relation to writing. The Center works with students to increase their understanding of the symbiotic relationship between writing and critical thinking and to promote scholarly writing as an ongoing conversation to communicate ideas and research within the professional nursing community. On-on-one sessions include reviewing papers to improve skills in all aspects of clear, concise writing: organization, transitions, style, grammar, usage and mechanics. Assistance with the elements of APA style applications in writing as well as using Word formatting. Distance learners can meet with the Writing Center via Microsoft Teams.

Counseling Services

Counseling services are provided by a licensed, nationally certified counselor to help students identify, plan for, manage and seek help with the many stressors that they may encounter while in college. In this way, students may more fully engage in their studies and college experience. We offer free counseling that promotes the overall health of mind, body and spirit. Programs for personal growth and

development are offered through the counseling service office. Counseling services include individual and group counseling, peer support and referral to appropriate resources. Confidentiality is maintained in relation to counseling services. No information is released without the consent of the student except as required by law or to protect the student or others from harm. Programs for personal growth and development are offered through the counseling service office. The Resident Assistant program is under the supervision of Counseling Services.

Religious Services

Students are encouraged to attend services of the church of their choice. Catholic services are available daily and Protestant services are available weekly in the OSF HealthCare Saint Francis Medical Center chapel. These services are open to all students. All students are expected to participate in special services held for the opening of the academic year and graduation.

Meals

Students may purchase meals in the cafeteria of OSF HealthCare Saint Francis Medical Center at the employee rate. Kitchen facilities are available to students in the residence.

Transportation and Parking

Various clinical agencies are utilized by the College for student clinical/practicum experiences. Students are responsible for transportation to and from all clinical/practicum agencies and for transportation associated with course assignments.

Parking is available in open lots for college students living off campus. Information may be obtained from the OSF HealthCare Saint Francis Security office or College Support Representatives. Students living in the residence area have the opportunity to use enclosed parking privileges at OSF HealthCare Saint Francis Medical Center parking facilities.

Student Organizations

Saint Francis Medical Center College of Nursing provides an opportunity for every student to become involved in student organizations. Participation in student organizations allows students to maximize their college experience through a wide variety of personal, civic, and social events. This is also one way to explore new horizons, grow personally, develop as a leader, and develop lifelong friendships. Students interested in opportunities for student leadership and purposeful participation between students may start new student organizations with the primary purpose being common professional, social, political and religious interest that represents the good of the College community. Faculty advisors work with student organizations to plan and initiate programming for the year, special events, community service, and other opportunities. Organizations are evaluated annually. See the Student Handbook for the policies and procedures for starting new student groups.

Student Senate

Students within each program elect representatives to the Student Senate. These representatives participate in the governance of the student body. The Student Senate plans and sponsors social and/or professional activities that are of interest to students. Students also serve as voting members on specific committees of the College Senate and College Board as representatives of student interest in academic and college decisions.

National Student Nurses' Association

The Student Nurses' Association (SNA) is a national organization with the sole purpose of providing opportunities for professional development of future registered nurses by offering educational resources, leadership opportunities, and career guidance. This organization conveys the standards, ethics, and skills need to be responsible and accountable leaders of the nursing profession. SFMC CON's SNA is organized and governed by students within the college with advisement by a faculty member. The college's chapter offers opportunities to create a nurturing environment for students, participate in local community projects, encourage civic engagement, and enhance networking within healthcare. Every BSN and RN-to-BSN student is eligible to become a member of the SFMC CON SNA and of the National Student Nurses' Association (NSNA).

Multicultural Student Association

Every student is eligible to become a member of the Multicultural Student Association. The purpose of the association is to create an environment in which both minority and non-minority students can promote better understanding among themselves. This association is committed to improving the well-being and experience of multicultural students at the college. It is also intended to enhance cultural competency and facilitate the transition of cultural competency to professional service within our entire multicultural society.

Residential Life

On-campus housing is available in the College of Nursing main campus building which provides private rooms for female and male students with communal restrooms. The main floor of the residence has a spacious reception area, a large recreation room, an exercise room, kitchen, and laundry facilities. Students residing off campus are welcome to use these facilities as well. Requests for housing accommodations are processed by the College Support Representative office.

The college has Resident Assistants to facilitate a good environment for those choosing to reside at the college. Resident Assistants are a team of returning students who live and work in the residence area. They work with the Assistant Dean of Support Services and other staff to develop activities and provide services for students. Resident Assistants live on the same floor with those residents assigned to him/her. Resident Assistants are carefully selected for their academic proficiency, concern for the welfare of fellow students and maturity to cope with the demands of their role. They have also undergone education to increase sensitivity to the academic, emotional and social problems of college students. Qualified students have the opportunity to apply for a limited number of positions as Resident Assistants.

Resident Assistants are expected to:

- Know every resident within his/her assigned area.
- Enhance residents' opportunities for educational and social interactions through dorm activities.
- Be thoroughly familiar with all college and residence area regulations and policy, and be responsible for their enforcement.
- Assist the Assistant Dean of Support Services by reporting needed repairs or other concerns in the residence halls.
- Attend Resident Assistant meetings and trainings throughout the year.
- Be responsible (and accountable) for the performance of the above-named duties as well as any additional duties assigned.

Students living in the residence area have the opportunity to use enclosed parking privileges at OSF HealthCare Saint Francis Medical Center parking facilities. Information may be obtained from College Support Representatives or the OSF HealthCare Saint Francis Security office.



Credit: Patricia Iannuzzi, Dean of Libraries, University of Nevada–Las Vegas

Student Financial Services

A variety of scholarships, grants and loans are available from many community organizations, foundations, civic and religious groups, and government agencies.

Students are encouraged to investigate these resources. The College of Nursing participates in the Illinois Student Assistance Commission Monetary Award Program (MAP); the Veterans Educational Benefits (V.A.), the Federal Pell Grant, Federal Direct Loan Programs, and various tuition assistance programs offered by local hospitals.

Student's Financial Responsibilities

Although the College will defer payments for financial aid and bill the agencies directly, the financial obligation remains the responsibility of the student. If an Agency is unwilling or unable to fulfill its commitments the student will be expected to pay any outstanding balance. For outstanding balances, payment options may be arranged.

Students or alumni who have not satisfied their financial obligations will be refused registration, diploma, and class attendance for the next semester/session. Academic transcripts will not be issued. If a student or alumni fails to pay any outstanding balance, their account may be turned over for collection.

Payments

Payment of account expenses may be made by cash, check, major credit card (VISA, Discover, or MasterCard) and Financial Aid. Checks should be made payable to SFMC College of Nursing. Payment arrangements, Installment Payment Plan (IPP) requests or Financial Aid arrangements are due 30 days prior to the first day of each semester/session.

Students who fall behind in payment arrangements will have a monthly \$25 late charge added to the unpaid balance of their account. Students who have not satisfied their financial obligations will be refused registration and class attendance and academic transcripts will not be issued.

Credit Balances

The College of Nursing will base credit balance refund requests on payments actually received by the College or by approval from the Coordinator of Student Accounts & Business Services, the Assistant Dean, Support Services or the President of the College.

If a student is eligible for a Credit Balance Refund and it is \$10.00 or less, the option is to request approval from the student to forward credit balance to next term.



Refunds

A student who officially withdraws from the College or course(s) may receive a full or partial refund (credit) according to the following schedule. The withdrawal date is established by the student's completion of all official steps for completing the process and is based on the date that the Registrar's Office records the withdrawal. If a student withdraws from the college or any course (s) at any time without having completed the official process, no refund credit will be made. The College reserves the right to modify the refund schedule as circumstances may dictate.

- Dorm rooms are non-refundable after the 4th week of class.
- The Resource Fee for Sherpath books/bundles are nonrefundable.

| <u>Fall and Spring Semesters</u> | <u>Summer Session</u> |
|----------------------------------|-------------------------|
| Weeks 1 & 2: 100% Refund | Week 1: 100% Refund |
| Week 3: 40% Refund | Week 2: 20% Refund |
| Week 4: 20% Refund | After Week 2: 0% Refund |
| After Week 4: 0% Refund | |

The student's allocation of any refund is distributed only after the requirements of federal and non-federal aid programs are satisfied. See the *Financial Aid Return of Funds Policy* for additional information.

Financial Aid

The Student Finance Office coordinates financial assistance and is available to counsel students and parents regarding financial assistance.

Types of Financial Aid

Financial aid programs covered by this policy are: Federal PELL Grant, Federal Direct Loan programs (Federal Stafford Subsidized, Federal Stafford Unsubsidized, Federal Parent PLUS, PLUS Loan for Graduate or Professional Students) and the Illinois Student Assistance Commission (ISAC) Monetary Award Program (MAP).

NOTE: Financial aid programs not listed above may have additional or more stringent conditions which must be met for continuation. Contact the source which made your award or processed your application materials. Examples include SFMC CON institutional awards, private agency funds, or scholarships.

FAFSA

Students applying for financial assistance should complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov and a College of Nursing institutional application, which is available from the Student Finance Office.

The Student Finance Office coordinates the different types of financial assistance and is available to counsel students and parents regarding financial assistance.

Satisfactory Academic Progress for Financial Aid

Federal and state regulations require that the College of Nursing establish and implement a policy to measure satisfactory academic progress toward the baccalaureate and the master of science degree in

nursing. Standards of satisfactory academic progress are applied to all students who wish to establish or maintain financial aid eligibility at Saint Francis Medical Center College of Nursing. The progress of financial aid recipients is evaluated each semester (including summer) based on qualitative measurement, quantitative measurement and program completion. Students must be making academic progress regardless of whether the student has previously received aid. Students who have completed their Bachelor of Science in Nursing (BSN) at Saint Francis Medical Center College of Nursing and enroll in the graduate program will not have their undergraduate coursework count towards hours attempted/completed. Before aid is disbursed, a student's progress will be evaluated according to policy guidelines.

Qualitative Measurement (GPA)

An undergraduate student must maintain a credit and cumulative grade point average of 2.0 on a 4.0 scale. A graduate student must maintain a credit and cumulative grade point average of 3.0 on a 4.0 scale.

If a student repeats a course, only the higher grade and credit are computed into the grade-point average although both grades will appear on transcript (please refer to the catalog for any questions regarding academic policies). Please note that grades can be excluded for prior attempts when calculating a student's GPA, but these prior attempts will be included when measuring the quantitative component or cumulative credit hours required.

Quantitative Measurement (Credit Hours)

Each semester, the student must successfully complete two thirds (or more) of cumulative credit hours attempted (rounded up to the nearest whole credit hour). Grades of C (graduate program only), D, F, W, WF, WP or I are not counted as successful completion of credit hours.

If a grade change report is received from the Director of Admissions/Registrar, Satisfactory Academic Progress will be re-evaluated to determine eligibility to receive further financial assistance. Student will be notified in writing of any changes in their financial aid eligibility.

Program Completion Time

The maximum time frame may not exceed 150% of the published length of the program measured in credit hours attempted. Each semester, the student must successfully complete two thirds (or more) of cumulative credit hours attempted (rounded up to the nearest whole credit hour).

- **Bachelor of Science in Nursing - Undergraduate**
The published length is 65 credit hours. The maximum time frame must not exceed 98 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **RN to BSN - Undergraduate**
The length of the program is 64 credit hours. The maximum time frame must not exceed 97 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **RN-MSN - Graduate Master's**
Students must complete their educational program within a time frame no longer than 150% of the published length of the educational program. The published length for a student to obtain his/her degree varies. Please refer to the College of Nursing Catalog to determine the published length of the degree option you are pursuing.
- **MSN - Graduate Master's**
Students must complete their educational program within a time frame no longer than 150% of the published length of the educational program. The published length for a student to

obtain his/her degree varies. Please refer to the College of Nursing Catalog to determine the published length of the degree option you are pursuing.

- **DNP-Graduate Doctoral**
Students must complete their educational program within a time frame no longer than 150% of the published length of the educational program. The published length for a student to obtain his/her degree varies. Please refer to the College of Nursing Catalog to determine the published length of the degree option you are pursuing.
- **Post Graduate Certificate**
Graduate Certificate Students must complete their educational program within a time frame no longer than 150% of the published length of the educational program. The published length for a student to obtain his/her degree varies. Please refer to the College of Nursing Catalog to determine the published length of the degree option you are pursuing.
- **Adult Gerontology Acute Care Nurse Practitioner – Graduate Master’s**
Effective Fall 2021, the published length is 53 credit hours. The maximum time frame must not exceed 80 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Nurse Educator – Graduate Master’s**
Effective Fall 2018, the published length of this program is 33 credit hours. The maximum time frame must not exceed 50 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Nursing Management Leadership – Graduate Master’s**
Effective Fall 2018, the published length of this program is 36 credit hours. The maximum time frame must not exceed 54 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Neonatal Nurse Practitioner – Graduate Master’s**
Effective Fall 2018, the published length of this program is 42 credit hours. The maximum time frame must not exceed 63 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Family Nurse Practitioner – Graduate Master’s**
Effective Fall 2021, the published length of this program is 50 credit hours. The maximum time frame must not exceed 75 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Family Psychiatric Mental Health Nurse Practitioner – Graduate Master’s**
Effective Fall 2018, the published length of this program is 49 credit hours. The maximum time frame must not exceed 74 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Doctor of Nursing Practice Clinical – Post Masters Doctorate Degree**
Effective Fall 2018, the published length of this program is 40 credit hours. The maximum time frame must not exceed 60 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Doctor of Nursing Practice Leadership – Post Masters Doctorate Degree**
Effective Fall 2018, the published length of this program is 40 credit hours. The maximum time frame must not exceed 60 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). For the student who enters the program without 500 practicum hours, his/her length of program could be up to 8 credit hours more for a total of 48.
- **Adult Gerontology Acute Care Nurse Practitioner – Graduate BSN-DNP**
Effective Fall 2021, the published length is 78 credit hours. The maximum time frame must not

exceed 117 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

- **Family Nurse Practitioner – Graduate BSN-DNP**
Effective Fall 2021, the published length of this program is 75 credit hours. The maximum time frame must not exceed 113 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Family Psychiatric Mental Health Nurse Practitioner – Graduate BSN-DNP**
Effective Fall 2018, the published length of this program is 77 credit hours. The maximum time frame must not exceed 116 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Neonatal Nurse Practitioner – Graduate BSN-DNP**
Effective Fall 2018, the published length of this program is 73 credit hours. The maximum time frame must not exceed 110 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Adult Gerontology Acute Care Nurse Practitioner – Graduate Post Graduate Certificate**
Effective Fall 2021, the published length is 38 credit hours. The maximum time frame must not exceed 57 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Family Nurse Practitioner – Graduate Post Graduate Certificate**
Effective Fall 2021, the published length of this program is 35 credit hours. The maximum time frame must not exceed 53 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Family Psychiatric Mental Health Nurse Practitioner – Graduate Post Graduate Certificate**
Effective Fall 2018, the published length of this program is 37 credit hours. The maximum time frame must not exceed 56 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).
- **Nurse Educator – Graduate Post Graduate Certificate**
Effective Fall 2018, the published length of this program is 18 credit hours (with a 6 hour practicum) or 12 credit hours without the optional practicum. The maximum time frame must not exceed 27 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).for the option with a practicum and 18 hours without the practicum.

Financial Aid Warning

Warning occurs when requirements have not been met in either area (qualitative and quantitative). Student can receive financial aid during this warning status, but must “make satisfactory progress” when measured against all areas at the end of the next period of enrollment.

Financial Aid Academic Progress Suspension

Suspension occurs when requirements have not been met after a semester of probation. Students on suspension are not eligible for federal or state assistance (see Types of Financial Aid). Students on financial aid suspension have the right to appeal (see Financial Aid Academic Progress Appeal Process).

Financial Aid Probation

Probation occurs when a student who is on financial aid suspension appeals the suspension and has eligibility for aid reinstated based on the appeal. Students on probation will be required to meet specific terms and conditions during the payment period for which probation is approved. At the end of each

semester the student must meet the required Satisfactory Academic Progress standards or the specific terms and conditions for the semester or no further aid will be disbursed.

Notification of Financial Aid Warning/ Suspension/Probation

The Student Finance Office will notify students, in writing, through the US Postal Service (using the address in the student management system). Students applying for financial assistance will be notified prior to disbursement of aid.

Financial Aid Academic Progress Appeal Process

Students on Financial Aid Academic Progress Suspension must appeal in writing for reinstatement of financial aid eligibility to the Coordinator of Student Finance, Financial Assistance, Saint Francis Medical Center College of Nursing. The appeal letter should address specific reasons for requesting the appeal.

Mitigating circumstances include:

1. Serious injury of the student and/or the student’s immediate family.
2. Serious extended illness of the student and/or the student’s immediate family.
3. Death of a student’s relative.
4. Other circumstances that affect the student’s ability to meet Satisfactory Academic Progress.

Describe in detail:

1. The reason for past performance difficulties (including supporting documentation).
2. How the situation has changed. If it has not changed, describe how it is now being handled. Supply an outline of solutions for improvement.
3. Outline of courses remaining to complete the baccalaureate program and the semester in which you plan to complete the course. The written appeal must be submitted within thirty (30) calendar days of notification from the Student Finance Office, or after receipt of credit grades, whichever is first. Appeals are processed on a case-by-case basis. The student’s circumstances, academic advisement and current federal regulations are taken into consideration. Appeal decision will be mailed within (30) calendar days (mailing procedure is the same as the suspension notification).

Institutional Refund Policy

A student who officially withdraws from the College or course(s) may receive a full or partial refund (credit) according to the following schedule. The withdrawal date is established by the student’s completion of all official steps for completing the process and is based on the date that the Registrar’s Office records the withdrawal. If a student withdraws from the college or any course(s) at any time without having completed the official process, no refund credit will be made. The College reserves the right to modify the refund schedule as circumstances may dictate.

Fall and Spring Semester

Weeks 1 & 2: 100% refund
Week 3: 40% refund
Week 4: 20% refund
After Week 4: 0% refund

Summer Term

Week 1: 100% refund
Week 2: 20% refund

NOTE: The student’s allocation of any refund is distributed only after the requirements of federal and non-federal aid programs are satisfied. See the Return of Funds Policy for additional information.

Federal Title IV Funds¹

The Higher Education Amendments of 1998, Public Law 105-244 mandate the way funds paid toward a student's education are to be calculated when a recipient of Title IV funds withdraws from the semester. A statutory federal formula is applied through the 60 percent point of each semester to determine the amount of Title IV funds a student has earned at the "date of withdrawal"². (After the 60 percent point in the semester, a student has earned 100 percent of the Title IV funds.) If a student attended and has not officially withdrawn fails to earn a passing grade, the institution must assume, for federal Title IV purposes, that the student has "unofficially withdrawn." If a student does not notify the institution that he/she has withdrawn, the date that the student withdrew would be the date the institution became aware that the student ceased to attend classes per notification from classroom instructor(s).

Repayment of Unearned Aid

The amount of unearned Title IV aid disbursed³ to the student must be returned. The institution and the student share the responsibility in returning funds. (The division of returning funds will depend on what funds were received and how they were disbursed.) The institution's share is allocated among the Title IV programs, in an order specified by statute, before the student's share. Students only owe grant overpayments if the overpayment exceeds 50% of the Title IV grant aid received. Students are not required to return grant overpayments of \$50 or less.

Refunds and repayments will be distributed to the appropriate Title IV, HEA programs in the following order:

- Direct Unsubsidized Stafford Loan
- Direct Subsidized Stafford Loan
- Direct PLUS Loan
- Federal Pell Grant Student

Time Frame for Returning Funds

The institution must return its share of unearned Title IV funds no later than 45 days after it determines that the student withdrew. Notification to the student will be sent describing the calculation, what the institution will return and their obligations. If the student has borrowed a student loan, the student will return their share of unearned aid attributable to a loan under the terms and conditions of the promissory note.

Post-withdrawal Disbursements of Aid

A student who earned more aid than was disbursed prior to withdrawal could be eligible for a post-withdrawal disbursement. Post-withdrawal disbursements must be made from grant funds before loans. Saint Francis Medical Center College of Nursing (SFMC CON) may credit grant disbursements toward unpaid institutional charges for current year only. SFMC CON will notify a withdrawn student prior to disbursing a loan as a post-withdrawal disbursement. SFMC CON will explain the student's obligation to

¹ Federal Title IV Funds (at SFMC CON) – Pell Grant, Federal Stafford Student Loans (Subsidized and Unsubsidized) and Federal PLUS loan.

² Date of withdrawal – A student who wishes to withdraw from a semester must request the appropriate form from the Registrar or Assistant Dean of Support Services and obtain the necessary signatures. Non-attendance or verbal notification to an employee other than the Registrar or Assistant Dean does not constitute a withdrawal. The date of withdrawal of determined by the Registrar.

³ Disbursed – Aid that has been applied to the student's account for tuition, fees and other allowable charges and/or aid that was disbursed directly to the student or parent (PLUS loan).

repay the funds and confirm the loan funds are still required by the student. Any refund due to the student as a result of a post withdrawal disbursement will be mailed to the student within 30 days of the withdrawal date. The student has 14 calendar days to respond to the Student Finance Office. If the funds are declined by the student or parent, or response is not received within 14 days, no post-withdrawal disbursement will be processed.

Credit Balances as a result of Return of Title IV calculations

If the student has a Title IV credit balance at the time of withdrawal, the College of Nursing is required to perform a Return of Title IV funds calculation to determine whether adjustments to the credit balance will occur. The College of Nursing will refund any appropriate credit balance to the student or parent within 14 days from the date of the Return of Title IV funds calculation.

Statutory Federal Formula

Earned Percentage of Title IV Aid

Determine the calendar days completed in the semester of enrollment divided by the total calendar days in the semester of enrollment (exclude scheduled breaks of 5 days or more AND days that the student was on an official approved leave of absence⁴).

Unearned Percentage of Title IV Aid

100% Aid Disbursed – % Earned Aid = % Unearned Aid (Title IV Return)

Example:

Days Completed 19 ÷ Total Days in the Semester 115 = .1652 = 16.5% Earned Aid

100% Aid Disbursed – 16.5% Earned Aid = 83.5% Unearned Aid (Title IV Return)

\$5,000.00 Aid Disbursed – \$825.00 Earned Aid = \$4,175.00 Unearned Aid (Title IV Return)

Direct Loan

When a student completes the FAFSA and their financial aid file is complete, the College will determine the student's eligibility for federal direct loans as well as parent plus loans (for dependent students only). To apply for the loans, the student and/or parent will need to complete the loan applications included in the award letter packet and submit them to the Student Finance Office. If the student has never received a federal loan while attending Saint Francis Medical Center College of Nursing, they must complete a Master Promissory Note at www.studentaid.gov and online loan entrance counseling at www.mappingyourfuture.org. In addition, a parent would need to complete a Master Promissory Note at www.studentaid.gov. When the student graduates or ceases attending, at least halftime, the student must complete online loan exit counseling at www.mappingyourfuture.org.

US Department of Veterans Affairs and Go Army!

Saint Francis Medical Center College of Nursing has been approved by the Illinois State Approving Agency for Veteran Education and the Department of Defense to provide veterans education benefits to our students. The college also participates in the *Go Army!* tuition assistance program. For more information regarding these educational benefits, please contact the Student Finance Office.

⁴ Leave of Absence – The student must follow the leave of absence policy as written in College publications (Catalog, Student Handbook, the college’s website).

Saint Francis Medical Center of Nursing will not take any of the actions mentioned below toward any student using U.S. Department of Veterans Affairs (VA) Post 911 G.I. Bill® or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to Saint Francis Medical Center College of Nursing:

- Prevent their enrollment
- Assess a late penalty fee
- Require they secure alternative or additional funding
- Deny access to any resources which are available to other students

However, to qualify for these stipulations, students may be required to:

- Produce their Certificate of Eligibility by the first day of class at the latest
- Provide a written or email request to be certified
- Provide additional documents in order to certify their enrollment

For more information, please contact the Student Finance Office.

Scholarships

Institutional Scholarships

A number of private scholarships or loans are available to qualified students. Students will be considered for Beatrice S. Hight Fund and Institutional Scholarship/Loan Funds every spring semester. Applications are available at <https://sfmcccon.awardspring.com>.

Criteria:

- Completion of 12 semester hours in good standing prior to the semester for which they are applying.
- Priority may be given to full-time enrollment.
- Priority may be given to those with minimum grade point average of 3.00.

The Scholarship Coordinator will notify students of award. Students are expected to attend the annual scholarship dinner recognizing donors.

Additional Information:

- Students must reapply each academic year they wish to be considered.
- Each award type and amount will vary depending on availability of funds.
- A student may withdraw their Institutional Scholarship/Loan application by submitting written notification to Student Accounts and Business Coordinator.

Students awarded an institutional scholarship/loan will be asked to provide general biographical information for press release purposes.

External Scholarships

Please refer to the College Website for information regarding Private Scholarships offered through outside sources. Visit <https://www.osfhealthcare.org/sfmcccon/> or see the Scholarship Coordinator or Student Accounts Coordinator.

Academic Regulations and Policies

Student Rights under the Family Educational Rights and Privacy Act (FERPA)

The information presented here is in compliance with the Family Educational Rights and Privacy Act of 1974. The Act requires that students be informed annually of their rights and of the College's policies and procedures in compliance. The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records.

They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the College Board; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll, after, making a reasonable attempt to notify the student of the records request.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202-4605

Student Access to Records

The student may request, in writing, an opportunity to review the content of these records. The request should be made to the President of the College. An opportunity to review the record will be arranged. The student will review the record in the presence of the President or Dean. Health records are available upon request.

If, during the review, the student questions the accuracy of the record, the College's representative will attempt to solve the problem. If this informal means does not solve the problem, a formal hearing will be set for within thirty days. At the formal hearing, a College administrative person or a person who has no direct interest in the problem will represent the College. The student will be given a copy of the record prior to the meeting, if desired. The cost of each copy, \$2 per sheet, will be paid by the student. The student will be given a fair hearing and will be permitted to present evidence to the issue being discussed. The student will receive a written decision within thirty days. A copy of the decision and of the student's request will be placed in the student's file.

