Saint Francis Medical Center
College of Nursing

A Tradition of Excellence in Nursing Education
Reserved Rights of College

The policies and procedures in this College Catalog are subject to review and revision annually. However, policies and protocols are continually being reviewed and changed in order to better achieve the educational mission. Therefore, Saint Francis Medical Center College of Nursing reserves the right to revise the catalog from time to time. Amendments, additions, or deletions made during the academic year will be announced on Canvas and reinforced by the student’s academic advisor. All changes are effective immediately after being announced.

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.
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Message from the President
Welcome to Saint Francis Medical Center College of Nursing. I am happy that you are part of our learning community. Within weeks of beginning your studies at the college, students find that our learning community is small but vibrant. Faculty, staff and administrators are dedicated to creating an environment which fosters the success of each student.

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, this college was formed 115 years ago. 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. At Saint Francis Medical Center College of Nursing you will be surrounded by supportive classmates, passionate faculty and staff, and a wide variety of exceptional co-curricular experiences.

As you read through this catalog, you will also find information about the college’s programs, courses, requirements, and policies. You will 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 goals.

We hope that each day you are proud to be a nursing student at Saint Francis Medical Center College of Nursing. We believe that you will find the college to be the home in which you make your academic, professional, and personal goals a reality!

Sandie Soldwisch, PhD, APRN, ANP-BC
President
Approval, Accreditation & Recognitions

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 of 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 (hlcommission.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:

Accreditation Commission for Educating in Nursing (ACEN)
American Association of Colleges of Nursing (AACN)
American Association of Collegiate Registrars and Admission Officers (AACRAO)
American College Health Association (ACHA)
Consortium of Hospital-Affiliated Colleges and Universities (CHACU)
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 Clinical Nurse Specialists (NACNS)
National Association of Student Financial Aid Administrators (NASFAA)
National League for Nursing (NLN)

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.

College of Nursing
The College of Nursing, owned and operated by The Sisters of the Third Order of Saint Francis, is conveniently situated adjacent to the Medical Center. The College classrooms, Sister Mary Ludgera Pieperbeck Learning Resource Center (library and computer labs), and offices are located at the College. The Nursing Resource Center, which houses state-of-the-art simulation and skills laboratories is located in the Wozniak Learning Center building also on the Medical Center campus. A large classroom is also located here. The Nursing Learning Center and laboratories provide students an 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, Peoria, Illinois, whose goal is to provide health care to the sick, injured and poor and education for health care providers to the community of Peoria and surrounding areas. 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 has 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 Statement
Saint Francis Medical Center College of Nursing is a private, Catholic, specialized institution. The College, founded and operated by The Sisters of the Third Order of St. Francis, 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, as 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.

**Statement of 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 free will, 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.
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.

General Information for Undergraduate and Graduate Programs

Nondiscriminatory Policy
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.

International Students Application Process
International students are all students who are not U.S. citizens. The RN-BSN and graduate student must be United States citizens to be admitted into their respective programs. Any applicant who is not a U.S. citizen must follow the International Students Application Process.

1. International students must meet the same College of Nursing admission requirements as students who are educated in the U.S.
2. A College of Nursing Application for International Admission and nonrefundable application fee ($75) must be submitted to the College for either the undergraduate or graduate program by February 1 for fall semester and August 1 for spring semester. Late applications will be deferred to the next semester.
3. The prospective student must submit high school and college official transcripts, or its equivalent, in English (or a certified translation). The transcripts must be mailed directly to the College of Nursing from the institutions that were attended and must include the School’s seal.
4. Official transcripts that are not in English must be evaluated by an official credentialing center and a copy of the evaluation must be sent by the Center directly to the College. The prospective student may obtain information about credentialing centers from the College. A course-by-course evaluation is required. The prospective student assumes the responsibility for providing transcript evaluation and must pay for the evaluation.
5. The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. To satisfy this requirement, the prospective student must take the TOEFL with a minimum score of 550 for paper/pencil or 79 for internet-based test. Students who do not pass the TOEFL must confer with a representative of the Admissions Office and be considered by the Admissions and Progression Committee. Test scores cannot be more than two years old. The TOEFL exam is waived for applicants with an earned bachelors or masters’ degree from a U.S. college or university.
6. An interview is optional at the request of either the College or the applicant.
7. Prospective students are required to show assured financial support for the two years at the College. Bank certification is required to assure that the student has the amount required for cost of
College of Nursing Health Requirements
A personal health history and specified lab work are required upon entering the program. Specific lab work must be ordered and performed by a certified medical professional. The primary care provider (i.e., MD or APRN) will confirm the student’s ability to participate at the College. All students except students-at-large are required to submit the required work and all other health requirements at least three weeks prior to the start of the term of the initial enrollment at the College. No student may attend class, clinical or practicum until all forms are complete and documented. Documentation of latex sensitivity, as well as Health Insurance Portability and Accountability Act of 1996 (HIPAA) Agreement is required. In accordance with regulations of the Illinois Department of Public Health, CDC guidelines and OSF HealthCare Saint Francis Medical Center, all students are required to present proof of immunity against vaccine preventable diseases prior to beginning classes at the College. All documents are to be uploaded to the secure website of a college-selected vendor. The cost and uploading of all files associated with this website is the responsibility of the student. The following immunizations are necessary to help protect yourself, your classmates and your patients in the classroom and clinical setting.

Tuberculosis screening
- A two-step TB skin test (done 7-21 days apart) or Quantiferon Gold (QFT) TB blood draw is required. A quantitative lab report must be submitted if a QFT is done.
- If a student has a positive TB test, a clear chest x-ray is required.

MMR
- Provide proof of immunity to rubella, measles (rubeola) and mumps if born in 1957 or later.
- Documentation of two measles, mumps, rubella (MMR) vaccines
- If documentation of two MMR vaccines cannot be provided, titers for measles (rubella), mumps and rubella must be completed. A quantitative lab report (with the result, reference range, and interpretation) showing positive titers is required. If any titer is negative (measles, mumps or rubella), the student is required to receive the MMR vaccine.

Hepatitis B
- If the student has received the series at any time previously, a positive Hepatitis B surface antibody titer is required to detect immunity (quantitative lab report required). If the titer result is negative, the student is required to repeat the Hepatitis B series of three vaccines at recommended intervals, or may elect to receive the first two vaccines and have another titer drawn. However, if that titer is negative, the student will need to complete the series by receiving the third vaccine.
- High Risk individuals who should not receive the Hepatitis B vaccine include:
  - History of Hepatitis B infection
  - Pregnant women
  - Individuals with a serious concurrent infection
  - Individuals documentation of allergy to yeast or formaldehyde

A waiver is required for high risk individuals, which can be obtained from the College Health Nurse.
Varicella (Chicken Pox) Immunity
- Due to direct patient contact in the area of high risk health conditions, the Varicella titer is required.
- Students must demonstrate immunity to varicella (chicken pox) by a positive varicella titer (quantitative lab report required).
- If antibody titer shows non-immunity, the Varicella two vaccine series is required, done 4-8 weeks apart.

TDaP
- All students enrolled in higher education in Illinois must provide documentation of a minimum of three (3) doses (DPT/Td/TDaP), with at least one dose of TDaP within the past ten years.
- TDaP must be renewed every 10 years.
- If unable to receive the vaccine due to allergy, medical condition, etc., a written note must be provided by a health care provider.

Influenza
- All healthcare workers (including students) in Illinois are required to receive a yearly Influenza vaccine.

Any student requesting a religious or medical exemption must complete the appropriate paperwork and submit the request along with supporting documentation. The documentation will be reviewed, and the student will be notified of approval or denial of the exemption. Forms may be obtained from the College Health Nurse.

- If unable to receive a vaccine due to an allergy or serious medical condition, medical condition, etc., a written note must be provided by the student’s primary health care provider.

Meningococcal Conjugate Vaccine
- For all incoming students under the age of 22, there must be documentation showing receipt of one dose of the Meningococcal Conjugate vaccine (MCV) on or after their 16th birthday.
- This vaccine is also strongly recommended for all incoming dorm students who are 22 years old or older.

Drug Screen
- A 10 panel urine drug screen is required.
- Documentation of drug screen results from Labcorp is required.
- Drug screen must be obtained no sooner than 30 days prior to start of the semester.
- Registration is done through castlebranch.com, and the drug screen must be completed at a Labcorp facility. A drug screen anywhere else will be rejected and the student is responsible for the cost of repeating the drug screen at Labcorp.

Mandatory Health Compliance
The College of Nursing requires all nursing students to have current proof of health safety requirements on file uploaded on to their online health tracker account throughout their enrollment. Students will be registering for classes prior to the start of the term, so it is important that the required Health Records
forms be submitted no later than three weeks prior to the start of the term. No student may attend
classroom, clinical or practicum, or access the online learning management system if there is a
deficiency in any of these requirements the health records or immunization. A grade of zero (0) will be
entered for any classroom, clinical, or practicum activities until the student is compliant with the
requirements. The zero (0) grade(s) will stand even after the student is compliant with all requirements.

**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 College Health Nurse or Dean for
questions on the policy or for requesting accommodations.

**Disability Policy**
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 Handbooks.

**Insurance**

All students are expected to carry health and hospitalization insurance. All costs incurred by a student and not covered by insurance will be billed to the student. Policy guidelines are outlined in the Student Handbooks. Undergraduate and graduate students registered for a laboratory/clinical course are enrolled in a group professional liability insurance plan. Students using their own cars for transportation during any clinical experience may be required to show evidence of automobile liability insurance.

**Transportation**

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.

**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.

**Core Performance Standards & Criteria of Admission and Progression**

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.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Standard</th>
<th>Some Examples of Necessary Activities (not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Patient Client needs/Problem Solving/Critical thinking ability sufficient for clinical judgment. Use verbal, nonverbal cues to identify patient/client needs/problems.</td>
<td>Identify cause-effect relationships in clinical situations. Develop and implement nursing care plans. Make judgments regarding appropriate interventions based on signs and symptoms.</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, economic, religious, cultural, and intellectual backgrounds.</td>
<td>Establish rapport with patients/clients and colleagues and other health care providers.</td>
</tr>
<tr>
<td>Issues</td>
<td>Standard</td>
<td>Some Examples of Necessary Activities (not all inclusive)</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Communication proficiency at a competent level in English, both verbal and written, to include reading, writing, spelling, speaking and listening.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Mobility</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Motor Skills</strong></td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care.</td>
<td>Calibrate and use equipment; administer medications position patients/clients.</td>
</tr>
<tr>
<td><strong>Hearing</strong></td>
<td>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.</td>
<td>Hear and respond to verbal communication and requests: respond to emergency signals, auscultatory sounds, percussion and auscultation, and hear cries for help.</td>
</tr>
<tr>
<td><strong>Visual</strong></td>
<td>Visual ability sufficient for observation, assessment and provision of nursing care.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Tactile</strong></td>
<td>Tactile ability sufficient for observation, assessment and provision of nursing care.</td>
<td>Perform palpation and other functions of physical examination or those related to therapeutic intervention, e.g., insertion of a catheter.</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>Mental alertness sufficient to provide safe, effective nursing care.</td>
<td>Observe and respond to patients/clients and provide therapeutic interventions accurately and safely. Able to concentrate and remain on task to completion.</td>
</tr>
</tbody>
</table>

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

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.

Application and Eligibility Requirements

Federal and State Assistance
1. Complete the Free Application for Federal Student Aid (FAFSA) and the Saint Francis Medical Center College of Nursing Institutional Application.
2. Maintain satisfactory academic progress.
3. Complete the pre-nursing curriculum and be enrolled as a degree-seeking student. Graduate students may be eligible for a preparatory coursework student loan provided they meet the criteria.
   Students not pursuing a degree or have pre-nursing incomplete are not eligible for any type of federal or state assistance.
4. Be a U.S. citizen, national, permanent resident, or have approved refugee status.

Institutional Scholarships or Loans
Due to the generosity of individuals and businesses, institutional and private College of Nursing scholarships/loans are available to qualified undergraduate and graduate students. Saint Francis Medical Center College of Nursing utilizes an online application process for these scholarships.

OSF HealthCare Saint Francis Medical Center
1. The OSF HealthCare Saint Francis Medical Center Modified Educational Employment Program (MEEP) is designed to provide educational assistance in the form of a $4,000/semester forgivable loan to qualified undergraduate students who are enrolled full time at the College of Nursing and willing to commit to employment at OSF Saint Francis following graduation.
2. The College of Nursing is pleased to offer the President and College of Nursing Scholarship opportunities available to incoming students who will be starting the program in either the fall or spring semester. Saint Francis Medical Center College of Nursing utilizes an online application process for these scholarships.
3. Employee Tuition Waiver may be available to undergraduate and graduate students who are regular full- or part-time (minimum 32 hours per pay period) employees of OSF Saint Francis. Additional criteria and application information can be obtained from OSF Saint Francis Organizational Development (HR).
Satisfactory Academic Progress Requirements for Financial Aid Recipients

7/1/2020 – Effective immediately and replaces all other satisfactory academic progress policies for financial aid recipients printed in any institutional publication or document.

