



VIRTUAL/TELECONFERENCE
BOARD OF NURSING
Virtual, 4822 Madison Yards Way, Madison
Contact: Brad Wojciechowski (608) 266-2112
April 14, 2022

The following agenda describes the issues that the Board plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a record of the actions of the Board.

AGENDA

8:00 A.M.

OPEN SESSION – CALL TO ORDER – ROLL CALL

- A. Adoption of Agenda (1-5)**
- B. Approval of Minutes of March 10, 2022 (6-16)**
- C. Reminders: Conflicts of Interests, Scheduling Concerns**
- D. Introductions, Announcements and Recognition
- E. Administrative Matters – Discussion and Consideration**
 - 1) Department, Staff and Board Updates
 - 2) Board Members – Term Expiration Dates
 - a. Dolatowski, Rosemary P. – 7/1/2022
 - b. Edelstein, Janice A. – 7/1/2024
 - c. Guyton, Vera L. – 7/1/2025
 - d. Hinkfuss, Paul – 7/1/2025
 - e. Kallio, Peter J. – 7/1/2022
 - f. Saldivar Frias, Christian – 7/1/2023
 - g. Scott, Linda D. – 7/1/2023
 - h. Weinman, Robert W. – 7/1/2023
 - i. Zentz, Emily – 7/1/2023
- F. Education and Examination Matters – Discussion and Consideration**
 - 1) Arizona College of Nursing – Request for Approval to Plan **(17-111)**
 - 2) Lakeland University – Final School Approval **(112-252)**
 - 3) Lac Courte Oreilles Ojibwe College: **(253)**
 - a. Plan for Improvement of NCLEX Pass Rates **(254-296)**
 - b. Request for Approval to Plan **(297-310)**
- G. Legislative and Policy Matters – Discussion and Consideration**
 - 1) Senate Bill 394/Assembly Bill 396, Relating to Advanced Practice Nurses

H. Administrative Rule Matters – Discussion and Consideration

- 1) Pending and Possible Rulemaking Projects **(311-313)**

I. Credentialing Matters – Discussion and Consideration

- 1) Credentialing Statistics and License Counts **(314-319)**

J. Newsletter Planning – Discussion and Consideration (320)

K. Speaking Engagements, Travel, Public Relation Requests, and Reports

- 1) Speaking Request: 2022 Wisconsin Association of School Nurses (WASN) Conference – April 28-29, 2022 – Green Bay, WI
- 2) Travel Report: 2022 Nurse Licensure Compact (NLC) Mid-Year Meeting on March 14, 2022 – Virtual – Rosemary Dolatowski
- 3) Speaking Report: University of Wisconsin – Eau Claire, Doctor of Nursing Practice (DNP) Course – April 6, 2022 – Peter Kallio
- 4) Travel Report: 2022 NCSBN APRN Roundtable Conference – April 12, 2022 – Virtual – Janice Edelstein

L. COVID-19 – Discussion and Consideration

M. Nurse Licensure Compact (NLC) Update – Discussion and Consideration

N. Board of Nursing Liaison Reports – Discussion and Consideration

O. Discussion and Consideration of Items Added After Preparation of Agenda:

- 1) Introductions, Announcements and Recognition
- 2) Administrative Matters
- 3) Election of Officers
- 4) Appointment of Liaisons and Alternates
- 5) Delegation of Authorities
- 6) Education and Examination Matters
- 7) Credentialing Matters
- 8) Practice Matters
- 9) Legislative and Policy Matters
- 10) Administrative Rule Matters
- 11) Liaison Reports
- 12) Board Liaison Training and Appointment of Mentors
- 13) Informational Items
- 14) Division of Legal Services and Compliance (DLSC) Matters
- 15) Presentations of Petitions for Summary Suspension
- 16) Petitions for Designation of Hearing Examiner
- 17) Presentation of Stipulations, Final Decisions and Orders
- 18) Presentation of Proposed Final Decisions and Orders
- 19) Presentation of Interim Orders
- 20) Petitions for Re-Hearing
- 21) Petitions for Assessments
- 22) Petitions to Vacate Orders
- 23) Requests for Disciplinary Proceeding Presentations
- 24) Motions
- 25) Petitions
- 26) Appearances from Requests Received or Renewed
- 27) Speaking Engagements, Travel, Public Relation Requests, and Reports

P. Public Comments

CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigations with administrative warnings (ss. 19.85(1)(b), and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85(1)(f), Stats.); and to confer with legal counsel (s. 19.85(1)(g), Stats.).

Q. Deliberation on Division of Legal Services and Compliance Matters

1) Administrative Warnings

- a. 20 NUR 131 – M.G. **(321-323)**
- b. 21 NUR 218 – J.B.T. **(324-325)**
- c. 21 NUR 325 – C.T.N.A. **(326-328)**
- d. 21 NUR 352 – K.M.H. **(329-330)**
- e. 21 NUR 397 – S.L.W. **(331-332)**
- f. 21 NUR 520 – S.J.D. **(333-334)**
- g. 21 NUR 553 – B.L.C. **(335-336)**
- h. 21 NUR 596 – T.R.C. **(337-338)**
- i. 21 NUR 655 – L.L.N. **(339-340)**
- j. 21 NUR 735 – J.L.P. **(341-343)**
- k. 22 NUR 134 – K.M.S. **(344-345)**

2) Case Closings

- a. 19 NUR 421 – P.K.G. **(346-355)**
- b. 21 NUR 229 – D.B.S. **(356-362)**
- c. 21 NUR 244 – H.J.S. **(363-367)**
- d. 21 NUR 448 – J.L.J. **(368-383)**
- e. 21 NUR 458 – J.M.B. **(384-386)**
- f. 21 NUR 499 – P.J.B. **(387-390)**
- g. 21 NUR 578 – M.V.P. **(391-395)**
- h. 21 NUR 733 – A.T.M. **(396-400)**
- i. 22 NUR 045 – M.M. **(401-403)**
- j. 22 NUR 052 – L.M.H. **(404-407)**
- k. 22 NUR 055 – J.A.P. **(408-411)**

3) Proposed Stipulations, Final Decisions, and Orders

- a. 20 NUR 138 – Lisa L. Martell, R.N. **(412-418)**
- b. 20 NUR 453 – Susan A. Van De Hey, R.N. **(419-425)**
- c. 20 NUR 505 – Nancy J. Stephenson, L.P.N. **(426-432)**
- d. 20 NUR 612, 21 NUR 148 – Karla R. Green, L.P.N. **(433-439)**
- e. 20 NUR 618 – Michelle R. Dettlaff, R.N. **(440-451)**
- f. 21 NUR 066 – Tammy L. Hofmann, R.N. **(452-458)**
- g. 21 NUR 327 – Amanda M. Yankunas, R.N. **(459-464)**
- h. 21 NUR 532 – Adebayo K. Ogunkunle, R.N., L.P.N. **(465-470)**
- i. 22 NUR 109 – Mary K. Rasmussen, R.N. **(471-476)**

4) Monitoring Matters (477-478)

- a. Monitor Wagner
 1. Maureen Burke, L.P.N. – Requesting Full Licensure **(479-489)**

2. Lisa Fairbanks, R.N. – Requesting Full Licensure **(490-514)**
 3. Karol Knoble, R.N. – Requesting Full Licensure **(515-526)**
 4. Tabitha Majors, R.N. – Board Review of AODA Assessment **(527-543)**
 5. Sara Schmidt, L.P.N. – Requesting Full Licensure **(544-561)**
- b. Monitor Heller
1. Christine Beckman, L.P.N. – Requesting Full Licensure **(562-579)**
 2. Leia Cruz-Perez, R.N. – Requesting Full Licensure and/or Reduction in Drug Screens **(580-607)**
 3. Jere L. Daniels, L.P.N. – Requesting Access to Controlled Substances and/or Reduction in Drug Screens **(608-721)**
 4. Amanda David, R.N. – Requesting Full Licensure **(722-738)**
 5. Christine Hamilton, R.N. – Requesting Review of Fitness for Practice Evaluation **(739-773)**
 6. Kristina Kurtz, R.N. – Requesting Termination of Direct Supervision and Reduction in Frequency of Screens **(774-804)**
 7. Susan Thiel (Petri), R.N. – Requesting Termination of Treatment Requirement **(805-844)**
- c. Monitor Schramm
1. Caitlyn Ellison, R.N. – Requesting Full Licensure or Termination of Drug Testing and/or AODA Treatment **(845-868)**
 2. Daphne Genrich, R.N. – Requesting Reduction in Drug Testing Frequency and/or Termination of AODA Treatment **(869-903)**
 3. Carol Jeuck, R.N. – Requesting Full Licensure **(904-914)**
 4. Lacey Kranski, R.N. – Requesting Reduction in Drug Test Frequency **(915-933)**

R. Deliberation on Proposed Final Decision and Orders

- 1) Angela N. Yant, L.P.N. – DHA Case Number SPS-21-0091/DLSC Case Number 21 NUR 192 **(934-944)**

S. Deliberation on Matters Relating to Costs/Orders Fixing Costs

- 1) Latasha D. Brown, L.P.N. – DHA Case Number SPS-21-0038/DLSC Case Number 19 NUR 555 **(945-963)**
- 2) Thomas T. Fickau, R.N. – DHA Case Number SPS-21-0033/DLSC Case Number 20 NUR 594 **(964-982)**
- 3) Christopher M. Heinen, R.N. – DHA Case Number SPS-21-0039/DLSC Case Number 19 NUR 349 **(983-1012)**
- 4) Tanya R. Neath, R.N. – DHA Case Number SPS-21-0019/DLSC Case Number 19 NUR 080 **(1013-1031)**
- 5) Linda L. Polanco, R.N. – DHA Case Number SPS-21-0012/DLSC Case Numbers 19 NUR 090, 19 NUR 635 **(1032-1057)**

T. Deliberation of Items Added After Preparation of the Agenda

- 1) Education and Examination Matters
- 2) Credentialing Matters
- 3) DLSC Matters
- 4) Monitoring Matters
- 5) Professional Assistance Procedure (PAP) Matters
- 6) Petitions for Summary Suspensions

- 7) Petitions for Designation of Hearing Examiner
- 8) Proposed Stipulations, Final Decisions and Order
- 9) Proposed Interim Orders
- 10) Administrative Warnings
- 11) Review of Administrative Warnings
- 12) Proposed Final Decisions and Orders
- 13) Matters Relating to Costs/Orders Fixing Costs
- 14) Case Closings
- 15) Board Liaison Training
- 16) Petitions for Assessments and Evaluations
- 17) Petitions to Vacate Orders
- 18) Remedial Education Cases
- 19) Motions
- 20) Petitions for Re-Hearing
- 21) Appearances from Requests Received or Renewed

U. Consulting with Legal Counsel

- 1) Planned Parenthood of Wisconsin, Inc. v. Wisconsin Board of Nursing, Et Al; USDC, Western District of Wisconsin

RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

- V. Vote on Items Considered or Deliberated Upon in Closed Session if Voting is Appropriate
- W. Open Session Items Noticed Above Not Completed in the Initial Open Session
- X. Board Meeting Process (Time Allocation, Agenda Items) – Discussion and Consideration
- Y. Board Strategic Planning and its Mission, Vision and Values – Discussion and Consideration

ADJOURNMENT

NEXT MEETING: MAY 12, 2022

 MEETINGS AND HEARINGS ARE OPEN TO THE PUBLIC, AND MAY BE CANCELLED WITHOUT NOTICE.