This part of the Act is to ensure that the record is not inaccurate, misleading or in violation of the student's rights. It does not permit the student to challenge a grade. It does encourage the student to challenge the correctness of the recording of the grade.

The Act excludes from review, specific records; among these records are:

- Records created by and for use of the faculty only.
- Financial records of parents and all information included therein.
- Any record to which the student has waived his or her rights.

Directory Information: Release of Personally Identifiable Information

The College will NOT release any personally identifiable student record information to a third party unless the information has been specifically requested in writing, and the student has consented to the release in writing. One exception is a recent amendment to FERPA, which permits educational institutions to disclose-without the consent or knowledge of the student –personally identifiable information from the student's education records to the Attorney General of the United States or to his designee in response to an order issued by a court of competent jurisdiction in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g) (5) (B) and 2331 of title 18, U.S. Code.

At the student's request, the College will furnish a copy of information to the student for which consent is being sought. Copies of requests and of the student's consent will be kept in the student's file. Each copy released to a third party or to the student will be at the expense of the student. All transcripts and other materials will carry the College Seal.

The Act provides for the College to release information to personnel of the College who are determined by the College to have legitimate educational interest and to officials of other schools in which the student intends to enroll. The student will be notified of the request; receive a copy of the requested material if desired; and have the opportunity to challenge the record. The student is charged for each copy of the material sent to these schools and to the student.

Materials under the Act are sent to: authorized representatives of the Controller General of the United States; the United States Secretary of Health, Education and Welfare; the Commissioner of Education; the Director of National Institute of Education; to state and local officials requiring disclosure by virtue of State Statutes adopted prior to November, 1974.

Information will also be sent to: organizations conducting studies for educational agencies or institutions, provided the studies are conducted in a manner that will not permit the personal identity of the student or his or her parents to be known to others than the representatives of the organization; accrediting organizations to aid in carrying out accrediting functions; parents of dependent students as defined by the Internal Revenue Code of 1954; comply with judicial order or subpoena, providing the student is notified in advance of compliance; protect the health or safety of the student or other persons. The College will share the information with a third party under the above listing only on condition that they do not share information received unless they have the written consent of the student.

Disclosures

The following information is available upon request: enrollment rates, crime statistics, financial aid information, and program completion rates.

Student Code of Conduct and Integrity Standards

Students are expected to uphold high standards of academic conduct and personal honesty. Academic honesty is viewed as a reflection of the student's integrity. The administration, faculty and students are responsible for maintaining an environment of honesty and integrity.

The following are examples of violations of academic honesty:

- Plagiarism – to use ideas, thoughts or writing of others without giving credit to the source of the information. Using the works of another student is included in this definition.
- Cheating – the unauthorized giving or receiving of information prior to, during or after an examination; altering graded work; or having someone else complete one's work.
- Fabrication – providing false or untruthful information in student's patient care documentation or any course requirement.
- Breach of Confidentiality – accessing or divulging unauthorized information about patients, clients or organizations.
- Falsification of Documents – providing altered, untruthful or false information on College or patient care documents or student documentation which was not actually gathered by the student or which misrepresents a student's documentation.

Violations of academic honesty will result in disciplinary action. Actions will include, but are not limited to one or more of the following:

- Automatic failure of the work.
- Automatic failure of the course.
- Dismissal from the College.

See Student Handbook for the complete policy.

Classification of Academic Standing

Student-at-Large

Students-at-large are students who wish to take classes but are not pursuing a degree or post graduate certificate at the College. Students-at-large may earn credit for a maximum of 10 hours of credit for the Undergraduate Program and 12 hours of credit for the Graduate Program. Students wishing to transfer the course credits to another college or university are advised to verify transferability with the receiving school prior to taking a course. To enroll, students should complete the student-at-large application and pay the \$50.00 application fee. Prerequisites and other requirements may apply for some courses, and documentation may be required at the College's request (official transcripts and nursing licensure). Students taking clinical courses must complete the College of Nursing Health Requirements as outlined in the Catalog and use the electronic tracking system. Students-at-large may register for classes based on availability and the Course Placement Policy. No advisor is assigned. Students-at-large, who wish to become degree or certificate-seeking students must complete the established application process for the degree or certificate. Courses taken as a student-at-large would be included in the GPA if the student decides to pursue a degree or certificate at the College. Students-at-large are subject to all College policies and must maintain a GPA of 2.0 or higher for undergraduate

courses and 3.0 or higher for graduate level courses in order to continue taking courses at the College. Students who have been academically dismissed may not take courses as a student-at-large.

Undergraduate Student Classification

Students who have completed all of the required pre-nursing courses and are enrolled in the College pursuing a degree may be either part-time or full-time. Students carrying twelve or more semester hours are considered full-time. A student may enroll in a maximum of ten semester hours as a student-at-large.

Graduate Student Classification

Unconditional acceptance is given to all applicants who meet all the admission criteria. Conditional acceptance is given to MSN applicants who do not meet all the admission criteria, such as applicants with less than a 2.8 GPA (and greater than a 2.5).

At the time of admission, the Graduate Committee may specify other conditions for the applicant that would need to be fulfilled in order to progress in the program. To have conditional acceptance status removed for the MSN student with less than a 2.8 GPA, the student must complete twelve semester hours of course work with a minimum grade of “B” in each course.

Students whose GPA is between 2.5 and 2.79 may be required to have an interview and provide a writing sample.

Students enrolled in the College pursuing a Master’s degree may be either full-time or part-time. Students enrolled in nine or more semester hours during a semester of an academic year or six or more semester hours during the summer session are full-time. Students enrolled in less than nine semester hours during a semester of an academic year or less than six semester hours during the summer session are part-time. All graduate students must be continuously enrolled either full-time or part-time each semester.

Academic Credits and Load

The College operates on the standard semester system. The academic year is divided into two standard 16 week semesters and an 8 week summer semester, plus time for final examinations. Regardless of the delivery style (face-to-face, online, or hybrid) or the duration of the academic period (8 or 16 week terms), courses fulfill the expected course outcomes and time commitments for the credit hours awarded.

Saint Francis Medical Center College of Nursing is based upon the federal definition of credit hour as identified in the Higher Education Reauthorization Act of 2011. The college identifies the unit of credit as the credit hour. Each hour of credit requires one hour of classroom or direct faculty instruction and a minimum of two hours of out of class work each week for 16 weeks. This time is dedicated to the intended course-specific learning outcomes and includes evidence of student achievement of those outcomes.

Grading System

Faculty will enter raw scores expressed as points earned (to the nearest 100th decimal place) for all graded assignments without rounding. At the conclusion of a semester, or upon completion of a course, the final cumulative grade (to the 100th decimal place) for the course will be calculated based upon points earned. Grades will not be rounded. Grades will be submitted to the registrar as follows:

| Letter Grade | Percentage Scale | Quality Points |
|--------------|------------------|----------------|
| A | 100-93 | 4 |
| B | <93 and ≥85 | 3 |
| C | <85 and ≥77 | 2 |
| D | <77 and ≥70 | 1 |
| F | <70 | 0 |
| W | | 0 |
| WP | | 0 |
| WF | | 0 |
| WM | | 0 |
| U | | 0 |
| I | | 0 |
| AU | | 0 |
| AX | | 0 |

Required Minimum Undergraduate GPA

Undergraduate students are required to maintain a minimum grade point average (GPA) of 2.0 on a 4.0 scale. A grade of D, F, W, WP and WF are considered unsatisfactory. See Undergraduate Academic Progression Policy for additional information.

Required Minimum Graduate GPA

Graduate students are required to maintain a minimum semester and cumulative grade point average (GPA) of a 3.0 on a 4.0 scale to remain in good academic standing. A grade of C, D, F, W, WP, and WF are considered unsatisfactory and will result in a review of the student's record by the Graduate Committee. See Graduate Academic Probation and Dismissal Policy for clarity.

Students can access their individual accounts in the student information system to find their final grades. Students who want a hard copy of their grade report must complete and sign the Request for Grade Report form by the Friday before final examination week.

Enrollment Status

Prior to enrollment, each student will meet with their academic advisor. The primary purposes of academic advisement are to ensure the student understands the curriculum, makes informed decisions which align with the student's plan of study, is aware of the semester schedules, and is ready to register for courses. The student is responsible for scheduling this meeting.

Reduced Enrollment

The Undergraduate Admission and Progression Committee and Graduate Program Committee reserves the right at any time to restrict a new or continuing student's enrollment if the Committee feels to do so

is in the student's best interest. Restrictions may include, but are not limited to, part-time enrollment or specific course enrollments. Notice of such restrictions will be sent to the student, academic advisor, and the Assistant Dean of Support Services.

Course Add/Drop

The student who wishes to adjust their academic schedule after the semester has begun may do so but only until the Add/Drop deadline. Refer to the academic calendar for these dates. Clinical courses may be added only with permission of the academic Dean. Students are urged to consult with their academic advisor before adjusting their registration. Course registration changes are permitted without academic penalty during the first week of classes. Students obtain an Add/Drop Form from the Registrar and secure the required signatures. The form must be promptly submitted to the Registrar prior to the end of business of the Add/Drop deadline. Withdrawal from Graduate courses occurs through completion and submission of the online withdrawal form. After the first week no courses may be added, and courses dropped are subject to the Course Withdrawal Policy.

Auditing

Courses without a laboratory or clinical component may be audited on a space available basis after all students who wish to enroll for course credit have been served. A student auditing a course is exempt from examinations, presentations and papers, but all other expectations remain the same. An auditor receives neither a grade nor credit for the course. At the completion of the course the transcript will show "AU" if attendance has been satisfactory or "AX" if not. A student must register for the course during the registration period and pay the regular tuition. To change from audit to credit or credit to audit, the student follows the Change in Course Registration Policy.

Attendance

Attendance at all classes and laboratory or clinical/practicum experiences is expected. Students are responsible for all material presented and for the completion of course requirements and achievement of outcomes. When illness or other special circumstances prevent attendance, the student is responsible for contacting the instructor to collaboratively plan for meeting the outcomes. Excessive absences of greater than 10% of the required clinical hours for each clinical course, or course with a laboratory component, may impact the undergraduate student's overall grade or result in failure of the course. An exception to the policy may be made at the discretion of course faculty. Undergraduate students may be required to make up a missed clinical experience at the discretion of the instructor. Course faculty are to maintain attendance records in order to track attendance, meet the requirements of various financial aid programs, and provide information for employment references. Students in online courses are expected to support course attendance/participation policies. Graduate students are required to notify the preceptor of an absence and to reschedule the missed practicum time.

Incomplete

A grade of incomplete "I" is given only when circumstances beyond control of the student prevent completion of course requirements. To qualify for an incomplete for a theory course, the student must have completed a minimum of 75% of the course work, 75% of the class time and have a passing course grade. Undergraduate students enrolled in clinical courses must complete 75% of the hours and have a passing grade. For undergraduate students, a passing grade is "C" or better, and for graduate students a passing grade of "B" or better is required. Graduate students enrolled in courses with a practicum must have 50% of the required hours completed. The student must obtain an *Incomplete Form* from the Admission's Office and secure the required signatures. It is the student's responsibility to contact the

course faculty to determine the exact work required to remove the incomplete and the time frame for completing the work. Approval of the course faculty and the Dean is required. The completed form must be returned to the Registrar. Incomplete courses be completed prior to the end of the next semester. The maximum time to complete a course is one semester. Failure to complete the requirements by the established deadline will result in the “I” grade being converted to a Withdraw Failing (WF). Courses, which are prerequisites for the next semester, must be completed prior to enrollment in that semester. Exceptions require written approval of the course faculty and the Dean. If a student does not complete a course and does not submit an incomplete form, a grade of “F” will be assigned.

Leave of Absence

A student who must interrupt the academic program for reasons of prolonged illness or compelling personal situations may apply for a leave of absence for a specified time not to exceed one year. Requests must be submitted in writing to the academic Dean. Students must be in good academic standing to be considered for approval. At least two months prior to intended reenrollment, the student must notify the administration in writing of his/her intent to return. The student will pay tuition and fees at the rates in effect at the time of reenrollment. The fees submitted for one semester are not transferable to another semester. The student must satisfy the conditions of the leave before reentering and must comply with all polices, requirements and course sequences in effect at the time of reentry.

Course and College Withdrawals

The student who wishes to withdraw from a course is urged to consult with their academic advisor before adjusting their registration. The student must contact the Student Finance Office to determine the impact withdrawal will have on student’s financial aid or billing statement per refund policies. Students receiving any financial aid may be subject to repayment of monies received. A student who wishes to withdraw from a course must request the appropriate form from the Registrar and obtain the necessary signatures. A student, who is authorized to withdraw from a course prior to the established date, will receive a grade of W. A student who withdraws from a course after the established date will receive a grade of WP (withdrew passing) or WF (withdrew failing) depending upon the level of course work at the time of withdrawal. A WF is the equivalent of a failing grade. No credit or quality points are given for either grade; however, the grade of WF is included in the calculation of the student’s grade point average. If the WF is a second course failure for a student, they will be academically dismissed at the end of the semester but may continue in the other courses in which they are currently enrolled. Non- attendance or verbal notification to an employee other than registrar or Dean does not constitute a course withdrawal and will result in a failing grade.

A student who withdraws from a course is no longer enrolled in the course and may no longer attend class. Students cannot withdraw from a single course more than one time. A second withdrawal of any type from the same course will result in academic dismissal from the College. This policy does not apply to courses dropped within the official drop period.

A student may initiate withdrawal from the College provided he or she is not subject to dismissal because of failure or disciplinary action. An interview with the academic Dean is required. The student is advised to talk with the Financial Aid Assistant to determine the impact the withdrawal will have if the student is receiving financial aid. Students receiving financial aid who withdraw from the college may be subject to repayment of monies received. It is the student’s responsibility to obtain the withdrawal form from the Registrar’s Office and the signatures of the individuals stated on the form, and return the completed form to the Registrar. Students withdrawing from the college must also return all college

materials (ID badge, mailbox key, room key, parking deck card and library materials as appropriate) to the Assistant Dean of Support Services. A copy of the withdrawal form will be given to the student's advisor. The official date of withdrawal is the date the completed form is filed by the Registrar.

Telephone messages and/or nonattendance are not official notification of withdrawal and constitute an unapproved withdrawal. A grade of F is assigned for unapproved withdrawals. An individual who has officially withdrawn may apply for readmission by submitting a letter of request to the President (see Readmission Policy). Readmission will be based on space available.

Administrative Withdrawal

The College is committed to consistently applying enrollment, attendance, and course performance standards. This includes monitoring student management of attendance and course prerequisites and requirements. Students are responsible to ensure that appropriate measures to withdraw from a course or the College, are completed. Guidelines for administrative drop/withdrawal of students who quit attending class, have excessive absences, or fail to meet course prerequisites are established by the College. College administrators may initiate an administrative withdrawal of a student for non-compliance with any policy which indicates dismissal from the course as a possible consequence. An administrative withdrawal may also be granted at the discretion of the President only for documented extraordinary and/or emergency circumstances. A grade of WA will be assigned to the transcript. See the Student Handbook for complete policy and procedure.

Academic Progression

Undergraduate nursing students must successfully complete all prerequisite courses before beginning in the nursing major. All courses with a clinical/laboratory component within a semester of the nursing major must be completed satisfactorily before progressing to the next semester. The upper division must be completed within five years of the initial enrollment.

Graduate students must complete prerequisites to courses prior to enrolling in the course, or the students must obtain written permission from the faculty teaching the course to take a course out of sequence. The Out of Sequence form can be obtained from the Registrar or the learning management system (Canvas). Students must successfully complete the prescribed curriculum within five years (six years for RN-MSN, AG-ACNP, PMHNP and DNP-L students needing practicum hours over the 512 included in the curriculum and nine years for BSN-DNP options).

Undergraduate students must achieve a course grade of C or above in all courses. Graduate students must achieve a B or above in all courses. If a course grade of D, F or WF at the undergraduate level or C, D, F or WF at the graduate level is earned, the grade is unsatisfactory, and the entire course, including any clinical/practicum hours, must be repeated. The credit hours and GPA impact of the grade for the repeated course will be counted in the cumulative GPA. Both grades (first course grade and grade for the repeated course) will appear on the transcript. A student may only repeat a course with an unsatisfactory grade as defined above. A student earning an unsatisfactory grade as defined above in two courses will be academically dismissed. Each course may be repeated only one time. If a student earns an unsatisfactory grade in a course, the student is required to repeat the course the next time it is offered (please see Course Placement Policy). In case of course failure, select courses may be taken at another school with written approval from the appropriate Dean prior to enrolling in the course.

The College reserves the right to dismiss a student regardless of cumulative GPA for:

1. A grade of D, F or WF in any two undergraduate College of Nursing courses or a grade of C, D, F or WF in any two graduate College of Nursing courses.
2. Inability to demonstrate professional responsibility in nursing practice.
3. Excessive absence.

The faculty reserves the right to request the withdrawal of any student whose conduct, physical or mental health, or performance demonstrates lack of fitness for continuance in the nursing profession. Any such student not voluntarily withdrawing will be dismissed. The student has the right to appeal according to the Appeal Procedure.

Academic Probation

A semester GPA and a cumulative GPA are calculated at the end of each semester based on College of Nursing courses only. An undergraduate student whose semester or cumulative GPA falls below 2.0 will be placed on academic probation. A graduate student whose semester or cumulative GPA falls below 3.0 in any one term is automatically placed on probation. Any student placed on probation will receive written notice from the registrar. Students placed on probation are expected to meet with their academic advisors prior to the start of the next semester.

Undergraduate students on academic probation will be required to complete an evaluation of learning needs through the Academic Development Center (ADC). Based on the evaluation, the student may be required to continue to work with ADC faculty to improve academic performance. Failure to meet with ADC faculty and/or follow through with recommendations could result in dismissal from the BSN program.

The semester and cumulative GPA must be raised by the end of the successive semester to 2.0 for undergraduate students and 3.0 for graduate students. Academic probation is limited to one semester in the entire nursing program. Failure to raise the semester or cumulative GPA as required will result in academic dismissal.

Academic Honors and Awards

Dean's List

Undergraduate students who have achieved a grade point average (GPA) of 3.4 and above for the semester and who are enrolled in at least 12 credit hours are honored by being named to the Dean's List. Students receive an individual certificate of achievement.

Graduation Honors

Graduation honors for undergraduate students are based on the following cumulative GPA:

| | |
|-----------------|-------------|
| Summa Cum Laude | 3.85 - 4.00 |
| Magna Cum Laude | 3.70 - 3.84 |
| Cum Laude | 3.55 - 3.69 |

Graduate student degree candidates graduating with a cumulative GPA of 3.75 or higher will be recognized for their outstanding academic performance through the designation of Graduating with Distinction. Both undergraduate and graduate students who have achieved graduation honors will be designated by the honor cords worn at commencement.

Graduation Awards

The College of Nursing established two awards for graduating baccalaureate students to acknowledge and foster a commitment to the ideals of professional nursing. The “Excellence in Nursing Award” recognizes a pre-licensure BSN program graduate and the “Nursing Achievement Award” recognizes an RN to BSN graduate. Seniors who have a 3.0 or greater cumulative grade point average are eligible to be nominated for these awards. Candidates are considered on the basis of involvement and contribution to the College and community, as well as their consistent demonstration of enthusiasm, positive attitude, leadership skills, caring nature, and professional role modeling. Candidates are nominated by the faculty and selected by the Admission and Progression Committee. All faculty have the option to vote for a nominee by attending the Admission and Progression Committee meeting.

The Sister M. Ludgera Memorial Award for Outstanding Masters in Nursing acknowledges a graduate student who fosters the ideals of advanced nursing practice. Master’s students graduating with a cumulative grade point average of 3.75 or above are eligible to be nominated. Nominees are considered on the basis of leadership, professionalism and positive attitude. The winner is selected by the members of the Graduate Committee.

Sigma Theta Tau International (STTI)

STTI is the International Honor Society of Nursing. This organization is the unique body which recognizes superior academic achievements of nursing students and nursing community leaders. It fosters high professional standards for nursing education and practice, encourages creative work by nurses, and strengthens commitment to the ideals of the profession. Several opportunities for the development of leadership qualities, research support, and other forms of development are offered at the local, national and international level. The Tau Omicron Chapter is chartered at the College of Nursing which holds several meetings and events annually to which members and students are invited. Invitations for membership are extended to undergraduate and graduate nursing students who meet the initiation criteria.

Graduation Requirements

To be eligible for the Bachelor of Science in Nursing degree a student must:

- Have a final semester GPA of at least 2.0.
- Have a cumulative GPA of 2.0 or better.
- Successfully complete the prescribed curriculum of 123 or 124 credit hours.
- Meet all requirements of the College of Nursing, including financial obligations.
- Earn a minimum of 30 credit hours of credit on campus.
- Provide official transcripts of any courses taken outside the College during the nursing major.
- Complete the “Application for Graduation.”
- Meet the requirement of specific financial aid programs for an exit interview as applicable.

In the last semester of the nursing major, all students are expected to participate in comprehensive examinations which assist in preparing students for the licensure examination. Individual results are used in academic advising. The overall group results of the examinations are used by faculty in program evaluation.

To be eligible for graduate or post-graduate certificate program completion, a graduate student must:

- ☐ Have a final semester GPA of at least 3.0.
- ☐ Have a cumulative GPA of at least 3.0.
- ☐ Successfully complete the prescribed curriculum within designated time period.

- ☐ Meet all requirements of the College of Nursing.
- ☐ Earn the specified number of required semester hours for the enrolled program of study as stated in the Residency Requirements.
- ☐ Provide official transcripts of any courses taken outside the College during the program.
- ☐ Complete and submit the Application for Graduation by the end of the semester prior to the intended graduation. All students expecting to graduate must apply for graduation by a specified date.
- ☐ Meet the requirement of specific financial aid programs for an exit interview as applicable.

Degrees are awarded to students meeting graduation requirements at the end of each semester. Commencement exercises are held in December and May.

Transcripts

Transcripts are issued upon written request of the student. The fee for each transcript is \$3.00. Transcripts will be issued only to individuals in good financial standing with the College of Nursing.

Student Appeals

The student appeal procedure provides a forum for fair resolution of concerns related to grades, academic standing, or disciplinary actions resulting from violations of academic or student policies. The appeal process is applied when there is reason to believe that the decisions and/or actions were capricious, discriminatory, arbitrary, or in error.

I. Academic Appeal Procedure

The student initiating an appeal should be prepared to document evidence for the appeal. At this time, the student may seek the assistance of the academic advisor. Appeals should be settled at the lowest possible level. A student appealing a grade may continue in the academic program during the review process unless there is reason to believe such continuance would jeopardize the well-being of the student or others. The appeal should be initiated within ten (10) business days after the grade is issued by the Instructor or Registrar. If the specified time limits are not met by the student, the issue shall not be subject to further appeal. Each appeal step listed below must be accomplished before proceeding to the next step. The decision at each step will be documented.

1. The student should make a sincere effort to resolve the issue with the instructor assigning the grade or faculty member in charge of the course.
2. If the issue is unresolved, the student should submit a written request for a meeting with the appropriate Dean within ten (10) business days. If the appropriate Dean is the instructor assigning the grade, the written request should be submitted to the other Dean. The request shall specify the nature of the issue and attempts made to resolve the issue. The Dean shall meet with the student within ten (10) business days of the receipt of the request. The student is given adequate notice in writing at this step and all subsequent steps of the date, time, and place of the meeting. The Dean makes a decision which resolves the issue or recommends that it is taken to the Admission and Progression Committee or the Graduate Committee (for graduate students).
3. If unresolved, the student submits a formal written appeal to the Admission and Progression Committee or Graduate Committee chairperson within ten (10) business days of the meeting with the Dean.
4. The student and instructor shall be given due notice of the date and time of the Admission and Progression Committee or Graduate Committee Meeting. The meeting will be held within ten

(10) business days of the student's request. The President will not be in attendance at the arranged Committee Meeting. Each party may present evidence or witnesses to the issue. The committee may question each party. Following a period of closed deliberation, the decision of the Committee will be forwarded in writing to both parties and the President within three business days following the meeting.

5. If the decision of the Committee is unacceptable to the student or instructor, either may file a written notice of intent to further appeal to the President within three (3) business days of receipt of the decision.
6. The President shall have a maximum of ten (10) business days to call a meeting of both parties to resolve the situation. The President will review all current records or documentation relating to the appeal. No new documentation may be introduced at this time. If necessary to avoid undue hardship or injustice to either party, the President may extend the ten (10) day limitation.
7. The President may approve or reverse the decision of the Committee.
8. The written decision of the President shall be sent to both parties and the appropriate Dean no later than three (3) business days following the appeal meeting.
9. The decision of the President shall be final.

II. Disciplinary Appeal Procedure

For the appeal process regarding disciplinary actions, the disciplinary appeal procedure set forth below will be used.

Judicial Board

A Judicial Board is formed to act on cases of violations of the Student Code of Conduct and Integrity Standards.

The Judicial Board shall consist of:

1. Three faculty members.
2. Chairperson shall be a faculty member elected by the Board.
3. Two students selected by the Judicial Board.

The faculty representatives will be elected as provided in the by-laws of the College Senate. A quorum of the Board shall consist of all members. Disciplinary actions may include: reprimand, fines, disciplinary probation, suspension, or dismissal. Disciplinary action of the Judicial Board is not limited to these categories. All decisions require a majority vote except for dismissal or suspension, which require an affirmative vote of at least four.

In the event the College recommends suspension or dismissal of the student, such suspension or dismissal shall be put on hold during the appeal/hearing procedure set forth below. Only if the recommendation of suspension or dismissal is based on violation of Professional Standards which places students, faculty, patients or any other person in immediate harm or danger will the student be suspended during the appeal/hearing procedure. In no event, will the student be dismissed from the College until the President has rendered a final decision under the disciplinary appeal procedure.