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 Bachelors 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 percent 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 semester 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).

• **Fast Track Pathway 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).

• **Fast Track Pathway to Master of Science in Nursing – MSN**
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 – MSN**
Effective fall 2018, the published length is 52 credit hours. The maximum time frame must not exceed 78 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

• **Nurse Educator – MSN**
The published length is 36 credit hours. The maximum time frame must not exceed 54 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). Effective Fall 2018, the published length of this program is 39 credit hours. The maximum time frame must not exceed 59 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

• **Nursing Management Leader – MSN**
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). 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).

• **Neonatal Nurse Practitioner – MSN**
The published length of this program is 39 credit hours. The maximum time frame must not exceed 59 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). 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 – MSN**
The published length of this program is 44 credit hours. The maximum time frame must not exceed 66 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). Effective fall 2018, the published length of this program is 47 credit hours. The
maximum time frame must not exceed 71 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

• **Family Psychiatric Mental Health Nurse Practitioner – MSN**
The published length of this program is 46 credit hours. The maximum time frame must not exceed 69 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). 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).

• **DNP Clinical – Post-Graduate DNP**
The published length of this program is 39 credit hours. The maximum time frame must not exceed 59 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). 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).

• **DNP Leadership – Post-Graduate DNP**
The published length of this program is 39 credit hours. The maximum time frame must not exceed 59 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses). 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, their length of program could be up to eight credit hours more for a total of 47.

• **Adult Gerontology Acute Care Nurse Practitioner – DNP**
Effective fall 2018, the published length is 77 credit hours. The maximum time frame must not exceed 116 attempted credit hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

• **Family Nurse Practitioner – DNP**
Effective fall 2018, the published length of this program is 72 credit hours. The maximum time frame must not exceed 108 attempted hours at Saint Francis Medical Center College of Nursing (includes any transfer nursing curriculum courses).

• **Family Psychiatric Mental Health Nurse Practitioner – 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 – 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).
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 College of Nursing Student Finance Office will notify, in writing, students through the US Postal Service (using the address in Admissions). 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).
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 Monetary Award Program.

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: Saint Francis Medical Center College of Nursing institutional awards, OSF HealthCare Saint Francis Medical Center scholarships/contracts, private agency funds or scholarships.

Academic policies published in the Student Handbook may have additional or more stringent conditions which must be met for continuation. Check the current Student Handbooks for information.

Payment Policy

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 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.

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

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>100 percent</td>
</tr>
<tr>
<td>3</td>
<td>40 percent</td>
</tr>
<tr>
<td>4</td>
<td>20 percent</td>
</tr>
<tr>
<td>After 4</td>
<td>0 percent</td>
</tr>
</tbody>
</table>

Summer Term

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100 percent</td>
</tr>
<tr>
<td>2</td>
<td>20 percent</td>
</tr>
</tbody>
</table>

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.


**Return of Funds Policy**

**Federal Title IV Funds**

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”. (After the 60 percent point in the semester, a student has earned 100 percent of the Title IV funds.) If a student who began attendance 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 disbursed 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.

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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 Associate Dean and obtain the necessary signatures. Non-attendance or verbal notification to an employee other than the Registrar or Associate Dean does not constitute a withdrawal. The date of withdrawal is 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).
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 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.

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
$5,000.00 Aid Disbursed – $825.00 Earned Aid =$4,175.00 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)

Student Life and 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.

4 Leave of Absence – The student must follow the leave of absence policy as written in College publications (Catalog, Student Handbook, and SFMC-CON Website).
The College supports a state-wide 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.

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. One-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 Skype.

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.

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.
**Counseling Services**

Counseling services are provided by a qualified 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.

**Health Services**

A registered nurse is on campus to provide health care, in collaboration with a primary care provider, for short-term acute illnesses. Students are encouraged to seek assistance when needed. Care by the campus nurse is free and available during college business hours. Saint Francis Medical Center College of Nursing and its health care providers abide by the federal regulations governing individually identifiable health information.

The College may use or disclose the student’s individually identifiable health information for treatment and health care operations for which the student sought care and in the case of personal or other-directed threats to safety. These activities may include release of the student’s health records to the College physician or anyone that the student requests.

**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.

**Parking**

Students living in the residence area have the opportunity to use enclosed parking privileges at OSF HealthCare Saint Francis Medical Center parking facilities. Additional 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.
Residential Life
On-campus housing is available in the College of Nursing residence which provides private rooms for female and male students. 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 facilities at the College of Nursing.

Requests for housing accommodations are processed by the College Support Representative office.
The College has found the practice of having 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 is accountable) for the performance of the above-named duties as well as any additional duties assigned.

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 the students. Students also serve as voting members on specific committees of the College Senate and College Board representing 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 proving opportunities for professional development of future registered nurses by providing educational resources, leadership opportunities, and career guidance. This organization enhances the mentoring of nursing students and conveys the standards, ethics, and skills need to be responsible and accountable leaders of the nursing profession. Meetings and conventions are held on the national, state and local level. SFMC CON’s SNA is organized and governed by students within the College with advisement by a faculty member. The College’s chapter offers a number of exciting opportunities to create a nurturing environment for students, participate in local community projects, encourage civic engagement, and enhance networking within the healthcare industry. 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.

**College Academic Policies**

**Student Handbook**

A Student Handbook is posted on the College website at www.sfmccon.edu. Students are notified of the location of the Student Handbook and are given contact information if they want a print copy. The handbook contain the policies, rules and regulations pertinent to students. Students are held accountable for information within the handbooks.

**Academic Advisement/Plan of Study**

Prior to enrollment, each student will be assigned an academic advisor. The primary purposes of academic advisement are to assist the student to understand the curriculum, make informed decisions about the Plan of Study and semester schedules, be accountable for learning, and
begin the quest to become lifelong learners. Registration for the first semester will occur after the student has met with the advisor to discuss personal and educational goals and to develop a plan of study approved by the student and advisor. The student is responsible for scheduling this meeting. The student is also responsible for scheduling a meeting with the advisor prior to registering each subsequent semester to review the plan of study and revise it as needed. Registration for courses cannot occur until the student and advisor review the plan of study. The plan of study forms can be found in the Student Handbook.

**Credit Hours**
The College of Nursing offers courses on a semester system which is 16 weeks in length with an examination period at the end of the semester. The College also offers an eight-week compressed summer term with a final examination period. One credit hour is defined as one theory class hour per week for 16 weeks, plus two additional hours per week in outside the classroom preparatory/study work. For undergraduate clinical/ laboratory experiences, one credit hour is defined as three clinical/ laboratory clock hours per week for 16 weeks, plus two additional clock hours per week in outside the clinical/ practicum preparatory/study work. For the graduate clinical/practicum experiences, one credit hour represents four clinical/practicum clock hours per week for 16 weeks, plus two additional clock hours per week outside the clinical/ practicum preparatory/study work.

A standard three-credit theory course at the undergraduate level meets for three hours per week, for 16 weeks for a total of 48 hours. Undergraduate and graduate courses that meet via distance education or are hybrid courses, a three-credit theory course will be determined by the assigned faculty member as an equivalent time commitment of three hours per week of planned learning experiences. In distance education courses, class time is considered time spent reading weekly required course materials posted by the course faculty, reading and posting in online discussions, or participating in synchronous sessions or live chats.

**Orientation**
Orientation activities are required for all newly enrolled students in the College of Nursing prior to the beginning of classes. These activities are designed to acquaint the students with the people, facilities, services, policies and procedures with which students engage. Orientation to the learning management system and distance education learning protocols also occurs. Student activities and other opportunities for personal and professional development are presented. Orientation for the Graduate Program is online.

**Change in Course Registration**
The student who wishes to adjust their academic schedule is 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 should obtain an Add/Drop Form from the Office of the Registrar and secure the required signatures. 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.

**Course Placement Policy**
The College of Nursing strives to provide quality learning opportunities for students while maintaining the established student to faculty ratio. As a result, seats in class and clinical sections are limited; therefore students are assigned in the following rank order:

1. Full-time students progressing successfully
2. Part-time students and RNs progressing successfully
3. Students who withdrew passing. These students will be assigned to clinical slots in the order that their letter requesting to repeat the class is received.
4. Students who were successfully progressing in the program and took a leave of absence.
5. Students failing a course or who withdrew failing and wish to retake the class.
6. Transfer students from another college of nursing.
7. Students applying for readmission to the College.

If more than one student within the same rank order category seeks placement in a course (e.g., two part-time students and RNs progressing successfully), the student’s CON GPA would be the discerning factor in determining who would get assigned to the clinical course. The Students Called to Active Military Duty Policy will apply to students who must withdraw from the College due to orders for active military duty.

**Criminal Background Checks**
Consistent with the commitment of excellence, the requirements of clinical agencies who accept students from the College, and to comply with applicable State and Federal laws, the College of Nursing is requiring criminal background checks on all students at the College. Students enrolled at the College who have been convicted of committing or attempting to commit certain crimes specified by applicable law may be ineligible to continue in the nursing program at the College. The College accepts the definition of criminal history background information as defined in the Illinois Department of Financial and Professional Regulation (IDFPR) Rules for the Administration of the Nursing and Advanced Nursing Practice Act 2005 Section 1300.75

Refusal to Issue a Nurse License Based on Criminal History Record, parts a, b, c, and d. Criminal history background information is defined as information collected by criminal justice agencies on individuals consisting of identifiable descriptions and notations of arrests, detentions, indictments or other formal charges, and any dispositions, including sentencing, correctional supervision and releases.

Saint Francis Medical Center College of Nursing is committed to providing a safe environment for students, patients and employees of the College. Therefore, the College of Nursing shall conduct criminal background checks using the social security number on all students who are enrolled at the College. The criminal background check will be conducted through the company selected by the College and is paid for by the student. Students who receive a positive criminal
background check will be required to present a disposition of the case. If the student was convicted of a crime, the student will be reviewed by the Admissions and Progression or Graduate Committee. If the background check reveals a conviction, the student may be disqualified from attending the College.

**Dealing with Non-Negative Results**

1. The Dean of the Undergraduate Program will access the electronic report from the selected company.
2. Students who have a non-negative result from a Criminal Background Check will be notified immediately by telephone by the Dean and by registered mail of the positive check.
3. The Dean will meet with the student to verify if the result was in error or true.
4. If a student believes the conviction is erroneous, he/she may request a fingerprint-based check. The cost of the fingerprint check is the responsibility of the student. If the fingerprint-based check reveals no criminal conviction, the student will remain enrolled in courses at the College.
5. Students will be required to submit all public documents related to the crime including records of probation and disposition.
6. The College will use Illinois Department of Financial and Professional Regulation’s standards in determining the decisions on a case by case basis and communicate with the student individually.
7. The Dean will discuss the result with the appropriate person at the clinical agencies. If a clinical agency denies a student placement in their facility, the student will be unable to complete the required clinical component of the course. This will prohibit the student from progressing and completing the program successfully. Thus, the student will be dismissed from the program.
8. The criminal background check results will be kept confidential. All criminal background check reports and information related to the investigation of a non-negative result will be kept in a secure file in the office of the Dean separate from the student’s admission/academic file.

**Student Attendance**

In an education program preparing professional practitioners, attendance at all classes and laboratory or clinical 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 plan for meeting the outcomes.

Excessive absences of greater than 10 percent of the required clinical hours for each clinical course or course with a laboratory component may impact the 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. Students may be required to make up a missed clinical experience per the course requirements. 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. Graduate students are required to notify the preceptor of an absence and to reschedule the time missed.

**Incomplete Policy**

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 percent of the course work, 75 percent of the class time and have a passing course grade. Undergraduate students enrolled in clinical courses must complete 75 percent of the hours and have a passing grade. Graduate students enrolled in courses with a practicum must have 50 percent of the required hours completed 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. The student must obtain an Incomplete Form from the Admission’s Office or the Learning Management System 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 should be returned to the Registrar. Incompletes should be completed prior to the beginning 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. 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.

**Withdrawal from College**

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 appropriate 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, return all college materials (ID badge, mailbox key, room key, parking deck card and library materials as appropriate), and return the completed form to the Registrar. 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.
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 nine hours of credit. Students wishing to transfer 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 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, show documentation of acceptable CPR certification, and complete the background check/fingerprinting, as outlined in the Catalog. Students-at-large must use the electronic tracking system, if applicable. 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 from any college may not take courses as a student-at-large.

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.

Administrative Drop

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. See the Student Handbook for complete policy and procedure.
Visitors
Only students registered for the course are allowed in the classroom, clinical, or laboratory during class or laboratory hours.

Academic Honesty
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.

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 from the Learning Management System. Students must successfully complete the prescribed curriculum within five years (six years for RN-MSN, AG-ACNP 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, or C for graduate students 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 C in graduate courses, D, F or WF in any two College of Nursing courses.
2. Inability to demonstrate professional responsibility in nursing practice.
3. Excessive absence. (See Attendance, Student Policy in this handbook.)