Times listed for meeting items are approximate and depend on the length of discussion and voting. All meetings are held at 4822 Madison Yards Way, Madison, Wisconsin, unless otherwise noted. In order to confirm a meeting or to request a complete copy of the board's agenda, please call the listed contact person. The board may also consider materials or items filed after the transmission of this notice. Times listed for the commencement of disciplinary hearings may be changed by the examiner for the convenience of the parties. Requests for interpreters for the deaf or hard of hearing, or other accommodations, are considered upon request by contacting the Affirmative Action Officer at 608-266-2112, or the Meeting Staff at 608-266-5439.

**VIRTUAL/TELECONFERENCE
BOARD OF NURSING
MEETING MINUTES
MARCH 10, 2022**

PRESENT: Rosemary Dolatowski, Janice Edelstein, Vera Guyton (*excused at 11:25 a.m.*), Paul Hinkfuss (*excused at 11:27 a.m., returned at 12:03 p.m.*), Peter Kallio, Linda Scott (*excused at 8:30 a.m.*), Robert Weinman (*arrived at 8:09 a.m.*), Emily Zentz

EXCUSED: Christian Saldivar Frias

STAFF: Brad Wojciechowski, Executive Director; Jameson Whitney, Legal Counsel; Sofia Anderson, Administrative Rules Coordinator; Katlin Schwartz, Bureau Assistant; Kimberly Wood, Program Assistant Supervisor-Advanced; and other Department Staff

CALL TO ORDER

Peter Kallio, Chairperson, called the meeting to order at 8:01 a.m. A quorum was confirmed with seven (7) members present.

ADOPTION OF THE AGENDA

MOTION: Rosemary Dolatowski moved, seconded by Emily Zentz, to adopt the Agenda as published. Motion carried unanimously.

APPROVAL OF MINUTES OF FEBRUARY 10, 2022

MOTION: Janice Edelstein moved, seconded by Linda Scott, to approve the Minutes of February 10, 2022 as published. Motion carried unanimously.

Robert Weinman arrived at 8:09 a.m.

**DR. LINDA YOUNG, PRIMARY RESEARCHER, 2019-2020 NURSING EDUCATION
AND NURSE FACULTY SURVEY INCLUDING INFORMATION REGARDING THE
RECRUITMENT AND RETENTION OF STUDENTS**

MOTION: Janice Edelstein moved, seconded by Rosemary Dolatowski, to acknowledge and thank Dr. Linda Young, Primary Researcher, for her appearance and presentation to the Board. Motion carried unanimously.

Linda Scott was excused at 8:30 a.m.

EDUCATION AND EXAMINATION MATTERS

Review of 2021 NCLEX Pass Rate Results

Herzing University - Kenosha

MOTION: Robert Weinman moved, seconded by Paul Hinkfuss, to request Herzing University - Kenosha submit an assessment and institutional plan to the BON within 45 days of receiving a warning letter from the Board. Motion carried unanimously.

Nicolet Area Technical College

MOTION: Robert Weinman moved, seconded by Paul Hinkfuss, to request Nicolet Area Technical College submit an assessment and institutional plan to the BON within 45 days of receiving a warning letter from the Board. Motion carried unanimously.

Cardinal Stritch University – Ruth S. Coleman College of Nursing

MOTION: Robert Weinman moved, seconded by Paul Hinkfuss, to request Cardinal Stritch University – Ruth S. Coleman College of Nursing submit an assessment and institutional plan to the BON within 45 days of receiving a warning letter from the Board. Motion carried unanimously.

Herzing University Madison

MOTION: Robert Weinman moved, seconded by Paul Hinkfuss, to request Herzing University Madison ADN submit an assessment and institutional plan to the BON within 45 days of receiving a warning letter from the Board. Motion carried unanimously.

Lac Courte Oreilles Ojibwe Community College

MOTION: Robert Weinman moved, seconded by Paul Hinkfuss, to request Lac Courte Oreilles Ojibwe Community College ADN submit an assessment and institutional plan to the BON within 45 days of receiving a warning letter from the Board. Motion carried unanimously.

**SPEAKING ENGAGEMENTS, TRAVEL, PUBLIC RELATION
REQUESTS, AND REPORTS**

Consideration of Attendance: Speaker Requested for University of Wisconsin – Eau Claire, Doctor of Nursing Practice (DNP) Course on Wednesday, April 6, 2022

MOTION: Rosemary Dolatowski moved, seconded by Emily Zentz, to designate Peter Kallio to speak on the Board's behalf at the Doctor of Nursing Practice (DNP) Course on Wednesday, April 6, 2022 at the University of Wisconsin – Eau Claire regarding the nurse practice act. Motion carried unanimously.

**BOARD CHAIR MEETING AND OPTIONS TO ADDRESS
DEPARTMENT RESOURCES**

MOTION: Peter Kallio moved, seconded by Robert Weinman, due to significant delays to application approvals especially in the time of the pandemic and the ongoing Wisconsin nursing shortage the Board of Nursing requests that the Wisconsin State Legislature consider using existing resources to allow additional credentialing staff to be hired within DSPS. Motion carried unanimously.

NURSING LICENSURE COMPACT UPDATE

Consideration of Attendance: 2022 NLC Mid-Year Meeting – March 14, 2022

MOTION: Peter Kallio moved, seconded by Vera Guyton, to designate Rosemary Dolatowski to represent the Wisconsin Board of Nursing at, and Brad Wojciechowski to attend, the 2022 Nurse Licensure Compact (NLC) Mid-Year Meeting on March 14, 2022 virtually. Motion carried unanimously.

CLOSED SESSION

MOTION: Robert Weinman moved, seconded by Janice Edelstein, to convene to Closed Session to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigation with administrative warnings (ss. 19.85(1)(b), Stats. and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85(1)(f), Stats.); and, to confer with legal counsel (s. 19.85(1)(g), Stats.). Peter Kallio, Chairperson, read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Rosemary Dolatowski-yes; Janice Edelstein-yes; Vera Guyton-yes; Peter Kallio-yes; Robert Weinman-yes; and Emily Zentz-yes. Motion carried unanimously.

The Board convened into Closed Session at 9:43 a.m.

Paul Hinkfuss was not connected for the previous vote.

REVIEW OF ADMINISTRATIVE WARNINGS

MOTION: Peter Kallio moved, seconded by Vera Guyton, to affirm the issuance of the administrative warning in the matter of G.A.O., DLSC Case Number 21 NUR 328. Motion carried unanimously.

DIVISION OF LEGAL SERVICES AND COMPLIANCE MATTERS

Administrative Warnings

MOTION: Janice Edelstein moved, seconded by Peter Kallio, to issue an Administrative Warning the following DLSC Cases:

1. 19 NUR 711 – L.M.B.
2. 20 NUR 216 – J.J.S.
3. 21 NUR 734 – C.M.B.
4. 21 NUR 746 – A.C.F.

Motion carried unanimously.

Case Closings

MOTION: Peter Kallio moved, seconded by Emily Zentz, to close the following DLSC Cases for the reasons outlined below:

1. 20 NUR 423 – M.G.J. – No Violation
2. 21 NUR 058 – K.W. – Insufficient Evidence
3. 21 NUR 451 – L.A.S. – Insufficient Evidence
4. 21 NUR 455 – C.B.R. – Insufficient Evidence
5. 21 NUR 518 – A.L.B. – Insufficient Evidence
6. 21 NUR 675 – C.M.B. – No Violation
7. 21 NUR 699 – H.A.C. – No Violation
8. 21 NUR 710 – T.L.G. – Prosecutorial Discretion (P2)
9. 21 NUR 713 – N.R.M. – Prosecutorial Discretion (P1)
10. 21 NUR 745 – K.B.V. – Prosecutorial Discretion (P5)
11. 22 NUR 100 – S.K.S. – Prosecutorial Discretion (P7)

Motion carried unanimously.

Proposed Stipulations and Final Decisions and Orders

MOTION: Peter Kallio moved, seconded by Vera Guyton, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings of the following cases:

1. 21 NUR 282, 21 NUR 802 – Sharon K. Brown, R.N.
2. 18 NUR 072 – Jeremy J. Deppisch, R.N.
3. 18 NUR 395 – Joni L. Blau, R.N.
4. 20 NUR 126 – Charles J. Frost, R.N.
5. 20 NUR 360 – Stacy L. Quick, R.N.
6. 21 NUR 076 – Denise R. Sydlewski, R.N.
7. 21 NUR 256 – Jennifer J. Busche, R.N.
8. 21 NUR 369 – Brook A. Morrison, R.N.
9. 21 NUR 437 – Jolinda A. Ferrell, R.N., A.P.N.P.
10. 21 NUR 642 – Patrick E. Van Oss, R.N.
11. 21 NUR 649 – Shelly J. Fossen, R.N.
12. 21 NUR 786 – Dana M. Hintz, L.P.N.

Motion carried unanimously.

21 NUR 206 – Ray D. Summar, R.N.

MOTION: Emily Zentz moved, seconded by Robert Weinman, to affirm the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Ray D. Summar, R.N., DLSC Case Number 21 NUR 206. Motion carried unanimously.

Monitoring Matters

**Kathryn Coffin, R.N.
Review of Fitness for Practice Evaluation**

MOTION: Peter Kallio moved, seconded by Rosemary Dolatowski, to issue an intent to deny the request of Kathryn Coffin, R.N., for a reinstatement of her license to practice nursing, and to offer her a limited license with a standard five-year impairment. **Reason for Denial:** Terms of the 5/14/2020 order of the Board. Motion carried unanimously.

**Kathleen Conley, R.N., A.P.N.P.
Review of Most Recent Order to Give Monitoring Liaison More Authority**

MOTION: Peter Kallio moved, seconded by Robert Weinman, to grant the request Kathleen Conley, R.N., A.P.N.P., to delegate to the monitoring liaison the authority to modify the terms of her order as the liaison deems appropriate. Motion carried. Zentz abstained

DELIBERATION ON PROPOSED FINAL DECISIONS AND ORDERS

Amanda G. Dryer, R.N. – DHA Case Number SPS-21-0078/DLSC Case Number 21 NUR 194

MOTION: Rosemary Dolatowski moved, seconded by Vera Guyton, adopt the Findings of Fact, Conclusions of Law, and Proposed Decision and Order in the matter of disciplinary proceedings against Amanda G. Dryer, R.N., Respondent – DHA Case Number SPS-21-0078/DLSC Case Number 21 NUR 194. Motion carried unanimously.

(Emily Zentz recused herself and left the room for deliberation and voting in the matter concerning Amanda G. Dryer, R.N., Respondent – DHA case number SPS-21-0078/DLSC Case Number 21 NUR 194.)

Francie A. Heaser, R.N. – DHA Case Number SPS-21-0084/DLSC Case Number 21 NUR 182

MOTION: Peter Kallio moved, seconded by Paul Hinkfuss, adopt the Findings of Fact, Conclusions of Law, and Proposed Decision and Order in the matter of disciplinary proceedings against Francie A. Heaser, R.N., Respondent – DHA Case Number SPS-21-0084/DLSC Case Number 21 NUR 182. Motion carried unanimously.