Appeal/Hearing Procedure

1. The student must submit a written request to appeal within five (5) business days of receiving such a disciplinary action. The written request must be accompanied by rationale for a hearing to the President within five (5) business days of receipt of the decision. If such a written request is not received within such five-day period by the President, the student will be deemed to have waived his/her right to appeal, and the disciplinary action will stand.
2. The President shall call a meeting of the Judicial Board within ten (10) business days. The student may request in writing a postponement for ten additional business days in order to prepare for the hearing. The student will be notified in writing in advance of the date, time, and place of the meeting.
3. The Judicial Board shall meet to review and/or hear the case and render a decision. If the student does not appear at the scheduled time, unless such nonappearance is based on exigent circumstances, in the sole discretion of the Judicial Board, the appeal will be dismissed.
4. The hearing will be held on an informal basis and, if attorneys are involved, shall not be conducted according to the rules of law/evidence. Both parties may call, examine and cross-examine witnesses who voluntarily agree to appear on behalf of the participant calling such witness. Re-examine and re-cross are not allowed.
5. The Judicial Board may request in advance that both parties, or their representatives, present an opening oral statement outlining the position of each party and what each party hopes to show with its evidence. The Judicial Board may add any other procedural rules, such as written statements prior to or after the Hearing. At the Judicial Board's sole discretion, the hearing may be adjourned and rescheduled.
6. Within five (5) business days after the adjournment of the hearing, the Judicial Board will prepare a written recommendation which will be immediately forwarded to the student and the President.
7. If the Judicial Board's recommendation is adverse to the student, and the student desires further appeal, he/she shall submit a written request for an appeal, including rationale, to the President within five (5) business days of receipt of the Judicial Board's recommendation. If the Judicial Board's recommendation reverses or reduces the severity of the College's disciplinary action, the appropriate Dean, on behalf of the College, may submit a written request for an appeal, including rationale, to the President within five (5) business days of receipt of the Judicial Board's recommendation.
8. Upon such appeal the President may discuss the case with any witness, the student, any member of the Judicial Board, or any other person. In any event, the President will review the information provided to the President by the Judicial Board. The President may affirm the recommendation or send the recommendation back to the Judicial Board to reconsider either an increase or reduction in the severity of the Disciplinary Action. The Judicial Board shall determine what manner of reconsideration it shall use, such as rehearing, interviewing or re-interviewing a witness(es), reviewing the record or merely reviewing its recommendation.
9. If the President affirms the Judicial Board's recommendation, the decision of the President shall be given to the student and the College within five (5) business days, and such decision is final with no further appeal.
10. If the recommendation is sent back to the Judicial Board for reconsideration, the Judicial Board, after its reconsideration, will submit a final recommendation to the President. The President may affirm or revise the reconsidered recommendation. The Dean's decision will be final, with no further appeal.

Academic Programs

Degrees and Certificate Programs

Upon successful completion of the prescribed program, a degree or post graduate certificate is awarded.

Degrees and Certificates Granted

The following degrees or post-graduate certificates are awarded:

- Bachelor of Science in Nursing
 - Pre-licensure BSN
 - RN to BSN

- Master of Science in Nursing
 - RN to MSN Fast Track
 - Nurse Educator
 - Nursing Management Leadership
 - Neonatal Nurse Practitioner
 - Family Nurse Practitioner
 - Adult Gerontology Acute Care Nurse Practitioner
 - Psychiatric Mental Health Nurse Practitioner

- Doctor of Nursing Practice
 - Neonatal Nurse Practitioner – BSN to DNP
 - Family Nurse Practitioner – BSN to DNP
 - Adult Gerontology Acute Care Nurse Practitioner – BSN to DNP
 - Psychiatric Mental Health Nurse Practitioner – BSN to DNP
 - DNP Clinical – MSN to DNP
 - DNP Leadership - MSN to DNP

- Post-Graduate Certificate Programs
 - Nurse Educator
 - Family Nurse Practitioner
 - Adult Gerontology Acute Care Nurse Practitioner
 - Psychiatric Mental Health Nurse Practitioner

Residency Requirements

Students enrolled in the following programs must earn the minimum semester credit hours from the College of Nursing to be eligible to receive the degree:

| Program | Credit Hours | Minimum Hours |
|---|--------------|---------------|
| BSN Program | | |
| Pre-license BSN | 124 | 31 |
| RN-BSN | 123 | 30 |
| MSN Program <i>Effective 2018</i> | | |
| MSN – Adult Gerontology Acute Care Nurse Practitioner | 53 | 40 |
| MSN – Family Nurse Practitioner | 50 | 35 |
| MSN – Psychiatric Mental Health Nurse Practitioner | 49 | 37 |

| Program | Credit Hours | Minimum Hours |
|---|---------------------|----------------------|
| MSN - Neonatal Nurse Practitioner | 42 | 30 |
| MSN – Nursing Management Leadership | 36 | 24 |
| MSN – Nurse Educator | 33 | 21 |
| PGC – Adult Gerontology Acute Care Nurse Practitioner | 38 | 25 |
| PGC – Nurse Educator | 12-18 | 12-18 |
| PGC – Family Nurse Practitioner | 35 | 20 |
| PGC – Psychiatric Mental Health Nurse Practitioner | 37 | 25 |
| DNP Program Curriculum as of Fall 2018 | | |
| Post Graduate DNP-Clinical | 40 | 27 |
| Post Graduate DNP-Leadership | 40 | 27 |
| BSN-DNP Adult Gerontology Acute Care Nurse Practitioner | 78 | 65 |
| BSN-DNP Family Nurse Practitioner | 75 | 60 |
| BSN-DNP Psychiatric Mental Health Nurse Practitioner | 77 | 65 |
| BSN-DNP Neonatal Nurse Practitioner | 73 | 61 |

Standardized Testing

Undergraduate nursing students in the pre-licensure program are required to take tests with national norms during the curriculum and achieve satisfactory scores on each test. Students will be required to take a series of two tests during the nursing curriculum.

The first test is administered at the completion of the junior year and is called the Mid-Curricular HESI (Health Education Systems, Inc.) test. This exam reflects the junior year BSN curriculum. The second test, called the HESI Exit Exam (E2) is administered during the last semester of the nursing curriculum and has strong psychometric properties. It has been found to be predictive of success of the NCLEX-RN examination. The College is committed to student success. As such, the cost for the administration of HESI exams (both mid-curricular and Exit exam) is included in the student’s tuition and fees. See Student Handbook for requirements and procedure.

Graduate students may also be required to participate in standardized testing as related to the specific program track. When this requirement exists, students are alerted during recruitment and advising discussions. When required, the cost for the tests are included in the student’s tuition and fees.

Distance Learning

Distance learning at Saint Francis Medical Center College of Nursing involves blended learning environments for traditional undergraduate classroom courses and predominately online courses for all graduate degree programs. Traditional learning involves courses that deliver content in the classroom, clinical and may include web-enhanced activities that do not replace classroom attendance. Courses with the predominate amount of instruction occurring in clinical settings with both the instructor/preceptor and student at the same place at the same time are considered traditional courses.

The College defines distance learning as a course that is delivered using the Learning Management System. Physical separation of the student from the traditional classroom is bridged through the use of technology. Learning can take place synchronously, asynchronously, or with a combination of both modalities. Content delivery methods may include audio, video, computer technologies, internet, wireless communication devices, conferencing, DVDs and CDs. Through interactivity students will create a connection between themselves, faculty and their classmates. All students are accountable for their own learning and are expected to collaborate with faculty and other participants. Students enrolled in distance learning courses are expected to comply with course requirements.

Blended or hybrid courses are taught in the traditional classroom setting and use a Learning Management System to distribute syllabi and course materials along with the integration of other features such as journaling, grade book, threaded discussions, dropbox and email, which may replace in-seat class attendance. Students enrolled in blended or hybrid courses are expected to comply with course requirements.

The Instructional Design and Technology Specialist serves as support for the distance learning courses and/or programs offered through the distance learning equipment.

Moving to a New State

Students must contact their advisor to discuss any change in their state of residence prior to relocation. Should a student relocate to a state in which Saint Francis Medical Center College of Nursing is not authorized to provide distance education, continued enrollment cannot be guaranteed. The move may also impact the student's financial aid.

Undergraduate Programs

Description of Program Offerings

The College offers an undergraduate program that leads to a baccalaureate degree in nursing (BSN). The program prepares men and women for the practice of professional nursing. Completion of the program requires 124 credit hours of coursework: 59 hours of general education and support courses at an accredited college or university of the student's choice, and 65 hours of study in the nursing major at the College of Nursing. Upon graduation, the students are eligible to write the national licensure examination for practice as a professional registered nurse.

The College offers registered nurses the opportunity for a fast-track option in the baccalaureate nursing program. The educational plan for the registered nurse shares the same program goals and objectives of the generic nursing program but provides a fast-track pathway. Completion of the fast-track option requires 123 credit hours of coursework: 59 hours of general education and support courses at an accredited college or university of the student's choice and 64 hours of study in the nursing major

offered by the College. The option for registered nurses is offered predominantly online. One course is available for credit through portfolio review.

Admission to the College

The College of Nursing endeavors to admit qualified applicants who can reasonably be expected to successfully complete the upper division baccalaureate nursing program. The College admits qualified students without regard to national or ethnic origin, race, color, creed, sex, age, or other legally protected category applicable to the College. All students complete the required pre-nursing sequence which provides a common base on which to build the nursing major. The diversity of educational backgrounds may include a minimum of the required pre-nursing courses; a degree in a non-nursing area; or an associate degree or diploma in nursing.

Students are encouraged to seek academic advisement early in the pre-nursing curriculum from the Admissions Office to facilitate progression and timely enrollment. Official application to the College of Nursing should be made after completion of 30 credit hours of required courses. Selection is competitive and students who meet admission criteria will be reviewed and accepted by the director of admissions/registrar. Those students potentially at risk will be evaluated by the Admissions and Progression Committee. Students at risk include those who previously attended another nursing program and received a D or an F in completed coursework, those who withdrew from a nursing program or have any other potential problem as identified.

Admission Requirements

1. Evidence of graduation from a high school approved by the State Board of Education or official score report of the G.E.D.
2. Home schooled applicants should submit the following:
 - a. Official copy of the academic record indicating grade point average, a summary of all courses taught by the home school, the title of each course, the grade received, and the name of the instructor.
 - b. Official transcripts received through any correspondence school or regional organization that provides the service for home schools.
 - c. The Secondary School Report Home School SupplementHS.
3. Completion of 59 credit hours of required pre-nursing curriculum at a regionally accredited college or university with an overall grade point average (GPA) of at least 2.5 on a 4.0scale.
4. 2.5 GPA for Anatomy and Physiology courses. This requirement is waived for registered nurses.
5. Required pre-nursing courses must be taken for a letter grade rather than pass/fail or credit/no credit.
6. Only grades of C or above are accepted for transfer credit.
7. A total of two courses may be repeated within the past five years. Each course may be repeated only one time.
8. Courses with a grade of D or lower taken five years or more before the date of application will be disregarded in the calculation of the admission GPA.
9. Acceptance of College Level Examination Program (CLEP) or Proficiency Examination Program (PEP) credit will be given individual consideration by the Admissions and Progression Committee.

Meeting the minimum requirements does not guarantee admission. Admission is competitive and usually the average GPA of the admitted class is significantly higher than the stated minimum of 2.5.

Application Process

1. Completion of 30 credit hours of required courses, which must include eight (8) credits of the required science courses. A minimum of two of the four required science courses must be completed before initial consideration for admission. The two science courses must be a combination of anatomy and physiology I and/or II, chemistry, and microbiology. The nutrition course is not counted as a required science course.
2. Completed Application Form with a non-refundable fee of \$50.
3. Official high school transcript or an official G.E.D. score report.
4. Official transcripts from all colleges and/or universities attended.
5. An interview is optional at the request of either the College or the applicant.

Projected Deadlines per Semester of Initial Enrollment

| Semester | Preferred Application Date | Selection |
|-------------|----------------------------|-----------------------------|
| Fall 2023 | September 15, 2022 | Accepted on a rolling basis |
| Spring 2024 | February 15, 2023 | Accepted on a rolling basis |

The applicant is responsible for submitting current college transcripts to keep the Admissions Office informed of progress with the pre-nursing course requirements. It may not be possible to offer admission to all qualified applicants because of a highly competitive applicant pool and space limitations. Selected applicants receive an official acceptance letter and an Enrollment Form which must be submitted to the Admissions Office within four weeks of notification of acceptance. No enrollment deposit is required. Applicants who are not accepted will be informed by mail and must submit in writing a request for the academic file to remain active for a maximum of one year.

High School Student Early Admission

The College offers the opportunity for qualified students who have completed their junior year of high school to apply for early acceptance to the College. As part of the program, the accepted student is guaranteed a spot in the class by meeting the requirements for early admission and maintaining eligibility requirements. Admitted students are assigned an academic advisor to develop a plan of study and career path and become part of an elite group able to begin on a path into the nursing profession.

Admission Criteria

1. Enrollment in college-prep track in high school
2. High school GPA of at least 3.25 on a 4-point scale
3. Class rank in the top 25 percent

Application Process

After completing the junior year of high school:

1. Complete and submit the Early High School Admission Application.
2. Submit the \$50 non-refundable application fee.

3. Submit official high school transcript once grades and class rank have been calculated following the spring semester of the junioryear.
4. Submit a 1- to 2-page typed essay
5. Official ACT Test Report

Maintaining Early Admission Eligibility

1. Submit the following to the College Director of Admissions:
 - a. Official high school transcript upon completion of senior year.
 - b. Official college transcript upon completion of each semester of college
2. Maintain a minimum college GPA of 3.0 while taking the required 59 credit hours of liberal arts and science courses at the college of their choice. If the college GPA of 3.0 is not maintained, the student will be removed from the early admission status and be placed in the regular admission pool.
3. Student is required to attend all mandatory College meetings and remain in contact with their College of Nursing academic advisor between their date of acceptance and the date they begin courses at the College.
4. Student must meet the College’s current admission standards related to pre-nursing courses.

Students who do not meet the early admission requirements or do not maintain their early admission eligibility will be removed from the early admission pool and placed in the regular admission pool.

Projected Deadlines per Semester of Initial Enrollment

| Year | Preferred Application Date | Selection |
|-----------|----------------------------|------------------|
| Fall 2024 | September 10, 2021 | October 25, 2021 |
| Fall 2025 | September 10, 2022 | October 25, 2022 |
| Fall 2026 | September 10, 2023 | October 25, 2023 |
| Fall 2027 | September 10, 2024 | October 25, 2024 |

No enrollment deposit is required. An official acceptance or denial letter will be mailed to each applicant.

Admission of Registered Nurses

The College of Nursing offers registered nurses the opportunity for a fast-track option in the baccalaureate nursing program. The educational plan for the registered nurse shares the purposes and objectives of the generic nursing program. Academic advisement is available at the College to assist the student with a plan for advanced placement, transfer of credit and completion of requirement. All policies in regard to admission, academic advisement, progression in the nursing major and program completion apply to the registered nurse student. This means that there is not a time limitation on science courses for the practicing registered nurse. Registered nurses must submit a copy of current Illinois license and official school of nursing transcript. Registered nurses may enroll as full time, part time or as a student-at-large.

Upon satisfactory completion or concurrent enrollment of the pre-nursing curriculum, the student may be admitted to the College of Nursing. The following courses are required to be taken by the registered nurse:

| Courses | Credit Hours |
|--|--------------|
| 304 Nursing and Healthcare Ethics | 3 |
| 310 Health Assessment (<i>RNs only; online</i>) | 3 |
| 317 Concepts of Professional Nursing | 3 |
| 318 Research for Nursing Practice | 3 |
| 425 Promoting Healthy Communities | 5 |
| 433 Experiences in Clinical Nursing (<i>Portfolio option</i>) | 8 |
| 434 Concepts in Nursing Management (<i>RNs only; online</i>) | 3 |
| 436 Trends and Issues for Professional Nursing (<i>RNs only</i>) | 3 |
| Total: 31 credit hours | |

Graduates of state approved diploma or associate degree nursing programs may receive 33 credit hours in the nursing major without examination. Upon formal acceptance and satisfactory completion of courses, 317 Concepts of Professional Nursing, 310 Health Assessment and 425 Promoting Health Communities, the registered nurse will be granted credit for the following College of Nursing courses:

| Course | Credit Hours |
|---|--------------|
| 312 Pathophysiology | 4 |
| 314 Pharmacological Basis of Nursing Practice | 3 |
| 324 Conceptual Basis of Nursing I Theory | 4 |
| 325 Conceptual Basis of Nursing I Clinical | 2 |
| 330 Conceptual Basis of Nursing II Theory | 5 |
| 331 Conceptual Basis of Nursing II Clinical | 5 |
| 426 Conceptual Basis of Nursing III Theory | 5 |
| 427 Conceptual Basis of Nursing III Clinical | 5 |
| Total: 33 credit hours | |

Baccalaureate Program Outcomes

The graduate of the baccalaureate program:

1. Synthesizes theories, concepts and principles from behavioral, natural and social sciences, technologies, and nursing as a foundation for the practice of professional nursing.
2. Implements culturally appropriate caring behaviors in nursing practice.
3. Integrates written, oral, technology and information literacy skills to facilitate communication within the nurse-patient relationship and interprofessional collaboration in a variety of health care settings.
4. Models critical thinking, skills of inquiry and problem-solving skills for effective decision making in nursing practice based on best evidence.

5. Implements the nursing process to assist patients and families throughout the life cycle in reaching optimal health by facilitating adaptation of physical, emotional, intellectual, social and spiritual well-being.
6. Applies leadership through engaging in professional nursing within a political, legal, ethical, social and financial framework to implement patient safety and quality within the context of the interprofessional team and health care system.
7. Demonstrates responsibility and accountability for personal and professional growth and development and is responsive to emerging roles within the profession.
8. Employs the process of self-reflection to continually improve practice and engage in lifelong learning.

Student Learning Outcomes

1. Demonstrates effective communication skills which foster mutual respect to enhance knowledge and experience.
2. Analyzes and evaluates data relevant to nursing.
3. Applies information from a variety of data sources within the healthcare setting to develop a plan to improve patient outcomes.
4. Implements culturally appropriate caring behaviors in nursing practice.
5. Analyzes decision-making skills and appropriate leadership styles for a variety of healthcare settings.
6. Demonstrates caring during interactions with patients, families, and colleagues.
7. Analyzes evidence for use in planning and delivering nursing care.
8. Demonstrates accountability in providing safe and effective patient care.

Graduate Programs

The Graduate Program extends the excellence in education offered at the baccalaureate level and gives nurses a way to advance their careers and enhance patient care. Graduate studies build on knowledge gained in the undergraduate program and through experience as practicing nurses. Faculty guide students in the learning process and graduate students learn by discovery in their readings, reflections, scholarly work, and by sharing experiences and expertise with other students. The College has three types of educational offerings including MSN degrees, post-graduate certificate programs, and DNP degrees. Each type will be addressed below.

Master of Science in Nursing

A Master of Science in Nursing (MSN) degree advances nursing knowledge and expertise, and the College has educational opportunities in practice, education, and leadership. The six majors offered include Nurse Educator, Nursing Management Leadership, Neonatal Nurse Practitioner, Family Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner (Across the Life Span). The master's programs are offered predominantly online using learning management software. Students participate in both synchronous and asynchronous discussions.

Admissions Requirements

Applications are reviewed throughout the year, but priority is given to applicants who complete application process by April 1 for fall enrollment and October 15 for spring enrollment options.

For admission into the MSN program the following are required:

1. Submit a completed application.
2. Pay \$50 nonrefundable application fee.
3. Bachelor of Science in Nursing degree from an accredited nursing program (ACEN, CNEA, or CCNE), which is also regionally accredited.
4. Minimum undergraduate cumulative GPA of 2.8 on a 4.0 scale.
5. Official transcripts of all prior college academic work.
6. Proof of current, unencumbered licensure as a registered professional nurse in the United States.
7. Evidence of one year of professional nursing experience preferred.
8. Three letters of recommendation from persons who are able to speak to the applicant's ability to undertake graduate education. One letter from a nursing faculty member from the student's baccalaureate nursing program is preferred.
9. A 500- to 750-word typed essay detailing professional and educational work goals.
10. Evidence of completion of undergraduate health assessment and nursing research courses with a minimum grade of C for both courses.
11. The College may request an interview.

Additional requirements are necessary for admission to the Neonatal Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner tracks:

Neonatal Nurse Practitioner

Neonatal Nurse Practitioner applicants must have the equivalent of two years full-time clinical experience as an RN in a Level III or IV NICU within the past five years before starting clinical courses. May start theory courses without the required clinical experience. These applicants must hold and maintain a current Neonatal Resuscitation Program certification.

Psychiatric Mental Health Nurse Practitioner

Psychiatric Mental Health Nurse Practitioner students must have one year of experience (or the equivalent) in psychiatric-mental health within the past five years prior to starting the psychiatric-mental health specific theory or practicum courses.

*Any exceptions to these requirements must be approved by the Graduate Committee.

MSN Program Outcomes

The graduate of the Master's Degree Program is able to:

1. Integrate theory, research and practice using critical thinking to promote safe and high quality patient for individuals and populations in a variety of settings.
2. Practice autonomously in a variety of professional roles to respond to the social, economic, ethical, political and legal issues impacting the needs of patients and the nursing profession.
3. Express caring in professional interactions which supports the values and promotes the growth and self-actualization of individuals, groups and communities.
4. Provide interprofessional leadership within the dynamic health care system in a culturally diverse society.
5. Synthesize the principles of education and practice to advocate for interventions that promote, maintain, and restore health for individuals and populations.
6. Analyze factors for delivering high quality patient care through utilization of informatics and technology.

MSN Student Learning Outcomes

1. Integrates advanced communication skills when interacting and collaborating with patients, families, populations, and the health care team.
2. Integrates knowledge and uses insights to create actions which improve issues in the student's area of practice.
3. Integrates information to develop interventions that promote, maintain, and restore health.
4. Provides care and services that are equitable and responsive to the unique cultural and ethnic needs of the population.
5. Integrates leadership, organizational, and decision-making skills to promote high quality and safe patient care.
6. Integrates caring in all encounters associated with one's role within healthcare.
7. Integrates Evidence-Based Practice, and Standards of Care as a continuous process improvement strategy.
8. Demonstrates accountability in patient care across populations.

Curriculum (Effective Fall 2018)

**Numbers listed to the right of the course name indicate credit hours earned. If there are additional numbers listed in parenthesis, the first number is credit hours for theory and the second number is credit hours for practicum.*

RN-MSN Fast Track

Registered nurses with an associate degree or a diploma in nursing and who hold a bachelor degree in a discipline other than nursing are able to complete the five courses to fast track to the MSN major of the student's choice.

| Course | Credit Hours |
|---|---------------------|
| 310 Health Assessment | 3 |
| 318 Research for Nursing Practice | 3 |
| 425 Promoting Healthy Communities for the RN clinical | 5(4/1)* |
| 433 Experience in Clinical Nursing * | 8 |
| 450 Transition to Advanced Practice | 4 |
| Total: 23 credit hours | |

Adult Gerontology Acute Care Nurse Practitioner (AGACNP)

Adult Gerontology Acute Care Nurse Practitioners (AGACNP) assess, diagnose and manage acutely ill patients in hospital and hospital-to-clinic settings. The advanced skills of the AG ACNP may be used in emergency departments, intensive care units, intermediate care units and specialty clinics such as cardiology or neurology. Adult Gerontology Acute Care Nurse Practitioners focus on populations needing critical care and treatment of acute and chronic illnesses, disability and/or injury. Students come to campus one time during the four semesters with practicum courses. Graduates will be prepared to take the certification exam and assume leadership roles for the targeted populations addressed above. Students will complete this 53-credit hour option and 700 practicum hours.

| Core Courses | Credit Hours |
|--|---------------------|
| 500 Theoretical Foundations of Advanced Nursing Practice | 3 |
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| 707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice | 3 |
| 710 Biostatistics | 3 |
| 726 Analysis of Evidence-Based Practice | 3 |
| 759 Information Systems & Technology for Transformation of Health Care | 3 |
| 815 Organizational Management & Leadership in Health Care Systems | 3 |
| Role Specific Courses | |
| 509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan | 3 |
| 519 Advanced Pathophysiology Across the Lifespan | 3 |
| 529 Advanced Pharmacotherapeutics Across the Lifespan | 3 |
| 511 Differential Diagnosis | 3 |
| 620AG Adult and Aging I | 4(3/1)* |
| 622AG Adult and Aging II | 4(3/1)* |
| 632AG Acute Care Diagnosis & Therapeutics | 3(2/1) |
| 633AG Application of Acute Care Diagnosis and Therapeutics | 1 |
| 637AG Acute Care I | 4(3/1)* |
| 638AG Acute Care II | 4(2/2)* |
| Total Practicum Hours =700 (1 credit hour for practicum=100 practicum hours) | |
| Total Credit Hours = 53 | |

Nurse Educator (NE)

The Master of Science in Nursing Program offers a 33-credit hour educator option designed for the baccalaureate professional nurse. Graduate students will be prepared to design and use multiple educational delivery systems and teaching strategies. In addition, the student will develop, implement and evaluate curriculum that will prepare nurses responsive to future and current health care and educational systems.

| Core Courses | Credit Hours |
|---|---------------------|
| 500 Theoretical Foundations of Advanced Nursing Practice | 3 |
| 622 Evidence-Based Inquiry | 3 |
| 710 Biostatistics | 3 |
| 726 Analysis of Evidence-Based Practice | 3 |
| 815 Organizational Management & Leadership in Health Care Systems | 3 |
| Role Specific Courses | |
| 531 Advanced Health Assessment/Diagnostic Reasoning, Pathophysiology & Pharmacology Across the Lifespan | 3 |
| 532 Foundations of Nursing Education | 3 |
| 536 Issues & Roles in Nursing Education | 3 |
| 540 Evaluation Strategies in Nursing Education | 3 |
| 600.1 Educator Practicum | 3 |
| 600.2 Educator Practicum | 3 |
| Total Practicum Hours = 384 (1 credit hour for practicum=64 practicum hours) | |
| Total Credit Hours = 33 | |

Nursing Management Leadership (NML)

The Nursing Management Leadership option is a 36-credit hour MSN option. This degree prepares the baccalaureate professional nurse for a variety of leadership positions.