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**
Undergraduate students: A semester GPA and a cumulative GPA are calculated at the end of each semester based on College of Nursing courses only. A student whose semester or cumulative GPA falls below 2.0 will be placed on academic probation. The semester and cumulative GPA must be raised to 2.0 by the end of the next semester. Academic probation is limited to one semester in the entire nursing program. Failure to raise the semester or cumulative GPA to 2.0 as required will result in academic dismissal.

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.

Graduate students: A semester GPA and a cumulative GPA are calculated at the end of each semester based on College of Nursing courses only. 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. Graduate students on probation are expected to meet with their academic advisors. Failure to attain good academic standing after one semester may result in dismissal from the College.
**Appeal Procedure**
A student has the right to appeal decisions regarding academic and disciplinary action according to the procedures outlined in the Student Handbook.

**Rights to Privacy**
The provisions of the Family Educational Rights and Privacy Act of 1974 require that all students be notified of the rights accorded them by that Act.
In compliance with that requirement a copy of the Act is available in the President’s office. A statement setting forth the type of records maintained by the institution, the name and location of the person responsible for maintaining them and the procedure established for access to and reviewing those records is outlined in the Student Handbook.

**Health Insurance Portability and Accountability (HIPAA) Statement**
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 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 6a 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.

**Grades**

Faculty will enter raw scores expressed as points (to the nearest 100th decimal place) earned for all graded assignment 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:

<table>
<thead>
<tr>
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<th>Percentage Scale</th>
<th>Quality Points</th>
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<tr>
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<td>4</td>
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<tr>
<td>B</td>
<td>&lt;93 and ≥85</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>&lt;85 and ≥77</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>&lt;77 and ≥70</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
<td>0</td>
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<td>AX</td>
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</table>

**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 is considered unsatisfactory. See Undergraduate Academic Progression Policy.

**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 is considered unsatisfactory and will result in a review of the student’s record by the Graduate Committee. See Graduate Academic Probation and Dismissal Policy.
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.

**Honors**

**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. This list is published in the Medical Center newspaper and released to the press at the end of each semester. Students receive an individual certificate of achievement.

**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. 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 Honors**

**Undergraduate Program**
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 Program**
Graduate student degree candidates graduating with a cumulative GPA of 3.75 or higher will be recognized for their outstanding academic performance. The honor of Graduating with Distinction will be designated by the honor cords worn at commencement.

**Awards**

**Undergraduate Program**
The College of Nursing established two awards for graduating baccalaureate seniors for the purpose of acknowledging and fostering 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 minimum cumulative grade point average of 3.0 are eligible to be nominated for these awards. Nominees
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 model. Candidates are nominated by the faculty and selected by the Admission and Progression Committee. All faculty have the option to vote for a candidate by attending the Admission and Progression Committee meeting.

**Master’s Program**
The Sister M. Ludgera Memorial Award for Outstanding Masters in Nursing acknowledges a graduate student who fosters the ideals of advanced nursing. 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.

**Transcripts**
Transcripts are issued upon written request of the student. The fee for each transcript is $3. Transcripts will be issued only to individuals in good financial standing with the College of Nursing.

**Readmission**
Students in good academic standing who have not enrolled in the College of Nursing within the last semester must notify the Director of Admissions/Registrar in writing of intent to return. An interview with the Director of Admissions/Registrar and the Student Finance Representative may be required. Re-enrollment will be based on space available within the desired course and the Course Placement Policy.

An individual who has officially withdrawn or has been dismissed may apply for readmission by submitting a letter of request to the President of the College An interview with the dean of the appropriate program is required. The individual will provide rationale for readmission and evidence of probable ability to complete the program satisfactorily. Following the required interview, on the recommendation from the Dean of the appropriate program, the Admissions and Progression Committee or Graduate Committee will act on the request. The readmission applicant has the opportunity to attend the Committee meeting with his/her former advisor, College counselor or other College Faculty member. Readmission will be based on individual consideration of previous performance, space available and the Course Placement Policy. The decision of the Admission and Progression or Graduate Committee is final. The maximum number of times a student can apply for readmission is two times.

An individual accepted for readmission must meet the conditions for readmission as stated in the readmission letter. The student is subject to all policies, requirements and course sequences in effect at the time of reentry. The student will pay tuition and fees at the rate in effect at time of re-enrollment. The College reserves the right to refuse to readmit any student at any time if deemed necessary in the interest of the student or the College.
Retention
The retention program of the College of Nursing begins with the practice of admitting those students who can be expected to successfully complete the nursing major. Thereafter, student retention is facilitated through positive student interactions with faculty members in supportive, caring relationships. Faculty strive to be actively interested, approachable, available and accessible to students. Positive interactions with faculty members contribute directly to student persistence in obtaining their degrees.

Retention is promoted when faculty expectations of students are realistic, consistent, and clearly understood by both parties. The use of a variety of teaching strategies encourage student interest and participation. Retention is further facilitated when students receive early and frequent feedback regarding their academic progress. Frequent meetings with academic advisors provide opportunities to develop supportive faculty/student relationships, solicit student feedback, revise the plan of study as needed and direct students to resources available for academic or personal assistance.

Support services foster program completion through contributions to student health and welfare. Good health practices are encouraged and assistance with health problems is available. The counselor provides individual counseling which includes teaching time and stress management skills, relaxation skills, especially those related to test anxiety, and positive coping skills. The Academic Development Center (ADC) provides individual assistance to students, as well as group sessions on study skills and test taking each semester which are open to all students. Resident Assistants (RA), the Students Offering Support group (SOS) and the Peer Teacher Program provide peer connectedness and support, which promotes retention. The availability of financial assistance and financial literacy counseling through the Student Finance office further facilitates retention.

Students Called to Active Military Duty
A student called to active military duty who must withdraw from the College during a semester will be subject to the following:
1. A student withdrawing during the College’s published refund period has the option of: a) receiving 100 percent refund of tuition and fees with the understanding that the student will pay tuition and fees in effect at the time of re-enrollment; or b) not receiving a monetary refund at the time of withdrawal with a waiver of tuition and fees for the same number of credit hours upon re-enrollment.
2. A student withdrawing after the College’s published refund period will receive no monetary reimbursement, but tuition will be waived for the same number of credit hours upon re-enrollment after completion of the service obligation. The maximum course withdrawal policy does not apply.
3. A student required to withdraw for active military service will have a “WM” recorded for each course. The “WM” will be noted as “Withdraw Military Service.”
4. The time spent in active military service will not count as part of the five years allowed for program completion following initial enrollment.

5. A student called to active military service shall present evidence of orders requiring withdrawal.

6. A student withdrawing under this policy shall: inform the Dean of the date the service obligation is fulfilled; present evidence of discharge; and notify of intent to re-enroll within six months of that date, with re-enrollment within one year of discharge to qualify for the tuition waiver.

**Electronic Health Record**
All students registered for courses with a clinical/practicum component are required to complete an electronic health record (EHR) training session when use of electronic health records are applicable to the course. Sessions may be offered either through the College or through the OSF HealthCare Saint Francis Medical Center Learning Academy. As changes to the EHR occur, students may be required to complete mandatory training regarding these updates. Training, whether it is the initial training or the update training, may require the completion of an assigned web-based training (WBT) module PRIOR to the scheduled training session. Failure to complete this WBT will result in the student not being allowed to attend the scheduled training class, which could lead to the student being unable to participate in the clinical experience.

If a student misses his/her scheduled initial EHR training session, he/she is responsible for attending the next scheduled student class offered at either the College or through OSF SFMC Learning Academy.

Any clinical experiences the student misses due to missing or not completing the required EHR training will be considered unexcused.

Students may be advised to withdraw from the course if unable to meet clinical outcomes as a result of delayed EHR training.

**Voter’s Registration Forms**
In compliance with the 1998 Higher Education Act, the College will make voter registration forms available to all enrolled students. Prior to Illinois’s voter registration deadline for federal and gubernatorial elections, students will receive a reminder from the College Counselor that voter registration forms are available upon their request.

**Minimum Computer Requirements**
All College of Nursing courses require the use of a computer and a college-assigned .edu email account. 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:
Minimum Hardware Requirements

- Microsoft Windows 10 or newer
- Intel Core i5/ADM A6 2 GHz Intel processor or better
- 8 GB RAM
- 500 GB internal solid state hard drive
- 802.11 g 5 GHz wireless adapter
- 1 HDMI port
- 1 USB port 3.0
- 15" Display with 1280x800 resolution
- High capacity battery, fully charged before each class
- Reliable Internet connectivity with 5 MB speed
- Sound card
- Speakers
- Headphones
- Microphone
- Web camera (Internal or external)

Minimum Software Requirements

- Adobe Acrobat Reader
- DirectX 9 or newer
- .net Framework 4.6+
- Internet browser (latest version, both are required)
  - Internet Explorer 11 (Edge will not work)
  - Google Chrome
- Microsoft Office: Students are provided with free online access to Microsoft Office 365
- MP4 video player (latest version)
  - Adobe Flash Player 13+
  - Adobe Shockwave Player
  - RealPlayer
  - Windows Media Player
- Screen Readers (optional)
  - PC: JAWS (latest version for Internet Explorer)
  - PC: NVDA (latest version for Firefox)
- Additional software will be provided within enrolled courses

Minimum Requirements for Mobile Devices

- Operating System
  - Apple iOS 8.2 or newer / Android OS 4.4 or newer
- Browsers
  - iPhone: iOS Safari 3.1.3 or newer
  - Android: OS Browser 1.5 or newer
  - Windows: OS Browser 7.0 or newer
• Blackberry: OS Browser 5.0 or newer
• webOS: OS Browser 1.4.1 or newer
• Symbian: OS Browser 3.0 or newer

**Student Complaint Policy**
In compliance with federal regulations, the College maintains records of formal, written student complaints. Records are maintained in the office of the President of the College. For more detailed information on the policy see the Student Handbook.

**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.

College administrators approve and oversee technology acquisition and the allocation of funds to support technology needs and provide academic, clerical and technical assistance. Faculty are afforded the opportunity and time for adequate preparation for course delivery in traditional and distance models. The Instructional Design and Technology Specialist serves as support for the distance learning courses and/or programs offered through the distance learning equipment.
Undergraduate Program Academic Policies

Classification of students
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 12 or more credit hours are considered full-time. A student may enroll in a maximum of 10 credit hours as a student-at-large.

Course Withdrawal
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. 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 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.

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 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.
Graduation Requirements
To be eligible for the Bachelor of Science in Nursing a student must:

1. Have a final semester GPA of at least 2.0.

2. Have a cumulative GPA of 2.0 or better.

3. Successfully complete the prescribed curriculum of 123 or 124 credit hours.

4. Meet all requirements of the College of Nursing, including financial obligations.

5. Earn a minimum of 30 credit hours of credit on campus.

6. Provide official transcripts of any courses taken outside the College during the nursing major.

7. Complete the “Application for Graduation.”

8. 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.

Degrees are awarded to students meeting graduation requirements at the end of each semester.

Commencement exercises are held in December and May.

HESI Testing
Saint Francis Medical Center College of Nursing students 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.
**Degree Granted**
Upon successful completion of the prescribed program a Bachelor of Science in Nursing (BSN) is awarded.

**Licensure**
The practice of professional nursing requires a current, valid license in the state in which employed. After receiving the baccalaureate degree, graduates are eligible to take the examination for licensure as a registered professional nurse. College administration will provide information for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The Illinois Application for Licensure requires all applicants to answer truthfully a section titled “Personal History Information” which includes the following five questions:

1. Have you been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)?

2. Have you been convicted of a felony?

3. If yes, have you been issued a Certificate of Relief from Disabilities by the Prisoner Review Board?

4. Have you had or do you now have any disease or condition that interferes with your ability to perform the essential functions of your profession, including any disease or condition generally regarded as chronic by the medical community, i.e., (1) mental or emotional disease or condition; (2) alcohol or other substance abuse; (3) physical disease or condition, that presently interferes with your ability to practice your profession?

5. Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere?

6. Have you ever been discharged other than honorably from the armed service or from a city, county, state or federal position?

An applicant who answers “yes” to one or more of the first four questions must submit specific additional documentation with the application.

For further information or questions please contact the President, Dean, or the Illinois Department of Financial and Professional Regulation.
**Criminal Background Checks for Licensure**

Section 50-35 and 60-10 of the Nurse Practice Act requires applicants for initial licensure (Registered Nurse) to submit to a criminal background check as part of the qualifications for licensure.

All individuals applying for initial licensure as a Registered Nurse in Illinois must submit verification of criminal background check and fingerprinting processing. Graduates from the program will be given directions related to acceptable fingerprinting vendors. Each applicant will be provided a written receipt once they have been printed. This receipt must accompany the National Council Licensure Examination (NCLEX) application and fee in order for the applicant to be scheduled for the examination and receive their examination approval letter.