Glenda S. Walstrom, L.P.N. – DHA Case Number SPS-21-0086/DLSC Case Number 20 NUR 097, 20 NUR 554, 21 NUR 274

MOTION: Peter Kallio moved, seconded by Emily Zentz, adopt the Findings of Fact, Conclusions of Law, and Proposed Decision and Order in the matter of disciplinary proceedings against Glenda S. Walstrom, L.P.N., Respondent – DHA Case Number SPS-21-0086/DLSC Case Number 20 NUR 097, 20 NUR 554, 21 NUR 274. Motion carried unanimously.

DIVISION OF LEGAL SERVICES AND COMPLIANCE MATTERS

Monitoring Matters

Vera Guyton was excused at 11:25 a.m.

**Stephanie Geiger, R.N.
Requesting a Reduction in AA/NA Meetings to Once Per Month and Reduction in Drug/Alcohol Screens**

MOTION: Peter Kallio moved, seconded by Janice Edelstein, to grant the request Stephanie Geiger, R.N., for a reduction in AA/NA meetings to once per week and for reduction in the frequency of drug/alcohol screens to thirty-six (36) per year. Motion carried unanimously.

Paul Hinkfuss was excused at 11:27 a.m.

**James Moore, R.N.
Requesting Full Licensure**

MOTION: Peter Kallio moved, seconded by Rosemary Dolatowski, to deny the request James Moore, R.N., for full licensure. **Reason for Denial:** Insufficient time under the Board Order (8/9/2018). Motion carried unanimously.

**Tina Rios, L.P.N.
Requesting Full Licensure**

MOTION: Janice Edelstein moved, seconded by Robert Weinman, to grant the request Tina Rios, L.P.N., for full licensure. Motion carried unanimously.

Tracy Szocik, R.N.
Requesting Full Licensure

MOTION: Peter Kallio moved, seconded by Janice Edelstein, to grant the request Tracy Szocik, R.N., for full licensure. Motion carried unanimously.

Kathryn Techmeier, R.N.
Requesting Reduction in the Frequency of Screens and AA/NA Meetings

MOTION: Rosemary Dolatowski moved, seconded by Peter Kallio, to grant the request Kathryn Techmeier, R.N., for a reduction in the frequency of screens to twenty-eight (28) per year plus one annual hair test and AA/NA meetings to once per month. Motion carried unanimously.

Elizabeth Clark, L.P.N.
Requesting Full Licensure

MOTION: Peter Kallio moved, seconded by Rosemary Dolatowski, to grant the request Elizabeth Clark, L.P.N., for full licensure. Motion carried unanimously.

Susan Thiel (Petri), R.N.
**Requesting Ability to Work in Home Health Settings and
Reduction in Drug/Alcohol Screens**

MOTION: Peter Kallio moved, seconded by Robert Weinman, to grant the request Susan Thiel (Petri), R.N., for the ability to work in home health settings and to deny a reduction in drug/alcohol screens. **Reason for Denial:** Insufficient time under the Board Order (6/13/2013) to demonstrate adequate compliance. Motion carried unanimously.

Paulette Brooks-Edgar, R.N.
Requesting Full Licensure

MOTION: Peter Kallio moved, seconded by Janice Edelstein, to grant the request Paulette Brooks-Edgar, R.N., for full licensure. Motion carried unanimously.

CREENTIALING MATTERS

Application Reviews

*Jennifer Korich, R.N.
Renewal Applicant*

MOTION: Peter Kallio moved, seconded by Robert Weinman, to table the Registered Nurse renewal application of Jennifer Korich, R.N., until such time as an AODA assessment is completed as requested. Motion carried unanimously.

Paul Hinkfuss returned at 12:03 p.m.

DELIBERATION ON MATTERS RELATING TO COSTS/ORDERS FIXING COSTS

Shantell L. Grenier, L.P.N. – DHA Case Number SPS-20-0025/DLSC Case Number 18 NUR 653

MOTION: Emily Zentz moved, seconded by Robert Weinman, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Shantell L. Grenier, L.P.N., Respondent – DHA Case Number SPS-20-0025/DLSC Case Number 18 NUR 653. Motion carried unanimously.

(Peter Kallio recused himself and left the room for deliberation and voting in the matter concerning Shantell L. Grenier, L.P.N., Respondent – DHA Case Number SPS-20-0025/DLSC Case Number 18 NUR 653.)

Philip M. Lemon, Sr., L.P.N. – DHA Case Number SPS-21-0011/DLSC Case Number 18 NUR 412

MOTION: Robert Weinman moved, seconded by Janice Edelstein, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Philip M. Lemon, Sr., L.P.N., Respondent – DHA Case Number SPS-20-0011/DLSC Case Number 18 NUR 412. Motion carried unanimously.

(Peter Kallio recused himself and left the room for deliberation and voting in the matter concerning Philip M. Lemon, Sr., L.P.N., Respondent – DHA Case Number SPS-21-0011/DLSC Case Number 18 NUR 412.)

Heather M. Long, R.N. – DHA Case Number SPS-20-0029/DLSC Case Number 18 NUR 383

MOTION: Rosemary Dolatowski moved, seconded by Emily Zentz, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Heather M. Long, R.N., Respondent – DHA Case Number SPS-20-0029/DLSC Case Number 18 NUR 383. Motion carried unanimously.

(Peter Kallio recused himself and left the room for deliberation and voting in the matter concerning Heather M. Long, R.N., Respondent – DHA Case Number SPS-20-0029/DLSC Case Number 18 NUR 383.)

Jessica A. Lunde, R.N. – DHA Case Number SPS-20-0026/DLSC Case Number 19 NUR 018

MOTION: Robert Weinman moved, seconded by Peter Kallio, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Jessica A. Lunde, R.N., Respondent – DHA Case Number SPS-20-0026/DLSC Case Number 19 NUR 018. Motion carried unanimously.

Christina A. Johnson, R.N. – DHA Case Number SPS-20-0012/DLSC Case Number 18 NUR 589

MOTION: Peter Kallio moved, seconded by Emily Zentz, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Christina A. Johnson, R.N., Respondent – DHA Case Number SPS-20-0012/DLSC Case Number 18 NUR 589. Motion carried unanimously.

Debra S. Murphy, R.N. – DHA Case Number SPS-21-0016/DLSC Case Number 17 NUR 792, 18 NUR 300, 19 NUR 672

MOTION: Robert Weinman moved, seconded by Janice Edelstein, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Debra S. Murphy, R.N., Respondent – DHA Case Number SPS-21-0016/DLSC Case Numbers 17 NUR 792, 18 NUR 300, 19 NUR 672. Motion carried unanimously.

(Peter Kallio recused himself and left the room for deliberation and voting in the matter concerning Debra S. Murphy, R.N., Respondent – DHA Case Number SPS-21-0016/DLSC Case Numbers 17 NUR 792, 18 NUR 300, 19 NUR 672.)

Amanda Nabbefeldt, R.N. – DHA Case Number SPS-21-0020/DLSC Case Number 20 NUR 254

MOTION: Rosemary Dolatowski moved, seconded by Robert Weinman, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Amanda Nabbefeldt, R.N., Respondent – DHA Case Number SPS-21-0020/DLSC Case Number 20 NUR 254. Motion carried unanimously.

(Emily Zentz recused herself and left the room for deliberation and voting in the matter concerning Amanda Nabbefeldt, R.N., Respondent – DHA Case Number SPS-21-0020/DLSC Case Number 20 NUR 254.)

Amanda R. Nieuwenhuis, R.N. – DHA Case Number SPS-21-0029/DLSC Case Number 21 NUR 018, 21 NUR 020

MOTION: Robert Weinman moved, seconded by Peter Kallio, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Amanda R. Nieuwenhuis, R.N., Respondent – DHA Case Number SPS-21-0029/DLSC Case Numbers 21 NUR 018, 21 NUR 020. Motion carried unanimously.

(Janice Edelstein recused herself and left the room for deliberation and voting in the matter concerning Amanda R. Nieuwenhuis, R.N., Respondent – DHA Case Number SPS-21-0029/DLSC Case Numbers 21 NUR 018, 21 NUR 020.)

Jill D. Raymer, R.N. – DHA Case Number SPS-20-0011/DLSC Case Number 18 NUR 240

MOTION: Robert Weinman moved, seconded by Janice Edelstein, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Jill D. Raymer, R.N., Respondent – DHA Case Number SPS-20-0011/DLSC Case Number 18 NUR 240. Motion carried unanimously.

(Peter Kallio recused himself and left the room for deliberation and voting in the matter concerning Jill D. Raymer, R.N., Respondent – DHA Case Number SPS-20-0011/DLSC Case Number 18 NUR 240.)

Leah A. Stocks, R.N. – DHA Case Number SPS-21-0022/DLSC Case Number 20 NUR 350

MOTION: Robert Weinman moved, seconded by Rosemary Dolatowski, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Leah A. Stocks, R.N., Respondent – DHA Case Number SPS-21-0022/DLSC Case Number 20 NUR 350. Motion carried unanimously.

Paula J. Thomas, R.N. – DHA Case Number SPS-21-0009/DLSC Case Number 19 NUR 432

MOTION: Peter Kallio moved, seconded by Robert Weinman, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Paula J. Thomas, R.N., Respondent – DHA Case Number SPS-21-0009/DLSC Case Number 19 NUR 432. Motion carried unanimously.

RECONVENE TO OPEN SESSION

MOTION: Peter Kallio moved, seconded by Robert Weinman, to reconvene into Open Session. Motion carried unanimously.

The Board reconvened into Open Session at 12:18 p.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED UPON IN CLOSED SESSION

MOTION: Rosemary Dolatowski moved, seconded by Robert Weinman, to affirm all motions made and votes taken in Closed Session. Motion carried unanimously.

(Be advised that any recusals or abstentions reflected in the Closed Session motions stand for the purposes of the affirmation vote.)

ADJOURNMENT

MOTION: Peter Kallio moved, seconded by Rosemary Dolatowski, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 12:21 p.m.

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Joan Gage, Program Manager		2) Date when request submitted: 3/21/2022 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 4/14/2022	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Arizona College of Nursing Request for Approval to Plan	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <i>(If yes, please complete Appearance Request for Non-DSPS Staff)</i> <input type="checkbox"/> Yes <Appearance Name(s)> <input type="checkbox"/> No	9) Name of Case Advisor(s), if applicable: <Click Here to Add Case Advisor Name or N/A>	
10) Describe the issue and action that should be addressed: Deborah Long DNP, MSN/Ed, RN, CNE <i>Director of Nursing Regulatory Affairs</i> Arizona College of Nursing M 270-543-4472 E dlong@arizonacollege.edu 2510 W. Dunlap Ave, Suite 290, Phoenix, AZ 85021 arizonacollege.edu <div style="display: flex; align-items: center;"> <div> <p style="margin: 0;">ARIZONA COLLEGESM of Nursing</p> </div> </div>			
11) Authorization			
Joan Gage		3/21/2022	
Signature of person making this request		Date	
Supervisor (Only required for post agenda deadline items)		Date	
Executive Director signature (Indicates approval for post agenda deadline items)		Date	
Directions for including supporting documents: 1. This form should be saved with any other documents submitted to the Agenda Items folders. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53705-8366

FAX #: (608) 266-2602
Phone #: (608) 266-2112

4822 Madison Yards Way
Madison, WI 53705
E-Mail: web@dps.wi.gov
Website: <http://dps.wi.gov>

BOARD OF NURSING

APPLICATION FOR AUTHORIZATION TO PLAN A SCHOOL OF NURSING

Wis. Admin. Code Chapter N 1.03 requires an institution planning to establish and conduct a school of nursing for professional nursing or practical nursing to submit an application including all of the following to the Board:

- (1) Name and address of controlling institution and evidence of accreditation status of controlling institution.
- (2) Statement of intent to establish a school of nursing, including the academic and licensure levels of all programs to be offered and the primary method of instruction.
- (3) Evidence of the availability of sufficient clinical facilities and resources.
- (4) Plans to recruit and employ a qualified educational administrator and qualified faculty.
- (5) Proposed timeline for planning and implementing the school and intended date of entry of the first class.