| Core Courses | Credit Hours |
|---|---------------------|
| 500 Theoretical Foundations of Advanced Nursing Practice | 3 |
| 710 Biostatistics | 3 |
| 726 Analysis of Evidence-Based Practice | 3 |
| 815 Organizational Management & Leadership in Health Care Systems | 3 |
| Role Specific Courses | |
| 736 Translation of Evidence into Practice | 3 |
| 740 Impact of Ethics & Law on the Role of the DNP | 3 |
| 759 Information Systems & Technology for Transformation of Health Care | 3 |
| 765 Health Care Policy and Financial Management | 3 |
| 554 Human Resource Management | 3 |
| 558 Managed Care & Integrated Delivery Systems | 3 |
| 614.1 Management Practicum with Capstone Project | 3 |
| 614.2 Management Practicum with Capstone Project | 3 |
| Total Practicum Hours = 384 (1 credit hour for practicum=64 practicum hours) | |
| Total Credit Hours = 36 | |

Neonatal Nurse Practitioner (NNP)

The Neonatal Nurse Practitioner option is a 42-credit hour course of study designed to provide the baccalaureate prepared nurse with an in-depth focus on health management of the acutely and critically ill neonate and their family through their studies in research, theory, cultural diversity, health policy, ethics and leadership related to the role of the Advanced Practice Nurse. Upon successful completion of this program, the graduate will be eligible to sit for the national Neonatal Nurse Practitioner certification examination offered by the National Certification Corporation.

| Core Courses | Credit Hours |
|---|---------------------|
| 500 Theoretical Foundations of Advanced Nursing Practice | 3 |
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| 710 Biostatistics | 3 |
| 726 Analysis of Evidence-Based Practice | 3 |
| 815 Organizational Management & Leadership in Health Care Systems | 3 |
| Role Specific Courses | |
| 519 Advanced Pathophysiology Across the Lifespan | 3 |
| 545 Advanced Health Assessment & Diagnostic Reasoning for the Neonate | 3 |
| 546 Advanced Physiology & Pathophysiology of the Neonate | 3 |
| 547 Advanced Neonatal Pharmacotherapeutics | 3 |
| 549 Neonatal Management I | 3 (2.5/.5)* |
| 550 Neonatal Management II | 3 (2.5/.5)* |
| 631 Neonatal Nurse Practitioner Practicum | 9 |
| Total Practicum Hours = 640 (1 credit hour for practicum=64 practicum hours) | |
| Total Credit Hours = 42 | |

Family Nurse Practitioner (FNP)

The Family Nurse Practitioner option is a 50-credit hour course of study with 700 practicum hours, which allows graduates to care for individuals across the lifespan in primary care settings. The FNP is prepared to prevent illness, promote wellness and treat those with acute and chronic illnesses. Students need to come to campus once during each of the four courses with a practicum. Upon successful completion of this MSN degree option, the graduate is eligible to take the national certification examination.

| Core Courses | Credit Hours |
|--|---------------------|
| 500 Theoretical Foundations of Advanced Nursing Practice | 3 |
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| 707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice | 3 |
| 726 Analysis of Evidence-Based Practice | 3 |
| 710 Biostatistics | 3 |
| 759 Information Systems & Technology for Transformation of Health Care | 3 |
| 815 Organizational Management & Leadership in Health Care Systems | 3 |
| Role Specific Courses | |
| 509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan | 3 |
| 519 Advanced Pathophysiology Across the Lifespan | 3 |
| 529 Advanced Pharmacotherapeutics Across the Lifespan | 3 |
| 511 Differential Diagnosis | 3 |
| 555 Family Health Management I | 4(3/1)* |
| 556 Family Health Management II | 4(3/1)* |
| 557 Family Health Management III | 4.5(3/1.5)*5 |
| 642 FNP Practicum IV | 4.5(1/3.5)* |
| Total Practicum Hours =700 (1 credit hour for practicum=100 practicum hours) | |
| Total Credit Hours =50 47 | |

Psychiatric Mental Health Nurse Practitioner (PMHNP)

The Psychiatric Mental Health Nurse Practitioner option is a 49-credit hour course of study. This option is designed to prepare the graduate to care for individuals across the lifespan with mental health care needs and practice in a variety of settings such as clinics, human service centers, prompt cares and physician practices. Upon successful completion of this degree option, the graduate is eligible to take the national certification examination.

| Core Courses | Credit Hours |
|--|---------------------|
| 500 Theoretical Foundations of Advanced Nursing Practice | 3 |
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| 707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice | 3 |
| 726 Analysis of Evidence-Based Practice | 3 |
| 710 Biostatistics | 3 |
| 815 Organizational Management & Leadership in Health Care Systems | 3 |

| Role Specific Courses | | |
|---|--|---|
| 509 | Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan | 3 |
| 519 | Advanced Pathophysiology Across the Lifespan | 3 |
| 529 | Advanced Pharmacotherapeutics Across the Lifespan | 3 |
| 566 | Family Mental Health Psycho-Pharmacology | 3 |
| 568 | Advanced Assessment & Therapeutic Interventions | 3 |
| 569 | FPMHNP Practicum I | 2 |
| 570 | Family Psychiatric Mental Health Nursing- Diagnosis & Management of Children & Adolescents | 3 |
| 571 | FPMHNP Practicum II | 2 |
| 572 | Advanced Psychiatric Nursing- Diagnosis & Management of Adults & Specialty Populations | 3 |
| 573 | FPMHNP Practicum III | 2 |
| 650 | FPMHNP Practicum IV | 4 |
| Total Practicum Hours = 640 (1 credit hour for practicum=64 practicum hours) | | |
| Total Credit Hours = 49 | | |

Master of Science in Nursing Curriculum Suspended Summer 2018

These curricula will remain in the catalog until the final enrolled student has completed the program or a period of five years has elapsed.

MSN Nurse Educator

The Master of Science in Nursing Program offers an Educator option designed for the baccalaureate professional nurse. Graduate students will be prepared to design and use multiple educational delivery systems and teaching strategies. In addition, the student will develop, implement and evaluate curriculum that will prepare nurses responsive to future and current health care and educational systems.

| | Credit Hours |
|---|---------------------|
| Core Courses | |
| 500 Theoretical Foundations | 3 |
| 508 Nursing Research | 3 |
| 516 Advances in Nursing Leadership | 3 |
| Role Specific Courses | |
| 517 Advanced Health Assessment & Diagnostic Reasoning Across the Lifespan | 3 (2/1)* |
| 519 Advanced Pathophysiology Across the Lifespan | 3 (2.5/.5)* |
| 529 Advanced Pharmacotherapeutics Across the Lifespan | 3 |
| 532 Foundations of Education in Nursing | 3 |
| 536 Issues & Roles in Nursing Education | 3 |
| 540 Evaluation Strategies in Nursing Education | 3 |
| 622 Evidence-based Inquiry | 3 |
| 600 Educator Practicum | 6 |
| Total Program Practicum Hours = 448 | |
| Total Credit Hours = 36 | |

MSN Nursing Management Leadership

The Nursing Management Leadership (NML) option prepares the baccalaureate professional nurse for a variety of leadership positions. Following successful completion of this MSN degree, the graduate may qualify for the advanced Nurse Executive certification examination.

| | Credit Hours |
|---|---------------------|
| Core Courses | |
| 500 Theoretical Foundations | 3 |
| 508 Nursing Research | 3 |
| 516 Advances in Nursing Leadership | 3 |
| Role Specific Courses | |
| 544 Development and Evaluation of Programs in Health Care | 3 |
| 548 Nursing Informatics | 3 |
| 552 Finance & Health Care Management | 3 |
| 553 Health Policy, Law & Regulation | 3 |
| 554 Human Resource Management | 3 |
| 558 Managed Care & Integrated Delivery System | 3 |
| 614 Management Practicum with Capstone Project | 6 |
| Total Program Practicum Hours = 384 | |
| Total Credit Hours = 33 | |

MSN Neonatal Nurse Practitioner (NNP)

The college offers a Master of Science in Nursing with the Neonatal Nurse Practitioner (NNP) option. This course of study designed to provide the baccalaureate prepared nurse with an in-depth focus on health management of the acutely and critically ill neonate and their family through their studies in research, theory, cultural diversity, health policy, ethics and leadership related to the role of the Advanced Practice Nurse. Upon successful completion of this program, the graduate will be eligible to sit for the national Neonatal Nurse Practitioner certification examination offered by the National Certification Corporation. Following successful certification, the graduate applies to the Illinois Department of Financial and Professional Regulation for licensure as an advanced practice registered nurse for practice in Illinois.

| | Credit Hours |
|--|---------------------|
| Core Courses | |
| 500 Theoretical Foundations | 3 |
| 508 Nursing Research | 3 |
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| 516 Advances in Nursing Leadership | 3 |
| Role Specific Courses | |
| 519 Advanced Pathophysiology Across the Lifespan | 3 |
| 545 Advanced Health Assessment & Diagnostic Reasoning of the Neonate | 3 |
| 546 Advanced Physiology & Pathophysiology | 3 |
| 547 Advanced Neonatal Pharmacotherapeutics | 3 |
| 549 Neonatal Management I (32 Practicum hours) | 3 (2.5/.5)* |
| 550 Neonatal Management II (32 Practicum hours) | 3 (2.5/.5)* |
| 631 NNP Practicum | 9 |
| Total Program Practicum Hours = 640 | |
| Total Credit Hours = 39 | |

MSN Family Nurse Practitioner (FNP)

The Family Nurse Practitioner course of study allows students to care for individuals across the lifespan in the primary settings. The FNP is prepared to provide care for prevention of illness and promote wellness for those with acute and chronic illnesses. Upon successful completion of this MSN degree option, the graduate may take the national certification examination and apply to the State of Illinois or the graduate's State Department of Professional Regulations for licensure to practice as an Advanced Practice Professional Nurse.

| Core Courses | Credit Hours |
|---|---------------------|
| 500 Theoretical Foundations | 3 |
| 504 Health Promotion | 3 |
| 506 Epidemiology | 3 |
| 508 Nursing Research | 3 |
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| 516 Advances in Nursing Leadership | 3 |
| Role Specific Courses | |
| 517 Advanced Health Assessment & Diagnostic Reasoning Across the Lifespan | 3 (2/1)* |
| 519 Advanced Pathophysiology Across the Lifespan | 3 |
| 529 Advanced Pharmacotherapeutics Across the Lifespan | 3 |
| 548 Nursing Informatics | 3 |
| 560 Family Health Care Management I | 3 |
| 561 Advanced FNP Practicum I | 2 |
| 564 Family Health Care Management II | 3 |
| 565 Advanced FNP Practicum II | 2 |
| 640 FNP Practicum | 4 |
| Total Program Practicum Hours = 576 | |
| Total Credit Hours = 44 | |

MSN Psychiatric Mental Health Nurse Practitioner (PMHNP)

This option is designed to prepare the graduate to care for individuals across the lifespan with mental health care needs and practice in a variety of settings such as clinics, human service centers, urgent care, and physician practices. Upon successful completion of this MSN degree option, the graduate may take the national certification examination and apply to the State of Illinois or the graduate's State Department of Professional Regulations for licensure to practice as an Advanced Practice Professional Nurse.

| Core Courses | Credit Hours |
|---|---------------------|
| 500 Theoretical Foundations | 3 |
| 504 Health Promotion | 3 |
| 508 Nursing Research | 3 |
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| 516 Advances in Nursing Leadership | 3 |

| Role Specific Courses | | |
|--|---|----------|
| 517 | Advanced Health Assessment & Diagnostic Reasoning Across the Lifespan | 3 (2/1)* |
| 519 | Advanced Pathophysiology Across the Lifespan | 3 |
| 529 | Advanced Pharmacotherapeutics Across the Lifespan | 3 |
| 566 | Family Mental Health Psycho-Pharmacology | 3 |
| 568 | Advanced Assessment & Therapeutic Interventions | 3 |
| 569 | FPMHNP Practicum I | 2 |
| 570 | Family Psychiatric Mental Health Nursing - Diagnosis and Management of Children & Adolescents | 3 |
| 571 | FPMHNP Practicum II | 2 |
| 572 | Advanced Psychiatric Nursing - Diagnosis and Management of Adults & Specialty Populations | 3 |
| 573 | FPMHNP Practicum III | 2 |
| 650 | FPMHNP Practicum IV | 4 |
| Total Program Practicum Hours = 704 | | |
| Total Credit Hours = 46 | | |

Post Graduate Certificates for Suspended Curriculum

Post Graduate Certificate Nurse Educator

Both a 9- and 15-hour post graduate nurse educator certificate are offered for those who currently have a Master in Nursing and wish to acquire a nursing educator certificate. Students enroll in 532, 536 and 540 and may take 600 (the practicum). In addition, 531 is available for students who have not had advanced health assessment, advanced pathophysiology and advanced pharmacology. Graduate students who enroll in the nursing educator post graduate certificate option will be prepared to design and use multiple educational delivery systems and teaching strategies to develop, implement, and evaluate curriculum that will prepare nurses who are responsive to current and future health care systems.

| | Credit Hours | |
|--|--|---|
| Core Courses | | |
| 532 | Foundations of Education in Nursing | 3 |
| 536 | Issues & Roles in Nursing Education | 3 |
| 540 | Evaluation Strategies in Nursing Education | 3 |
| Optional Course | | |
| 600 | Educator Practicum | 6 |
| Total Required Credit Hours = 9 | | |
| Total with Optional Credit Hours (Practicum) = 15 | | |

Post Graduate Certificate Family Nurse Practitioner

The certificate program is a course of study for those who already have a Master in Nursing and wish to obtain the Family Nurse Practitioner certificate. Courses required are dependent on MSN degree completion and certification requirements.

| Core Courses | Credit Hours |
|---|---------------------|
| 504 Health Promotion | 3 |
| 506 Epidemiology | 3 |
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| Role Specific Courses | |
| 517 Advanced Health Assessment & Diagnostic Reasoning Across the Lifespan | 3 (2/1)* |
| 519 Advanced Pathophysiology Across the Lifespan | 3 |
| 529 Advanced Pharmacotherapeutics Across the Lifespan | 3 |
| 560 Family Health Care Management I | 3 |
| 561 Advanced FNP Practicum I | 2 |
| 564 Family Health Care Management II | 3 |
| 565 Advanced FNP Practicum II | 2 |
| 640 FNP Practicum | 4 |
| Total Practicum Hours = 576 | |
| Total Credit Hours = 32 | |

Doctor of Nursing Practice (DNP) Program

Description of Program

The DNP is a terminal degree with emphasis on leadership, evidence-based practice, and application of research to improve quality, in contrast to a Ph.D., which focuses on research to create new knowledge. The post-graduate DNP offers a path to the DNP degree for nurses who already hold a master's degree, with options in practice or leadership. The College offers BSN-DNP options for students with a BSN who want to become nurse practitioners and earn the DNP degree at the same time. The options available are Adult Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Neonatal Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner. The DNP programs are offered predominately online using learning management software. Students participate in both synchronous and asynchronous discussions.

Admission Requirements for Post-Graduate DNP

- ☐ Official transcripts from all colleges and universities attended.
- ☐ Clinical: MSN degree from ACEN, CCNE, OR CNEA accredited program. Evidence of 500 practice hours.
 - Leadership: a master's degree in health administration, leadership, or other area of study approved by the Dean or graduate committee.
- ☐ Degrees must be from regionally accredited schools.
- ☐ Minimum cumulative GPA of 3.2 on a 4.0 scale.
- ☐ Curriculum vitae with publications listed (if applicable).
- ☐ Copy of current, unencumbered license (as RN and advanced practice license, if applicable).
 - Leadership: must show evidence of any practicum hours completed for master's degree. If fewer than 500 hours, then it is required to add practicum hours during the doctoral program to complete

the 1,000 practicum hours required for graduation or show evidence of management/leadership certification from American Organization for Nursing Leadership (formerly AONE) or ANCC.

- ☐ A 750- to 1000-word typed essay outlining goals, objectives, and focused area of interest in pursuing the DNP.
- ☐ Evidence of one year professional nursing experience preferred.
- Three letters of recommendation from persons who are able to speak of the applicant's ability to undertake doctoral study. One letter from a nursing faculty or academic advisor and one from a former employer are preferred.
- ☐ An interview may be requested.

Admission Requirements for BSN-DNP

- ☐ Official transcripts from all colleges and universities attended
- ☐ Bachelor of Science in Nursing from an ACEN, CNEA or CCNE accredited program, which is also regionally accredited.
- ☐ Minimum cumulative GPA of 3.0/4.0.
- Evidence of completion of undergraduate health assessment and nursing research with a minimum grade of "C" in both courses.
- ☐ Proof of current, unencumbered licensure to practice as a Registered Nurse.
- ☐ NNP: Must have the equivalent of at least two years of full-time clinical experience as an RN in a Level III or IV NICU within the past five years before starting clinical courses. May start theory courses without the required clinical experience and must hold and maintain a current Neonatal Resuscitation Program (NRP) certificate.
- ☐ Psychiatric-Mental Health Nurse Practitioner students must have one year of experience (or the equivalent) in psych-mental health within the last five years prior to starting the psych-mental health specific theory or practicum courses.
- ☐ A 750-1000 word typed essay detailing professional and educational goals.
- ☐ Evidence of one year professional nursing experience preferred.
- Three letters of recommendation from persons who are able to speak of the applicant's ability to undertake graduate study; it is preferred that one of those letters be from a nursing faculty from the baccalaureate education.
- ☐ College may request to interview applicant.

DNP Program Outcomes

1. Incorporate advanced levels of clinical judgment and scholarship into nursing and leadership.
2. Appraise scientific knowledge, as well as new and current approaches in nursing practice, and leadership to promote optimal outcomes.
3. Examine leadership in organizations and systems to assure quality care delivery models.
4. Design, deliver, direct and disseminate evidence-based practices.
5. Evaluate programs, health care delivery systems, and outcomes using information systems.
6. Advocate for health care practice change through policy development and evaluation.
7. Assume appropriate leadership roles for effective interprofessional collaboration to achieve optimal outcomes.
8. Combine ethical principles with decision-making processes in health care practices and systems.
9. Integrate advanced clinical reasoning and judgment in the management of complex clinical situations and systems.

DNP Student Learning Outcomes

1. Incorporates effective communication and informatics to effectively participate in transforming health care delivery systems.
2. Synthesizes theories and knowledge to address fundamental questions and issues in primary area of practice.
3. Synthesizes information systems to evaluate programs, healthcare delivery systems, and outcomes.
4. Designs system changes in healthcare to align with culturally appropriate care.
5. Evaluates leadership, organizational, and decision-making skills necessary to initiate change and improve nursing practice.
6. Translates caring theories and behaviors to create an environment that promotes authentic caring.
7. Synthesizes evidence in clinical scholarship for improvement in quality care in the healthcare arena.
8. Demonstrates accountability across healthcare systems.

Curriculum (Effective Fall 2018)

*Numbers listed to the right of the course name indicate credit hours earned. If there are additional numbers listed in parenthesis, the first number is credit hours for theory and the second number is credit hours for practicum.

Post Graduate Doctor of Nursing Practice – Clinical (DNP-C)

The DNP-Clinical option is a practiced-focused program designed to prepare advanced practiced nurses for practice at the highest level of nursing. This post-graduate terminal degree consists of a 40-credit hour program of study based on research and evidence-based practice, which further develops the student's analytical and critical thinking skills. The learning outcomes, DNP Project and residency prepare the student to be a quality improvement leader within target populations.

| Core Courses | Credit Hours |
|---|---------------------|
| 707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice | 3 |
| 710 Biostatistics | 3 |
| 726 Analysis of Evidence-Based Practice | 3 |
| 736 Translation of Evidence into Practice | 3 |
| 740 Impact of Ethics & Law on the Role of the DNP | 3 |
| 750 Cultural Competency for Advanced Practice | 3 |
| 759 Information Systems & Technology for Transformation of Health Care | 3 |
| 765 Health Care Policy and Financial Management | 3 |
| 815 Organizational Management & Leadership in Health Care Systems | 3 |
| 834.1 DNP Project I | 3 (2/1)* |
| 834.2 DNP Project II | 4 (2/2)* |
| 834.3 DNP Project III | 3 (1/2)* |
| 836 DNP-C Residency | 3 |
| Total Practicum Hours = 512 (1 credit hour for practicum=64 practicum hours) | |
| Total Credit Hours = 40 | |

Post Graduate Doctor of Nursing Practice – Leadership (DNP-L)

The DNP-Leadership option (DNP-L) is a 40-credit hour program of study. This post-graduate terminal degree prepares leaders to expand their knowledge and abilities to influence and positively impact nursing interventions, health care organizations, outcomes, health practices and policy. The curriculum emphasizes safe practice with the expectation that the student bases discussions and projects on

research, evidence-based practice, analysis and critical thinking. The successful achievement of the learning outcomes, DNP Project and residency prepare the student to be a leader in a variety of diverse and contemporary health care environments.

| Core Courses | Credit Hours |
|---|--------------|
| 707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice | 3 |
| 710 Biostatistics | 3 |
| 726 Analysis of Evidence-Based Practice | 3 |
| 736 Translation of Evidence into Practice | 3 |
| 740 Impact of Ethics & Law on the Role of the DNP | 3 |
| 745 Managing Human Capital | 3 |
| 759 Information Systems & Technology for Transformation of Health Care | 3 |
| 765 Health Care Policy and Financial Management | 3 |
| 815 Organizational Management & Leadership in Health Care Systems | 3 |
| 834.1 DNP Project I | 3 (2/1)* |
| 834.2 DNP Project II | 4 (2/2)* |
| 834.3 DNP Project III | 3 (1/2)* |
| 838 DNP-L Residency | 3 |
| Total Practicum Hours = 512 (1 credit hour for practicum=64 practicum hours) | |
| Total Credit Hours = 40 | |

BSN–DNP

BSN-DNP Adult Gerontology Acute Care Nurse Practitioner

Adult Gerontology Acute Care Nurse Practitioners (AG ACNP) assess, diagnose and manage acutely ill patients in hospital and hospital-to-clinic settings. The advanced skills of the AG ACNP may be used in emergency departments, intensive care units, intermediate care units and specialty clinics such as cardiology or neurology. Adult Gerontology Acute Care Nurse Practitioners focus on populations needing critical care and treatment of acute and chronic illnesses, disability and/or injury. Students come to campus one time per semester during the four practicum courses. Graduates will be prepared to take the certification exam and assume advanced leadership roles for the targeted populations following the completion of the 78-credit hour curriculum and 1212 practicum hours.

| Core Courses | Credit Hours |
|--|--------------|
| 500 Theoretical Foundations of Advanced Nursing | 3 |
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| 707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice | 3 |
| 710 Biostatistics | 3 |
| 726 Analysis of Evidence-Based Practice | 3 |
| 736 Translation of Evidence into Practice | 3 |
| 740 Impact of Ethics & Law on the Role of the DNP | 3 |
| 750 Cultural Competency for Advanced Practice | 3 |
| 759 Information Systems & Technology for Transformation of Health Care | 3 |
| 765 Health Care Policy and Financial Management | 3 |
| 815 Organizational Management & Leadership in Health Care Systems | 3 |

| Role Specific Courses | | |
|---|---|----------|
| 509 | Advanced Health Assessment , Clinical Reasoning & Diagnosis Across the Lifespan | 3 |
| 519 | Advanced Pathophysiology Across theLifespan | 3 |
| 529 | Advanced Pharmacotherapeutics Across the Lifespan | 3 |
| 511 | DifferentialDiagnosis | 3 |
| 620AG | Adult and Aging I | 4(3/1)* |
| 622AG | Adult and Aging II | 4(3/1)* |
| 632AG | Acute Care Diagnosis and Therapeutics | 3(2/1)* |
| 633AG | Application of Acute Care Diagnosis and Therapeutics | 1 |
| 637AG | Acute Care I | 4(3/1)* |
| 638AG | Acute Care II | 4(2/2)* |
| 834.1 | DNP Project I | 3 (2/1)* |
| 834.2 | DNP Project II | 4 (2/2)* |
| 834.3 | DNP Project III | 3 (1/2)* |
| 836 | DNP-C Residency | 3 |
| Total Practicum Hours = 1212 (1 credit hour for practicum=100 practicum hours) | | |
| Total Credit Hours = 77 | | |

BSN-DNP Family Nurse Practitioner

The 75-credit hour course of study prepares students to provide primary care to patients of all ages. Family Nurse Practitioners focus on assessment, diagnosis and treatment of acute and chronic illnesses and they emphasize health maintenance and health promotion. Many outpatient settings are appropriate for practice for FNP's such as physician offices, clinics and urgent care facilities. Theory and practicum courses prepare graduates to take the Family Nurse Practitioner exam and assume advanced leadership roles related to the population. Students come to campus one time per semester during the four practicum courses.

| Core Courses | | Credit Hours |
|------------------------------|--|---------------------|
| 500 | Theoretical Foundations of Advanced NursingPractice | 3 |
| 512 | Roles & Issues in Advanced PracticeNursing | 3 |
| 707 | Principles of Epidemiology & Health Promotion in Advanced Nursing Practice | 3 |
| 710 | Biostatistics | 3 |
| 726 | Analysis of Evidence-Based Practice | 3 |
| 736 | Translation of Evidence into Practice | 3 |
| 740 | Impact of Ethics & Law on the Role of the DNP | 3 |
| 750 | Cultural Competency for Advanced Practice | 3 |
| 759 | Information Systems & Technology for Transformation of Health Care | 3 |
| 765 | Health Care Policy and Financial Management | 3 |
| 815 | Organizational Management & Leadership in Health CareSystems | 3 |
| Role Specific Courses | | |
| 509 | Advanced Health Assessment, Clinical Reasoning & Diagnosis Across the Lifespan | 3 |
| 519 | Advanced Pathophysiology Across theLifespan | 3 |
| 529 | Advanced Pharmacotherapeutics Across theLifespan | 3 |
| 511 | DifferentialDiagnosis | 3 |
| 555 | Family Health Management I | 4(3/1)* |
| 556 | Family Health Management II | 4(3/1)* |
| 557 | Family Health Management III | 4.5(3/1.5)* |
| 642 | FNP Practicum IV | 4.5(1/3/.5)* |
| 834.1 | DNP Project I | 3 (2/1)* |

| | |
|---|----------|
| 834.2 DNP Project II | 4 (2/2)* |
| 834.3 DNP Project III | 3 (1/2)* |
| 836 DNP-C Residency | 3 |
| Total Practicum Hours = 1212 (1 credit hour for practicum=100 practicum hours) | |
| Total Credit Hours = 75 | |