**Bachelor of Science in Nursing**

**Undergraduate Program Admissions**

**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 fast-track 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.
Admissions
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.
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 4.0 scale.
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 once.
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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Preferred Application Date</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2021</td>
<td>September 15, 2020</td>
<td>Accepted on a rolling basis</td>
</tr>
<tr>
<td>Spring 2022</td>
<td>February 15, 2020</td>
<td>Accepted on a rolling basis</td>
</tr>
</tbody>
</table>

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
4. ACT score of 22 or higher or SAT score of 1100 or higher

**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 junior year.
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 places in the regular admission pool.

**Projected Deadlines per Semester of Initial Enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Preferred Application Date</th>
<th>Selection Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2023</td>
<td>September 10, 2020</td>
<td>October 25, 2020</td>
</tr>
<tr>
<td>Fall 2024</td>
<td>September 10, 2021</td>
<td>October 25, 2021</td>
</tr>
<tr>
<td>Fall 2025</td>
<td>September 10, 2022</td>
<td>October 25, 2022</td>
</tr>
</tbody>
</table>

*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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>304 Nursing and Healthcare Ethics</td>
<td>3</td>
</tr>
<tr>
<td>310 Health Assessment <em>(RNs only; online)</em></td>
<td>3</td>
</tr>
<tr>
<td>317 Concepts of Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>318 Research for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>425 Promoting Healthy Communities</td>
<td>5</td>
</tr>
<tr>
<td>433 Experiences in Clinical Nursing <em>(Portfolio option)</em></td>
<td>8</td>
</tr>
<tr>
<td>434 Concepts in Nursing Management <em>(RNs only; online)</em></td>
<td>3</td>
</tr>
<tr>
<td>436 Trends and Issues for Professional Nursing <em>(RNs only)</em></td>
<td>3</td>
</tr>
</tbody>
</table>

*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:
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>312 Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>314 Pharmacological Basis of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>324 Conceptual Basis of Nursing I Theory</td>
<td>4</td>
</tr>
<tr>
<td>325 Conceptual Basis of Nursing I Clinical</td>
<td>2</td>
</tr>
<tr>
<td>330 Conceptual Basis of Nursing II Theory</td>
<td>5</td>
</tr>
<tr>
<td>331 Conceptual Basis of Nursing II Clinical</td>
<td>5</td>
</tr>
<tr>
<td>426 Conceptual Basis of Nursing III Theory</td>
<td>5</td>
</tr>
<tr>
<td>427 Conceptual Basis of Nursing III Clinical</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total: 33 credit hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Cardiopulmonary Resuscitation (CPR) Certification**

The College of Nursing requires students to have CPR certification for health care providers (adult, child, infant and AED) three weeks prior to the start of the semester. The College of Nursing will accept CPR certifications from either the American Heart Association (BLS Provider) or the American Red Cross (Basic Life Support for Health Care Providers). Certification must be maintained throughout the nursing program at the College. Students will not be allowed to attend classes or clinical/practicum and will be blocked from the online learning management system until certification is complete and uploaded into the College selected vendor tracking system. Each student is responsible to ensure that his/her CPR certification is current and to submit the current proof of certification to the College selected vendor tracking system.

**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.

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.

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.

**Science Recency Policy**

Science courses completed 10 or more years prior to enrollment in the College may require additional validation before transfer credit is accepted. The 10-year recency policy applies to chemistry, microbiology, and the two semesters of anatomy and physiology. This policy does not apply to RN to BSN students who are currently practicing as RNs.

**Transfer of Nursing Credits**

Students desiring to transfer credit from another baccalaureate nursing program will be considered on an individual basis. Transfer credit for upper division nursing courses at the 300 or 400 level requires
approval of the Dean of the Undergraduate Program in consultation with the appropriate course faculty and the Admissions and Progression Committee.

Transfer of credits from an institution not holding a status of candidate or regional accreditation will be evaluated on an individual basis.

Transfer of credit will be accepted for course work in which a grade C or better has been earned and which meets program requirements. Official transcripts of credit earned at other colleges and universities must be submitted to the director of admissions/registrar for preliminary evaluation. The course and credit evaluation will be the responsibility of the Dean. In the evaluation of courses from regionally accredited institutions, course descriptions and prerequisites as listed in the catalogs of those institutions will be studied. When information given is insufficient, it will be the student’s responsibility to provide additional materials, such as course outline or syllabus. A personal interview may be required.

All policies in regard to admission, academic advisement, progression in the nursing major and program completion apply to those seeking transfer of nursing credit.

**BSN Curriculum**

The curriculum for the Bachelor of Science in Nursing Degree offered by the College of Nursing consists of a total of 124 credit hours of coursework. These hours are divided into 59 credit hours of required pre-nursing courses and 65 credit hours of courses is in the nursing major. The curriculum is designed by the faculty so that each course contributes to the overall program. The concept-based curriculum flows from the mission and philosophy of the College. Courses required in the pre-nursing sequence prepare the student for the study of the nursing major. The organizing framework gives direction to the sequencing of courses in the nursing major and explains the major concepts developed in the courses. Successful completion of the curriculum enables the graduate to meet the program outcomes.

**Nursing**

Active learning is an integral part of nursing education and helps to promote critical thinking. Students are required to take a learning strategies course their first semester at the College that will build upon their individual learning style. The nursing courses in the first semester of the junior year introduce the interrelated concepts of nursing, person, health, society and environment. Nursing, caring, communication skills and teaching-learning principles are introduced as the basis for effective implementation of the nursing process throughout the curriculum. Students discuss cultural and spiritual beliefs and practices that foster the view of each individual as a holistic being. Focusing on the person as a member of society, the student assesses the individual’s physical, emotional, social, cultural, intellectual and spiritual needs. The student is introduced to professional standards and nursing theory models as they relate to nursing practice.

The student studies concepts of nursing care related to the promotion and maintenance of patient health and begins to use the nursing process in the clinical setting in predictable situations. Psychomotor skills basic to the delivery of nursing care and the use of the nursing process are developed. The student recognizes methods of problem solving which requires intellectual inquiry and critical thinking. The roles and characteristics of the professional nurse, with emphasis on the roles of care giver and educator, are discussed.
Drug classifications with related actions, effects and interactions are studied as well as the roles and responsibilities of the professional nurse in drug therapy. Students apply knowledge of physiological needs to the study of health-related alterations. Students clarify their own values, begin to assume the characteristics of a professional nurse and accept responsibility for learning by meeting the course objectives.

In the nursing courses in the second semester of the junior year and the first semester of the senior year, students focus on the body of nursing knowledge necessary for the use of the nursing process with patients in states of wellness or illness to facilitate the promotion, maintenance, restoration, or rehabilitation of health. The student continues to promote and maintain health, synthesizing previous learning with current courses. The student cares for families across the lifespan, focusing on women’s health, mental health, older adults, and children and adults in acute care settings.

Nurse-patient interactions occur primarily in predictable situations; however, the student recognizes the potential for change and initiates immediate nursing actions in unpredictable situations. The student assists the patient in meeting physical, emotional, social, cultural, intellectual and spiritual needs with specific course emphasis on higher level needs. Integrated throughout these semesters are the nursing responsibilities associated with therapeutic interventions. The nursing process is used to facilitate patient’s adaptation to achieve optimal health. Caring relationships are developed with patients using communication skills and principles of teaching/learning. The student interacts with members of the health team in a variety of health settings including acute care settings, outpatient settings, and community settings. The student develops an understanding of the research process and uses research findings in exploring nursing care alternatives and in formulating the rationale for nursing diagnoses and interventions. The professional nursing roles actualized by the student in these semesters are mainly those of care giver, facilitator, and educator. Interactions with families and groups provide opportunities for the student to develop leadership skills. Ethical decision-making emphasizing the Judeo-Christian tenets and ethical issues related to health care are studied. The student integrates ethical, legal and accepted standards of professional nursing practice with his/her own values. Critical analysis and intellectual inquiry are fostered throughout the courses. The student participates in the selection of learning experiences to achieve course objectives.

In the nursing courses in the second semester of the senior year, the student implements the nursing process with individuals, families or groups and populations in the community and acute care settings. The student cares for patients with complex health problems in primarily unpredictable situations or complex problems in the community setting. Previous learning is synthesized with concepts of management in the nursing care of patients/groups with complex problems. Throughout this semester, the student has increased opportunities to use critical analysis and intellectual inquiry. Caring is expressed in interactions with patients, families, peers, the health care team and groups in the community. The student selects and uses appropriate services to assist people’s adaptation within their environment. Leadership skills and principles of management are demonstrated in the delivery of health care and in collaboration with health care team members. The student evaluates and applies research findings to nursing practice. The professional roles assumed in this semester are care giver, advocate, educator, facilitator, leader, manager, collaborator and researcher. Professional issues, perspectives, and nursing theories/models are studied in relation to their impact on nursing as a profession, the individual and society. The commitment to professional growth and continued learning fostered throughout the curriculum is further enhanced by the student’s participation in the selection and design of learning experiences, particularly in the independent study and elective courses.
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.

Pre-nursing Course Requirements

Courses required for the pre-nursing sequence may be taken at an accredited college of the student’s choice. Lists of specific courses accepted from area colleges are available from the Office of Admissions or online on the College website at www.sfmccon.edu. The College recommends that the 30 credit hours required for application include courses from each of the five required categories. A minimum of two of the four required science courses with laboratories must be completed before application. A total of 59 credit hours are required for the pre-nursing curriculum. Course hours may vary by institution. If hours total less than 59, and an additional course(s) must be taken, medical terminology is suggested. Additional hours in any of the five categories will be considered.

<table>
<thead>
<tr>
<th>Pre-nursing Course Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Fine Arts:</td>
<td></td>
</tr>
<tr>
<td>Required:</td>
<td></td>
</tr>
<tr>
<td>Philosophy/Logic</td>
<td>3</td>
</tr>
<tr>
<td>Elective:</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
</tbody>
</table>

One elective is required in the fine arts. Suggested areas - music, theater, art, history, literature, philosophy, religious studies.

Meets IBHE requirement of 3 courses.
**Communication Skills:**

<table>
<thead>
<tr>
<th>Required</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>English Composition (2 courses)</td>
<td>6</td>
</tr>
</tbody>
</table>

*Meets IBHE requirement of 3 courses.*

**Social & Behavioral Sciences:**

<table>
<thead>
<tr>
<th>Required</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Growth and Development Through the Lifespan (two courses unless course encompasses lifespan)</td>
<td>6</td>
</tr>
<tr>
<td>Elective: <em>Suggested areas - anthropology, sociology, psychology, political science, economics.</em></td>
<td>3</td>
</tr>
</tbody>
</table>

*Completion of required courses meets IBHE requirement.*

**Physical & Life Sciences:**

<table>
<thead>
<tr>
<th>Required</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology* (2 courses)</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry* (1 course)</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology (1 course)</td>
<td>3-4</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>

*Meets IBHE requirement of two courses: Chemistry and either Microbiology or Anatomy & Physiology. Must include a laboratory component.*

**Mathematics and Electives:**

<table>
<thead>
<tr>
<th>Required</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable College Mathematics or equivalent</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

*Electives: If pre-nursing hours total less than 59, an additional course(s)/electives must be taken. *Preferably from Social Sciences or Education if available.*

**Sample BSN Curriculum Plan**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>310 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>312 Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>314 Pharmacological Basis of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>321 Learning Strategies for Nursing Students</td>
<td>1</td>
</tr>
<tr>
<td>324 Conceptual Basis of Nursing I Theory</td>
<td>4</td>
</tr>
<tr>
<td>325 Conceptual Basis of Nursing I Clinical</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>304 Nursing and Healthcare Ethics</td>
<td>3</td>
</tr>
<tr>
<td>322 Concepts of Care for the Older Adult</td>
<td>3</td>
</tr>
<tr>
<td>330 Conceptual Basis of Nursing II Theory</td>
<td>5</td>
</tr>
<tr>
<td>331 Conceptual Basis of Nursing II Clinical</td>
<td>5</td>
</tr>
</tbody>
</table>
Sample BSN Curriculum Plan

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>318</td>
<td>Research for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>426</td>
<td>Conceptual Basis of Nursing III Theory</td>
<td>5</td>
</tr>
<tr>
<td>427</td>
<td>Conceptual Basis of Nursing III Clinical</td>
<td>5</td>
</tr>
<tr>
<td>434</td>
<td>Concepts in Nursing Management</td>
<td>3</td>
</tr>
<tr>
<td>Fourth Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>412</td>
<td>Trends and Issues for Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>431</td>
<td>Elective (Same elective options as before)</td>
<td>3</td>
</tr>
<tr>
<td>438</td>
<td>Conceptual Basis of Nursing IV Theory</td>
<td>5</td>
</tr>
<tr>
<td>439</td>
<td>Conceptual Basis of Nursing IV Clinical</td>
<td>5</td>
</tr>
<tr>
<td>Total Credits for BSN</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>124</td>
</tr>
</tbody>
</table>

RN-BSN Curriculum

Fast Track Pathway RN to BSN

Completion of the fast track option requires 123 credit hours of course work: 59 hours of general education and support courses at an accredited college or university of student’s choice, and 64 hours of study in the nursing major offered by the College. Upon satisfactory completion or enrollment of the pre-nursing curriculum, the student may be admitted to the College of Nursing. See pre-nursing Course Requirements below.