The Board shall make a decision on the application within two months of receipt of the completed application and will notify the controlling institution of the action taken on the application.

To apply, please submit the following to dspsexaminationsoffice@wisconsin.gov:

- (1) This completed and signed application form.
- (2) A written proposal addressing the five items above.

Institution applying for authorization to plan a nursing school:

Name of School: Arizona College

Address: 2510 West Dunlap Ave., Suite 290

Phoenix, AZ 85021

Nursing Program(s) (ADN, BSN, Other): BSN

Dr. Deborah Long
Name of School Representative Submitting Proposal


Signature

270-543-4472

Telephone Number

Director of Nursing Regulatory Affairs
Title

March 1, 2022
Date

dlong@ArizonaCollege.edu
Email Address

March 10, 2022

Wisconsin Department of Safety and Professional Services
P.O. Box 8366
Madison, WI 53705-8366
ATTN: Board of Nursing

Dear Wisconsin Board of Nursing,

Arizona College of Nursing (College) respectfully submits this application for consideration of establishing a pre-licensure baccalaureate nursing education program to the Wisconsin Board of Nursing (Board), in compliance with the Board Program Approval Process, **Step 1:**

Authorization to Plan a Program.

- 1. Name and address of the controlling institution and evidence of the accreditation status of the controlling institution:*

Arizona College of Nursing (AZCN) is located at 2510 West Dunlap Ave. Suite 290, Phoenix, AZ 85021, and is accredited by Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314 N, Falls Church, VA 22043). The AZCN BSN degree program is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791).

CCNE Accreditation

The BSN degree program at Arizona College of Nursing, is accredited by the Commission on Collegiate Nursing Education (CCNE), extending to June 30, 2022. The Commission's address is: 655 K Street NW, Suite 750, Washington, DC 20001 Phone: (202) 887-6791. The CCNE accreditation certificate is provided in Appendix A. Once approved by the Wisconsin Board of Nursing, Arizona College of Nursing will submit a substantive change request to have its CCNE accreditation extended to the western Milwaukee suburban area campus.

ABHES Accreditation

The Accrediting Bureau of Health Education Schools (ABHES) institutionally accredits Arizona College and is listed by the United States Department of Education (DOE) as a nationally recognized accrediting agency. Arizona College received its initial accreditation in

1994 and was awarded continuing accreditation through 2022. The Bureau's address is: Accrediting Bureau of Health Education Schools, 7777 Leesburg Pike, Suite 314 N, Falls Church, VA 22043. The ABHES accreditation certificate is provided in Appendix B.

Department of Education Approval

The United States Department of Education (DOE) approval is provided in Appendix C.

2. *Statement of intent to establish a school of nursing, including the academic and licensure levels of all programs to be offered and the primary method of instruction:*

AZCN proposes to establish a new pre-licensure Bachelor of Science in Nursing (BSN) education program (Program) in the western Milwaukee suburban area. This will be a traditional, year-round prelicensure BSN program, and will include face-to-face didactic and lab instruction. Clinical activities will include acute and community-based patient care, along with simulation-based training.

Arizona College of Nursing's contemporary curriculum is based on the most current expectations of professional nursing knowledge, skills, and abilities (American Association of Colleges of Nursing, 2008; American Nurses Association, 2015; Quality and Safety Education for Nurses, 2014). The entire BSN program is 120 semester credit hours (50 credits general education and 70 credits nursing). Following completion of the general education coursework, the student progresses to the nursing curriculum, a full-time course of study that is divided into five 16-week semesters. The student can complete the nursing curriculum in 20 months (about one and a half years) of full-time study. Classroom, simulation laboratory, and skills laboratory instruction is scheduled at the campus, while direct patient care clinical instruction will occur on a variable schedule as coordinated with each off-site clinical agency.

The 120-credit hour curriculum was uniquely designed such that students graduate with both a BSN degree and Institute for Healthcare Improvement (IHI) certification. The IHI Certification includes 13 modules related to quality improvement in health care, patient safety, health care leadership, and person/family-centered care. Through completion of the IHI modules, students can boost their knowledge in strategies to mitigate practice errors, conduct a root cause analysis in the aftermath of an adverse event, and an understanding of

the critical components of a culture of safety and the psychology of change. These skills align with Arizona College School of Nursing's BSN Program Mission to prepare professional nurses who are competent in delivering evidence-based patient- and community-centered care as members and leaders of an interprofessional health care team with an emphasis on quality improvement that drives desired patient, systems, and population outcomes.

3. *Evidence of the availability of sufficient clinical facilities and resources:*

AZCN has robust support for student clinical learning through acute and community-based facilities around Milwaukee area. Table 1 lists clinical facilities that have indicated they have capacity to support future AZCN students without displacing students from current nursing programs using their facilities. Additionally, we are including three letters of support from clinical agencies for the establishment of our program in Wisconsin. (See Appendix D: Supportive Facilities Table with map and Clinical Site Surveys; Appendix E: Letters of Support).

Table 1 Clinical Support in Wisconsin

Clinical Agencies	Location
Capri Communities	Waukesha
Cedar Community	West Bend
Children’s Wisconsin	Milwaukee
Clement Manor	Greenfield
Crossroads Care Center of Pewaukee	Waukesha
Forever Worthy Prenatal Care	Greenfield
Franciscan Villa	South Milwaukee
Home Harbor of Racine	Racine
Kensington Care and Rehab Center	Waukesha
Lakeview Specialty Hospital and Rehab	Waterford
MCFI Milwaukee Center for Independence	Milwaukee
Mercyhealth Hospital and Trauma Center-Janesville	Janesville
Milwaukee County Behavioral Health Division	Milwaukee
Noble Senior Living at West Allis	West Allis
North Shore Healthcare	Milwaukee
Orthopaedic Hospital of Wisconsin	Glendale
Progressive Health Centers	Milwaukee
ProHealth Care	Waukesha
ProHealth Care Regency Senior Communities-Muskego	Muskego
Ridgewood Care Center	Racine
Rogers Behavioral Health System	Oconomowoc
St. John’s on the Lake	Milwaukee
Select Specialty Hospital- Milwaukee West Allis & Milwaukee St. Francis	West Allis
Southpointe Healthcare Center	Greenfield
St. Monica’s Senior Living	Racine
The Auberge at Oak Village	Menomonee Falls
VMP Healthcare & Community Living	West Allis
Watertown Regional Medical Center	Watertown
Wauwatosa School District	Wauwatosa

With strong support from 29 clinical facilities including seven acute care hospitals providing acute Medical-Surgical, Psychiatric, Pediatric, and Maternal Health opportunities, and 20 community health service opportunities (See Appendix D: Supportive Facilities Table for further information on clinical sites). Students will have ample opportunity for clinical activities that will promote their competency as BSN prepared nurses across the curriculum. The AZCN BSN program includes clinical practice experiences that develop clinical judgment skills that promote safety and quality interprofessional care. The program uses a mix of evidence-based high-fidelity human patient, live, person, and computer-based virtual simulations. These simulations, along with actual patient care, are used to meet clinical objectives. Clinical practicum courses have required high-fidelity human patient simulations

appropriate to the clinical specialty and are mapped to the course content and clinical practicum course competencies.

AZCN always plans a slow and methodical growth in enrollment to ensure resources and student success are in place and maintained in new campuses. Table 2 below is the proposed starting enrollment of nursing students into the nursing major courses for the first three years. General education cohorts would be slightly higher, since not all students entering general education coursework are eligible to continue into the nursing coursework in semester 5.

Table 2. Three Year Enrollment Proposal

Year/Semester	Enrollment
Year 1 - Fall	32
Year 1 - Spring	32
Year 1- Summer	32
Year 2 - Fall	40
Year 2 - Spring	40
Year 2- Summer	40
Year 3 - Fall	48
Year 3 - Spring	48
Year 3 - Fall	48

Additional Resources

The BSN degree program is financially well-resourced. The annual capital and operating budgets provide human, facility, supply, and technology resources that support and enable the achievement of the program mission, goal, and all program effectiveness outcomes. Specific financial resources are used to provision teaching/learning and faculty development resources that support the program’s student learning outcomes. Funding for instructional design, evidence-based educational technology, assessment technology, and evaluation software is allocated during each budget cycle. Financial resources have increased commensurate with enrollment over the past 3 years. *Table 3: AZCN Enrollment & Financial Resources* represents the actual operating expenditures for the past three fiscal years.

Table 3 AZCN Enrollment & Financial Resources

All AZCN Campuses	FY2019 (Apr 1, 2018-Mar 31, 2019)	FY 2020 (Apr 1, 2019-Mar 31, 2020)	FY2021 (Apr 1, 2020-Mar 31, 2021)
Enrollment	289	517	821
Actual Spend	\$13,070,463	\$18,841,971	\$27,536,017

*On March 31st of FY

The adequacy of financial resources is determined using defined planning and evaluation processes. These processes are guided by what is needed to accomplish our mission, goal, and program effectiveness outcomes coupled with our commitment to quality, innovation, and student-centeredness. The BSN degree program leadership team and all college executives conduct monthly comprehensive financial performance and budget variance reviews. These reviews provide opportunities for need-based reallocation of financial resources and for budget forecasting. An annual budget planning process begins approximately 5 months before the start of the fiscal year. The chief nurse administrator and the Chief Operating Officer (COO) of nursing work with campus deans to identify strategic capital and operating priorities for the upcoming fiscal year. Also, the COO of nursing works with campus deans to budget faculty and staff resources to meet projected enrollments. Likewise, resources needed for supplies, including teaching/learning resources, are budgeted based on projected enrollment.

The BSN degree program is offered at campuses throughout the United States (in chronological order of opening date): Tempe, AZ; Las Vegas, NV; Dallas, TX; Tampa, FL; Tucson, AZ; Fort Lauderdale, FL; Phoenix, AZ; Salt Lake City, UT; Southfield, MI; Falls Church, VA; and Ontario, CA. Each of these campuses is dedicated to the BSN degree program; no other Arizona College of Nursing programs are offered on them. The program's mission, purpose, and student learning outcomes are all focused on the development of baccalaureate-prepared generalist RNs. In addition, program effectiveness outcomes are quality indicators. Physical resources contribute to our ability to achieve all of these aims.