BSN-DNP Neonatal Nurse Practitioner

Graduates of the 73-credit hour BSN-DNP Neonatal Nurse Practitioner option are prepared to manage care for critically ill neonates in neonatal intensive care units. The NNPs assess, diagnose and treat conditions associated with prematurity and work with the family unit in dealing with the hospitalization and needs of the neonate. Graduates are prepared to assume advanced leadership roles related to the neonatal infant and their families and they are eligible to take the National Certification Corporation certification exam.

| Core Courses | Credit Hours |
|--|---------------------|
| 500 Theoretical Foundations of Advanced Nursing Practice | 3 |
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| 519 Advanced Pathophysiology Across the Lifespan | 3 |
| 707 Principles of Epidemiology & Health Promotion in Advanced Practice Nursing | 3 |
| 710 Biostatistics | 3 |
| 726 Analysis of Evidence-Based Practice | 3 |
| 736 Translation of Evidence into Practice | 3 |
| 740 Impact of Ethics & Law on the Role of the DNP | 3 |
| 750 Cultural Competency for Advanced Practice | 3 |
| 759 Information Systems & Technology for Transformation of Health Care | 3 |
| 765 Health Care Policy and Financial Management. | 3 |
| 815 Organizational Management & Leadership in Health Care Systems | 3 |
| Role Specific Courses | |
| 545 Advanced Health Assessment & Diagnostic Reasoning for the Neonate | 3 |
| 546 Advanced Physiology & Pathophysiology of the Neonate | 3 |
| 547 Advanced Neonatal Pharmacotherapeutics | 3 |
| 549 Neonatal Management I | 3 |
| 550 Neonatal Management II | 3 |
| 631 Neonatal Nurse Practitioner Practicum | 9 |
| 834.1 DNP Project I | 3 (2/1)* |
| 834.2 DNP Project II | 4 (2/2)* |
| 834.3 DNP Project III | 3 (1/2)* |
| 836 DNP-C Residency | 3 |
| Total Practicum Hours = 1152 (1 credit hour for practicum=64 practicum hours) | |
| Total Credit Hours = 73 | |

BSN-DNP Psychiatric Mental Health Nurse Practitioner

Psychiatric Mental Health Nurse Practitioners assess, diagnose and treat people of all ages with psychiatric and mental health needs. The nurse practitioner prescribes medications and therapeutic interventions in a variety of outpatient settings. Following completion of the 77-credit hours of study, the graduate is eligible to sit for the Psychiatric Mental Health (Across the Lifespan) certification exam and assume advanced leadership roles for this vulnerable population.

| Core Courses | Credit Hours |
|--|---------------------|
| 500 Theoretical Foundations of Advanced Nursing Practice | 3 |
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| 707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice | 3 |
| 710 Biostatistics | 3 |
| 726 Analysis of Evidence-Based Practice | 3 |
| 736 Translation of Evidence into Practice | 3 |
| 740 Impact of Ethics & Law on the Role of the DNP | 3 |
| 750 Cultural Competency for Advanced Practice | |
| 759 Information Systems & Technology for Transformation of HealthCare | 3 |
| 765 Health Care Policy and Financial Management | 3 |
| 815 Organizational Management & Leadership in Health Care Systems | 3 |
| Role Specific Courses | |
| 509 Advanced Health Assessment, Clinical Reasoning & Diagnosis Across the Lifespan | 3 |
| 519 Advanced Pathophysiology Across the Lifespan | 3 |
| 529 Advanced Pharmacotherapeutics Across the Lifespan | 3 |
| 566 Family Mental Health Psycho-Pharmacology | 3 |
| 568 Advanced Assessment & Therapeutic Interventions | 3 |
| 569 FPMHNP Practicum I | 2 |
| 570 Family Psychiatric Mental Health Nursing- Diagnosis & Management of Children & Adolescents | 3 |
| 571 FPMHNP Practicum II | 2 |
| 572 Advanced Psychiatric Nursing-Diagnosis & Management of Adults & Specialty Populations | 3 |
| 573 FPMHNP Practicum III | 2 |
| 650 FPMHNP Practicum IV | 4 |
| 834.1 DNP Project I | 3 (2/1)* |
| 834.2 DNP Project II | 4 (2/2)* |
| 834.3 DNP Project III | 3 (1/2)* |
| 834 DNP-C Residency | 3 |
| Total Practicum hours = 1,152 (1 credit hour for practicum=64 practicum hours) | |
| Total Credit hours = 77 | |

Curriculum Suspended in Summer 2018

Doctor of Nursing Practice – Clinical (DNP-C)

The DNP-Clinical option is a post-graduate doctorate degree, a practiced-focused program designed to prepare advanced practiced nurses at the highest level of nursing practice. The DNP is a terminal degree. The post-graduate doctorate consists of a 39-credit hour doctoral program for those individuals who are master’s-prepared and nationally certified and licensed as an advanced practice registered nurse (APRN). With this addition, the College will offer both the existing Master of Science in Nursing degree and a Doctorate of Nursing Practice degree.

| Core Courses | Credit Hours |
|---|--------------|
| 700 Principles of Epidemiology | 3 |
| 710 Biostatistics | 3 |
| 720 Analytical Methods for Evidence Based Practice | 3 |
| 730 Translation of Evidence Based Practice | 3 |
| 740 Impact of Ethics & Law on Health Care | 3 |
| 750 Cultural Competency for Advanced Practice | 3 |
| 760 Health Care Finance & Policy | 3 |
| 770 Health Care Information Systems & Outcome Management | 3 |
| 810 Organizational Management/Leadership | 3 |
| 800 Capstone Project (128 Practicum hours) | 6 (4/2)* |
| 820 Residency (384 Residency hours, may be taken over 2 semesters) | 6 |
| Total Practicum Hours = 512 (1 credit hour for practicum=64 practicum hours) | |
| Total Credit Hours = 39 | |

Doctor of Nursing Practice – Leadership (DNP-L)

The DNP-Leadership option (DNP-L) is designed as a post-graduate doctorate degree and consists of 39 credit hours. The DNP-L prepares leaders to expand their knowledge and abilities to influence and positively impact nursing interventions, health care organizations, outcomes, health practices and policy. The curriculum, through each of the courses and learning outcomes, has an emphasis on safe practice with the expectation that the student bases the online discussions on research, evidenced based practice, analysis, and critical thinking. The successful achievement of the learning activities, projects, discussions, presentations, capstone and residency prepares the student to achieve the program outcomes for decision-making and safe, competent practice as a leader in a variety of diverse and contemporary health care environments.

| Core Courses | Credit Hours |
|---|--------------|
| 700 Principles of Epidemiology | 3 |
| 710 Biostatistics | 3 |
| 720 Analytical Methods for Evidence Based Practice | 3 |
| 735 Interprofessional Collaboration and Advanced Program Planning | 3 |
| 740 Impact of Ethics & Law on Health Care | 3 |
| 745 Managing Human Capital | 3 |
| 760 Health Care Finance & Policy | 3 |
| 770 Health Care Information Systems & Outcome Management | 3 |
| 810 Organizational Management/Leadership | 3 |
| 804 Capstone Project (128 Practicum hours) | 6 (4/2)* |

| Core Courses | Credit Hours |
|---|--------------|
| 822 Residency (384 Residency hours, may be taken over 2 semesters) | 6 |
| Total Practicum Hours = 512 (1 credit hour for practicum=64 practicum hours) | |
| Total Credit Hours = 39 | |

Post-graduate Certificate Programs

Description of Program Offerings

A post graduate certificate provides nurses who hold a master's degree the opportunity to switch to a new focus in nursing without having to earn a second master's degree. For example, a nurse practitioner who wants expertise in education, could earn the nurse educator certificate. The four post graduate certificates are Adult Gerontology Acute Care Nurse Practitioner, Nurse Educator, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner. The education is delivered online using synchronous and asynchronous formats and a learning management system.

Post Graduate Certificate Admission Requirements

Applications are reviewed throughout the year, but priority is given to applicants who complete the application process by April 1 for fall enrollment and October 15 for spring enrollment options.

For admission into the post graduate certificate option the following are required:

1. Submit a completed application.
2. Pay \$50 nonrefundable application fee.
3. BSN and MSN from an accredited nursing program (ACEN, CNEA, or CCNE), which is also regionally accredited.
4. Minimum cumulative GPA of 3.0 on a 4.0 scale.
5. Official transcripts of all prior college academic work.
6. Proof of current, unencumbered licensure as a registered professional nurse in the United States.
7. Evidence of one year of professional nursing experience preferred.
8. Three letters of recommendation from persons who are able to speak to the applicant's ability to undertake graduate education. One letter from a nursing faculty member from the student's Master's nursing program is preferred.
9. A 500- to 750-word typed essay detailing professional and educational work goals.

The College may request an interview.

Post Graduate Certificate Program Outcomes

The graduate of the Post Graduate Certificate Program is able to:

1. Integrate theory, research and practice using critical thinking to promote patient care for individuals and populations in a variety of settings.
2. Practice autonomously in a variety of professional roles to respond to the social, economic, ethical, political and legal issues impacting the needs of patients and the nursing profession.
3. Express caring in professional interactions which supports the values and promotes the growth and self-actualization of individuals, groups and communities.
4. Provide interprofessional leadership within the dynamic health care system in a culturally diverse society.

- Synthesize the principles of education and practice to advocate for interventions that promote, maintain, and restore health for individuals and populations.

Post Graduate Certificate Student Learning Outcomes

- Integrates advanced communication skills when interacting and collaborating with patients, families, populations, and the health care team.
- Integrates knowledge and uses insights to create actions which improve issues in the student’s area of practice.
- Integrates information to develop interventions that promote, maintain, and restore health.
- Provides care and services that are equitable and responsive to the unique cultural and ethnic needs of the population.
- Integrates leadership, organizational, and decision-making skills to promote high quality and safe patient care.
- Integrates caring in all encounters associated with one’s role within healthcare.
- Integrates Evidence-Based Practice, and Standards of Care as a continuous process improvement strategy.
- Demonstrates accountability in patient care across populations.

Post Graduate Certificate Curricula

Adult Gerontology Acute Care Nurse Practitioner

The Adult Gerontology Acute Care Nurse Practitioners certificate is an option for nurses who hold a master’s degree in nursing and want to care for populations needing critical care and treatment of acute and chronic illnesses, disability and/or injury. The 38-credit hour program includes 700 hours of practicum experience and students learn to manage care for acutely ill patients in hospital and hospital-to-clinic settings. Students will be eligible to sit for the Adult Gerontology Acute Care Nurse Practitioner certification exam.

| Core Courses | | Credit Hours |
|--|--|---------------------|
| 512 | Roles & Issues in Advanced Practice Nursing | 3 |
| 707 | Principles of Epidemiology & Health Promotion in Advanced Nursing Practice | 3 |
| Role Specific Courses | | |
| 509 | Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan | 3 |
| 519 | Advanced Pathophysiology Across the Lifespan | 3 |
| 529 | Advanced Pharmacotherapeutics Across the Lifespan | 3 |
| 511 | Differential Diagnosis | 3 |
| 620AG | Adult and Aging I | 4(3/1)* |
| 622AG | Adult and Aging II | 4(3/1)* |
| 632AG | Acute Care Diagnosis and Therapeutics | 3(2/1)* |
| 633AG | Application of Acute Care Diagnostics & Therapeutics | 1 |
| 637AG | Acute Care I | 4(3/1)* |
| 638AG | Acute Care II | 4(2/2)* |
| Total Practicum Hours = 700 (1 credit hour for practicum=100 practicum hours) | | |
| Total Credit Hours = 38 | | |

Nurse Educator

The nurse educator post graduate certificate is designed for nurses who already have a master's degree. The certificate is 15 credits for those wanting a practicum experience for applying knowledge learned in the theory courses. A nine credit hour certificate is available for students who only want the nursing education theory courses. Students will be able to execute numerous teaching strategies, evaluate learners, and develop curricula. Overall, students will be prepared to address current and future needs in academia and other health care educational systems.

| Role Specific Courses | Credit Hours |
|--|---------------------|
| 532 Foundations of Education in Nursing | 3 |
| 536 Issues & Roles in Nursing Education | 3 |
| 540 Evaluation Strategies in Nursing Education | 3 |
| 600 Educator Practicum | 6 |
| Total Practicum Hours 9-15 (1 credit hour for practicum=64 practicum hours) | |
| Total Credit Hours 384 | |

Family Nurse Practitioner

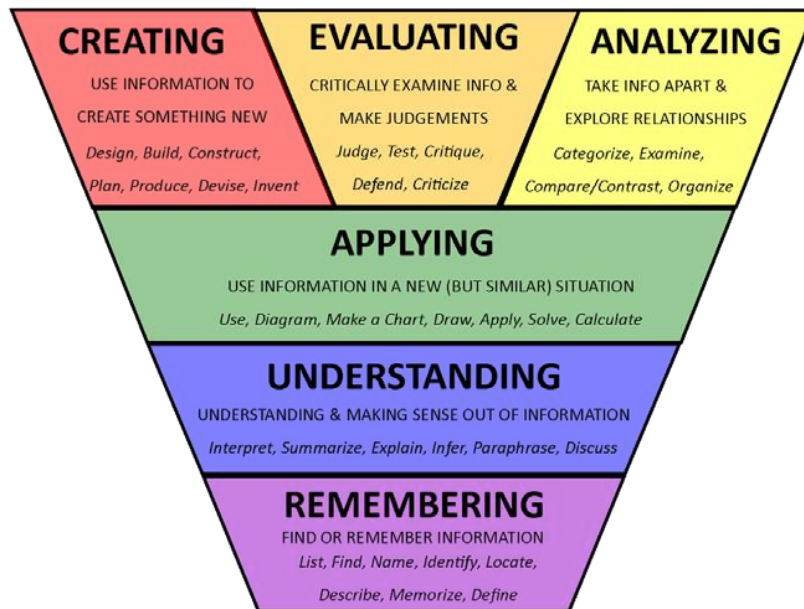
The 35 credit hour FNP post graduate certificate is designed for a master's-prepared nurse who wants to change practice areas. The curriculum prepares the student to promote health and care for acute and chronic illnesses in the outpatient setting. Students come to campus once during each of the four courses with a practicum included. Students will be prepared to take the FNP certification exam.

| Core Courses | Credit Hours |
|--|---------------------|
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| 707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice | 3 |
| | |
| Role Specific Courses | |
| 509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan | 3 |
| 519 Advanced Pathophysiology Across the Lifespan | 3 |
| 529 Advanced Pharmacotherapeutics Across the Lifespan | 3 |
| 511 Differential Diagnosis | 3 |
| 555 Family Health Management I | 4(3/1)* |
| 556 Family Health Management II | 4(3/1)* |
| 557 Family Health Management III | 4.5(3/1.5)* |
| 642 FNP Practicum IV | 4.5(1/3.5)*3 |
| Total Practicum Hours = 700 (1 credit hour for practicum=100 practicum hours) | |
| Total Credit Hours = 35 | |

Psychiatric Mental Health Nurse Practitioner

This 37-credit hour post-graduate certificate is for nurses who want to specialize in the care of patients with psychiatric and mental health disorders. Students learn to diagnose, treat and provide therapeutic interventions for this vulnerable population in the theory courses and the 640 hours of practicum.

| Core Courses | Credit Hours |
|---|--------------|
| 512 Roles & Issues in Advanced Practice Nursing | 3 |
| 707 Principles of Epidemiology & Health Promotion in Advanced Nursing Practice | 3 |
| Role Specific Courses | |
| 509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan | 3 |
| 519 Advanced Pathophysiology Across the Lifespan | 3 |
| 529 Advanced Pharmacotherapeutics Across the Lifespan | 3 |
| 566 Family Mental Health Psycho-Pharmacology | 3 |
| 568 Advanced Assessment & Therapeutic Interventions | 3 |
| 569 FPMHNP Practicum I | 2 |
| 570 Family Psychiatric Mental Health Nursing – Diagnosis & Management of Children & Adolescents | 3 |
| 571 FPMHNP Practicum II | 2 |
| 572 Advanced Psychiatric Nursing – Diagnosis & Management of Adults & Specialty Populations | 3 |
| 573 FPMHNP Practicum III | 2 |
| 650 FPMHNP Practicum IV | 4 |
| Total Practicum Hours = 640 (1 credit hour for practicum=64 practicum hours) | |
| Total Credit Hours = 37 | |



Core Academic Standards and Policies

Core Performance Standards

Students admitted into the College of Nursing Program must be able to engage in the essential skills listed in the table below, with or without reasonable accommodations, throughout the period of their enrollment. These skills are essential requirements for this program and reflect what typically are deemed to be essential skills to support licensing and employment in the nursing profession. There may be other essential duties for some clinical agencies with which the College of Nursing partners, which will be disclosed to students at the time of their consideration for placement at those agencies or upon request.

| Issues | Standard | Some Examples of Necessary Activities (not all inclusive) |
|----------------------|--|--|
| Critical Thinking | Patient Client needs/Problem Solving/Critical thinking ability sufficient for clinical judgment. Use verbal, nonverbal cues to identify patient/ client needs/problems. | Identify cause-effect relationships in clinical situations. Develop and implement nursing care plans. Make judgments regarding appropriate interventions based on signs and symptoms. |
| Interpersonal Skills | Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, economic, religious, cultural, and intellectual backgrounds. | Establish rapport with patients/clients and colleagues and other health care providers. |
| Communication | Communication proficiency at a competent level in English, both verbal and written, to include reading, writing, spelling, speaking and listening. | Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Document clearly, correctly, and without spelling errors. Read and write at College levels. |
| Mobility | Physical abilities sufficient to provide safe and effective nursing care. Must be able to lift up to 60 pounds and carry objects weighing up to 20 pounds. | Work in a standing position with frequent walking most of an eight-hour day; bend and stoop, push and pull objects such as a wheelchair, cart, gurney or equipment; lift and transfer clients from a stooped to an upright position. |
| Motor Skills | Gross and fine motor abilities sufficient to provide safe and effective nursing care. | Calibrate and use equipment; administer medications position patients/clients. |
| Hearing | Auditory ability sufficient to monitor and assess health needs, to communicate with individuals, families, groups, communities and health care professionals, and to provide therapeutic interventions accurately. | Hear and respond to verbal communication and requests: respond to emergency signals, auscultatory sounds, percussion and auscultation, and hear cries for help. |
| Visual | Visual ability sufficient for observation, assessment and provision of nursing care. | Observe and respond to patients/clients and provide therapeutic interventions accurately; closely examine images or other forms of output from diagnostic equipment or patient body fluids; visually discriminate medication and syringe labels; determine variations in skin color of client. |

| Issues | Standard | Some Examples of Necessary Activities (not all inclusive) |
|---------|---|--|
| Tactile | Tactile ability sufficient for observation, assessment and provision of nursing care. | Perform palpation and other functions of physical examination or those related to therapeutic intervention, e.g., insertion of a catheter. |
| Other | Mental alertness sufficient to provide safe, effective nursing care. | Observe and respond to patients/clients and provide therapeutic interventions accurately and safely. Able to concentrate and remain on task to completion. |

Adapted from the Southern Council on Collegiate Education in Nursing Guidelines with minor additions or changes.

Technology Standards

Our instructional design and technology specialist is dedicated to assisting faculty in providing active learning opportunities for students, increasing the effectiveness of current communication channels and supporting all faculty, staff and students in their use of technology.

Some of the technologies we utilize to facilitate engaged, active learning include:

- ☒ A learning management system for all courses
- ☒ Wireless classrooms for interactive group activities
- ☒ Simulations labs that include SimMan, SimBaby, SimMan 3G, SimMom, SimNewB, and SimMan essentials
- ☒ A videoconferencing system

All College of Nursing courses require the use of a computer and an .edu email account. Mobile devices should have Apple iOS 13 or newer/Android OS 8 or newer. You may use the College's computer labs or your own personal computer. If you choose to use a personal computer, you will need the following:

| Hardware | Software |
|--|---|
| <ul style="list-style-type: none"> • Microsoft Windows PC • Intel Core i5 (8th gen or newer) or equivalent processor • 8GB RAM • 500GB hard drive • 802.11n wireless adapter or better for reliable Internet connectivity • HDMI port • USB 3 port • 15" HD display or better • High capacity battery charged for class • Video conferencing capability (microphone, speakers, webcam) • Headphones | <ul style="list-style-type: none"> ☒ Microsoft Windows 10 OS ☒ Microsoft Edge Chromium Web Browser ☒ Microsoft Office 2016 or better (students have online access using their College of Nursing login to Microsoft Office 365) ☒ Adobe Acrobat Reader ☒ VLC Media Player ☒ Optional Screen Readers: JAWS or NVDA (there is no screen reader support in Canvas using Chrome) ☒ Check with your professor for additional requirements specific to their course. |

If you have any questions or concerns regarding computers, the learning management system, and/or student information system, please contact:

Jeff Kepler
Instructional Design and Technology Specialist
Phone: (309) 655-4121
Email: jeffrey.d.kepler@osfhealthcare.org

Social Media

These guidelines outline the legal implications of posting to social media about OSF HealthCare and the college. All members of the SFMCCON Learning Community (students and college personnel) must abide by the below terms before posting or creating any social media while representing the college or OSF HealthCare.

When using social media outlets (e.g., Facebook, Twitter, Pinterest), do not represent the College or OSF HealthCare without prior authorization from your organizational communications or public relations department. Use of electronic communications are allowed within reasonable limits.

1. Identify self (name and role within the college) when contributing to an internal blog.
2. Students and college personnel shall not upload to, or distribute or otherwise publish any libelous, defamatory, obscene, pornographic, abusive or otherwise illegal material.
3. Respect the audience: When one chooses to go public with opinions via a blog, one is legally responsible for any commentary deemed to be defamatory, obscene, proprietary, or libelous (whether pertaining to the college, OSF HealthCare, individuals, or any other company). Do not use ethnic slurs, personal insults, obscenity, etc., or use the blog to discuss or promote politics. Do not alter previous posts without indicating you have done so.
4. Be courteous. Students and college personnel should not threaten or verbally abuse other students, use defamatory language, or deliberately disrupt discussions with repetitive messages, meaningless messages or "spam."
5. Be thoughtful and accurate in posts, and be respectful of how other OSF HealthCare employees and students may be affected.
6. Use respectful language. Do not use language that abuses or discriminates. Hate speech and personal attacks of any kind are grounds for immediate and permanent suspension of access to OSF Blogs and subject to disciplinary action.
7. Debate, do not attack. In a community full of opinions and preferences, people may at times disagree.
8. Do not disclose any information that is confidential or proprietary to OSF HealthCare or to any third party that has disclosed information to us. Consult the OSF HealthCare's confidentiality policy for guidance about what constitutes confidential information.
9. Do not cite or reference vendors, partners or suppliers without their approval.
10. Social media shall be used only in a noncommercial manner. Students and college personnel shall not, without the express approval of OSF HealthCare, distribute or otherwise publish any material containing any solicitation of funds, advertising or solicitation for good or services. Refrain from endorsing or promoting any product, opinion, cause or political candidate on an OSF social media outlet.
11. Individuals are solely responsible for the content of their messages. However, while OSF HealthCare does not and cannot review every message posted on the message boards and is not responsible for the content of these messages, OSF HealthCare also reserves the right, in its sole

- discretion, to disallow the use of a particular screen name, or to terminate any user's posting privileges at any time.
12. OSF HealthCare reserves the right to remove certain content that individuals post. Any submissions made to an OSF sponsored social media outlet (e.g., commentary, photographs) may be edited, removed, modified, published, transmitted, displayed, or used in any other way by OSF HealthCare and its licensees in any and all media, whether now known or hereafter devised.
 13. By submitting a review, individuals are consenting to its display, in connection with their screen name, on the site and for related online and offline promotional uses by OSF HealthCare and Saint Francis Medical Center College of Nursing.
 14. Please be sure to read the OSF HealthCare Privacy Policy, which is incorporated herein by reference.
 15. All social content posted to an OSF HealthCare social media outlet is the sole responsibility of the individual who originally posted the content. All opinions expressed by users of this site are expressed strictly in their individual capacities, and not as representatives of OSF HealthCare.

Non-Discrimination, Non-Harassment

The College cherishes its right and duty to seek and retain individuals who will make a positive contribution to all aspects of the College Mission. The Board, administration, and faculty affirm that all students in a College of Nursing degree program must possess intellectual, physical, ethical, emotional, and interpersonal capabilities necessary to complete that degree and to achieve the levels of competency required for safe professional nursing practice at that level.

Saint Francis Medical Center College of Nursing provides equal admissions, educational program, and employment opportunities to all persons without regard to race, age, religion, sex, national origin, marital status, military service, status upon military discharge, disability, or any other classification protected by law. The college is also committed to providing a professional, respectful, and safe educational environment that is free from harassment or discrimination on the basis of the above-mentioned classes.

Inquiries or complaints may be addressed to the Assistant Dean, Support Services, at 309-655-2291.

Compliance with HIPAA

All protected Health Information is held in strictest confidence. It is your responsibility as a student not to violate this confidence through indiscriminate discussion pertaining to other students, patients, physicians or facility employees and their treatment or progress, without authorization. Any unauthorized disclosure of protected health information (PHI) is a violation of the law and the College of Nursing Professional Standards for students. See the Student Handbook for additional information.

All persons accessing the information systems of any clinical agency or facility are prevented by law from willfully and wantonly disclosing confidential information. Confidential information includes, but is not limited to patient or client demographic or clinical information and financial information. Disclosure of information violates the Health Insurance Portability and Accountability Act of 1996 and the Illinois Public Act 94-0526. It is also a violation of the College of Nursing Student Professional Standards as explained further in the Student Handbook.