Prerequisites - A total of 59 credit hours of Liberal Arts and Science course work is required in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and Life Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Communications</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>23</td>
</tr>
</tbody>
</table>
The following College of Nursing courses are required to be taken by the registered nurse:

<table>
<thead>
<tr>
<th>Nursing Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>304 Nursing and Healthcare Ethics</td>
<td>3</td>
</tr>
<tr>
<td>310 Health Assessment (RN only online section)</td>
<td>3</td>
</tr>
<tr>
<td>317 Concepts of Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>318 Research for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>425 Promoting Healthy Communities</td>
<td>5</td>
</tr>
<tr>
<td>433 Experiences in Clinical Nursing (portfolio option)</td>
<td>8</td>
</tr>
<tr>
<td>434 Concepts in Nursing Management (RN only online section)</td>
<td>3</td>
</tr>
<tr>
<td>436 Trends and Issues for Professional Nursing (RNs only)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

Graduates of state approved diploma or associate degree nursing programs may receive 33 hours of credit 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:

<table>
<thead>
<tr>
<th>Nursing Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>312 Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>314 Pharmacological Basis of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>324 Conceptual Basis of Nursing I Theory</td>
<td>4</td>
</tr>
<tr>
<td>325 Conceptual Basis of Nursing I Clinical</td>
<td>2</td>
</tr>
<tr>
<td>330 Conceptual Basis of Nursing II Theory</td>
<td>5</td>
</tr>
<tr>
<td>331 Conceptual Basis of Nursing II Clinical</td>
<td>5</td>
</tr>
<tr>
<td>426 Conceptual Basis of Nursing III Theory</td>
<td>5</td>
</tr>
<tr>
<td>427 Conceptual Basis of Nursing III Clinical</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

**Credit through Portfolio Review for RN to BSN/RN to MSN Fast Track Pathway**

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 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.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Letter of Intent Due</th>
<th>Portfolio Completion Due Date for Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>June 1</td>
<td>October 15</td>
</tr>
<tr>
<td>Spring</td>
<td>November 1</td>
<td>March 15</td>
</tr>
</tbody>
</table>

**Course Descriptions**

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**

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**

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 have 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 Practice .................................................................................. 3
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.
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.

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.

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.

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

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 Nursing

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

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 Theory

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.
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 RN ..................................................... 3
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 Clinical; 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 Study .................................................................................................................. 1-3
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 approval of the Dean of the Undergraduate Program and course faculty.

431.2 Emergency Nursing Care of Patient............................................................................... 3
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 approval of the Dean of the Undergraduate Program and course faculty.

431.3 Substance Abuse and Addictive Behavior in Society...................................................... 3
This course promotes a bio-psychosocial view of substance abuse and addictive behavior. It focuses on the nature, causes, prevention, intervention, and rehabilitation of these problems. Students learn ways in which abused chemicals have been regarded in society and factors that may contribute to current concepts about adverse consequences of alcohol and other drug abuse and addictive behaviors. Prevention programs, formal recovery programs, and self-help programs are visited and appraised. Prerequisite: 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.

431.4 Nursing Care of the Critically Ill Adult ........................................................................... 3
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 Child
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 Elective
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 is 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 Extern Program or similar program at another institution/office and the fulfillment of the admission requirements at the Saint Francis Medical Center College of Nursing as a student or a student-at-large.

431.10 Cultural Immersion
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 approval of the Dean of the Undergraduate Program and course faculty.

431.11 Camp GranADA Experience
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.

431.15 Transcultural Nursing

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 Programs

Description of Program Offerings

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 a 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 Adult Gerontology Acute Care Nurse Practitioner, Nurse Educator, Nursing Management Leadership, Neonatal Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner (Across the Life Span). The master’s programs are offered predominantly through online using learning management software. Students participate in both synchronous and asynchronous discussions.

Master’s 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.

**Master’s Admission 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.

**NNP**
1. 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.
2. 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 psych-mental health within the past five years prior to starting the psych-mental health-specific theory or practicum courses.

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

Admission Categories

- Unconditional: Unconditional acceptance is given to all applicants who meet all the admission criteria and are approved by the Graduate Committee.
- Conditional: Conditional acceptance is given to applicants who do not meet all the admission criteria.

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. For MSN students to have conditional acceptance status removed for a GPA greater than 2.5 but less than 2.8, the student must complete 12 credit hours of course work with a minimum grade of B in each course.

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.

Adult Gerontology Acute Care Nurse Practitioner (AG ACNP)

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 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 52-credit hour option and 704 practicum hours.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>759 Information Systems &amp; Technology for Transformation of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
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</tbody>
</table>
### Role Specific Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>580 AG ACNP Theory I</td>
<td>3</td>
</tr>
<tr>
<td>581 AG ACNP Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>582 AG ACNP Theory II</td>
<td>3</td>
</tr>
<tr>
<td>583 AG ACNP Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>584 AG ACNP Theory III</td>
<td>3</td>
</tr>
<tr>
<td>585 AG ACNP Practicum III</td>
<td>2</td>
</tr>
<tr>
<td>712 Principles of Gerontology in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>586 AG ACNP Practicum IV</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 640**

**Total Credit Hours = 52**

### Nurse Educator (NE)

The Master of Science in Nursing Program offers a 39-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.

<table>
<thead>
<tr>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>622 Evidence-Based Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
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### Core Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>531 Advanced Health Assessment/Diagnostic Reasoning, Pathophysiology &amp; Pharmacology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>532 Foundations of Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>536 Issues &amp; Roles in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>540 Evaluation Strategies in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>600.1 Educator Practicum</td>
<td>3</td>
</tr>
<tr>
<td>600.2 Educator Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 384**

**Total Credit Hours = 33**

### Nursing Management Leadership (NML)

The Nursing Management Leadership option is a 36-credit hour master’s in nursing option. This degree 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.
### Core Courses

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
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### Role Specific Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Practicum Hours = 384

### 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>545 Advanced Health Assessment &amp; Diagnostic Reasoning for the Neonate</td>
<td>3</td>
</tr>
<tr>
<td>546 Advanced Physiology &amp; Pathophysiology of the Neonate</td>
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</tr>
<tr>
<td>547 Advanced Neonatal Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>549 Neonatal Management I</td>
<td>3 (2.5/.5)*</td>
</tr>
<tr>
<td>550 Neonatal Management II</td>
<td>3 (2.5/.5)*</td>
</tr>
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<td>631 Neonatal Nurse Practitioner Practicum</td>
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</tbody>
</table>

### Total Practicum Hours = 640

### Total Credit Hours = 42
Family Nurse Practitioner (FNP)
The Family Nurse Practitioner option is a 47-credit hour course of study, 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. Upon successful completion of this MSN degree option, the graduate is eligible to take the national certification examination.

<table>
<thead>
<tr>
<th>Core Courses</th>
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</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
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<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
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<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
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<td>560 Family Health Care Management I</td>
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<td>564 Family Health Care Management II</td>
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<td>565 Advanced FNP Practicum II</td>
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<tr>
<td>712 Principles of Gerontology in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>640 Family Nurse Practitioner Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Practicum Hours = 512
Total Credit Hours = 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.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
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<tr>
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</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
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### Core Courses

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<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>529</td>
<td>Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
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<td>566</td>
<td>Family Mental Health Psycho-Pharmacology</td>
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<tr>
<td>568</td>
<td>Advanced Assessment &amp; Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>569</td>
<td>FPMHNP Practicum I</td>
<td>2</td>
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<tr>
<td>570</td>
<td>Family Psychiatric Mental Health Nursing Diagnosis &amp; Management of Children &amp; Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>571</td>
<td>FPMHNP Practicum II</td>
<td>2</td>
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<tr>
<td>572</td>
<td>Advanced Psychiatric Nursing Diagnosis &amp; Management of Adults &amp; Specialty Populations</td>
<td>3</td>
</tr>
<tr>
<td>573</td>
<td>FPMHNP Practicum III</td>
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<tr>
<td>650</td>
<td>FPMHNP Practicum IV</td>
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</tr>
</tbody>
</table>

**Total Practicum Hours = 640**

**Total Credit Hours = 49**

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### Post Graduate Certificates

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.

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### Post Graduate Certificate Program Outcomes

The graduate of the Master’s Degree 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.
5. Synthesize the principles of education and practice to advocate for interventions that promote, maintain, and restore health for individuals and populations.

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### 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.

**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 37-credit hour program includes 640 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.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role Specific Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>580 AG ACNP Theory I</td>
<td>3</td>
</tr>
<tr>
<td>581 AG ACNP Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>582 AG ACNP Theory II</td>
<td>3</td>
</tr>
<tr>
<td>583 AG ACNP Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>584 AG ACNP Theory III</td>
<td>3</td>
</tr>
<tr>
<td>585 AG ACNP Practicum III</td>
<td>2</td>
</tr>
<tr>
<td>712 Principles of Gerontology in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>586 AG ACNP Practicum IV</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 640**

**Total Credit Hours = 37**
**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.

<table>
<thead>
<tr>
<th>Role Specific Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>532 Foundations of Education in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>536 Issues &amp; Roles in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>540 Evaluation Strategies in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>600 Educator Practicum</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Practicum Hours 9-15</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours 384</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Family Nurse Practitioner**
The 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.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Role Specific Courses</strong></td>
<td></td>
</tr>
<tr>
<td>509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>560 Family Health Care Management I</td>
<td>3</td>
</tr>
<tr>
<td>561 Advanced FNP Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>564 Family Health Care Management II</td>
<td>3</td>
</tr>
<tr>
<td>565 Advanced FNP Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>712 Principles of Gerontology in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>640 Family Nurse Practitioner Practicum</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Practicum Hours = 512</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours = 32</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Psychiatric Mental Health Nurse Practitioner**
This 37-credit hour post-master’s 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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

### Role Specific Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>509 Advanced Health Assessment, Clinical Reasoning and Diagnosis Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>566 Family Mental Health Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>568 Advanced Assessment &amp; Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>569 FPMHNP Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>571 Family Psychiatric Mental Health Nursing – Diagnosis &amp; Management of Children &amp; Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>572 Advanced Psychiatric Nursing – Diagnosis &amp; Management of Adults &amp; Specialty Populations</td>
<td>3</td>
</tr>
<tr>
<td>573 FPMHNP Practicum III</td>
<td>2</td>
</tr>
<tr>
<td>650 FPMHNP Practicum IV</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 640**

**Total Credit Hours = 37**

---

**Master of Science in Nursing Curriculum Suspended Summer 2018**

**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.

### Core Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>508 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>516 Advances in Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

### Role Specific Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3 (2/1)*</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3 (2.5/.5)*</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>532 Foundations of Education in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>536 Issues &amp; Roles in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>540 Evaluation Strategies in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>622 Evidence-based Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>508 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>516 Advances in Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role Specific Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>544 Development and Evaluation of Programs in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>548 Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>552 Finance &amp; Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>553 Health Policy, Law &amp; Regulation</td>
<td>3</td>
</tr>
<tr>
<td>554 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>558 Managed Care &amp; Integrated Delivery System</td>
<td>3</td>
</tr>
<tr>
<td>614 Management Practicum with Capstone Project</td>
<td>6</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>508 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>516 Advances in Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role Specific Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>545 Advanced Health Assessment &amp; Diagnostic Reasoning of the Neonate</td>
<td>3</td>
</tr>
<tr>
<td>546 Advanced Physiology &amp; Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Program Practicum Hours = 448**

**Total Credit Hours = 36**
**Advanced Neonatal Pharmacotherapeutics**
547 Advanced Neonatal Pharmacotherapeutics
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.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>504 Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>506 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>508 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>516 Advances in Nursing Leadership</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Role Specific Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan 3 (2/1)*</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>548 Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>560 Family Health Care Management I</td>
<td>3</td>
</tr>
<tr>
<td>561 Advanced FNP Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>564 Family Health Care Management II</td>
<td>3</td>
</tr>
<tr>
<td>565 Advanced FNP Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>640 FNP Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>504 Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>506 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>508 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>516 Advances in Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role Specific Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan 3 (2/1)*</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>548 Nursing Informatics</td>
<td>3</td>
</tr>
<tr>
<td>560 Family Health Care Management I</td>
<td>3</td>
</tr>
<tr>
<td>561 Advanced FNP Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>564 Family Health Care Management II</td>
<td>3</td>
</tr>
<tr>
<td>565 Advanced FNP Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>640 FNP Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Program Practicum Hours = 576
Total Credit Hours = 44
### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Theoretical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>504</td>
<td>Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>508</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>512</td>
<td>Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>516</td>
<td>Advances in Nursing Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

### Role Specific Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517</td>
<td>Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3 (2/1)*</td>
</tr>
<tr>
<td>519</td>
<td>Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529</td>
<td>Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>566</td>
<td>Family Mental Health Psycho-Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>568</td>
<td>Advanced Assessment &amp; Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>569</td>
<td>FPMHNP Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>570</td>
<td>Family Psychiatric Mental Health Nursing - Diagnosis and Management of Children &amp; Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>571</td>
<td>FPMHNP Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>572</td>
<td>Advanced Psychiatric Nursing - Diagnosis and Management of Adults &amp; Specialty Populations</td>
<td>3</td>
</tr>
<tr>
<td>573</td>
<td>FPMHNP Practicum III</td>
<td>2</td>
</tr>
<tr>
<td>650</td>
<td>FPMHNP Practicum IV</td>
<td>4</td>
</tr>
</tbody>
</table>

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). Also, 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>532</td>
<td>Foundations of Education in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>536</td>
<td>Issues &amp; Roles in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>540</td>
<td>Evaluation Strategies in Nursing Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Optional Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>Educator Practicum</td>
<td>6</td>
</tr>
</tbody>
</table>

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 master’s degree completion and certification requirements.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>504 Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>506 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Role Specific Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>517 Advanced Health Assessment &amp; Diagnostic Reasoning Across the Lifespan</td>
<td>3 (2/1)*</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
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<tr>
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<tr>
<td>565 Advanced FNP Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>640 FNP Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 576**

**Total Credit Hours = 32**

**Time Limitations for Completion of Program**

Students are expected to maintain continuous enrollment in the academic program. 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). Periods of time on official leaves of absence do not count in the time to completion. Extensions may be granted when circumstances warrant. A student must request an extension in writing to the Dean of the Graduate Program. The request must specify the reason for an extension and state an expected date of completion. The maximum extension is two years. An extension will not ordinarily exceed one year. A student who withdraws and is later readmitted is not automatically granted additional time to complete the degree. The Dean of the Graduate Program will review each situation individually. Ordinarily, each extension requires the student to be enrolled in at least one credit hour per semester. Tuition and fees will be paid by the student at the rate for that semester.