Campus locations within cities are selected based on market research analysis of several factors, including the high population density of potential students, which provides ease and convenience of access. Campuses (except in Las Vegas) are in multi-tenant office buildings, which are selected based on available square footage, rental price, landlord concessions, building aesthetics, within and nearby amenities, parking, and proximity to clinical learning facilities (when possible). Campus floorplans differ according to site-specific attributes. Detailed floor plans of each campus will be available on-site for review. However, the typical campus is approximately 24,500 square feet and conforms to the specifications listed in Table 4 below.

Table 4 Typical Campus Footprint & Resources

Space	Description	Estimated SF	# Rooms	SQ FT
ADMINISTRATION				
Office	Executive Director Academics	110	1	110
Work Station/Cubicle	ED Executive Assistant	39	1	39
Work Station/Cubicle	BSN Manager	39	1	39
Work Station/Cubicle	Campus Coordinator	39	1	39
Front Desk, open, facing the window, curved, seating for 2	Receptionist Remote Proctor	400	2	800
ADMISSIONS/STUDENT SERVICES				
Office	Executive Director of Enrollment	110	1	110
Office	Financial Aid Officer	110	2	220
Office	Admissions Advisor	110	3	330
Admissions Storage		75	1	75
ACADEMICS				
Office	Nursing Dean	110	1	110
Office	General Education Dean	110	1	110
Office (shared, 2 per office)	FT Faculty	70	5	350
Office	Clinical Coordinator	110	1	110

Space	Description	Estimated SF	# Rooms	SQ FT
Faculty Resource Room copier, scanner, supplies		100	1	100
Faculty Break Room		140	1	140
LEARNING RESOURCE CENTER				
Learning Resource Center (LRC), with round table seating in the center for tutoring, 3 “huddle” rooms for independent/private study, a bank of 3 computers against a wall, and an office for the LRC Coordinator.	LRC Coordinator and Study Space	1,450	1	1,450
LRC Storage	LRC	50	1	50
SIMULATION CENTER				
Simulation Lab, set up as a self-contained hospital, with reception area, sink, 4 “bays” with floor-to-ceiling walls and a sliding door wide enough to wheel in a gurney. Each bay has an adjacent control room (4 total, for viewing into 2 bays, and 2 debriefing rooms). See below.	Lab Manager Office with prep area	200	1	200
Sim Storage		150	1	150
Reception/Nurses Area		150	1	150
4 Simulation Bays		196	4	784
4 Control Rooms		100	4	400
2 Debriefing Rooms (conference table with 14 seats)		260	2	520
Compressor Room for manikins		100	1	100
SKILLS LAB				
Skills lab: sink, 5 beds in each lab to accommodate 4 students per bed (20 students in each lab); 1 for every 40 students in the Nursing major.		1,200	2	2,400
Skills Lab Storage		150	1	150
SCIENCE LAB				
Science Lab: wet (sink), room for hood, 20-student capacity, eye wash, storage		1,100	1	1,100
CLASSROOMS				
Classrooms	Minimum capacity of 40 students	625	5	3,125

Space	Description	Estimated SF	# Rooms	SQ FT
	Sink and minimum capacity of 40 students	800	1	800
	Minimum capacity of 60 students	1,000	2	2,000
TESTING				
Testing Center-5 computers	Staffed by a remote proctor, located at the receptionist's desk	230	1	230
OTHER SPACE				
Hoteling Offices-shared space for 2	Adjunct faculty and AZCN executives	140	2	280
Conference Room	Capacity of 10	180	1	180
IT Help Desk, work room, service door	IT Specialist	100	1	100
IT Server Room		100	1	100
Student Commons		1,000	1	1,000
Conference Room	Capacity of 14	260	1	260
Bathroom/Hallways				6,374
			Total	24,585

Student Services

A comprehensive set of services is in place that focuses on support of BSN degree program students' academic success. Services also support faculty and their ability to assist students in meeting learning outcomes and to provide engaging teaching-learning experiences. Annually, during the budget planning process, all support resources are reviewed for current efficacy and in regard to anticipated enrollment increases. During this time, campus and functional area leaders request modifications to the current level of resources; these modifications are based on data and on student, faculty, and staff feedback. Academic support services are listed below:

Admission and Enrollment Services: Each campus has a team (advisors and a coordinator) that reports to a campus Executive Director of Enrollment Services. The goal of the department is to recruit and enroll qualified students into the BSN degree program in an efficient manner by providing counsel and support for all associated processes, including admissions testing and transcript submission. Advisors are also tasked with ensuring that applicants are informed regarding the rigor and time commitment of BSN education. As the first touch point with Arizona College of Nursing,

the admission team members are expected to be exemplary ambassadors of the college and to provide support to students until new student orientation is complete.

Financial Aid Services: Financial aid officers are available on all campuses. During the admissions process, applicants are provided access to officers who discuss financing options for the BSN degree program. As an accredited institution, and an institution under agreement with the U.S. Department of Education, the College is eligible to participate in a variety of student financial aid programs. Options include:

- Federal student loans (payments can begin after you're done with school)
- Federal PELL and SEOG grants (these do not have to be repaid)
- Work-study (on-campus employment)
- Private educational loans
- Military veteran educational benefits (e.g. Post-9/11 G.I. Bill®)

Registrar Services: The Office of the Registrar is accountable for all services related to the administration and management of student records. Campus-level members of the registrar's team (called BSN program managers) review all applicant transcripts for admission eligibility and transfer credit. Members of the team oversee the security and integrity of the grade reporting process to ensure that the grades reported are the grades that were earned. Services also include monitoring for satisfactory academic progress and to make sure that admission, progression, and graduation policies are followed consistently. The team also performs various audits to ensure compliance with regulatory and accreditation standards.

IT Services: A full complement of IT services is available to support the BSN degree program. Each campus location has an IT generalist who is trained to support a spectrum of hardware and software needs, including those related to education technology and high-fidelity human patient simulation. Various applications such as Canvas, CampusNexus, ExamSoft, and Salesforce have centralized administrators that support needs at all campuses.

Learning Resource Center: A Learning Resource Center is physically present on each campus. The purpose of the center is to provide tailored academic enrichment interventions for students who are experiencing academic challenges or who wish to improve their academic performance. Each center is managed by a coordinator. Coordinators are generally members of the program's general education faculty who have demonstrated expertise in providing academic support and remedial learning. The Center is a hub for student independent and group studying, often facilitated by the coordinator or other faculty members. Available services include faculty and peer-led tutoring, academic skills-building workshops, and a library of course materials and reference books.

College Counselor: An additional academic service was added in 2019. Because of findings that psychosocial and economic issues contribute to attrition, each campus has retained a college counselor who functions to assess for and broker external social and support resources. The counselor is not a therapist but provides a safe space for students to discuss issues that may be affecting their academic performance and success. The counselor provides referrals to students that may include social and mental health workers, entitlement programs, social support groups, and healthcare services, as appropriate.

Library Services: Arizona College of Nursing provides students and faculty with librarian service and database subscriptions as a consortium member of the Library and Information Resources Network (LIRN). Arizona College of Nursing subscribes to five main research databases (ProQuest Nursing & Allied Health Database, ProQuest Health & Medical Collection, Ebook Central: Academic Complete, EBSCO CINAHL Complete, and EBSCO Academic Search Premier) to provide access to online books, along with content from journals, magazines, news publications, and other sources covering topics relevant to general education, topics relevant to nursing, and other topics covering all disciplines. Students and faculty can access Arizona College of Nursing's online library resources 7 days a week, 24 hours a day.

In addition to being a subscribing member of library research databases, Arizona College of Nursing subscribes to the LIRN Librarian Service. LIRN Librarians have master's degrees in Library and Information Sciences from programs accredited by the American Library Association. Arizona College of Nursing is supported by a team of highly engaged librarians who stay abreast of emerging trends and traditions in higher education. They participate in regular professional development activities and attend national, regional, and state conferences to stay current with the latest developments in the field.

For research assistance, students and faculty may contact LIRN librarians by accessing Arizona College of Nursing's LIRNPortal, clicking the "Ask a Librarian" button on the right-hand side of the LIRNportal, and completing a request for help from a librarian. Students and faculty can also contact a LIRN librarian directly at ArizonaCollege@lirn.libanswers.com for assistance. Depending on the inquiry/need, librarians may follow up with a student or faculty member via email, phone call, or screenshare. Research assistance/reference support is available 7 days a week (M–F 7 a.m.–9 p.m. & S–S 12 p.m.–7 p.m.).

Campus Resources

Each campus has a Learning Resource Center with reference books and a quiet study space. All classrooms include a computer and an LCD projector. Nursing skills labs are equipped with all necessary supplies and task trainers. Sim labs are equipped with high fidelity human patient simulators (including adults, children, babies, and birthing). An extensive list of equipment is maintained on all campuses for clinical skills and simulation learning experiences organized by clinical course. The program maintains a full-scale learning management system (Canvas) and has incorporated multiple robust educational technologies into courses. Physical resources, including adequacy of facilities, are evaluated on an ongoing basis and formally once per year during the annual budget planning process. The Academic Affairs Committee and the Academic Operations Council meet monthly. Both serve as appropriate venues to discuss and problem-solve for gaps in needed resources. Identifying and planning for additional physical resources is a major component of the annual budgeting processes. Additional and enhanced teaching-learning resources, especially those related to educational technology, have been a strong focus of the last three budget

planning cycles. The annual budgeting process is also the forum for planning capital improvements, including construction and the purchase of additional clinical simulation laboratory equipment.

4. *Plans to recruit and employ a qualified educational administrator and qualified faculty.*

AZCN employs an area Dean of Nursing early in the process to guide the development of the campus, ensure Program compliance with state nursing regulations and allows adequate time for faculty and staff recruitment. The College has not experienced challenges in recruiting qualified faculty to teach in the BSN degree programs. The primary reasons faculty report high levels of satisfaction and being attracted to AZCN include above market salaries, new facilities, high NCLEX-RN pass rates, faculty-centric academic leaders, and a student-centric culture.

The College has developed a series of faculty recruitment and training processes that have been successful at its other campuses. Recruitment for these teaching positions will come from traditional sources of advertisement which may include local health career focused job fairs; print/online publications; online job sites (Indeed.com, Careerbuilder.com, Monster.com, Simplyhired.com, Bright.com, Ihirenursing.com, and Glassdoor.com); online professional organization sites (National League for Nursing, Career College Association, and Chronicle of Higher Education); and our own Arizona College website. One of the ways AZCN has addressed faculty shortages is by advertising nationally for faculty and offering relocation support for interested and qualified full-time candidates. This includes faculty from existing College campuses, allowing faculty to take advantage of relocation to teach at other campuses as well.

The success of the new BSN program is dependent on the quality of the nursing faculty (education preparation, years of experience in nursing, clinical expertise, and dedication to nursing education). AZCN intends to recruit and hire faculty from diverse backgrounds who have attained at least a master's degree, preferably a doctoral degree, from a regionally accredited institution of higher learning. The College attempts to recruit and hire experienced

faculty with clinical master's degrees or doctorates and those who are advanced practice nurses.