Students will be required to participate in a training session on security awareness before having access to patient records. Students may access only the patient medical information that is pertinent to their nursing care activities.

1. In preparation for classroom, clinical or practicum experiences, students are not to put protected identifiable patient data into a personal electronic device and/or use any means of electronic or paper copying of the patient health record.
2. Students are not allowed to print any patient information from the electronic medical record.
3. Assignments with protected patient identifiable information will not be posted at the college or sent by email to students because of the inability to ensure the security of personal computers and networks.
4. WeCare (EPIC) security identifications, access codes and passwords are strictly confidential. If these security identifications, access codes and passwords involve PHI, they may not be shared with anyone. It is strictly prohibited to use valid log on information via electronic communications or misrepresent data by maliciously transforming it in print.
5. Students conducting research will have to follow agency policies and protocols for recruiting patients for the research study. Students doing research involving personal identifiable health information must complete the CITI training as required by OSF HealthCare and the Peoria Community Institutional Review Board (IRB). Research informed consent documents must include the required HIPAA language related to protection of subjects' personal health information.
6. Graduate students must sign a Confidentiality Agreement once a semester. The agreement is sent electronically and stored electronically.

Transfer Credit

Undergraduate courses taken at an accredited college or university that fulfill the prerequisites for admission may be applied toward the baccalaureate degree. Transfer of credits from an institution not holding a status of candidate or regional accreditation will be evaluated on an individual basis. Quarter hours submitted for transfer credit are converted to credit hours based on the following formula: one-quarter hour equals 2/3 of a semester hour. Elective credit required at the College of Nursing may be fulfilled by upper division courses at the 300 or 400 levels taken at an accredited college or university. College of Nursing approval must be obtained for such courses.

Credit through Portfolio Review

The College of Nursing recognizes credit by portfolio and provides a process by which students may translate professional experience and education into academic credit. Students earn credit by developing a portfolio that documents how they have acquired nursing knowledge and skills that meet the learning outcomes in a specific College of Nursing course. Students in the RN-BSN degree or RN-MSN pathway may earn a maximum of eight credits through portfolio evaluation. Credits may only be earned for *433 Experiences in Clinical Nursing* (8 credits). Upon approval of the portfolio, the course number, title, and credit with no grade will be applied to the student record. The College does not guarantee that credits given for prior learning by other colleges and universities will be accepted for transfer.

The student must pay a non-refundable processing fee of \$500 to the College of Nursing. This is a processing fee to cover faculty reader(s), and faculty time to meet with students to discuss achievement of course objectives. The fee should be submitted with the Letter of Intent. The letter of intent should include a statement of intent to complete the portfolio, the semester of intended portfolio completion, and a brief summary of the student's work history as an RN. The fee is not refundable once the student submits the portfolio.

If the portfolio is not submitted during the intended semester, the fee for review will be applied to the next semester. Students may carry this fee over for one semester only. If the portfolio is not approved,

the student will be allowed an opportunity to revise and resubmit once without an additional fee. The student would be charged the processing fee at that time if a third submission of the portfolio is required. No additional submissions will be accepted after the third trial. The student would be required to enroll in the course.

Completed portfolios must be submitted by October 15 for review and awarding of credit for fall semester. Completed portfolios must be submitted by March 15 for review and awarding of credit for spring semester.

| Semester Credit Awarded | Letter of Intent Due | Portfolio Completion Due Date for Review |
|-------------------------|----------------------|--|
| Fall | June 1 | October 15 |
| Spring | November 1 | March 15 |

ADA Compliance Standards

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended (Section 504), Saint Francis Medical Center College of Nursing does not discriminate on the basis of disability in the administration of its educational policies, programs or activities; admission policies and practices, student aid and other College administered programs or activities receiving federal funds or in the employment of its faculty and staff. Additionally, the College prohibits discrimination by others, including faculty, staff, students, partner agencies, contractors/agents/ licensors, and/or visitors to its programs and facilities. Section 504, states in part that, “no qualified individual with a disability in the United States as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance” 29 USC 794. “Individual with a disability” means person with a physical or mental health condition that substantially limits a major life activity. “Individual with a disability” also means an individual regarded as having a disability when s/he does not or who has a record of a disability. Disabilities may include but are not limited to attention deficit disorder and health, mental/psychological, physical, and sensory and learning disabilities. Major life activities include such things as: caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. “Qualified individual with a disability” means an individual with a disability who meets the eligibility criteria established for acceptance and continued participation in the College’s nursing program, including performance of the Core Performance Standards of the program, with or without reasonable accommodations. “Basis of disability” means on the basis of a real or perceived disability or a record of a disability.

Requesting Accommodations

The College requires students with disabilities who believe that they need special classroom/clinical accommodations to identify themselves to the Dean of the Undergraduate or Graduate Program, as appropriate, and provide appropriate documentation of the disability and its impact on the student’s ability to meet the Core Performance Standards. The President or his/her designee shall develop documentation guidelines to assist with this process and insure their availability to students or other individuals upon request. Whether a student is a qualified individual with a disability is an individualized decision determined by a group of knowledgeable individuals, which may include the student and the student’s medical providers if appropriate under the circumstances. Mitigating measures are not taken into consideration when the College determines whether a student is a qualified individual with a disability, other than those recognized by law, such as glasses. However, mitigating measures may be

considered when determining whether requested accommodations are necessary or reasonable. Examples of mitigating measures include but are not limited to, medication or use of assistive technology. The procedure for students and further information can be found in the Student Handbook.

Pregnancy

The College adheres to all policies related to pregnancy in the Illinois Human Rights Act, Pregnancy Discrimination Act, and Americans with Disabilities Act. Please see the Dean for questions on the policy or for requesting accommodations.

Substance Use and Abuse Standards

The health and safety of our students, patients, visitors and employees is of paramount concern. Saint Francis Medical Center College of Nursing will not tolerate drug or alcohol use that imperils the health and well-being of its students, patients, visitors and employees.

It is the policy of Saint Francis Medical Center College of Nursing that the unlawful possession, use, or distribution of drugs and alcohol by employees on the campus of Saint Francis Medical Center College of Nursing, at a clinical site, a College sponsored event, community service event, or at any of the activities of the institution is prohibited.

In response to the "Drug-Free Schools and Communities Act Amendments of 1989", Public Law 101-226, Saint Francis Medical Center College of Nursing annually distributes the following information to each student and employee:

- Clearly state that the standards of conduct at the College of Nursing prohibit the unlawful possession, use, or distribution of drugs and alcohol by students and employees on campus or at any campus activities.
- Describe the health risks associated with the use of illicit drugs and the abuse of alcohol.
- Describe the drug and alcohol counseling treatment, or rehabilitation programs that are available to employees.
- Describe the legal sanctions under local, State, and Federal law for unlawful possession, use, or distribution of illicit drugs and alcohol.
- Describe the sanctions Saint Francis Medical Center College of Nursing will impose on employees for violation of this Policy.

Description of the health risks and legal issues are available through internet links on the College website. Upon admission or hire, all students and employees must sign a form verifying that they have read the Drug and Alcohol information provided on the College's website. In addition, each fall the Associate Dean for Support Services will disseminate updated information and collect a written acknowledgement from every student and employee that they have received the updated information.

A biennial review of the College's drug and alcohol policies and program will be conducted by the Assistant Dean, Support Services, and reports filed with federal and/or state agencies as required.

Campus Safety Standards

[Campus Security Report](#)

This report includes statistics for the previous three years concerning reported crimes that occurred on the main campus, at White School; and on public property within, or immediately adjacent to and accessible from, those facilities and the College building at St. Francis Medical Center. The report also

includes institutional policies concerning campus security, such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, domestic violence, stalking, dating violence, and other matters. The complete report is available at <https://www.osfhealthcare.org/sfmcon/about/consumer-information/>. Individuals may also request a paper copy of this report by contacting the Assistant Dean, Support Services at 309-655-2291.

Emergency Operations Plan

The Emergency Operation Plan (EOP) covers a medical emergency (code blue), fire (code red), someone with an unauthorized weapon (code silver), chemical spill (code orange), a bomb threat, severe weather alerts and other issues that may require faculty, staff and students to find shelter or evacuate the building. The EOP is updated as needed and available electronically through Canvas. Additional copies may be requested through the Assistant Dean, Support Services by calling 309-655-2291.

Title IX Compliance

Title IX legislation addresses prompt and equitable resolution of the discrimination complaints including but not limited to sexual harassment, harassment related to protected class status, sexual misconduct, and pregnancy accommodations. The college is committed to creating and maintaining an atmosphere at the College in which the administration, faculty, students, staff, College Board and volunteers may work, interact, and learn free of all forms of harassment, violence, exploitation or intimidation. Sexual harassment and misconduct or any other form of harassment by a student, an employee or a third party is prohibited and will not be tolerated.

Any student or employee who is found after an appropriate investigation to have violated this policy will be subject to disciplinary action, up to and including expulsion and termination.

The college is also committed to supporting women who are pregnant and/or recently had childbirth. The College has established an avenue for lactation during the typical academic day when at the College. Please see the Title IX coordinator for more information.

Students who need pregnancy accommodations or feel they have been a victim of harassment of any type, by another student, an employee, or a third party, may contact:

Title IX Coordinator
Assistant Dean, Support Services
Saint Francis Medical Center College of Nursing
511 NE Greenleaf
Peoria, Illinois 61603
309-655-2291
kevin.n.stephens@osfhealthcare.org

Gun-Free Campus

Firearms and other weapons are not permitted at any of the facilities owned and/or leased by Saint Francis Medical Center College of Nursing, unless carried by a law enforcement officer.

Course Descriptions

Undergraduate Program Courses

Prerequisite and co-requisites for the nursing courses are specified for classified students. Students-at-large and RN students should contact the Office of Admissions for the requirements for a specific course. Exceptions require the consent of the course faculty and Dean, Undergraduate Program. The nursing major is taken during the junior and senior years.

Numbers listed to the right of the course name indicate credit hours earned. If there are additional numbers listed in parenthesis, the first number is credit hours for theory and the second number is credit hours for laboratory or clinical.

Core Courses

304 Nursing and Healthcare Ethics.....3

This course is designed to develop the foundations of decision-making in health care ethics. Decisions are based primarily upon a Judeo-Christian value system which has clear expression in the Ethical and Religious Directives for Catholic Health Care Services. Core assumptions of ethical systems used in health care ethics decision-making frameworks and models will be identified, evaluated and discussed. Critical examination of clinical cases provides opportunity to analyze ethical decisions as related to professional nursing, biophysical, and psychosocial concepts. Prerequisite: Completion of Health Assessment, Pathophysiology, Pharmacological Basis in Nursing, Conceptual Basis of Nursing I Theory and Conceptual Basis of Nursing I Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

310 Health Assessment 3 (2/1)

This course uses active student learning to develop skills for physical, developmental, psychosocial, cultural, and spiritual assessment of individuals with emphasis on normal variations and common abnormalities. Communication skills, interviewing techniques, and history taking skills essential to the nursing process are learned and practiced. Opportunities for practice and validation of assessment skills are provided in the laboratory. Prerequisite: Completion of 59 credit hours pre-nursing courses; concurrent with or after completion of Learning Strategies for Nursing Students; prior to or concurrent with Conceptual Basis of Nursing I Clinical and Conceptual Basis of Nursing I Theory. Or RN who has completed 59 credit hours pre-nursing courses or is enrolled in pre-nursing curriculum or with approval of the Dean of the Undergraduate Program and course faculty.

312 Pathophysiology.....4 (3 in seat/1 on-line)

This course introduces the central concepts of pathophysiology at the cellular level and how they apply to physiological changes. A variety of pathophysiological alterations are used to illustrate these central concepts. Throughout the course, the student applies previously acquired knowledge from anatomy and physiology, chemistry, and microbiology to the study of pathophysiology. Prerequisite: Completion of 59 credit hours of pre-nursing courses. Concurrent with or after completion of Learning Strategies for Nursing Students; concurrent with or prior to Conceptual Basis of Nursing I Clinical and Theory, or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisites for Student-at-Large: 6-8 credit hours anatomy and physiology, 3-4 credit hours chemistry, 3-4 credit hours microbiology, or with approval of the Dean of the Undergraduate Program and course faculty.

314 Pharmacological Basis of Nursing Practice3

This course provides a broad overview of the nursing management of drug therapy. Content includes general principles of pharmacology and the legal, ethical, and safety aspects of medication administration. Drug information includes core drug knowledge for major drug classifications and prototype medications on specific body systems, as well as patient variables that influence drug therapy such as health status, life span and gender, diet, and culture. Emphasis is placed on pharmacological principles and nursing responsibilities and how they apply to drug therapy. Prerequisite: Completion of 59 credit hours of pre-nursing courses. Concurrent with or after completion of Learning Strategies for Nursing Students; concurrent with or prior to Conceptual Basis of Nursing I Clinical and Theory, or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisites for Student-at-Large: 6-8 credit hours anatomy and physiology, 3-4 credit hours chemistry, 3-4 credit hours microbiology, or with approval of the Dean of the Undergraduate Program and course faculty.

317 Concepts of Professional Nursing for the RN.....3

This course provides an overview of the philosophy of baccalaureate nursing education and introduces the student to the philosophy and organizing framework of the College. The RN student, with unique life and work experiences, is guided to conceptualize changes in professional nursing roles. Topics discussed include caring interaction in nursing, nursing process, health promotion and maintenance, health care delivery systems, nursing theory, adult learning theories, and issues in contemporary nursing. The course provides a forum for discussion of changing perceptions and dimensions of professional nursing. The course assists the student in developing a conceptual framework for baccalaureate nursing. Prerequisites: Completion of or current enrollment in pre-nursing courses, licensed as an RN, or with approval of the Dean of the Undergraduate Program and course faculty.

318 Research for Nursing Practice.....3

This course focuses on the research process and the use of evidence as an integral component of professional nursing. Prior learning from the liberal arts and sciences and nursing coursework serves as a basis for the assimilation of new knowledge and skills related to research and evidence-based practice. Terminology, concepts and constructs specific to research; types of research methodologies; and the steps in the research process are discussed. Levels of evidence are introduced to guide clinical decision making. Emphasis is given to locating reputable sources of evidence and determining applicability of the information to professional nursing practice. Prerequisite: Successful completion of Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Health Assessment, Pharmacological Basis of Nursing Practice, and Learning Strategies; or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisite for RNs: Concepts of Professional Nursing and pre-nursing Stats course or with approval of the Dean of the Undergraduate Program and course faculty.

321 Learning Strategies for Nursing Students1

This course employs current educational research to assist students in becoming active participants in a learner-centered curriculum. The roles, responsibilities, and expectations of both the student and the faculty will be clarified. Students will practice various active learning strategies in both the traditional and non-traditional settings. The rationales for a learner-centered concept-based curriculum and the use of technology will be discussed as these relate to best practices in current nursing education. Concepts and theories from students' pre-nursing liberal arts and sciences background serve as a foundation for the development of new learning skills, which will prepare the student for the professional nursing role of life-long learner. Prerequisite: Must be taken during first 16 week semester enrolled at the College; or with approval of the Dean of the Undergraduate Program and course faculty.

322 Concepts of Care for the Older Adult3

This course discusses and evaluates physiological and psychological concepts applicable to the older adult. Ethical, spiritual, cultural, and socioeconomic issues related to the older adult will be presented. Prior knowledge and skills in nursing, health assessment, pathophysiology, and pharmacology will be applied in the discussion of the nursing management of the older adult across the health/illness continuum. Utilizing the nursing process, students will relate the patient’s history and assessment findings, pathology, and treatment plan. The review of diagnostics and assessment findings, including functional assessment, will enable the student to plan, implement, and evaluate individualized plans of care. Prerequisite: Completion of Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Pharmacological Basis of Nursing Practice, Health Assessment, and Learning Strategies for Nursing Students; or with approval of the Dean of the Undergraduate Program and course faculty.

324 Conceptual Basis of Nursing I Theory.....4

This course provides a foundation for professional nursing practice. The emphasis is on theories, knowledge, and basic skills necessary to administer beginning level assessment and nursing interventions for adults. The course presents professional nursing, biophysical, and psychosocial concepts related to the professional roles of the nurse and care of the patient within the context of their environment. The health care delivery system and the political, economic, and social factors that affect health are discussed. The course introduces caring in nursing, critical thinking in applying the nursing process and managing patient care. Therapeutic communication, adult learning theory, collaboration, and legal and ethical practice necessary to engage in therapeutic interventions that promote and maintain individuals’ health are learned. Prerequisite: Completion of 59 credit hours of required pre-nursing courses; taken concurrently with Conceptual Basis of Nursing I Clinical; concurrent with or after Health Assessment, Pharmacological Basis of Nursing Practice, Pathophysiology, and Learning Strategies for Nursing Students; or with approval of the Dean of the Undergraduate Program and course faculty.

325 Conceptual Basis of Nursing I Clinical 0/2 (6 hours lab/clinical per week)

This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing I Theory. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in the clinical settings. The emphasis is on clinical experiences that will provide opportunities for students to participate in collaborative therapeutic activities in a variety of health care settings that focus on health maintenance and promotion. Clinical experiences occur in predictable situations with individuals across the lifespan. The nursing process is used to meet the patient’s needs related to health promotion and maintenance. The roles and characteristics of the professional nurse, with emphasis on the roles of caregiver and educator, are developed. Prerequisite: Completion of 59 credit hours of required pre-nursing courses; taken concurrently with or after Health Assessment, Pharmacological Basis of Nursing Practice, Pathophysiology, Learning Strategies for Nursing Student, and Conceptual Basis of Nursing I Theory; or with approval of the Dean of the Undergraduate Program and course faculty.

330 Conceptual Basis of Nursing II Theory.....5

This course focuses on professional nursing, biophysical and psychosocial concepts related to human behavior, psychopathology, women’s health, and the care of the family across the life span. The therapeutic use of self, education principles, institution of appropriate nursing care delivery, the nursing process, and concepts of group process are utilized as interventions for health maintenance, return of optimal health status, and adaptation of patients within their environments. The collaborative relationship between the nurse and other members of the interprofessional health care team in the

clinical settings is explored. Emphasis is placed on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being. Prerequisite: Completion of Health Assessment, Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Pharmacological Basis of Nursing Practice, and Learning Strategies for Nursing Students; concurrent with or prior to Conceptual Basis of Nursing II Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

331 Conceptual Basis of Nursing II Clinical 0/5

This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing II Theory. Opportunities to learn and practice therapeutic use of self, group process, cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in the clinical settings. A variety of acute care, intermediate, and community settings are used for the promotion and restoration of health and rehabilitation for individuals, families, and groups. Clinical assignments provide opportunity to implement the nursing process to meet the needs of patients related to human behavior, psychopathology, women’s health, and the family across the life span. The collaborative relationship between the professional nurse and the interprofessional health care team in the clinical setting is further developed. Prerequisite: Completion of Health Assessment, Conceptual Basis of Nursing I Theory, Conceptual Basis of Nursing I Clinical, Pathophysiology, Pharmacological Basis of Nursing Practice, and Learning Strategies for Nursing Students; concurrent with or after completion of Conceptual Basis of Nursing II Theory; or with approval of the Dean of the Undergraduate Program and course faculty.

412 Trends and Issues for Professional Nursing3

This course focuses on the trends and issues impacting nursing and health care. Topics include legal issues, informatics, regulatory processes, professionalism, health care policy, economics, quality, and care delivery systems. The responsibilities of the professional nurse in the current complex health care environment are emphasized. Prerequisite: Successful completion of Conceptual Basis of Nursing II Theory and Conceptual Basis of Nursing II Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

425 Promoting Healthy Communities for the RN 5 (4/1)

This course integrates professional nursing, biophysical and psychosocial concepts for care of people in the community. The concepts of health promotion, safety, health care systems, immunity, infection, and oxygenation, as related to populations, will be explored and applied. Emphasis is on the leadership roles of the nurse in managing the care of individuals, families, groups, and populations. Emphasis is on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being of populations. Prerequisite: RN Students Only. Completion of Health Assessment and Concepts of Professional Nursing for the RN; or with approval of the Dean of the Undergraduate Program and course faculty.

426 Conceptual Basis of Nursing III Theory5

This course focuses on biophysical and psychosocial concepts related to cellular regulation, growth and development, perfusion, oxygenation, health promotion, coagulation, mobility, nutrition, fluid and electrolyte balance, fatigue, elimination and inflammation in patients across the lifespan. Additionally, professional nursing, biophysical, and psychosocial concepts will be discussed as they relate to the primary concepts. Emphasis is on the nursing process in assisting patients of various ages, wellness

states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being. Prerequisites: Completion of Conceptual Basis of Nursing II Theory and Conceptual Basis of Nursing II Clinical; concurrent with or prior to Conceptual Basis of Nursing III Clinical; after completion or concurrent with Nursing and Healthcare Ethics and Concepts of Care for the Older Adult; or with approval of the Dean of the Undergraduate Program and course faculty.

427 Conceptual Basis of Nursing III Clinical 0/5

This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing III Theory. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in the clinical settings. A variety of acute care, intermediate, and community settings are used for the promotion and restoration of health and rehabilitation for individuals, families, and groups. Clinical assignments provide opportunities to implement the nursing process to meet the physiological and psychosocial needs of patients across the lifespan with emphasis on the needs of children and individual family members. The collaborative relationship between the nurse and other health care team members in the clinical setting is further developed. The roles and characteristics of the professional nurse, with emphasis on the roles of caregiver, educator, and facilitator, are further developed. Prerequisite: Completion of Conceptual Basis of Nursing II Theory and Conceptual Basis of Nursing II Clinical; concurrent with or after completion of Conceptual Basis of Nursing III Theory; after completion or concurrent with Nursing and Healthcare Ethics and Concepts of Care for the Older Adult; or with approval of the Dean of the Undergraduate Program and course faculty.

433 Experiences in Clinical Nursing-RN 0/8

This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing IV. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in the clinical settings. The nursing process is implemented in a variety of acute and intermediate care settings for the promotion and restoration of health. Students participate as an integral member of the health care team to provide comprehensive nursing care to patients across the lifespan and from diverse ethnic and socioeconomic groups. Leadership, responsibility/accountability, and interprofessional collaboration are emphasized. For those RNs wishing to meet this course requirement with a portfolio, one year of clinical experience (minimum of 1000 hours) is required. Prerequisite: Completion of Concepts of Professional Nursing - RN, and Health Assessment; or with approval of the Dean of the Undergraduate Program and course faculty.

434 Concepts in Nursing Management.....3

This course focuses on the concepts and theories utilized in the managerial process related to nursing and health care. Topics discussed include leadership and management theories, change process, conflict resolution, communication, and decision making. The roles and responsibilities of an effective nurse manager and leader are emphasized. Prerequisite: Completion of Conceptual Basis of Nursing II Theory, Conceptual Basis of Nursing II Clinical, Nursing and Healthcare Ethics; prior to or concurrent with Conceptual Basis of Nursing III Theory and Conceptual Basis of Nursing III Clinical; or with approval of the Dean of the Undergraduate Program and course faculty. Prerequisite for RNs: Concepts of Professional Nursing and Health Assessment; concurrent with or after completion of Promoting Healthy Communities; or with approval of the Dean of the Undergraduate Program and course faculty.

436 Trends and Issues for Professional Nursing for the RN3

This course focuses on the trends and issues impacting nursing and health care. Concepts discussed include legal issues, informatics, regulatory processes, professionalism, health care policy, and economics, quality, and care delivery systems. The responsibilities of the professional nurse in the current complex health care environment are emphasized. Prerequisite: Registered Nurses only. Completion of Concepts of Professional Nursing for the RN; completion of or concurrent registration in Nursing and Healthcare Ethics and Nursing Research; or with approval of the Dean of the Undergraduate Program and course faculty.

438 Conceptual Basis of Nursing IV Theory.....5

This course integrates professional nursing, biophysical and psychosocial concepts related to health promotion, safety, health care systems, immunity, infection, oxygenation, perfusion, fluid and electrolyte balance and coagulation across the lifespan. Additional professional nursing concepts will be discussed as they relate to management, leadership and collaboration. Emphasis is on the leadership roles of the nurse in managing the care of individuals, families, groups, and populations. Emphasis is on the nursing process in assisting patients of various ages, wellness states, and cultures to reach optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being. Prerequisite: Completion of Conceptual Basis of Nursing III Theory, Conceptual Basis of Nursing III Clinical, Research for Nursing Practice, and Concepts in Nursing Management; concurrent with or prior to Conceptual Basis of Nursing IV Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

439 Conceptual Basis of Nursing IV Clinical 0/5

This course applies the concepts and theories of professional nursing from the course Conceptual Basis of Nursing IV Theory. Opportunities to learn and practice cognitive and psychomotor skills are provided in the professional skills laboratory using simulation activities and with assigned patients in the clinical settings. The nursing process is implemented in a variety of acute care, intermediate, and community settings for the promotion and restoration of health, rehabilitation for individuals, families, groups, and populations. Students participate as an integral member of the health care team to provide comprehensive nursing care to patients across the lifespan and from diverse ethnic and socioeconomic groups. Leadership, responsibility/accountability, and interprofessional collaboration are emphasized. Prerequisite: Completion of Conceptual Basis of Nursing III Theory, Conceptual Basis of Nursing III Clinical, Research for Nursing Practice, and Concepts in Nursing Management; concurrent with or prior to Conceptual Basis of Nursing IV Theory; or with approval of the Dean of the Undergraduate Program and course faculty.

Electives

NOTE: Elective course offerings vary each year depending upon the number of students and availability of faculty.

431 Independent Study1-3

Health related topics of interest to the student allows for an in-depth study to enhance student learning. An independent study with a clinical focus including a seminar and experience is available in various clinical areas. A variety of elective courses may be offered pending student interest and enrollment. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical; concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

H Camp Hope Experience1-3

In this course, concepts and theories related to care of the child with cancer or blood disorder will be implemented. The nursing process is utilized to meet the physiological and psychological needs of the child camper with an emphasis on the higher-level needs of safety, security, protection, love and belonging. Interactions between the nurse, child and family are emphasized, as well as the role of the educator. Learning experiences include opportunities to apply knowledge and skills in the care of the child who has cancer or blood disorder in a camp setting. Prerequisite: Successful completion of the first semester junior year. This includes completion of 310, 312, 314, 324 and 325; or with approval of the Dean of the Undergraduate Program and course faculty.