**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:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hours</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum as of Fall 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN – Adult Gerontology Acute Care Nurse Practitioner</td>
<td>52</td>
<td>40</td>
</tr>
</tbody>
</table>
### Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hours</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN – Family Nurse Practitioner</td>
<td>47</td>
<td>35</td>
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<tr>
<td>MSN – Psychiatric Mental Health Nurse Practitioner</td>
<td>49</td>
<td>37</td>
</tr>
<tr>
<td>MSN - Neonatal Nurse Practitioner</td>
<td>42</td>
<td>30</td>
</tr>
<tr>
<td>MSN – Nursing Management Leadership</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>MSN – Nurse Educator</td>
<td>33</td>
<td>21</td>
</tr>
<tr>
<td>PGC – Adult Gerontology Acute Care Nurse Practitioner</td>
<td>37</td>
<td>25</td>
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<tr>
<td>PGC – Nurse Educator</td>
<td>9-15</td>
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</tr>
<tr>
<td>PGC – Family Nurse Practitioner</td>
<td>32</td>
<td>20</td>
</tr>
<tr>
<td>PGC – Psychiatric Mental Health Nurse Practitioner</td>
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<td>25</td>
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</table>

### Suspended MSN Curriculum

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hours</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN - Family Nurse Practitioner</td>
<td>44</td>
<td>32</td>
</tr>
<tr>
<td>MSN - Psychiatric/Mental Health Nurse Practitioner</td>
<td>46</td>
<td>34</td>
</tr>
<tr>
<td>MSN - Neonatal Nurse Practitioner</td>
<td>39</td>
<td>27</td>
</tr>
<tr>
<td>MSN - Nursing Management Leadership</td>
<td>33</td>
<td>21</td>
</tr>
<tr>
<td>MSN - Nurse Educator</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>PGC - Family Nurse Practitioner</td>
<td>32</td>
<td>20</td>
</tr>
<tr>
<td>PGC - Nurse Educator</td>
<td>9-15</td>
<td>9-15</td>
</tr>
</tbody>
</table>

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**Doctor of Nursing (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 master’s 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 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.

**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.
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.

**Admission Requirements for Post Master’s 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 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.

Curriculum (Effective Fall 2018)

Post Master’s 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-master’s 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.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>736 Translation of Evidence into Practice</td>
<td>3</td>
</tr>
<tr>
<td>740 Impact of Ethics &amp; Law on the Role of the DNP</td>
<td>3</td>
</tr>
<tr>
<td>750 Cultural Competency for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>759 Information Systems &amp; Technology for Transformation of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>765 Health Care Policy and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>826.1 DNP-C Project I</td>
<td>3 (2/1)*</td>
</tr>
<tr>
<td>826.2 DNP-C Project II</td>
<td>4 (2/2)*</td>
</tr>
<tr>
<td>826.3 DNP-C Project III</td>
<td>3 (1/2)*</td>
</tr>
<tr>
<td>836 DNP-C Residency</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Practicum Hours = 512</strong></td>
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</tr>
<tr>
<td><strong>Total Credit Hours = 40</strong></td>
<td></td>
</tr>
</tbody>
</table>

Post Master’s Doctor of Nursing Practice – Leadership (DNP-L)
The DNP-Leadership option (DNP-L) is a 40-credit hour program of study. This post-master’s 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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>736 Translation of Evidence into Practice</td>
<td>3</td>
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<tr>
<td>740 Impact of Ethics &amp; Law on the Role of the DNP</td>
<td>3</td>
</tr>
<tr>
<td>750 Cultural Competency for Advanced Practice</td>
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<tr>
<td>759 Information Systems &amp; Technology for Transformation of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>765 Health Care Policy and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>826.1 DNP-C Project I</td>
<td>3 (2/1)*</td>
</tr>
<tr>
<td>826.2 DNP-C Project II</td>
<td>4 (2/2)*</td>
</tr>
<tr>
<td>826.3 DNP-C Project III</td>
<td>3 (1/2)*</td>
</tr>
<tr>
<td>836 DNP-C Residency</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Practicum Hours = 512**

**Total Credit Hours = 40**

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**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 77-credit hour curriculum and 1152 practicum hours.

### Core Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>500 Theoretical Foundations of Advanced Nursing</td>
<td>3</td>
</tr>
<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>736 Translation of Evidence into Practice</td>
<td>3</td>
</tr>
<tr>
<td>740 Impact of Ethics &amp; Law on the Role of the DNP</td>
<td>3</td>
</tr>
<tr>
<td>750 Cultural Competency for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>759 Information Systems &amp; Technology for Transformation of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>765 Health Care Policy and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>815 Organizational Management &amp; Leadership in Health Care Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
BSN-DNP Family Nurse Practitioner

The 72-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 FNPs 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 three practicum courses.

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

<table>
<thead>
<tr>
<th>Role Specific Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>509 Advanced Health Assessment, Clinical Reasoning &amp; Diagnosis Across the Lifespan</td>
<td>3</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
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<tr>
<td>500 Theoretical Foundations of Advanced Nursing Practice</td>
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<tr>
<td>512 Roles &amp; Issues in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>707 Principles of Epidemiology &amp; Health Promotion in Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>710 Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>726 Analysis of Evidence-Based Practice</td>
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<td>759 Information Systems &amp; Technology for Transformation of Health Care</td>
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<td>765 Health Care Policy and Financial Management.</td>
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<tr>
<td><strong>Role Specific Courses</strong></td>
<td></td>
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<tr>
<td>545 Advanced Health Assessment &amp; Diagnostic Reasoning for the Neonate</td>
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</tr>
<tr>
<td>546 Advanced Physiology &amp; Pathophysiology of the Neonate</td>
<td>3</td>
</tr>
<tr>
<td>547 Advanced Neonatal Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>549 Neonatal Management I</td>
<td>3</td>
</tr>
<tr>
<td>550 Neonatal Management II</td>
<td>3</td>
</tr>
<tr>
<td>631 Neonatal Nurse Practitioner Practicum</td>
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<td>826.1 DNP-C Project I</td>
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</tbody>
</table>

Total Practicum Hours = 1,024
Total Credit Hours = 72
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.

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

<table>
<thead>
<tr>
<th>Role Specific Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>509 Advanced Health Assessment, Clinical Reasoning &amp; Diagnosis Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>519 Advanced Pathophysiology Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>529 Advanced Pharmacotherapeutics Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>566 Family Mental Health Psycho-Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>568 Advanced Assessment &amp; Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>569 FPMHNP Practicum I</td>
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</tr>
<tr>
<td>570 Family Psychiatric Mental Health Nursing- Diagnosis &amp; Management of Children &amp; Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>571 FPMHNP Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>572 Advanced Psychiatric Nursing-Diagnosis &amp; Management of Adults &amp; Specialty Populations</td>
<td>3</td>
</tr>
<tr>
<td>573 FPMHNP Practicum III</td>
<td>2</td>
</tr>
<tr>
<td>650 FPMHNP Practicum IV</td>
<td>4</td>
</tr>
<tr>
<td>826.1 DNP-C Project I</td>
<td>3 (2/1)*</td>
</tr>
<tr>
<td>826.2 DNP-C Project II</td>
<td>4 (2/2)*</td>
</tr>
<tr>
<td>826.3 DNP-C Project III</td>
<td>3 (1/2)*</td>
</tr>
<tr>
<td>836 DNP-C Residency</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Practicum hours = 1,152
Total Credit hours = 77
Curriculum Suspended in Summer 2018

Doctor of Nursing Practice – Clinical (DNP-C)
The DNP-Clinical option is a post-master’s 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-master’s 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.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>700  Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>710  Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>720  Analytical Methods for Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>730  Translation of Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>740  Impact of Ethics &amp; Law on Health Care</td>
<td>3</td>
</tr>
<tr>
<td>750  Cultural Competency for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>760  Health Care Finance &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>770  Health Care Information Systems &amp; Outcome Management</td>
<td>3</td>
</tr>
<tr>
<td>810  Organizational Management/Leadership</td>
<td>3</td>
</tr>
<tr>
<td>800  Capstone Project (128 Practicum hours)</td>
<td>6 (4/2)*</td>
</tr>
<tr>
<td>820  Residency (384 Residency hours, may be taken over 2 semesters)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Practicum Hours = 512  
Total Credit Hours = 39

Doctor of Nursing Practice – Leadership (DNP-L)
The DNP-Leadership option (DNP-L) is designed as a post-master’s 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.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>700  Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>710  Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>720  Analytical Methods for Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>735  Interprofessional Collaboration and Advanced Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>740  Impact of Ethics &amp; Law on Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>
Core Courses | Credit Hours
--- | ---
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)*
822 Residency (384 Residency hours, may be taken over 2 semesters) | 6

Total Practicum Hours = 512
Total Credit Hours = 39

**DNP Project/Capstone Requirements**

Students are expected to complete an evidence-based practice project that reflects a synthesis of the discipline studied. Specific guidelines for the projects are available from the academic advisor or online through the learning management system. Students are required to disseminate findings from the DNP project. Some options for disseminating findings are through poster or podium presentations, webinars, or videos. See the DNP Project Guidelines found on the college website for further options.

**DNP Residency**

Under the guidance of their DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will complete the DNP project and all aspects of project design, implementation and evaluation. Successful completion of this residency will require the student to disseminate the results of the evidence-based project.

**Time Limitations for Completion of Program**

Students are expected to maintain continuous enrollment in the academic program. Students must successfully compete the prescribed curriculum within five years (six years for DNP-L students needing practicum hours over the 512 included in the curriculum and nine years for BSN-DNP options). Periods of time on official leaves of absences do not count in the time to completion. Extensions may be granted when circumstances warrant. A student must request an extension in writing to the Dean of the Graduate Program. The request must specify the reason for an extension and state an expected date of completion. An extension will not ordinarily exceed one year. The maximum extension is two years. A student who withdraws and is later readmitted is not automatically granted additional time to complete the degree. The Dean of the Graduate Program will review each situation individually. Ordinarily, each extension requires the student to be enrolled in at least one credit hour per semester. Tuition and fees will be paid by the student at the rate for that semester.

**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:
Graduate Program Policies

Classifications of students
Most students enrolled in the College pursuing a master’s degree are part time, but a few are full-time. Students enrolled in the College pursuing a DNP are part time. Students enrolled in nine or more credit hours during a semester of an academic year are full time, and students enrolled in less than nine credit hours are part time. A student may enroll in a maximum of twelve credit hours as a student-at-large. All graduate students must be continuously enrolled either full time or part time each semester.

Credit hours
The College of Nursing is on a semester system, which is 16 weeks in length with an examination period at the end of the semester. The College offers an eight-week compressed summer term with a final examination period. One credit hour is defined as one theory class hour per week for 16 weeks, plus two additional hours per week in outside the classroom preparatory/study work. For the graduate practicum/residency courses, one credit hour represents four practicum/residency hours per week for 16 weeks, plus two additional hours per week in preparatory or study work outside of the practicum/residency.

For courses that meet online or are hybrid courses, a three-credit theory course will be determined by the assigned faculty member as an equivalent time commitment of three hours per week of planned learning experiences. In online courses, class time is considered time spent reading weekly required course materials posted by the course faculty, reading and posting in online discussions, or participating in synchronous sessions or live chats.