Current faculty shortages have made recruiting experienced faculty more challenging. To that end, another strategy employed by the College to alleviate the faculty shortage issues has been the development of a faculty mentoring program, which focuses on transitioning expert clinicians into faculty roles. The New Faculty Orientation and Mentorship Program fosters the career development of faculty, enhances the recruitment and retention of nurse educators, and provides a supporting structure in which these opportunities are available. An experienced and successful faculty member serves as a guide for a mentee. In a new campus, the Dean of Nursing may serve as a mentor or a faculty from another campus may serve in that capacity as well. Investment in faculty development is a key strategy to ensure the achievement of expected learning outcomes, Program effectiveness, and faculty retention. Faculty are recruited and oriented well in advance of the start of the course. All full-time nursing faculty members are full-time employees of AZCN and may be assigned a combination of didactic, clinical, and skills laboratory instruction appropriate to their expertise in nursing. The College does not rely solely on adjunct clinical faculty and will hire full time clinical faculty. ACZN has found there is less turnover in clinical faculty who are hired in this manner.

5. *A proposed timeline for planning and implementing the program and intended date of entry for the first class.*

Our current timeline proposes a Start to Teach (STT) for students on May 6, 2024. (Please see Appendix F-Timeline for a detailed timeline of the proposed prelicensure BSN program).

AZCN is eagerly anticipating receiving the Board's acknowledgement of this letter of intent to establish a new Bachelor of Science in Nursing degree program in the suburban Milwaukee, WI area. If you have any questions or need additional information, please do not hesitate to contact Dr. Deborah Long by email or phone at: dlong@arizonacollege.edu or mobile phone (270)543-4472.



655 K STREET NW
SUITE 750
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

November 18, 2019

F. Patrick Robinson, PhD, RN, ACRN, CNE, FAAN
Provost & Vice President of Academic Affairs
School of Nursing
Arizona College
2510 W. Dunlap Avenue
Suite 290
Phoenix, AZ 85021

Dear Dr. Robinson,

I am pleased to inform you that the Board of Commissioners of the Commission on Collegiate Nursing Education (CCNE) considered your letter of May 20, 2019, submitted by the nursing units at Arizona College, Tempe; Arizona College, Las Vegas; and Arizona College, Dallas at its summer meeting, and acted to approve the request. The request from the institutions was a change in control from separate, autonomous programs to one baccalaureate degree program in nursing that is taught at multiple campuses.

As a result of its review, the Board determined that additional reporting is required. The Board directs the program to submit a follow-up report to demonstrate compliance with Key Element II-E, as follows:

Demonstrate that faculty are academically and experientially prepared for the areas in which they teach (Key Element II-E). Specifically, the notification did not address the qualifications of faculty teaching at the Dallas campus location.

The follow-up report must be received in the CCNE office on or before January 30, 2020. Please email the report, along with appendices, if any, as a PDF attachment to ccnereports@ccneaccreditation.org. The report will be reviewed by the Board of Commissioners at their next scheduled meeting.

In light of the Board's action, which is effective June 1, 2019, please make note that the term of accreditation for the baccalaureate degree program will expire June 30, 2022. The next on-site evaluation is scheduled for Fall 2021.

Modifications have been made to CCNE's accreditation records to acknowledge this change in control and the fact that Arizona College is now the parent institution for all three campus locations identified above.

Sincerely,

Mary Jane S. Hanson, PhD, CRNP, CNS, FNP-BC, ACNS-BC, FAANP
Chair, CCNE Board of Commissioners

cc: CCNE Board of Commissioners



ARIZONA COLLEGE

November 28, 2019

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001

Dear Colleagues,

This letter is in response to the request for additional information, dated November 18, 2019, regarding the substantive change notification for the BSN degree program at Arizona College concerning adding Dallas, TX as an additional site of instruction for the program. Specifically, the request stated:

Demonstrate that faculty are academically and experientially prepared for the areas in which they teach (Key Element II-E). Specifically, the notification did not address the qualifications of faculty teaching at the Dallas campus location.

The first nursing courses were offered in Dallas during the summer semester of 2019; previously, only the general education portion of the curriculum was offered. To date, the following courses have been offered in Dallas:

NUR 211 Critical Thinking in Clinical Decision-Making
NUR 218 Interprofessional Communications
NUR 213 Ethics & Legal Standards in Nursing Practice I
NUR 215 Theoretical Foundation in Nursing Practice
NUR 215L Theoretical Foundation in Nursing Practice Practicum
NUR 216 Health Assessment
NUR 333 Ethics & Legal Standards in Nursing Practice II
NUR 335 Maternal Health Theory & Application
NUR 335L Maternal Health Theory & Application Practicum
NUR 336 Pediatric Health Theory & Application
NUR 336L Pediatric Health Theory & Application Practicum
NUR 337 Evidence-Based Practice I
NUR 338 Leader in Quality and Patient Safety I
NUR 334 Pharmacology I

The following table contains the faculty member names, teaching assignments, and evidence that they are educationally and experientially qualified for their assignment.

Faculty Member Name	Courses Taught	Education & Experience
Deborah Daley	NUR 211, 215, 215L, 218	Master of Science in Nursing Education, South University, Savannah, GA 35 years professional nursing experience with various patient populations
Danielle Hawkins	NUR 215, 216, 334, 336, 336L	Master of Science in Nursing-Family Nurse Practitioner, Maryville University, St. Louis, MO 12 years of professional nursing experience with various patient populations 3 years of experience as a family nurse practitioner managing patients across the life span
Cassandra DelCheccolo	NUR 218	MSN in Nursing Education, Walden University, Minneapolis, MN PhD in Nursing Education, Capella University, Minneapolis, MN 28 years of professional nursing experience with various populations
Brenda Uhrig	NUR 216	Masters of Science in Nursing Education, University of New Mexico, NM 13 Years professional nursing experience, mainly ER Staff Nurse
Suja Josepha	NUR 213, 215L	Master of Science in Nursing Education, American Sentinel University, Denver, CO 7 years professional nursing experience with various populations
Heidi Payton	NUR 211, 215L, 335L, 336L	Master of Science in Nursing Education, University of Phoenix, Irving, TX 14 years of professional nursing experience in PACU and maternal-child nursing

Faculty Member Name	Courses Taught	Education & Experience
Ashley Tharpe	NUR 215L	Master of Science in Nursing Education, University of Texas, Arlington, TX 9 years of professional nursing experience with Various patient populations
Charlotte Chance	NUR 337, 338	Master of Science in Nursing-Nursing Administration, Southern Illinois University, Edwardsville, IL Doctor of Nursing Practice, Southern Illinois University, Edwardsville, IL 35 years of professional nursing experience with various patient populations and nursing management positions
Kelli Rial	NUR 335, 335L	Master of Science in Nursing Education, Texas Woman's University, Denton, TX NCC Credential in Inpatient Obstetric Nursing (RNC-OB) 19 years of professional nursing experience mainly in maternal-child nursing including L&D, post-partum, and newborn nursery

Thank you for your consideration in this matter.

Sincerely,



F. Patrick Robinson, PhD, RN, ACRN, CNE, FAAN
 Provost & Vice President of Academic Affairs



655 K STREET NW
SUITE 750
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

April 16, 2020

F. Patrick Robinson, PhD, RN, ACRN, CNE, FAAN
Provost & Vice President of Academic Affairs
School of Nursing
Arizona College-Las Vegas
2510 W. Dunlap Avenue
Suite 290
Phoenix, AZ 85021

Dear Dr. Robinson:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners reviewed the follow-up report submitted on November 28, 2019 by the baccalaureate degree program in nursing at Arizona College and determined that the program has demonstrated compliance with Key Element II-E.

As a reminder, all programs are expected to comply with the CCNE standards and procedures that are in effect throughout the period of accreditation. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are described further in the *Procedures for Accreditation of Baccalaureate and Graduate Nursing Programs (2019)*, available at <https://www.aacnursing.org/Portals/42/CCNE/PDF/Procedures.pdf>.

The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing program.

Sincerely,

Mary Jane S. Hanson, PhD, CRNP, CNS, FNP-BC, ACNS-BC, FAANP
Chair, CCNE Board of Commissioners



655 K STREET NW
SUITE 750
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

August 27, 2020

F. Patrick Robinson, PhD, RN, ACRN, CNE, FAAN
Provost & Vice President of Academic Affairs
School of Nursing
Arizona College-Las Vegas
2510 W. Dunlap Avenue
Suite 290
Phoenix, AZ 85021

Dear Dr. Robinson,

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners reviewed the Continuous Improvement Progress Report submitted on November 4, 2019 by the baccalaureate degree program in nursing at Arizona College and determined that the program has demonstrated compliance with all standards and key elements.

As a reminder, all programs are expected to comply with the CCNE standards and procedures that are in effect throughout the period of accreditation. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are described further in the [Procedures for Accreditation of Baccalaureate and Graduate Nursing Programs](#) (2019).

The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing program.

Sincerely,

Mary Jane S. Hanson, PhD, CRNP, CNS, FNP-BC, ACNS-BC, FAANP
Chair, CCNE Board of Commissioners

CERTIFICATE OF ACCREDITATION

THIS CERTIFICATE IS AWARDED TO

**ARIZONA COLLEGE
GLENDALE, ARIZONA**

ABHES Institutional School

This certifies that the institution named above was evaluated, based upon the accreditation standards of the Accrediting Bureau of Health Education Schools (ABHES) as reviewed by evaluators specializing in the health education fields offered, and found to comply.


ABHES Chair

August 3, 2015
Date



ABHES Executive Director

August 3, 2015
Date

February 28, 2022
GRANT EXPIRATION





FEDERAL STUDENT AID  START HERE. GO FURTHER.™

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID SCHOOL ELIGIBILITY SERVICE GROUP

PROGRAM PARTICIPATION AGREEMENT

Effective Date of Approval: The date on which this Agreement is signed on behalf of the Secretary of Education

Approval Expiration Date: **December 31, 2021**

Reapplication Date: **September 30, 2021**

Name of Institution: **Arizona College**

Address of Institution: **4425 West Olive Avenue
Suite 300
Glendale, AZ 85302-3843**

OPE ID Number: **03115000**

DUNS Number: **964757124**

Taxpayer Identification Number (TIN): **431537880**

The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

SCOPE OF COVERAGE

This Agreement applies to all locations of the Institution as stated on the most current ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This

Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

- **FEDERAL PELL GRANT PROGRAM**, 20 U.S.C. §§ 1070a *et seq.*; 34 C.F.R. Part 690.
- **FEDERAL FAMILY EDUCATION LOAN PROGRAM**, 20 U.S.C. §§ 1071 *et seq.*; 34 C.F.R. Part 682.
- **FEDERAL DIRECT STUDENT LOAN PROGRAM**, 20 U.S.C. §§ 1087a *et seq.*; 34 C.F.R. Part 685.
- **FEDERAL PERKINS LOAN PROGRAM**, 20 U.S.C. §§ 1087aa *et seq.*; 34 C.F.R. Part 674.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM**, 20 U.S.C. §§ 1070b *et seq.*; 34 C.F.R. Part 676.
- **FEDERAL WORK-STUDY PROGRAM**, 42 U.S.C. §§ 2751 *et seq.*; 34 C.F.R. Part 675.
- **ACADEMIC COMPETITIVENESS GRANT AND NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT PROGRAMS**, 20 U.S.C. §§ 1070a-1 *et seq.*; 34 C.F.R. Part 691.
- **IRAQ AND AFGHANISTAN SERVICE GRANT**, 20 U.S.C. §§ 1070d *et seq.*

GENERAL TERMS AND CONDITIONS

1. The Institution understands and agrees that it is subject to and will comply with the program statutes and implementing regulations for institutional eligibility as set forth in 34 C.F.R. Part 600 and for each Title IV, HEA program in which it participates, as well as the general provisions set forth in Part F and Part G of Title IV of the HEA, and the Student Assistance General Provisions regulations set forth in 34 C.F.R. Part 668.