Emergency Nursing Care of Patient3

This course incorporates the nursing process in nursing care that assists patients in a variety of emergency situations. The topics discussed include standards, concepts, laws, current research, and ethical implications related to emergency care of patients. The roles and responsibilities of the nurse in emergency care are discussed. Emphasis is on priority setting, critical assessment, interviewing strategies, and the application of the nursing process to provide care and meet course outcomes. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical Courses. Concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

Nursing Care of the Critically Ill Adult3

This course utilizes the nursing process to study the nursing care of critically ill patients across the lifespan with a variety of problems. Topics to be covered include concepts, standards of practice, current research and ethical implications related to the care of critically ill adults. The roles and responsibilities of the nurse in the critical care setting will be discussed. Appropriate research findings are discussed as they relate to care of the critically ill patient. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical courses; concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

431.6 Nursing Care of the Critically Ill Child3

This course includes the study of concepts and principles from nursing and the sciences as they relate to the care of the critically ill neonatal and pediatric patients. Emphasis is placed on the psychosocial and physiologic needs of the patient and family. The roles and functions of the nurse are discussed, as well as the ethical/legal issues encountered in the pediatric critical care environment. Appropriate research findings are discussed as they relate to the care of these patients. Students utilize the critical care units to observe and assist with nursing care of the neonatal or pediatric patient. Prerequisite: Completion of Conceptual Basis of Nursing I, II, and III Theory and Clinical courses; concurrent with or after completion of Conceptual Basis of Nursing IV Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

431.8 Summer Clinical Elective3

This course helps prepare the baccalaureate-nursing student to integrate nursing theories, concepts and experiences in the preparation for the practice as a professional nurse. Within this course, the goals of nursing are the promotion and maintenance of health; the care and rehabilitation of the sick and the injured; and the support of the dying based on the Catholic ethical principles and the Catholic social teachings. Learning is both an independent and an interdependent process. The student functions with the interdisciplinary team are assigned to a preceptor who serves as a role model and clinical resource person enrolled in the nursing education program. Prerequisites: Acceptance into the OSF Saint Francis Medical Center Intern Program and successful completion of the first semester junior year.

431.10 Cultural Immersion3

This course provides an in-depth study of public health issues specific to the identified local population, as well as pertinent clinical experiences during a one- to two- week cultural immersion experience in that locale. The student will gain an appreciation for cultural awareness and practices, concepts and theories related to global health care. The nursing process will be employed to meet the physiological, psychological and spiritual needs of the local population. Learning opportunities will include travel to a new cultural community with clinical experiences to include home visits, clinical experiences, hospital visits and cultural experiences. Students will be expected to provide health education to a community group and apply knowledge and skills in the direct care of the local patient in a remote setting over the trip. Prerequisite: Completion of Conceptual Basis of Nursing I, Theory and Clinical, Health Assessment, Pharmacology and Pathophysiology; after completion of Conceptual Basis of Nursing II, Theory and Clinical; or with approval of the Dean of the Undergraduate Program and course faculty.

431.11 Camp GranADA Experience3

In this course, concepts and theories related to care of the child with diabetes will be implemented. The nursing process is utilized to meet the physiological and psychological needs of the child camper with an emphasis on the higher-level needs of safety, security, protection, love and belonging. Interactions between the nurse, child and family are emphasized, as well as the role of educator. Learning experiences include opportunities to apply knowledge and skills in the care of the child who has diabetes in a rustic setting over a week-long stay. Prerequisite: Successful completion of the first semester junior year. This includes completion of 310, 312, 314, 324 and 325; or with approval of the Dean of the Undergraduate Program and course faculty.

431.15 Transcultural Nursing3

The course provides students with an introduction to the theory of transcultural nursing. The core content includes the history of transcultural nursing, as well as issues of cultural beliefs, practices, values and implications for nursing practice. Students will study common beliefs and health care practices from many different cultures. Personal reflection on the student's own culture and the student's feelings towards other cultures will also be explored. The course also covers information related to consultation in transcultural nursing, as well as administration, research and issues for the future. The student will be provided tools to ensure a better understanding of various cultures, which will equip the nurse to provide culturally competent and culturally sensitive care. Prerequisite: Successful completion of the first semester junior year. This includes completion of 310, 312, 314, 324 and 325.

Graduate Program Courses

*Numbers listed to the right of the course name indicate credit hours earned. If there are additional numbers listed in parenthesis, the first number is credit hours for theory and the second number is credit hours for practicum.

RN to MSN-Fast Track Transition Course

450 - Transition to Advanced Nursing Practice.....4

This course is directed to the RN student with a non-nursing baccalaureate degree seeking to advance to the MSN level. The course will build upon prior education and experience to enhance professional practice and growth. The student will be introduced to an overview of the philosophy of baccalaureate nursing education and the organizational framework of the College. Critical components of professional nursing discussed include: caring, communication, critical thinking, teaching/learning process, nursing roles and changes, legal issues, leadership, management, change theory and professional ethics.

Graduate Courses

500 - Theoretical Foundations of Advanced Nursing Practice3

Theories from nursing and other disciplines are explored as the foundation for advanced nursing practice. Select Grand, Middle-range, and Practice nursing philosophies, models, and theories are critically analyzed. The relationship between theory, research, and practice/education/ administration is identified and critiqued. The student's own theoretical base for advanced practice is identified and developed. Prerequisite: None.

504 - Health Promotion in Advanced Nursing Practice3

The development and use of selected health promotion theories are synthesized and applied to advanced nursing practice. Analysis of research and other current evidence addresses conceptual, theoretical, methodological, health care policy, legal and ethical issues. Students identify and evaluate the impact of culturally diverse and vulnerable populations on the health care delivery system. Nursing interventions that promote health in various populations are developed, implemented, and evaluated. Prerequisite: Graduate standing or consent of instructor.

508 - Nursing Research3

Professional nursing practice at all levels is grounded in the ethical translation of current evidence into practice. Fundamentally, nurses need a questioning/inquiring attitude toward their practice and the care environment. This course prepares the graduate student to examine policies and seek evidence for every aspect of practice, thereby translating current evidence and identifying gaps where evidence is lacking. Master's prepared nurses apply research outcomes within the practice setting, resolve practice problems (individually or as a member of the health care team), and disseminate results both within the setting and in wider venues in order to advance clinical practice. Master's-prepared nurses lead the health care team in the implementation of evidence-based practice. This course will assist the student to develop the skills necessary to bring evidence-based practice to both individual patients for whom they directly care and to those patients for whom they are indirectly responsible. These skills include knowledge acquisition and dissemination, working in groups, and change management. Prerequisite: graduate standing, 499 statistics, or consent of instructor.

509 - Advanced Health Assessment, Clinical Reasoning & Diagnosis Across the Lifespan3

This course focuses on theoretical and practical applications of advanced health assessment in relation to the physiological, psychological, sociological, and spiritual dimensions across the lifespan. This course will build upon health assessment knowledge developed from undergraduate professional nursing education programs. Students will refine technical and interpersonal skills required for advanced health assessment, including interview techniques, history taking, advanced physical assessment, clinical reasoning and diagnosis based on information collected. The course will emphasize techniques for identification and analysis of common abnormal findings, the process of differential diagnosis, and processes for presentation of findings. Prerequisite: None.

511 - Differential Diagnosis for the APRN.....3

This course will integrate previous knowledge of patient history collection, physical exam findings and diagnostics that contribute to the formulation of differential diagnoses across the lifespan. Using an in-depth look at the patient clinical presentation from a symptom approach will assist the APRN student in the development of differential diagnoses as well as the selection of the appropriate diagnostic testing. Prerequisite: 509 and 519 or consent of instructor.

512 - Roles and Issues in Advanced Practice Nursing.....3

Current and emerging roles of advanced practice nurses in practice are explored. Political, legal, financial, ethical and technological issues currently impacting nursing in advanced practice in various health care settings are analyzed. The future of advanced practice nursing in the health care delivery system and in education is examined. The educator role is examined from the viewpoint of the advanced practice nurse and faculty position. Students develop and evaluate professional goals for either advanced practice nursing or the educator role. Prerequisite: None.

516 - Advances in Nursing Leadership3

In-depth analyses of the theory, practice, context, content, skills, and processes relating to individual, organizational and global leadership. The evolving roles in dynamic educational and health care systems are explored. An emphasis is placed on the role of the nursing leader in relationship to innovative and strategic leadership approaches to change, managing outcomes, conflict, ethical and legal decisions, human and physical resources, and quality improvements. Prerequisite: Graduate standing or consent of instructor.

517 - Advanced Health Assessment and Diagnostic Reasoning Across the Lifespan 3 (2/1)*

The purpose of this course is to analyze physiological, psychological, sociological, and spiritual dimensions of assessment across the lifespan. The process of diagnostic reasoning is emphasized as the primary means of collecting and analyzing data obtained from the patient history, physical examination, and diagnostic procedures. Through the 64 hours of practicum experience, students refine technical and interpersonal skills required for advanced health assessment, including interview techniques, history taking, physical assessment, and diagnosis based on information received. Normal and abnormal physical findings are differentiated and recognition of need for collaboration or consultation with additional health care providers is emphasized. Course content includes advanced assessment skills for all body systems. Prerequisites: 500 and 707 or consent of instructor.

519 - Advanced Pathophysiology Across the Lifespan3

The purpose of this course is to analyze and evaluate the concepts of the normal physiology and pathologic mechanisms of disease to serve as the foundation for clinical assessment, response to pharmacologic management of disease, decision making and disease management across the lifespan.

Analysis of the impact of diagnostics and assessment findings enables the student to develop diagnostic reasoning by interpreting changes in normal function that result in symptoms indicating illness. Course content focuses on alterations in cell function and systemic manifestations using selected, prevalent disease states across the lifespan. Prerequisites: None.

529 - Pharmacotherapeutics Across the Lifespan3

The purpose of this course is to provide the graduate with the knowledge and skills to assess, diagnose, and manage patients' common health problems in a safe, high quality, cost- effective manner. Course theory content includes cellular response, pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. Also included is the concept of polypharmacy and safe dosage calculation. Students will develop competence in prescribing appropriate pharmacologic agents for patients across the lifespan. Prerequisites: None.

531- Advanced Health Assessment/Diagnostic Reasoning, Pathophysiology & Pharmacology Across the Lifespan3

This course will build upon pharmacology, pathophysiology knowledge, and health assessment skills developed in the professional nurse's previous educational program. Course concepts will address commonly seen pathophysiological processes of selected disease conditions and also apply the principles of advanced pharmacology, pharmacotherapeutics, pharmacokinetics and pharmacodynamics for selected disease conditions. Advanced health assessment findings, skills, and diagnostic reasoning of selected disease conditions are analyzed. Students will learn how to integrate advanced health assessment, advanced pathophysiology, and advanced pharmacology for planning patient care across the lifespan. Prerequisite: 500 and enrolled in the nurse educator track.

532 - Foundations of Education in Nursing3

The principles of how learning occurs are introduced and explored. Learning theories are compared, contrasted, and critically analyzed, leading to application within the classroom and clinical setting. Strategies to develop critical thinking in students are examined. Aspects of curriculum development and instructional design are discussed. May be used as an elective for students in the clinician option. Prerequisites: 500 and 726 or consent of instructor.

536 - Issues and Roles in Nursing Education.....3

The role of the nurse educator in academia is the focus of this course. Issues related to faculty preparation, course delivery, and changing demographics of the student population are discussed. The societal, economic, and ethical factors affecting nursing education are examined. Prerequisites: 500, 710, and 726 or consent of instructor.

540 - Evaluation Strategies in Nursing Education3

The process of evaluation is examined. Strategies to assess learning in classroom and clinical settings are studied. Systematic evaluation and assessment strategies in education are explored. The relationship between evaluation practices, professional development, and the improvement of instruction is discussed. Prerequisites: 500 and 726 or consent of instructor.

545 - Advanced Health Assessment and Diagnostic Reasoning for the Neonate3

This course focuses on the knowledge and skills necessary to perform comprehensive assessments and interpretation of diagnostic data on newborns and infants commonly seen in the acute care practice settings. Systematic data collection, diagnostic reasoning, and clinical problem solving for a variety of newborns and infants will be emphasized. Content will focus on perinatal assessment, fetal assessment,

gestational age assessment, neurobehavioral and developmental assessments, physical exam of newborns and infants, developmental and behavioral assessment, cultural/social family evaluation and the use of diagnostics such as laboratory studies, radiographs, and instrumentation/monitoring devices. Emphasis is placed on the recognition of assessment findings that deviate from normal. Prerequisites: 500, 512, and 726, or consent of instructor.

546 - Advanced Physiology and Pathophysiology of the Neonate3

This course provides a theoretical and practical knowledge of pathophysiology as it applies to the advanced nursing care of newborns and infants with acute and/or chronic illness or at risk for health problems from a high risk pregnancy. Consequences of the intensive care environment and abnormal physiology on the normal development of the fetus, newborn and infant will be addressed. Analysis of the impact of diagnostics and assessment findings enables the student to develop diagnostic reasoning by interpreting changes in normal function that result in symptoms indicating illness. Prerequisites: 500, 512, and 726, or consent of instructor.

547 - Advanced Neonatal Pharmacotherapeutics3

This course focuses on providing students with an in-depth understanding of pharmacotherapeutics and clinical uses of specific drug groups related to the care and management of neonates in the intensive care nursery. Emphasis is placed on indications for correct drug choice, usual dose, routes of administration, pharmacological mechanisms in association with drug interactions, adverse effects; and contraindications for use are included as a basis for clinical judgments in managing the sick neonate. Specific problems inherent in drug therapy in the neonate and implication for nutritional support and pain management will be discussed. This course also provides essential information needed to obtain prescriptive authority for neonatal nurse practitioners. Prerequisites: 500, 512, 710, and 726 or consent of instructor.

548 - Nursing Informatics3

This course provides an introduction to the field of nursing informatics, the current state of the science, and major issues for research, development, and practice. It includes the clarification of the concepts of nursing, technology, and information management. It comprises theoretical underpinnings of nursing informatics, the practice of nursing informatics, and the social, ethical and legal issues in nursing and health care informatics. Graduate standing or consent of instructor.

549 - Neonatal Management I3 (2.5/.5)*

This is the first of two courses that integrates the physiologic, pharmacologic, and assessment skills and principles to determine appropriate care of the ill neonate. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. Current research and evidenced-based practices are used as the course framework. The effects of critical conditions on the growth and development of the neonate, including subsequent chronic health problems as well as consequences for the child's family are emphasized. The use of specific interventions and diagnostic procedures are demonstrated and applied during the 32 hours of required clinical activities. Prerequisites: 500, 512, 545, 546, 547, and 726, or consent of instructor. Concurrent with 550. NRP certificate.

550 - Neonatal Management II3 (2.5/.5)*

This is the second of two courses that integrates the physiologic, pharmacologic, and assessment skills and principles to determine appropriate care of the ill neonate. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct

bedside assessment and care of neonates in a safe manner. Current research and evidenced- based practices are used as the course framework. The effects of critical conditions on the growth and developments of the neonate, including subsequent chronic health problems as well as consequences for the child’s family are emphasized. During the 32 clinical hours in this course, students will be able to assess neonates, round with physicians, and complete procedures with an experienced NNP. Prerequisites: 500, 512, 545, 546, 547, and 726, or consent of instructor. Concurrent with 549. NRP certificate.

554 - Human Resource Management3

This course explores human resources management in health care organizations. The overarching goal of the course is to help students develop an understanding of the concept of strategic human resources management, and the need for alignment between HR practices and an organization’s strategy and mission as well as nursing standards and practice policies. The course is organized around the employee lifecycle and covers fundamental human resource functions, including: job analysis, recruiting and selection, training and development, performance management, compensation and benefits, and employee retention. The course also includes a thorough review of the legal and regulatory environment of human resources management. Prerequisite: 500, 710, 726, and 815.

555 - Family Healthcare Management I..... 4 (3/1)*

This course focuses on the advanced knowledge of acute, chronic and complex healthcare issues confronting patients from birth to age 18. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. This course requires 100 hours of clinical practicum. A pediatric experience, such as a family practice, pediatric, or internal medicine clinic, is encouraged. Specialty clinics are not appropriate for this course. Prerequisite: 500, 509, 511, 512, 519, 529, 707, and 726, or consent of the instructor.

556 - Family Healthcare Management II..... 4 (3/1)*

This course focuses on the advanced knowledge of acute, chronic and complex healthcare issues confronting adults. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. This course requires 100 hours of clinical practicum. The practicum experience should be completed in a family practice or internal medicine clinic. Specialty clinics are not appropriate for this course. Prerequisite: 500, 509, 511, 512, 519, 529, 555, 707, and 726 or consent of the instructor.

557 - Family Healthcare Management III.....4.5 (3/1.5)*

This course focuses on the advanced knowledge of acute, chronic and complex healthcare issues confronting older adults and elderly. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. This course requires 150 hours of clinical practicum. The practicum experience should be completed in a family practice, internal medicine or geriatric clinic. Specialty clinics for a portion of the hours MAY be allowed with approval from the lead faculty. Prerequisite: 500, 509, 511, 512, 519, 529, 555, 556, 707, and 726 or consent of the instructor.

558 - Managed Care and Integrated Systems.....3

This course provides an authoritative and comprehensive overview of the key strategic, tactical, and operational aspects of managed health care and health insurance. Managed health care in Medicare and Medicaid at both the corporate and hospital level will be examined. Course content focuses on important topics such as patient safety, HIPAA, ambulatory care center design and planning, health care information systems, and management of nursing systems. A historical overview and a discussion of taxonomy and functional differences between different forms of managed health care which provide the framework for the operational aspects of the industry will be addressed as well. Prerequisites: None.

560 - Family Healthcare Management I.....3

This course focuses on the advanced knowledge of acute, chronic and complex health care issues confronting women and children. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. Prerequisites: 500, 512, 509/517, 519, 529, 707, 710, 726, and 759 or consent of instructor and concurrent with 561.

561 - Advanced FNP Practicum I.....2

This course builds on the advanced knowledge and role competencies obtained in 512, 517, 519, 529, and 560. The emphasis of this course is application of family practice nursing care of women and children within the primary health care setting. Advanced practice interventions and outcomes reflect use of advanced health assessment research and diagnostic reasoning and evaluation of outcomes. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. There are 128 practicum hours. The focus of this course is women's health and pediatrics so clinical hours in those specialties is encouraged but not required. Other specialty hours may be arranged with the instructor's consent. Prerequisites: 500, 512, 509/517, 519, 529, 707, 710, 726, and 759 or consent of instructor and concurrent with 560.

564 - Family Healthcare Management II.....3

This course focuses on the advanced knowledge of acute, chronic and complex health care issues confronting adults and elderly. Content will focus on assessment and diagnostic reasoning related to primary management of select populations. Issues include cost, quality, access, payment systems, and health information management. The family nurse practitioner role for enhancing health outcomes for diverse populations is also examined. Prerequisites: 500, 512, 509/517, 519, 529, 707, 710, 726, and 759 or consent of instructor and concurrent with 565.

565 - Advanced FNP Practicum II.....2

This course builds on the advanced knowledge and role competencies obtained in 512, 517, 519, 529, and 560. The emphasis of this course is application of family practice nursing care of adults and geriatrics within the primary health care setting. Advanced practice interventions and outcomes reflect use of advanced health assessment research and diagnostic reasoning and evaluation of outcomes. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. There are 128 practicum hours. The focus of this course is adult health care. Other specialty hours may be arranged with the instructor's consent. Prerequisites: 500, 512, 509/517, 519, 529, 707, 710, 726, and 759, or consent of instructor and concurrent with 564.

566 - Family Mental Health Psycho-Pharmacology3

This course builds on content from 529-Advanced Pharmacology across the Lifespan. The course will provide the graduate with advanced knowledge regarding the pharmacotherapeutics of psychotropic medications and the clinical management of target psychiatric symptoms in order to assess, diagnose, and create and manage a medication plan for this population. Single and multiple drug regimens, cost effectiveness, and client medication education/ adherence will also be reviewed. Case studies will provide opportunities for the students to apply knowledge of psychotropic drugs to prescribing and monitoring appropriate pharmacologic agents for patients across the lifespan. Prerequisites: 500, 509, 519, 710, 726, and 529, or concurrent with 529, or consent of instructor.

568 - Advanced Assessment and Therapeutic Interventions.....3

This course examines biopsychosocial and conceptual models/theories, psychopathology and treatment modalities necessary for the advanced practice nurse to assess, select, implement, and evaluate treatment plans for adults experiencing psychiatric disorders. The course focuses on assessment, differential diagnostic process, and management of the needs of adult clients, including older adults, who are experiencing alterations in mental health functioning. This includes the application of advanced knowledge of psychopathology, psychotherapies, psychoeducation, health promotion and disease prevention. Individual, group, and family therapy techniques and crisis management strategies will be studied. The advanced practice nurse's role in working with families and communities and providing holistic care will be explored. Standards of practice, clinical guidelines, research studies, evidence-based practices, cultural diversity, and legal and ethical issues related to clients and families with psychiatric/mental health issues will be integrated into this course. Prerequisites: 500, 509, 512, 519, 529, 566, 710, and 726, or consent of instructor. Concurrent with 569.

569 - FPMHNP Practicum I2

Application of theories and review assessment and intervention techniques for the advanced psychiatric/mental health assessment is integral to this course. This practicum will provide the student the opportunity to refine technical and interpersonal skills in the assessment and management/intervention of an adult client with psychiatric/mental health issues. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. They will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psychopharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be initiated and clinically supervised by faculty. The student will be responsible for clinical documentation. There are 128 practicum hours. Prerequisites: 500, 509, 512, 519, 529, 566, 710, and 726, or consent of instructor. Concurrent with 568.

570 - Family Psychiatric Mental Health Nursing – Diagnosis and Management of Children & Adolescents3

The purpose of this course is to prepare the learner in the assessment, diagnosis, treatment and management of psychiatric mental health problems in childhood and adolescence at the individual, family and community level. Conceptual models/ theories and treatment modalities will be examined. Theories of family development, including functional and dysfunctional behavioral patterns, will be examined. Normal and abnormal findings are differentiated. Psychotherapy, psychoeducation, health promotion and disease prevention, and application of behavior modification techniques are explored. Individual, group, and family therapy techniques will be discussed. Prerequisites: 500, 509, 512, 519, 529, 566, 568, 569, 710, and 726, or consent of instructor. Concurrent with 571.

568 - FPMHNP Practicum II.....2

This practicum will provide the student the opportunity to incorporate education and techniques reviewed in theory courses to refine skill in the assessment and management/ intervention of children and adolescent clients with psychiatric/mental health issues. Family therapy techniques will be incorporated when available at the clinical setting. Normal and abnormal findings will be examined. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. They will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psycho pharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be supervised by a qualified preceptor. There are 128 practicum hours. Prerequisites: 500, 509, 512, 519, 529, 566, 568, 569, 710, and 726, or consent of instructor. Concurrent with 570.

569 - Advanced Psychiatric Nursing - Diagnosis and Management of Adults & Specialty Populations.3

This course focuses on assessment, diagnosis and management of different populations such as: Women, minorities, indigent, clients of differing cultures, individuals with chemical dependency issues, and other vulnerable populations. The consultation-liaison role for the Psychiatric Mental Health Nurse Practitioner will be reviewed. Students will analyze the social system, client needs, availability of resources, legal and ethical issues which can affect the populations discussed. Health promotion, disease prevention, and crisis management strategies will be examined. Prerequisites: 500, 509, 512, 519, 529, 566, 568, 569, 570, 571, 710, and 726, or consent of instructor. Concurrent with 573.

570 - FPMHNP Practicum III.....2

This practicum will provide the student the opportunity to incorporate education and techniques reviewed in theory courses to refine skill in the assessment and management/ intervention of adults and specialty populations with psychiatric/ mental health issues. Family therapy techniques will be incorporated when available at the clinical setting. Normal and abnormal findings will be examined. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. The student will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psychopharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be supervised by a qualified preceptor. There are 128 practicum hours. Prerequisites: 500, 509, 512, 519, 529, 566, 568, 569, 570, 571, 710, and 726, or consent of instructor. Concurrent with 572.

600 - Educator Practicum6

May be taken over 2 semesters (600.1 and 600.2). Application and synthesis of teaching and learning theories are integral to this course. With an assigned preceptor, the student will have the opportunity to practice teaching and evaluation strategies within either a nursing program or staff development setting. Each student is guided through mutually planned experiences in the areas of classroom planning, teaching methods and evaluations; experiences with clinical teaching; course planning, development, and evaluation. Evaluation for this practicum will include assessment of classroom and clinical teaching as well as participation in course planning. This course may be completed in one or two semesters. Prerequisites: 500, 531, 532, 536, 540, and 726, or consent of instructor.

614 - Management Practicum with Capstone Project6

May be taken over 2 semesters (614.1 and 614.2). This course provides students with the opportunity to synthesize and apply their understanding of nursing management and leadership within and across complex integrated organizational and institutional boundaries. In this culminating experience, students plan, execute, and evaluate nursing practice within the context of the practice setting(s) or among a specific population of interest within the organization or in communities. The practicum provides the student an opportunity to operationalize the leadership role in appropriate agencies and facilities in conjunction with an expert nursing leader. A capstone project involving a topic of interest to both the

student and the organization will be initiated. The project will focus on an identified need in the practicum setting or meet an identified need, based on national or local health initiatives. The project will culminate in a final paper which includes a literature review, methodology, and comprehensive analysis and reporting of results. Prerequisites: 500, 558, 710, 726, 736, 740, 759, 765, and 815, or consent of instructor, may be taken concurrently with 554.