Orientation
Orientation to the College is online, activities are required for all newly enrolled students in the College of Nursing prior to the beginning of classes. These activities are designed to acquaint the students with the people, facilities, services, and online learning of the College. Student activities and opportunities for personal and professional development are presented.
**Academic Advisement and Registration**

Prior to enrollment, each student will be assigned an academic advisor. Registration for the first semester will occur after the student has communicated with the advisor to discuss personal and educational goals and to develop a plan of study approved by the advisor. The student is responsible for scheduling this meeting. The student is also responsible for scheduling a meeting with the advisor prior to registering each subsequent semester to review the plan of study and revise it as needed. Registration for courses cannot occur until the student and advisor review the plan of study. The advisor will release the academic hold after review with the student. Student must register for classes during the specified registration dates. After official registration has closed, students should contact their academic advisor for advice on registration.

**Attendance**

Attendance is expected in all classes and officially scheduled programs and activities. Students enrolled in online classes are expected to support course policies. A student who is absent from class for any reason will be required to make up the work at the discretion of the instructor. When illness or other special circumstances prevent attendance, the student is responsible for contacting the instructor and for practicum/residency courses, the preceptor. Excessive absences may jeopardize the student’s academic standing. A record of attendance is kept to meet the requirements of various financial aid programs and for employment references.

**Course Withdrawal**

Dropping courses in the MSN, PGC or DNP program is discouraged since the student may need to wait until the course is offered the following year to complete the dropped course. The student should discuss the course drop with his/her academic advisor. If a student needs to drop a course, the student must officially drop the course by completing the course drop/withdrawal form and submitting it to the registrar. Any course not officially dropped will be subject to institutional policy, and the student may receive an F for the course. Each class dropped before the withdrawal date will reflect a grade of withdrawal or W, which will appear on the student transcript. To drop all classes, which is considered an official withdrawal from the program, students must contact the Dean of the Graduate Program and complete the College Withdrawal form. Students cannot withdraw from a single course more than twice.

**Cardiopulmonary Resuscitation (CPR) Certification Policy**

Students are required to have completed CPR certification for health care providers (adult, child, infant, and AED) three weeks prior to the start of the semester. Certifications from either the American Heart Association (BLS Provider) or the American Red Cross (Basic Life Support for Health Care Providers) will be accepted. Certification must be maintained throughout the nursing program at the College. Students will not be allowed to attend classes or practicum/residency until certification is completed and uploaded into the College selected vendor tracking system. Each student is responsible to ensure that his/her CPR certification is current and to submit the current proof of certification to the College selected vendor tracking system.

**Transfer Credit**

The request for transfer of credit must be approved by the Dean of the Graduate Program. Any student who plans to enroll in a graduate course at another institution while enrolled in the Graduate Program at the College should discuss this plan with the Dean of the Graduate Program prior to enrollment. Only
courses completed at the graduate level and that are comparable to courses offered by the Graduate Program at the College will be considered for transfer. Continuing education courses will not be considered for transfer. The student may request up to twelve hours of transfer credit. In the evaluation of courses from regionally accredited institutions, course descriptions and prerequisites as listed in the catalogs of those institutions will be studied. When information given is insufficient, it will be the student’s responsibility to provide additional materials, such as the course outline or syllabus. To be eligible for transfer credit, the student must have completed the course at a regionally accredited institution, achieved a grade of B or better, and completed the course within the last five years. To request transfer of credit, the student should submit an official transcript showing the course title and grade and a catalog course description and course syllabus (if available).

Quarter hours submitted for transfer credits are converted to credit hours based on the following formula: one quarter hour equals 2/3 of a semester hour. If a student transfers from one program to another, credit approved for the other program will not automatically be transferred. Course credits previously earned at the College will be accepted toward a different MSN or DNP degree or post graduate certificate, provided the courses meet the criteria needed for graduation or to earn the desired post graduate certificate. These courses will not count as transfer credits and twelve transfer credits may still apply toward the degree or post graduate certificate.

**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. The leave of absence may not exceed one year. The time from the leave of absence will not be counted toward completion of the degree. Requests must be submitted in writing to the Dean of the Graduate Program. Students must be in good academic standing to be considered for approval. At least three months prior to the intended re-enrollment, the student must notify the Dean of the Graduate Program in writing of his/her intent to return. The student will pay tuition and fees at the rates in effect at the time of re-enrollment. 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 policies, requirements, and course sequences in effect at the time of reentry. Students returning from a leave of absence will be enrolled in a course based on the Course Placement Policy and space availability.

**Repeating a Course**
If a grade below a B is achieved in a course, it will be necessary for the student to repeat the course the next time the course is offered. When a course is repeated, only the higher grade is used in computing the student’s GPA, although both grades will appear on the transcript. A student may repeat a course only one time. A student may repeat a maximum of six hours of credit. Courses may be taken at another college with approval of the Dean of the Graduate Program.

**Academic Probation and Dismissal**
A graduate student whose semester or cumulative GPA falls below 3.0 in any one term is automatically placed on probation and will receive written notification of his/her status from the registrar. A student placed on academic probation is expected to meet with his/her advisor. Failure to attain good academic standing after one semester may result in dismissal from the College.
**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.

**Practicum**

The practicum is an experience that will allow students to apply advanced knowledge and theory gained during the graduate program to a related practice setting.

**Graduation Requirements**

**Master’s Program, DNP Program, Post Graduate Certificate Completion**

To be eligible for graduation or program completion, a graduate student must:

1. Have a final semester GPA of at least 3.0.
2. Have a cumulative GPA of at least 3.0.
3. Successfully complete the prescribed curriculum within five years (six years for RN-MSN, AG-ACNP students, PMHNP, and DNP-L needing more than 500 practicum hours and nine years for all BSN-DNP options).
4. Meet all requirements of the College of Nursing.
5. Earn the specified number of required semester hours for the enrolled program of study as stated in the Residency Requirements.
6. Provide official transcripts of any courses taken outside the College during the program.
7. 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.
8. Meet the requirement of specific financial aid programs for an exit interview as applicable.

**Graduate 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.

**Fast Track Pathway to MSN-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.
500 - Theoretical Foundations of Advanced Nursing Practice ............................................................... 3
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 Practice ......................................................................... 3
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 Research ....................................................................................................................... 3
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 Lifespan ...................... 3
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: 500, 707 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 Leadership

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

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, 707 or consent of instructor.

519 - Advanced Pathophysiology Across the Lifespan

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: 500, 707, or consent of instructor.

529 - Pharmacotherapeutics Across the Lifespan

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: 500, 707 or consent of instructor.

532 - Foundations of Education in Nursing

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, 710 and 726-or consent of instructor.

536 - Issues and Roles in Nursing Education

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 Education

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, 710, 726 or consent of instructor.

544 - Development and Evaluation of Programs in Health Care

The processes of program development, planning, implementation and evaluation in health care and health promotion are examined. 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, and 512 or consent of instructor.

545 - Advanced Health Assessment and Diagnostic Reasoning for the Neonate

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, 710, and 726 or consent of instructor.

546 - Advanced Physiology and Pathophysiology of the Neonate

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, 710, 726 or consent of instructor.

547 - Advanced Neonatal Pharmacotherapeutics

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, 726 or consent of instructor.
548 - Nursing Informatics ................................................................................................................... 3
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 I .............................................................................................. 3 (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, 710, 726, or consent of instructor. Concurrent with 550. NRP certificate.

550 - Neonatal Management II ............................................................................................. 3 (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, 710, 726, or consent of instructor. Concurrent with 549. NRP certificate.

552 - Finance and Healthcare Management ........................................................................................ 3
An in-depth analysis and synthesis of forces, issues, and challenges of select topics impacting health care including finance, socioeconomic principles, and leadership are analyzed. The topics include organizational mission, vision, and goals; policy development; business concepts; organizational structure; marketing; reimbursement issues; resource utilization; financial management; productivity and partnerships. In this course students select a health care, finance, or economic issue to research and present for discussion. Prerequisites: 500, 504, 508, and 516 or consent of instructor.

553 - Health Policy, Law and Regulation.............................................................................................. 3
This course provides an advanced perspective on socioeconomic, political, legal, ethical, and global factors that influence nursing and health care delivery. Important issues present in the U.S. health care system will be critically analyzed. Issues include cost, quality, access, payment systems, health information management, and delivery models. The leadership role of the master’s-prepared nurse in designing strategies for enhancing health outcomes for diverse populations is also examined. Prerequisites: 500, 508 or consent of instructor.
**554 - Human Resource Management** ................................................................. 3
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, 516 or 815, 710, 726.

**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: 500, 516 or 815, 710, 726, 765 or concurrent with 765, or consent of instructor.

**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, 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, 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, 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, 759 or consent of instructor and concurrent with 564.

566 - Family Mental Health Psycho-Pharmacology .............................................................................. 3
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, 512, 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, 512, 509/517, 519, 529, 710, 726 or consent of instructor. Concurrent with 569.

569 - FPMHNP Practicum I .................................................................................................................. 2
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, 512, 509/517, 519, 529, 710, 726 or consent of instructor. Concurrent with 568.
570 - Family Psychiatric Mental Health Nursing – Diagnosis and Management of Children & Adolescents

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, 512, 509/517, 519, 529, 566, 568, 569, 710, 726 or consent of instructor. Concurrent with 571.

571 - FPMHNP Practicum II

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, 512, 509/517, 519, 529, 566, 568, 569, 710, 726 or consent of instructor. Concurrent with 570.

572 - Advanced Psychiatric Nursing - Diagnosis and Management of Adults & Specialty Populations

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, 512, 509/517, 519, 529, 566, 568, 569, 710, 726 or consent of instructor. Concurrent with 573.

573 - FPMHNP Practicum III

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, 512, 509/517, 519, 529, 566, 568, 569, 710, 726 or consent of instructor. Concurrent with 573.

580 - AG-Acute Care Nurse Practitioner Theory I

This didactic course is designed to engage students in learning the science undergirding the practitioner’s clinical practice. Content will focus on the advanced knowledge of common acute, critical and chronic illnesses confronting adults of all ages. The students will learn to assess the complex
interplay of pathophysiologic and social-cultural factors on the treatment of the patient in various care continuum settings. Students will integrate advanced health assessment, pathophysiology and pharmacology in diagnostic reasoning and the therapeutic management of patients. Prerequisites: 500, 509/517, 519, 529, 707, 710, 726, 759, concurrent with 581.

581 - AG-Acute Care Nurse Practitioner Practicum I
In this course, students will begin applying knowledge from previous courses to assess patients and make diagnoses of common acute and chronic health issues in young, middle-aged and older adults based on findings from the history, physical exam, lab findings and other test results. Students will determine the appropriate, individualized management plan incorporating knowledge of evidence-based best practices and patient safety to provide high quality, culturally responsive, cost effective care for patients in acute and/or critical care settings. Students will hone communication skills. The student will collaborate with other disciplines to promote coordinated care. A preceptor(s) will guide the student in the role of the AG-Acute Care Nurse Practitioner for 128 practicum hours. Prerequisites: 500, 509/517, 519, 529, 707, 710, 726, 759, concurrent with 580.

582 - AG-Acute Care Nurse Practitioner Theory II
This didactic course is designed to engage students in learning the science undergirding the practitioner’s clinical practice. Content will focus on the advanced knowledge of common acute, critical and chronic illnesses confronting adults of all ages. The students will learn to assess the complex interplay of pathophysiologic and social-cultural factors on the treatment of the patient in various care continuum settings. Students will integrate advanced health assessment, pathophysiology and pharmacology in diagnostic reasoning and the therapeutic management of patients. This is the second course in the series of theory courses for AG ACNPs and builds on knowledge gained in the first theory course. Prerequisites: 500, 509/517, 519, 529, 580, 581, 707, 710, 726, 759, concurrent with 583.

583 - AG-Acute Care Nurse Practitioner Practicum II
In this course, students will apply knowledge from previous courses to assess patients and make diagnoses of common acute and chronic health issues in young, middle-aged and older adults based on findings from the history, physical exam, lab findings and other test results. Students will determine the appropriate, individualized management plan incorporating knowledge of evidence-based best practices and patient safety to provide high quality, culturally responsive, cost effective care for patients in acute and/or critical care settings. Students will hone communication skills. The student will collaborate with other disciplines to promote coordinated care. A preceptor(s) will guide the student in the role of the AG-Acute Care Nurse Practitioner for 128 practicum hours. Prerequisites: 500, 509/517, 519, 529, 580, 581, 707, 710, 726, 759, concurrent with 582.