The recitation of any portion of the statute or regulations in this Agreement does not limit the Institution's obligation to comply with other applicable statutes and regulations.

2.
 - a. The Institution certifies that on the date it signs this Agreement, it has a drug abuse prevention program in operation that it has determined is accessible to any officer, employee, or student at the Institution.
 - b. The Institution certifies that on the date it signs this Agreement, it is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).

3. The Institution agrees to comply with --
 - a. Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations, 34 C.F.R. Parts 100 and 101 (barring discrimination on the basis of race, color or national origin);
 - b. Title IX of the Education Amendments of 1972 and the implementing regulations, 34 C.F.R. Part 106 (barring discrimination on the basis of sex);
 - c. The Family Educational Rights and Privacy Act of 1974 and the implementing regulations, 34 C.F.R. Part 99;
 - d. Section 504 of the Rehabilitation Act of 1973 and the implementing regulations, 34 C.F.R. Part 104 (barring discrimination on the basis of physical handicap); and
 - e. The Age Discrimination Act of 1975 and the implementing regulations, 34 C.F.R. Part 110.

- f. The Standards for Safeguarding Customer Information, 16 C.F.R. Part 314, issued by the Federal Trade Commission (FTC), as required by the Gramm-Leach-Bliley (GLB) Act, P.L. 106-102. These Standards are intended to ensure the security and confidentiality of customer records and information. The Secretary considers any breach to the security of student records and information as a demonstration of a potential lack of administrative capability as stated in 34 C.F.R. 668.16(c). Institutions are strongly encouraged to inform its students and the Department of any such breaches.
4. The Institution acknowledges that 34 C.F.R. Parts 602 and 667 require accrediting agencies, State regulatory bodies, and the Secretary to share information about institutions. The Institution agrees that the Secretary, any accrediting agency recognized by the Secretary, and any State regulatory body may share or report information to one another about the Institution without limitation.
5. The Institution acknowledges that the HEA prohibits the Secretary from recognizing the accreditation of any institution of higher education unless that institution agrees to submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration prior to any other legal action.

SELECTED PROVISIONS FROM GENERAL PROVISIONS REGULATIONS, 34 C.F.R. PART 668.14

An institution's program participation agreement applies to each branch campus and other location of the institution that meets the applicable requirements of this part unless otherwise specified by the Secretary.

(b) By entering into a program participation agreement, an institution agrees that--

(1) It will comply with all statutory provisions of or applicable to Title IV of the HEA, all applicable regulatory provisions prescribed under that statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to Title IV of the HEA, including the requirement that the institution will use funds it receives under any Title IV, HEA program and any interest or other earnings thereon, solely for the purposes specified in and in accordance with that program;

(2) As a fiduciary responsible for administering Federal funds, if the institution is permitted to request funds under a Title IV, HEA program advance payment method, the institution will time its requests for funds under the program to meet the institution's immediate Title IV, HEA program needs;

(3) It will not request from or charge any student a fee for processing or handling any application, form, or data required to determine a student's eligibility for, and amount of, Title IV, HEA program assistance;

(4) It will establish and maintain such administrative and fiscal procedures and records as may be necessary to ensure proper and efficient administration of funds received from the Secretary or from students under the Title IV, HEA programs, together with assurances that the institution will provide, upon request and in a timely manner, information relating to the administrative capability and financial responsibility of the institution to--

(i) The Secretary;

(ii) A guaranty agency, as defined in 34 CFR part 682, that guarantees loans made under the Federal Stafford Loan and Federal PLUS programs for attendance at the institution or any of the institution's branch campuses or other locations;

(iii) The nationally recognized accrediting agency that accredits or preaccredits the institution or any of the institution's branch campuses, other locations, or educational programs;

(iv) The State agency that legally authorizes the institution and any branch campus or other location of the institution to provide postsecondary education; and

- (v) In the case of a public postsecondary vocational educational institution that is approved by a State agency recognized for the approval of public postsecondary vocational education, that State agency;
- (5) It will comply with the provisions of § 668.15 relating to factors of financial responsibility;
- (6) It will comply with the provisions of § 668.16 relating to standards of administrative capability;
- (7) It will submit reports to the Secretary and, in the case of an institution participating in the Federal Stafford Loan, Federal PLUS, or the Federal Perkins Loan Program, to holders of loans made to the institution's students under that program at such times and containing such information as the Secretary may reasonably require to carry out the purpose of the Title IV, HEA programs;
- (8) It will not provide any statement to any student or certification to any lender in the case of an FFEL Program loan, or origination record to the Secretary in the case of a Direct Loan Program loan that qualifies the student or parent for a loan or loans in excess of the amount that the student or parent is eligible to borrow in accordance with sections 425(a), 428(a)(2), 428(b)(1)(A) and (B), 428B, 428H and 455(a) of the HEA;
- (9) It will comply with the requirements of Subpart D of this part concerning institutional and financial assistance information for students and prospective students;
- (10) In the case of an institution that advertises job placement rates as a means of attracting students to enroll in the institution, it will make available to prospective students, at or before the time that those students apply for enrollment--
- (i) The most recent available data concerning employment statistics, graduation statistics, and any other information necessary to substantiate the truthfulness of the advertisements; and
- (ii) Relevant State licensing requirements of the State in which the institution is located for any job for which an educational program offered by the institution is designed to prepare those prospective students;
- (11) In the case of an institution participating in the FFEL Program, the institution will inform all eligible borrowers, as defined in 34 CFR part 682, enrolled in the institution about the availability and eligibility of those borrowers for State grant assistance from the State in which the institution is located, and will inform borrowers from another State of the source for further information concerning State grant assistance from that State;
- (12) It will provide the certifications described in paragraph (c) of this section;
- (13) In the case of an institution whose students receive financial assistance pursuant to section 484(d) of the HEA, the institution will make available to those students a program proven successful in assisting students in obtaining the recognized equivalent of a high school diploma;
- (14) It will not deny any form of Federal financial aid to any eligible student solely on the grounds that the student is participating in a program of study abroad approved for credit by the institution;
- (15) (i) Except as provided under paragraph (b)(15)(ii) of this section, the institution will use a default management plan approved by the Secretary with regard to its administration of the FFEL or Direct Loan programs, or both for at least the first two years of its participation in those programs, if the institution --
- (A) Is participating in the FFEL or Direct Loan programs for the first time; or
- (B) Is an institution that has undergone a change of ownership that results in a change in control and is participating in the FFEL or Direct Loan programs.
- (ii) The institution does not have to use an approved default management plan if --
- (A) The institution, including its main campus and any branch campus, does not have a cohort default rate in excess of 10 percent; and
- (B) The owner of the institution does not own and has not owned any other institution that had a cohort default rate in excess of 10 percent while that owner owned the institution.
- (16) For a proprietary institution, the institution will derive at least 10 percent of its revenues for each fiscal year from sources other than Title IV, HEA program funds, as provided in § 668.28(a) and (b), or be subject to sanctions described in § 668.28(c);

(17) The Secretary, guaranty agencies and lenders as defined in 34 CFR part 682, nationally recognized accrediting agencies, the Secretary of Veterans Affairs, State agencies recognized under 34 CFR part 603 for the approval of public postsecondary vocational education, and State agencies that legally authorize institutions and branch campuses or other locations of institutions to provide postsecondary education, have the authority to share with each other any information pertaining to the institution's eligibility for or participation in the Title IV, HEA programs or any information on fraud and abuse;

(18) It will not knowingly --

(i) Employ in a capacity that involves the administration of the Title IV, HEA programs or the receipt of funds under those programs, an individual who has been convicted of, or has pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(ii) Contract with an institution or third-party servicer that has been terminated under section 432 of the HEA for a reason involving the acquisition, use, or expenditure of Federal, State, or local government funds, or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds; or

(iii) Contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been--

(A) Convicted of, or pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds; or

(B) Administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(19) It will complete, in a timely manner and to the satisfaction of the Secretary, surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal collection effort, as designated by the Secretary, regarding data on postsecondary institutions;

(20) In the case of an institution that is co-educational and has an intercollegiate athletic program, it will comply with the provisions of § 668.48;

(21) It will not impose any penalty, including, but not limited to, the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that the student borrow additional funds for which interest or other charges are assessed, on any student because of the student's inability to meet his or her financial obligations to the institution as a result of the delayed disbursement of the proceeds of a Title IV, HEA program loan due to compliance with statutory and regulatory requirements of or applicable to the Title IV, HEA programs, or delays attributable to the institution;

(22)(i) It will not provide any commission, bonus, or other incentive payment based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid, to any person or entity who is engaged in any student recruitment or admission activity, or in making decisions regarding the award of title IV, HEA program funds.

(A) The restrictions in paragraph (b)(22) of this section do not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Federal student assistance.

(B) For the purpose of paragraph (b)(22) of this section, an employee who receives multiple adjustments to compensation in a calendar year and is engaged in any student enrollment or admission activity or in making decisions regarding the award of title IV, HEA program funds is considered to have received such adjustments based upon success in securing enrollments or the award of financial aid if those adjustments create compensation that is based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid.

(ii) Notwithstanding paragraph (b)(22)(i) of this section, eligible institutions, organizations that are contractors to eligible institutions, and other entities may make--

(A) Merit-based adjustments to employee compensation provided that such adjustments are not based in any part, directly or indirectly, upon success in securing enrollments or the award of

financial aid; and

(B) Profit-sharing payments so long as such payments are not provided to any person or entity engaged in student recruitment or admission activity or in making decisions regarding the award of title IV, HEA program funds.

(iii) As used in paragraph (b)(22) of this section,

(A) *Commission, bonus, or other incentive payment* means a sum of money or something of value, other than a fixed salary or wages, paid to or given to a person or an entity for services rendered.

(B) *Securing enrollments or the award of financial aid* means activities that a person or entity engages in at any point in time through completion of an educational program for the purpose of the admission or matriculation of students for any period of time or the award of financial aid to students.

(1) These activities include contact in any form with a prospective student, such as, but not limited to--contact through preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution, attendance at such an appointment, or involvement in a prospective student's signing of an enrollment agreement or financial aid application.

(2) These activities do not include making a payment to a third party for the provision of student contact information for prospective students provided that such payment is not based on--

(i) Any additional conduct or action by the third party or the prospective students, such as participation in preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution or attendance at such an appointment, or the signing, or being involved in the signing, of a prospective student's enrollment agreement or financial aid application; or

(ii) The number of students (calculated at any point in time of an educational program) who apply for enrollment, are awarded financial aid, or are enrolled for any period of time, including through completion of an educational program.