620AG - Adult and Aging Management I 4(3/1)*

This course offers students theoretical knowledge and clinical experiences with a focus on the adult and aging population. Health promotion and disease preventions strategies are incorporated; culturally sensitive care is emphasized. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, and 759, or consent of instructor.

622 - Evidence-based Inquiry3

The master's prepared nurse is expected to be an informed consumer of research, and as such should be able to conduct an evidence-based inquiry (EBI) by independently searching current, relevant literature to determine potential resolutions for identified issues in nursing practice. This course allows the graduate student to complete an EBI project under the guidance of a Faculty EBI Advisor. The Clinical Inquiry method of research is a two-step process, which includes a comprehensive review of classic and current research literature on a specific topic and a proposed project or practice/policy change to resolve the identified issue. The resolution developed for the EBI may be hypothetical or could be implemented when feasible. Prerequisites: 500, 536, 710, and 726, or consent of instructor.

622AG Adult and Aging II 4 (3/1)*

This course offers students theoretical knowledge and clinical experience related to the practitioner role with focus on the adult and aging population. Health promotion and disease prevention strategies are incorporated; culturally sensitive care is emphasized. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, and 620AG, or consent of instructor.

631 - Neonatal Nurse Practitioner Practicum9

May be taken over 2 semesters (631.1 and 631.2). The Neonatal Nurse Practitioner Practicum focuses on developing clinical competency in the advanced practice role and in the stabilization, management and evaluation of the high risk neonate. By using the process of expert practice, consultation, collaboration, administration, and research utilization, the student will provide advanced nursing management of a caseload of high-risk newborn/infants and their families over a minimum of 576 hours. The experience is accomplished under the guidance of NNP program faculty. Prerequisites: 500, 512, 545, 546, 547, 549, 550, 726, and 815, or consent of instructor, and NRP certificate.

632AG Acute Care Diagnostics and Therapeutics..... 3 (2/1)*

This course focuses on diagnostic tests, procedures, and therapeutic management of the adult geriatric patient in the acute care environment. Diagnostics, such as radiological evaluations and interventions, acute laboratory evaluations, and cardiovascular interventions will be discussed in the course.

Therapeutic management, such as ventilator adjuncts, nutritional support and vasoactive medications will also be presented. Students will learn in a simulation setting, allowing for emergency management of simulated acute care patients, incorporating skill acquisition and practice. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 620AG, and 622AG, or consent of instructor. Concurrent with 633AG.

633AG Application of Acute Care Diagnostics and Therapeutics1

This course provides 100 hours of clinical practicum in acute care settings focusing on diagnostic tests, procedures, and therapeutic management of the adult gerontology patient. A focus on the interdisciplinary team, including clinical pharmacists, radiologists, pulmonologists, and nutritional support professionals would be provided within the context of the acute care environment.

Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 620AG, and 622AG, or consent of instructor. Concurrent with 632AG.

637AG Acute Care I 4 (3/1)*

This course focused on the acute/critical care management of the adult gerontology patient presenting with acute and chronic conditions, including cardiovascular, pulmonary, endocrine, hepatic, renal, gastrointestinal and neurological conditions. Management of optimal perfusion, ventilation, electrolyte and hemodynamic balance will be stressed as the student operates within the acute care healthcare team. The student will incorporate patient and family psychosocial needs as well as develop optimal inter-professional team behaviors. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 620AG, 622AG, 632AG, and 633AG, or consent of instructor.

638AG Acute Care II 4 (2/2)*

This course focuses on the acute/critical care management of the adult gerontology patient presenting with acute and chronic conditions, including cardiovascular, pulmonary, endocrine, hepatic, renal, gastrointestinal and neurological conditions. Management of optimal perfusion, ventilation, electrolyte and hemodynamic balance will be stressed as the student operates within the acute care healthcare team. The student will incorporate patient and family psychosocial needs as well as develop optimal

inter-professional team behaviors. Prerequisite: 500, 509, 511, 519, 529, 707, 710, 726, 759, 620AG, 622AG, 632AG, 633AG, and 637AG, or consent of instructor.

640 - Family Nurse Practitioner Practicum4

This course builds on the advanced knowledge and role competencies obtained in previous core and FNP specialty courses. The emphasis of this course is application of family practice nursing care of a wide variety of patients across the lifespan within the primary health care setting. Advanced practice interventions and outcomes reflect use of advanced health assessment research and diagnostic reasoning and evaluation of outcomes. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. This course requires 256 hours of clinical practicum. The practicum hours should include a mixture of all ages of patients from birth to death. Specialty hours may be arranged with the instructor's consent. This course requires 256 hours of clinical practicum. Prerequisites: 500, 512, 509/517, 519, 529, 560, 561, 564, 565, 707, 710, and 815, or consent of the instructor.

642 FNP Practicum IV4.5 (1/3.5)

The emphasis of this course is application of family practice nursing care of a wide variety of patients across the lifespan within the primary healthcare setting. Advanced practice interventions and outcomes reflect use of advanced health assessment research and diagnostic reasoning and evaluation of outcomes. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. This course requires 350 hours of clinical practicum. The practicum hours should include a mixture of all ages of patients from across the lifespan. Specialty hours may be arranged with the instructor's consent. Prerequisite; 500, 509, 511, 512, 519, 529, 555, 556, 557, 707, and 726, or consent of the instructor.

650 - FPMHNP Practicum IV4

This practicum will provide the student the opportunity to incorporate advanced nursing practice interventions, behavioral and psychopharmacologic therapies, education and techniques for a variety of mental health patients and families. The student, with appropriate supervision, is expected to provide the full range of psychiatric services as outlined in the Psychiatric- Mental Health Nurse Practitioner competencies (2003). The student will be responsible for interdisciplinary collaboration, making referrals, implementing a therapeutic plan and evaluating patient and family outcomes. There are 256 practicum hours. Prerequisites: 500, 509, 512, 519, 529, 566, 568, 569, 570, 571, 572, 573, 710, 726, and 815, or consent of the instructor.

700 - Principles of Epidemiology3

This course introduces students to the study of the distribution and determinants of disease in human populations. The epidemiologic approaches used to estimate the burden of disease; causal inferences; and primary, secondary, and tertiary prevention strategies will be analyzed. This course emphasizes critical analysis of analytical studies, quantitative measure of association, and other current research. Evidence-based health promotion and treatment for common disorders/ diseases such as those identified in Healthy People will be integrated. Sociocultural, ecological, and systems of care delivery factors that contribute to health disparities will be explored in-depth. Emphasis will be placed on using current evidence to create a comprehensive critical analysis of a current health issue. Prerequisites: Graduate student standing or consent of instructor.

707 - Principles of Epidemiology and Health Promotion in Advanced Nursing Practice.....3

This course introduces students to the study of the distribution and determinants of disease in human populations with a focus on promoting health. The epidemiologic approaches used to estimate the burden of disease; causal inferences; and primary, secondary and tertiary prevention strategies will be analyzed. This course emphasizes critical analysis of analytical studies, quantitative measure of association and other current research. Evidence-based health promotion and treatment for common disorders/diseases such as those identified in Healthy People 2020 will be integrated. Students will identify and evaluate the impact of culturally diverse and vulnerable populations on the health care delivery system. Sociocultural, ecological and systems of care delivery factors that contribute to health disparities will be explored. Prerequisites: None.

710 - Biostatistics3

The course will cover advanced skills needed to understand, plan, and implement the data analysis component of a nursing research study, including the benefits and limitations that arise from using data collected from different types of studies. Analysis of quantitative data in nursing research will be explored. The use of descriptive and inferential statistics, including measures of central tendency, association, correlation, prediction and means comparisons will be applied in drawing conclusions from statistical data. Prerequisite: None.

712 - Principles of Gerontology in Advanced Nursing Practice3

This course will prepare advanced practice nurses to provide patient-centered interprofessional care to older adults. Students will analyze their own attitudes toward caring for older adults, analyze theories on aging, and examine issues and trends related to the health and quality of life of older adults at the local, national and global levels. The students will also integrate components of a comprehensive geriatric assessment in older adults; apply standardized tools to assess physiologic, psychological, mental, developmental, social, cultural and spiritual functioning of older adults; apply principles of pathophysiology to the development, presentation and diagnosis of common chronic diseases in older adults; develop health educational materials directed to the unique health concerns of older adults; and critically appraise the evidence to determine the value of therapeutic interventions with respect to safety, adverse effects, efficacy, cost and resources in order to meet patient needs. Prerequisites: 500, 509, 519, and 529, or concurrent with 529, or with consent of instructor.

720 - Evidence-Based Practice: Appraisal and Analysis3

This course introduces the concepts associated with evidence-based nursing practice. The steps in implementing evidence-based practice are explored in depth, including the following: selecting a clinical or knowledge question or problem, forming a team, retrieving the evidence from published literature, evaluating the strength of the evidence, critiquing research and practice guidelines, synthesizing the research, and examining patient preferences. Issues related to information management technology will be introduced. Strategies for creating a culture of evidence-based practice, both for individuals and systems, will be identified, and the barriers to evidence-based practice will also be identified. Prerequisites: 700 and 710, or consent of instructor.

726 - Analysis of Evidence-Based Practice3

This course introduces the concepts associated with evidence-based nursing practice. Professional nursing practice at all levels is grounded in the ethical translation of current evidence into practice. Fundamentally, nurses need a questioning/inquiring attitude toward their practice and the care environment. The course prepares the graduate student to examine practice or leadership policies and seek evidence for every aspect of practice, thereby translating current evidence into practice and

identifying gaps where evidence is lacking. The steps in implementing evidence-based practice are explored in depth, including the following: selecting a clinical or knowledge question or problem, forming a team, retrieving the evidence from published literature, evaluating the strength of the evidence, critiquing research and practice guidelines, synthesizing the research and examining patient preferences. Issues related to information management technology will be introduced. Strategies for creating a culture of evidence-based practice, both for individuals and systems, will be identified and the barriers to evidence-based practice will also be identified. This course will assist the student to develop the skills necessary to bring evidence-based practice to both individual patients for whom they directly care and to those patients for whom they are indirectly responsible. These skills include knowledge acquisition and dissemination, working in groups and change management. Prerequisites: 500 and 710, or consent of instructor.

735 - Interprofessional Collaboration and Advanced Program Planning3

This course focuses on the knowledge and skills necessary to provide exemplary leadership of groups and teams, with an emphasis on relationship building and team building. Content includes effective communication with groups and teams, conflict management and resolution, group process and techniques for effectively leading meetings, the application of adult learning principles, emotional intelligence, characteristics of effective teams, roles and scope of practice of various health care professionals, and the creation of a professional practice culture. Coursework also challenges students to design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems. Prerequisites: 707, 710, and 726.

736 - Translation of Evidence Based into Practice3

This course prepares students to evaluate and use concepts associated with evidence-based nursing practice models. The steps in translating evidence-based practice are explored in depth, including the following: making evidence-based practice recommendations, deciding to change practice, implementing the practice change, evaluating the outcomes and diffusing the innovation. Strategies for patient education, marketing, ethical resource allocation, and formative and summative evaluation techniques are analyzed as applicable in advanced nursing practice. Issues related to information management technology will be reviewed. The concept of translation science and tools for applying evidence to practice will be emphasized. The goal of this course is to provide the student with the knowledge and skills necessary to assume a leadership role in transforming health care environments. Also, the processes of program development, planning, implementation and evaluation in health care and health promotion are examined. Strategies for creating a culture of evidence-based practice both for individual and systems will be evaluated and barriers to evidence-based practice will also be identified with corresponding action plans. Critical analysis of research and other current evidence focuses on study design, methodological issues and evaluation of program outcomes. Strategies for patient education, marketing, ethical resource allocation and formative and summative evaluation techniques are analyzed and applied in advanced nursing practice. Statistical methods used to evaluate program outcomes are analyzed. Prerequisites: 500, 710, and 726, or with consent of instructor.

740 - Impact of Ethics & Law on the Role of the DNP.....3

This course will explore the interrelationships between policy, ethics and the law and their impact on clinical practice and health care. Broader social issues common to vulnerable populations will be examined using ethical and legal frameworks. Recurring issues in clinical practice and leadership will be examined for how legislation and regulation impacts care. System issues relevant to health and health care delivery will be explored for its impact on care and policy implications. Practices/ protocols/policies

that are compliant with legal and ethical mandates will be explored. Organizational and social communicating and advocating for policy change will be developed. Exploration of current ethical issues, including relevant contextual factors within the health care disciplines and within the student’s area of scholarship and clinical practice as it relates to the DNP will be achieved. Prerequisites: 500 and 710, or consent of instructor.

745 - Managing Human Capital3

This course explores the practical skills of managing people to produce superior business results. Best practices in recruiting systems, performance evaluation systems, developing people within the organization, managing a reduction in force, and having difficult conversations with people will be examined further in this course. In addition to understanding the strategic importance of people, the course will provide an understanding and appreciation for the human element as well as diverse cultures within organizations. The overarching goal of this course is to develop thoughtful nurse leaders who understand the importance of people. Prerequisites: 707, 710, and 726, or consent of instructor.

750 - Cultural Competency for Advanced Practice3

This course is an application of cultural competency to clinical practice, health care management, and health services research when working with culturally diverse populations. Methodological orientation is qualitative, historical, and ethnographic in the form of interactive lectures, narratives, discussions, guest presentations, and innovative strategies. Interdisciplinary perspectives will be a part of the course appropriate for graduate students in nursing, education, public health, health administration, social work, and anthropology. Prerequisites: 500, 710, and 726, or consent of instructor.

759 - Information Systems & Technology for Transformation of Health Care3

This course will provide a comprehensive examination of health care informatics and the application for improvement and transformation of patient-centered health care. The role of nurses in advanced practice with relation to policy making, application design, technology selection, usability, safety, security, outcome data analysis and interdisciplinary clinical work flow integration will be explored. Emphasis is placed on application of information technology essential to improve patient care, implement evidence-based practice recommendations, transform health care and manage patient care data with clinical information systems. Prerequisites: None

760 - Health Care Finance and Policy.....3

This course focuses on understanding how health care is organized, financed, and delivered in the U.S. and examines key issues currently on the U.S. national policy agenda. This is an interprofessional course offering. This course will examine both health care economics and the business of practice. The relationship of economic issues, health policy and clinical practice will be explored. Economic concepts and tools will be used to examine issues and solve problems/ issues pertaining to health care and the delivery of health care services. Approaches to economic evaluations will be explored and students will use findings from economic evaluations to inform policy makers about the costs and effects of medical interventions to support their decisions on the allocation of health care resources. Evidence- based critique skills will be expanded to include critical appraisal of economic evaluation studies and select software will be used to conduct an economic systematic review. Relevant finance concepts will be explored to develop skills in assessing the practice/ organizations’ financial condition, leadership, budgeting and profit analysis. Prerequisites: 700, 710, 720, 730 for DNP-C, 740, and 750, or consent of instructor.

765 - Health Care Policy and Financial Management3

This course provides an advanced perspective on socioeconomic, political and global factors that influence nursing and health care delivery. This is an interprofessional course offering that focuses on understanding how health care is organized, financed and delivered in the United States and examines key issues currently on the United States national policy agenda. Socioeconomic concepts and tools will be used to examine issues and solve problems/issues pertaining to health care and the delivery of health care services. Approaches to economic evaluations will be explored and students will use findings from economic evaluations to inform policy makers about the costs and effects of medical interventions to support their decisions on the allocation of health care resources. Evidence-based critique skills will be expanded to include critical appraisal of economic evaluation studies and select software will be used to conduct an economic systematic review. Relevant finance concepts will be explored to develop skills in assessing the practice/ organization's financial condition, budgeting and profit analysis. Prerequisites: 500, 710, and 726, or concurrent with 726, or consent of instructor.

770 - Health Care Information Systems and Outcome Management.....3

This course focuses on information systems technology and its application for the improvement and transformation of patient- centered health care. The course prepares the student to become proficient at selecting and using technology for organizing, analyzing, managing, and evaluating information in nursing administration, education, research, and clinical practice settings. Content will explore use of 1) information and information technology systems to support: research for evidence-based practice; quality improvement and outcomes evaluation; management; leadership; education; and practice; 2) standards/principles for selecting and evaluating information systems; and 3) analysis of legal, ethical, and regulatory issues related to information systems and technology. Students will execute an evaluation plan of an existing information management system in his/her work setting. Prerequisites: Graduate Statistics or consent of instructor.

815 - Organizational Management and Leadership in Health Care Systems3

The purpose of this course is to provide a comprehensive exploration of leadership theories and principles, as well as innovative leadership techniques. Units of content will focus on systems thinking, values and ethics, human resource utilization, legal issues, decision- making, organizational culture and climate, communication skills, succession planning, theories of change and change leadership, creation of learning communities, organizational and global leadership, professional accountability and leadership within professional nursing organizations. Qualities and behaviors associated with exemplary leadership will be identified. This course will assist the student in developing and refining leadership skills necessary to transform practice and educational environments. The student will be expected to use his/her own work environment as a learning environment to assess and develop existing leadership structures. The student will engage in forecasting, processes of decision-making based on data and decision trees, making choices for location and physical layout design of health care services, processes associated with reengineering and work redesign, using data in determining staffing and scheduling decisions, measuring productivity, making resource allocation and inventory decisions, using data in quality initiatives, project management and capacity planning. Prerequisite: 500 or consent of instructor.

834.1 DNP Project I 3(2/1)*

This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During the 64 practicum hours associated with the course, the student will prepare to conduct a change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. In addition, the student will collaborate with the mentor and

DNP advisor to develop the first 2 sections of the DNP project and complete IRB submission. Practicum hours will consist of project team meetings as well as mentor meetings and preparation of the agency for the project. Seminar discussions will focus on guiding the student through all aspects of the DNP project design, implementation and evaluation. Prerequisite: 500 or MSN, 707, 710, 726, 736, 740, 759, 765, and 815.

834.2 DNP Project II 4 (2/2)*

This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During the 128 practicum hours associated with the course, the student will prepare to conduct a change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. In addition, the student will complete the needs assessment, education, budget, and implementation plan for the project. Practicum hours will consist of meeting with advisers, project team and providing education for the evidence-based practice change. Seminars will focus on guiding the student through all aspects of DNP project design, implementation and evaluation. Prerequisites: 500 or MSN, 707, 710, 726, 736, 740, 759, 765, 815, and 834.1.

834.3 DNP Project III 3(1/2)*

This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During the 128 practicum hours associated with the course, the student will conduct an evidence-based change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. It is expected that the DNP Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. Successful completion of the required practicum hours will require the student to present the results of the change project to his/her DNP project team for their approval of the cumulative scholarly work. Prerequisites: 500 or MSN, 707, 710, 726, 736, 740, 759, 765, 815, 834.1, and 834.2.

836 - DNP-C Residency3

Practicum experiences will be individually designed within the context of the direct or indirect focus of the student's program. This course is designed to integrate knowledge of nursing theory; evidence-based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and health care systems into practice and leadership. In consultation with their DNP faculty, students will elect an area of practice to implement advanced clinical decision-making in the provision of culturally sensitive, patient-centered, evidence-based care. Case presentations from the student's practicum experience will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used in the development of a final project to be disseminated with consultation of the faculty. This course section will include 192 practicum hours. Prerequisites: 500 or MSN, 707, 710, 726, 736, 740, 750, 759, 765, 815, 834.1, 834.2, and 834.3, or concurrently with 826.3.

838 - DNP-L Residency3

Practicum experiences will be individually designed within the context of the direct or indirect focus of the student's program. This course is designed to integrate knowledge of nursing theory; evidence based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and health care systems into clinical practice and leadership. In consultation with their DNP faculty advisor, students will elect an area of practice to implement advanced clinical decision-making in the provision of culturally sensitive, patient-centered, evidence-based care. Case presentations from the student's

practicum experience will be used to explicate clinical trends, expert clinical judgment and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used in the development of a project to be disseminated in consultation with advisor the final project proposal. This course will include 192 practicum hours. Prerequisites: 500 or MSN, 707, 710, 726, 736, 740, 745, 759, 765, 815, 834.1, 834.2, and 834.3, or concurrently with 828.3.



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DNP, Saint Francis Medical Center College of Nursing
MSN, University of Texas at Arlington, Arlington, TX
BSN, Old Dominion University, Norfolk, VA

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Assistant Professor

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BSN, Western Governors University, Salt Lake City, UT

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BSN, Mennonite College of Nursing at ISU, Normal, IL

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Professor

PhD, Capella University, Minneapolis, MN
MSN/MSHA, Saint Joseph College of Maine
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

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Assistant Professor

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BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

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BSN, Methodist College, Peoria, IL

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BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

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Professor

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MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

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Assistant Professor

MSN, Chamberlain University of Nursing, Addison, IL
BSN, Chamberlain University of Nursing, Addison, IL

Jillian Thomas, MSN, RN

Assistant Professor

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BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Michelle Thompson, MSN, RN

Assistant Professor

MSN, Chamberlain College of Nursing
BSN, Methodist College of Nursing

Angela Timm, MSN, RN

Assistant Professor

MSN, University of Phoenix Online, Phoenix, AZ
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Rebecca Vaughn, MSN, RN

Assistant Professor

MSN, University of Kansas School of Nursing, Kansas City, KS
BSN, University of Iowa College of Nursing, Iowa City, IA

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Assistant Professor

MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Southern Illinois University, Edwardsville, IL

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BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

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MSN, Rush University, Chicago, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

June West, MSN, RN

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BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

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BSN, Bradley University, Peoria, IL

Jenna Yates, MSN, RN, CRRN

Instructor

MSN, Saint Francis Medical Center College of Nursing, Peoria, IL
BSN, Saint Francis Medical Center College of Nursing, Peoria, IL

Staff

Austin Blair, BA

Director of Admissions/Registrar

Kimberly Buffington

Undergraduate Program Admissions Assistant

Michaela Cordes

Student Finance, Financial Aid Assistant

Vicki Craig

Graduate Program Admissions Assistant

Alice Evans

Coordinator, Student Accounts and Business Services

Vicki Kamhi, MA, LCPC, NCC

Counselor

Jeff Kepler, MS

Instructional Design/Technology Specialist

William Komanecki, MPA, MLS

Medical Librarian

Angela Kautz

Executive Assistant

Carlene Murali

College Support Representative (CSR)

Donna Neff

Students Accounts and Business Services, Assistant

Nancy Perryman

Coordinator, Student Finance, Financial Assistance

Nicole Roahrig

Administrative Assistant

Tyler Sherwood

Professional Nurse Recruiter

Kaylee Wagner
Library Technician

Ryan Williams, MBA
Institutional Effectiveness and Assessment Specialist

Elizabeth Zaluska
College Support Representative (CSR)

Sam Zangara
Professional Nurse Recruiter

Important Phone Numbers

| | |
|--|--------------|
| College of Nursing Main Number | 309-655-2201 |
| Academic Development Center (ADC) | 309-624-3161 |
| Administration | |
| President of the College..... | 309-655-4124 |
| Dean, Undergraduate Program..... | 309-655-2206 |
| Dean, Graduate Program..... | 309-655-2230 |
| Assistant Dean, Support Services | 309-655-2291 |
| Executive Assistant | 309-655-7353 |
| Administrative Assistant | 309-624-4525 |
| Admissions | |
| Director of Admissions/Registrar | 309-624-4890 |
| Undergraduate Program Admissions | 309-655-2596 |
| Graduate Program Admissions | 309-655-6362 |
| Recruiter..... | 309-655-3274 |
| College Counselor (dial 911 for emergency situation) | 309-655-7100 |
| Financial Aid Assistance..... | 309-655-4119 |
| Library | 309-655-2180 |
| Student Accounts/Payment Assistance..... | 309-655-3450 |
| Technology Assistance..... | 309-655-4121 |

Disclaimer

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Students should use the catalog as an informational guide and not as a statement of contractually binding terms. Students are expected to know the policies governing the academic program as published in this catalog and to plan a program of studies that would satisfy the requirements for the degree program in which they have matriculated. The catalog is not a contract. In cases of conflict between the most recent reversion of the catalog and other policy statements, the College President has discretion to resolve the conflict.

Saint Francis Medical Center College of Nursing
Peoria, Illinois
2022-2023

Fall 2022 Semester

| | |
|---|----------------------|
| Fall Tuition Due..... | July 15, 2022 |
| Faculty Return | August 8, 2022 |
| BSN New Student Orientation..... | August 11, 2022 |
| Classes Begin | August 15, 2022 |
| Last Day to Change Registration..... | August 19, 2022 |
| Labor Day Holiday..... | September 5, 2022 |
| Last Day to Withdraw with "W" | October 21, 2022 |
| No Classes..... | November 23, 2022 |
| Thanksgiving Holiday | November 24-25, 2022 |
| Classes End | December 2, 2022 |
| Final Examinations..... | December 5-9, 2022 |
| Graduate Program Recognition Dinner | December 9, 2022 |
| Commencement | December 10, 2022 |
| Faculty Last Day | December 16, 2022 |

Spring 2023 Semester

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|---|------------------|
| Spring Tuition Due | December 9, 2022 |
| Faculty Return | January 2, 2023 |
| BSN New Student Orientation..... | January 3, 2023 |
| Classes Begin | January 9, 2023 |
| Last Day to Change Registration..... | January 13, 2023 |
| Last Class Day Before Spring Break | March 3, 2023 |
| Spring Break..... | March 6-10, 2023 |
| Classes Resume | March 13, 2023 |
| Last Day to Withdraw with "W" | March 24, 2023 |
| Good Friday Holiday | April 7, 2023 |
| Classes End | May 5, 2023 |
| Final Examinations..... | May 8-12, 2023 |
| Graduate Program Recognition Dinner | May 12, 2023 |
| Commencement | May 13, 2023 |
| Faculty Last Day | May 26, 2023 |

Summer 2023 Session

| | |
|-------------------------------------|------------------|
| Summer Tuition Due..... | April 21, 2023 |
| Classes Begin | May 22, 2023 |
| Memorial Day Holiday | May 29, 2023 |
| Last Day to Withdraw with "W" | June 16, 2023 |
| Independence Holiday..... | July 4, 2023 |
| Classes End | July 14, 2023 |
| Final Exams | July 17-18, 2023 |

Approved College Senate, 1/28/2022