584 - AG-Acute Care Nurse Practitioner Theory III
This didactic course is designed to engage students in learning the science undergirding the practitioner’s clinical practice. Content will focus on the advanced knowledge of common acute, critical and chronic illnesses confronting adults of all ages. The students will learn to assess the complex interplay of pathophysiologic and social-cultural factors on the treatment of the patient in various care continuum settings. Students will integrate advanced health assessment, pathophysiology and pharmacology in diagnostic reasoning and the therapeutic management of patients. This is the third course in the series of theory courses for AG ACNPs and builds on knowledge gained in the first and second theory courses. Prerequisites: 500, 509/517, 519, 529, 580, 581, 582, 583, 707, 710, 726, 759, concurrent with 585.
585 - AG-Acute Care Nurse Practitioner Practicum III ...............................................................2
In this course, students will apply knowledge from previous courses to assess patients and make diagnoses of common acute and chronic health issues in young, middle-aged and older adults based on findings from the history, physical exam, lab findings and other test results. Students will determine the appropriate, individualized management plan incorporating knowledge of evidence-based best practices and patient safety to provide high quality, culturally responsive, cost effective care for patients in acute and/or critical care settings. Students will hone communication skills. The student will collaborate with other disciplines to promote coordinated care. A preceptor(s) will guide the student in the role of the AG-Acute Care Nurse Practitioner for 128 practicum hours. Prerequisite: 500, 509/517, 519, 529, 580, 581, 582, 583, 707, 710, 726, 759, concurrent with 584.

586 - AG-Acute Care Nurse Practitioner Practicum IV ............................................................4
In this course, students will apply knowledge from previous courses to assess patients and make diagnoses of common acute and chronic health issues in young, middle-aged and older adults based on findings from the history, physical exam, lab findings and other test results. Students will determine the appropriate, individualized management plan incorporating knowledge of evidence-based best practices and patient safety to provide high quality, culturally responsive, cost effective care for patients in acute and/or critical care settings. Students will hone communication skills. The student will collaborate with other disciplines to promote coordinated care. Students should be functioning nearly independently. A preceptor(s) will support the student in the role of the AG-Acute Care Nurse Practitioner for 256 practicum hours. Prerequisites: 500, 509/517, 519, 529, 580, 581, 582, 583, 584, 585, 707, 710, 726, 759 and 815.

600 - Educator Practicum ........................................................................................................6
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, 532, 536, and 540, 710, 726, 815 or consent of instructor.

614 - Management Practicum with Capstone Project ............................................................6
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, 554 and 558, 710, 726, 736, 740, 759, 765, 815, or consent of instructor, may be concurrent with 554.
622 - Evidence-based Inquiry

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, 710, 726, 536, or consent of instructor.

631 - Neonatal Nurse Practitioner Practicum

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, 710, 726, 815 or consent of instructor, and NRP certificate.

640 - Family Nurse Practitioner Practicum

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, 815 or consent of the instructor.

650 - FPMHNP Practicum IV

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, 512, 509/517, 519, 529, 566, 568, 569, 570, 571, 572, 573, 710, 726, 815 or consent of the instructor.

700 - Principles of Epidemiology

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 - Biostatistics ............................................................................................................................... 3
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 Practice ............................................................. 3
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, 509/517, 519, 529, or concurrent with 529 or with consent of instructor.

720 - Evidence-Based Practice: Appraisal and Analysis .................................................................3
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, 710 or consent of instructor.
726 - Analysis of Evidence-Based Practice

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, 710 or consent of instructor.

730 - Evidence-Based Practice: Translation and Evaluation

This course continues 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. Issues related to information management technology will be continued from 720. 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 and educational environments. The steps in implementing evidence-based practice are explored in depth. 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. Prerequisites: 700, 710 and 720 or consent of instructor.

735 - Interprofessional Collaboration and Advanced Program Planning

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, 726.

736 - Translation of Evidence Based into Practice

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

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, 707, 710, or consent of instructor.

745 - Managing Human Capital

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, 726 or consent of instructor.

750 - Cultural Competency for Advanced Practice

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, 726 or consent of instructor.

759 - Information Systems & Technology for Transformation of Health Care

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 Management .................................................3
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, leadership, budgeting and profit analysis. Prerequisites: 500, 710, 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.

800 - Capstone Project – Clinical ........................................................................6 (4/2)*
May be taken over 2 semesters (800.1 and 800.2). This capstone 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 health care outcomes. During the 128 hours associated with
this course, the student will conduct a change project based on principles of science and evidence-based practice, health care quality, and systems leadership. Successful completion of this final practicum will require the student to present the results of the change project to his/her capstone project committee for their review and approval of the cumulative scholarly work. It is expected that this project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. In the seminar portion of the course, discussions focus on the sophisticated leadership skills required of the nurse executive, including the highest level of analytic thinking and problem-solving. Prerequisites: Successful completion of the 33 doctoral credits prior to this capstone course and approval of the student’s committee to implement the individually designed change project. Prerequisites: 700, 710, 720, 730, 750, 760, and 770.

804 - Capstone Project – Leadership ........................................................................................ 6 (4/2)*
May be taken over 2 semesters (804.1 and 804.2). This capstone course is a combination seminar practicum and provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve health care outcomes. During the 128 hours associated with this course, the student will conduct a change project based on principles of science and evidence-based practice, health care quality, and systems leadership. In the seminar portion of the course, discussions focus on the sophisticated leadership skills required of the nurse executive, including the highest level of analytic thinking and problem solving skill. Prerequisites: 700, 710, 720, 735, 745, 750, 760, 770, and 810.

810 - Organizational Management/Leadership ................................................................................... 3
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, professional accountability, and leadership within professional nursing organizations. Qualities and behaviors associated with exemplary leadership will be identified. The goal of this course is to develop and refine the leadership skills of the student as he/she works to transform practice and educational environments in order to enhance the quality of nursing and health care delivery systems. The student will be expected to use his/her own work environment as a learning laboratory to assess and develop existing leadership structures. Content includes forecasting, the processes of decision-making based on data and decision trees, making choices for location and physical layout design of health care services, the processes associated with engineering and work redesign, the use of data in determining staffing and scheduling decisions, measurement of productivity, making resource allocation and inventory decisions, the use of data in quality initiatives, project management, and capacity planning. The student will develop a leadership project in his/her work setting. Using leadership theories and principles, the student will be expected to conduct a project that makes an immediate impact of the quality of health care and nursing. Prerequisites: 700, 710, 720, 730, 740, 750, 760, and 770.

815 - Organizational Management and Leadership in Health Care Systems.................................3
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. Prerequisites: 500, 710, 726 or with consent of instructor.

820 - Residency DNP-Clinical .................................................................6
May be taken over 2 semesters (820.1 and 820.2). Under the guidance of their DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will complete the DNP Project and all aspects of project design, implementation and evaluation. Practicum experiences will be individually designed within the context of the direct or indirect focus of the students’ 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. In consultation with their DNP faculty advisor, students will elect an area of clinical practice and implement advanced clinical decision-making in the provision of culturally sensitive, patient centered, evidence-based care. Case presentation from the student’s clinical 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 the final project proposal. Prerequisites: 700, 710, 720, 730, 740, 750, 760, 770, and 810.

822 - Residency DNP-Leadership......................................................6
May be taken over 2 semesters (822.1 and 822.2). Under the guidance of their DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will complete the DNP project and all aspects of project design, implementation and evaluation. Clinical experiences will be individually designed within the context of the direct or indirect focus of the students program and completed during the 3 SH of 822.1. 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. In consultation with their DNP faculty advisor, students will elect an area of clinical practice and implement advanced clinical decision-making in the provision of culturally sensitive, patient centered, evidence-based care. Case presentation from the student’s clinical 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 the final project proposal. During 822.2, it is expected that the Capstone Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. Successful completion of this final practicum will require the student to present the results of the change project to his/her DNP Project Committee for their review and approval of the cumulative scholarly work and complete an oral defense. Prerequisites: 700, 710, 720, 735, 745, 750, 760, 770, and 810.
826.1 - DNP-C 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 health care outcomes. During 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, health care quality, and systems leadership. During 826.1 the student will collaborate with the mentor and DNP adviser to develop the first two sections of the DNP project and complete IRB submission. Practicum hours will consist of project team and mentor meetings and preparation of the agency for the project. Seminars will focus on guiding the student through all aspects of DNP project design, implementation and evaluation. Prerequisites: 500 or MSN, 710, 726, 736, 740, 750, 759, 765 and 815.

826.2 - DNP-C 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 health care outcomes. During 128 practicum hours associated with the course, the student will conduct a change project based on principles of science and evidence-based practice, cultural diversity, health care quality, and systems leadership. During 826.2, the student will complete the needs assessment, education, budgetary and implementation plan for the project. Practicum hours will consist of meeting with advisers and project team and providing education for the evidence-based change. Seminars will focus on guiding the student through all aspects of DNP project design, implementation and evaluation. Prerequisites: 500 or MSN, 710, 726, 736, 740, 750, 759, 765, 815 and 826.1.

826.3 - DNP-C Project III ......................................................................................................... 3 (1/2)*
This course provides the student with the opportunity to continue to synthesize previous learning in the evaluation of a system-level change designated to immediately improve health care outcomes. During 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, health care quality, and systems leadership. During 826.3, it is expected that the DNP Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. Successful completion of the 826.3 practicum 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, 710, 726, 736, 740, 750, 759, 765, 815, 826.1 and 826.2

828.1 - DNP-L 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 health care outcomes. During the 64 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, health care quality, and systems leadership. In addition, the student will collaborate with the mentor and DNP advisor to develop the first two 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. Prerequisites: 500 or MSN, 707, 710, 726, 735, 740, 745, 759, 765 and 815.

828.2 - DNP-L 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 health care
outcomes. During the 128 practicum hours associated with the course, the student will conduct a
c change project based on principles of science and evidence-based practice, cultural diversity, health care
quality and systems leadership. In addition, the student will complete the needs assessment, education,
budgetary and implementation plan for the DNP project. Practicum hours will consist of meeting with
advisors, project team and providing education for the evidence-based change. Seminar discussions will
focus on guiding the student through all aspects of the DNP project design, implementation and
evaluation. Prerequisites: 500 or MSN, 707, 710, 726, 735, 740, 745, 759, 765, 815 and 828.1.

828.3 - DNP-L Project III........................................................................................................... 3 (1/2)*
This course provides the student with the opportunity to continue to synthesize previous learning in the
evaluation of a system-level change designated to immediately improve health care 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, health care quality
and systems leadership. It is expected that the DNP Project will demonstrate the measurement and
evaluation of outcomes resulting from the organizational change(s). Successful completion of 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, 735, 740,
745, 759, 765, 815, 828.1 and 828.2.

836 - DNP-C Residency ...................................................................................................................... 3
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, 826.1, 826.2 and 826.3 or concurrent with 826.3.

838 - DNP-L Residency........................................................................................................................ 3
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, 735,
740, 745, 759, 765, 815, 828.1, 828.2, 828.3 or concurrent with 828.3.
Organization and Administration

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<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education 1</th>
<th>Education 2</th>
<th>Education 3</th>
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<tbody>
<tr>
<td>Dana McVicker</td>
<td>MSN, RN, Instructor</td>
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<tr>
<td>Theresa Miller</td>
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<td>MSN/MSHA, Saint Joseph College of Maine</td>
<td>PhD, Capella University, Minneapolis, MN</td>
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<tr>
<td>Tiereny Minassian</td>
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<td>Sheri Streitmatter</td>
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<td>Jillian Thomas</td>
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<tr>
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</table>
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Academic Calendar
2020-2021 Calendar

Fall 2020 Semester
Fall Tuition Due ........................................................................................................... July 17, 2020
Faculty Return ............................................................................................................ August 10, 2020
BSN New Student Orientation .................................................................................. August 13, 2020
Classes Begin ............................................................................................................. August 17, 2020
Last Day to Change Registration ............................................................................. August 21, 2020
Labor Day Holiday (College Closed) ......................................................................... September 7, 2020
Last Day to Withdraw with "W" ................................................................................ October 23, 2020
Thanksgiving Holiday (College Closed) ................................................................... November 26-27, 2020
Final Examinations ................................................................................................. December 7-11, 2020
Graduate Program Recognition Dinner .................................................................... December 10, 2020
Commencement ......................................................................................................... December 12, 2020
Faculty Last Day ......................................................................................................... December 18, 2020
Christmas Holiday (College Closed) ........................................................................ December 24-25, 2020

Spring 2021 Semester
Spring Tuition Due ..................................................................................................... December 11, 2020
Faculty Return ............................................................................................................ January 4, 2021
BSN New Student Orientation .................................................................................. January 5, 2021
Classes Begin ............................................................................................................. January 11, 2021
Last Day to Change Registration ............................................................................. January 15, 2021
Spring Break .............................................................................................................. March 8-12, 2021
Last Day to Withdraw with "W" ................................................................................ March 26, 2021
Good Friday Holiday (College Closed) ..................................................................... April 2, 2021
Final Examinations ................................................................................................. May 10-14, 2021
Graduate Program Recognition Dinner .................................................................... May 13, 2021
Commencement ......................................................................................................... May 15, 2021
Faculty Last Day ......................................................................................................... May 28, 2021

Summer 2021 Session
Summer Tuition Due ................................................................................................... April 16, 2021
Classes Begin ............................................................................................................. May 24, 2021
Memorial Day Holiday (College Closed) ................................................................... May 31, 2021
Last Day to Withdraw with "W" ................................................................................ June 16, 2021
Independence Holiday (College Closed) ................................................................. July 5, 2021
Final Exams ............................................................................................................... July 19-20, 2021