(C) *Entity or person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid* means--

(1) With respect to an entity engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any institution or organization that undertakes the recruiting or the admitting of students or that makes decisions about and awards title IV, HEA program funds; and

(2) With respect to a person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any employee who undertakes recruiting or admitting of students or who makes decisions about and awards title IV, HEA program funds, and any higher level employee with responsibility for recruitment or admission of students, or making decisions about awarding title IV, HEA program funds.

(D) *Enrollment* means the admission or matriculation of a student into an eligible institution.

(23) It will meet the requirements established pursuant to Part H of Title IV of the HEA by the Secretary and nationally recognized accrediting agencies;

(24) It will comply with the requirements of § 668.22;

(25) It is liable for all--

(i) Improperly spent or unspent funds received under the Title IV, HEA programs, including any funds administered by a third-party servicer; and

(ii) Returns any title IV, HEA program funds that the institution or its servicer may be required to make;

(26) If an educational program offered by the institution is required to prepare a student for gainful employment in a recognized occupation, the institution must--

(i) Demonstrate a reasonable relationship between the length of the program and entry level requirements for the recognized occupation for which the program prepares the student. The

Secretary considers the relationship to be reasonable if the number of clock hours provided in the program does not exceed by more than 50 percent the minimum number of clock hours required for training in the recognized occupation for which the program prepares the student, as established by the State in which the institution is located, if the State has established such a requirement, or as established by any Federal agency;

(ii) Establish the need for the training for the student to obtain employment in the recognized occupation for which the program prepares the student; and

(iii) Provide for that program the certification required in § 668.414.

(27) In the case of an institution participating in a Title IV, HEA loan program, the institution --

(i) Will develop, publish, administer, and enforce a code of conduct with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs in accordance with 34 CFR 601.21; and

(ii) Must inform its officers, employees, and agents with responsibilities with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs annually of the provisions of the code required under paragraph (b)(27) of this section;

(28) For any year in which the institution has a preferred lender arrangement (as defined in 34 CFR 601.2(b)), it will at least annually compile, maintain, and make available for students attending the institution, and the families of such students, a list in print or other medium, of the specific lenders for loans made, insured, or guaranteed under Title IV, of the HEA or private education loans that the institution recommends, promotes, or endorses in accordance with such preferred lender arrangement. In making such a list, the institution must comply with the requirements in 34 CFR 682.212(h) and 34 CFR 601.10;

(29) (i) It will, upon the request of an enrolled or admitted student who is an applicant for a private education loan (as defined in 34 CFR part 601.2(b)), provide to the applicant the self-certification form required under 34 CFR 601.11(d) and the information required to complete the form, to the extent the institution possesses such information, including --

(A) The applicant's cost of attendance at the institution, as determined by the institution under part F of Title IV, of the HEA;

(B) The applicant's estimated financial assistance, including amounts of financial assistance used to replace the expected family contribution as determined by the institution in accordance with Title IV, for students who have completed the Free Application for Federal Student Aid; and

(C) The difference between the amounts under paragraphs (b)(29)(i)(A) and (29)(i)(B) of this section, as applicable.

(ii) It will, upon the request of the applicant, discuss with the applicant the availability of Federal, State, and institutional student financial aid;

(30) The institution --

(i) Has developed and implemented written plans to effectively combat the unauthorized distribution of copyrighted material by users of the institution's network, without unduly interfering with educational and research use of the network, that include --

(A) The use of one or more technology-based deterrents;

(B) Mechanisms for educating and informing its community about appropriate versus inappropriate use of copyrighted material, including that described in § 668.43(a)(10);

(C) Procedures for handling unauthorized distribution of copyrighted material, including disciplinary procedures; and

(D) Procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials by users of the institution's network using relevant assessment criteria. No particular technology measures are favored or required for inclusion in an institution's plans, and each institution retains the authority to determine what its particular plans for compliance with paragraph (b)(30) of this section will be, including those that prohibit content monitoring; and

(ii) Will, in consultation with the chief technology officer or other designated officer of the

institution--

(A) Periodically review the legal alternatives for downloading or otherwise acquiring copyrighted material;

(B) Make available the results of the review in paragraph (b)(30)(ii)(A) of this section to its students through a Web site or other means; and

(C) To the extent practicable, offer legal alternatives for downloading or otherwise acquiring copyrighted material, as determined by the institution; and

(31) The institution will submit a teach-out plan to its accrediting agency in compliance with 34 CFR 602.24(c), and the standards of the institution's accrediting agency upon the occurrence of any of the following events:

(i) The Secretary initiates the limitation, suspension, or termination of the participation of an institution in any Title IV, HEA program under 34 CFR 600.41 or subpart G of this part or initiates an emergency action under § 668.83.

(ii) The institution's accrediting agency acts to withdraw, terminate, or suspend the accreditation or preaccreditation of the institution.

(iii) The institution's State licensing or authorizing agency revokes the institution's license or legal authorization to provide an educational program.

(iv) The institution intends to close a location that provides 100 percent of at least one program.

(v) The institution otherwise intends to cease operations.

(c) In order to participate in any Title IV, HEA program (other than the LEAP and NEISP programs), the institution must certify that it--

(1) Has in operation a drug abuse prevention program that the institution has determined to be accessible to any officer, employee, or student at the institution; and

(2)(i) Has established a campus security policy in accordance with section 485(f) of the HEA; and

(ii) Has complied with the disclosure requirements of § 668.47 as required by section 485(f) of the HEA.

(d)(1) The institution, if located in a State to which section 4(b) of the National Voter Registration Act (42 U.S.C. 1973gg-2(b)) does not apply, will make a good faith effort to distribute a mail voter registration form, requested and received from the State, to each student enrolled in a degree or certificate program and physically in attendance at the institution, and to make those forms widely available to students at the institution.

(2) The institution must request the forms from the State 120 days prior to the deadline for registering to vote within the State. If an institution has not received a sufficient quantity of forms to fulfill this section from the State within 60 days prior to the deadline for registering to vote in the State, the institution is not liable for not meeting the requirements of this section during that election year.

(3) This paragraph applies to elections as defined in Section 301(1) of the Federal Election Campaign Act of 1971 (2 U.S.C. 431(1)), and includes the election for Governor or other chief executive within such State.

(e)(1) A program participation agreement becomes effective on the date that the Secretary signs the agreement.

(2) A new program participation agreement supersedes any prior program participation agreement between the Secretary and the institution.

(f)(1) Except as provided in paragraphs (g) and (h) of this section, the Secretary terminates a program participation agreement through the proceedings in subpart G of this part.

(2) An institution may terminate a program participation agreement.

(3) If the Secretary or the institution terminates a program participation agreement under paragraph (f) of this section, the Secretary establishes the termination date.

(g) An institution's program participation agreement automatically expires on the date that--

- (l) The institution changes ownership that results in a change in control as determined by the Secretary under 34 CFR part 600; or
- (2) The institution's participation ends under the provisions of § 668.26(a)(1), (2), (4), or (7).
- (h) An institution's program participation agreement no longer applies to or covers a location of the institution as of the date on which that location ceases to be a part of the participating institution.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

If an institution participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, the institution and its representatives shall comply with the statute, guidelines, and regulations governing the Title IV, Part D, William D. Ford Federal Direct Loan Program as required by 20 U.S.C. §§ 1087a *et seq.* (Part C) and 34 C.F.R. Part 685.

The institution will:

1. Provide for the establishment and maintenance of a Direct Loan Program at the Institution that will:

Identify eligible students who seek student financial assistance in accordance with Section 484 of the Higher Education Act of 1965, as amended (the HEA).

Estimate the need of students as required under Title IV, Part F of the HEA.

Provide a certification statement of eligibility for students to receive loans that will not exceed the annual or aggregate limits, except the Institution may exercise its authority, under exceptional circumstances identified by the Secretary, to refuse to certify a statement that permits a student to receive a loan, or certify a loan amount that is less than the student's determination of need, if the reason for such action is documented and provided in written form to a student.

Establish a schedule for disbursement of loan proceeds to meet the requirements of Section 428G of the HEA.

Provide timely and accurate information to the Secretary concerning 1) the status of borrowers while students are in attendance, any new information pertaining to the status of student borrowers of which the Institution becomes aware after the student leaves the Institution, and 2) the utilization of Federal funds under Title IV, Part D of the HEA at such times and in such manner as prescribed by the Secretary.

2. Comply with requirements established by the Secretary relating to student loan information with respect to the Direct Loan Program.
3. Provide that students at the Institution and their parents (with respect to such students) will be eligible to participate in the programs under Title IV, Part B of the HEA, Federal Family Education Loan programs, at the discretion of the Secretary for the period during which such Institution participates in the Direct Loan Program, except that a student or parent may not receive loans under both Title IV, Part B and Part D of the HEA for the same period of enrollment.
4. Provide for the implementation of a quality assurance system, as established by the Secretary and

developed in consultation with Institutions of higher education, to ensure that the Institution is complying with program requirements and meeting program objectives.

5. Provide that the Institution will not charge any fees of any kind, regardless of how they are described, to student or parent borrowers for loan application, or origination activities (if applicable), or the provision and processing of any information necessary for a student or parent to receive a loan under Title IV, Part D of the HEA.
6. Provide that the Institution will originate loans to eligible students and parents in accordance with the requirements of Title IV, Part D of the HEA and use funds advanced to it solely for that purpose (Option 2 only).
7. Provide that the note or evidence of obligation of the loan shall be the property of the Secretary (Options 2 and 1 only).
8. Comply with other provisions as the Secretary determines are necessary to protect the interest of the United States and to promote the purposes of Title IV, Part D of the HEA.
9. Accept responsibility and financial liability stemming from its failure to perform its functions under this Program Participation Agreement.

CERTIFICATIONS REQUIRED FROM INSTITUTIONS

The Institution should refer to the regulations cited below. Signature on this Agreement provides for compliance with the certification requirements under 34 C.F.R. Part 82, "New Restrictions on Lobbying," 34 C.F.R. Part 84, "Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)," 34 C.F.R. Part 85, "Governmentwide Debarment and Suspension (Nonprocurement)," and 34 C.F.R. Part 86, "Drug and Alcohol Abuse Prevention." Breach of any of these certifications constitutes a breach of this Agreement.

PART 1 CERTIFICATION REGARDING LOBBYING; DRUG-FREE WORKPLACE; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG AND ALCOHOL ABUSE PREVENTION

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 C.F.R. Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 C.F.R. Part 82, Sections 82.105, and 82.110, the undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of

Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

- (3) The Institution shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

2a. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart B, for grantees, as defined at 34 C.F.R. Part 84, Sections 84.200 through 84.230 -

The Institution certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a drug-free workplace statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about-
- (1) The dangers of drug abuse in the workplace;
 - (2) The Institution's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
- (1) Abide by the terms of the statement, and
 - (2) Notify the employer in writing if he or she is convicted for a violation of a criminal drug statute occurring in the workplace no more than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under this subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -
- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1972, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

2b. Drug-Free Workplace (Grantees Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart C, for recipients who are individuals, as defined at 34 C.F.R. Part 84, Section 84.300 -

1. As a condition of the grant, the Institution certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity related to the award; and
2. If any officer or owner of the Institution is convicted of a criminal drug offense resulting from a violation occurring during the conduct of any award activity, the Institution will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant.

3. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 C.F.R. Part 85, for prospective participants in primary covered transactions as defined at 34 C.F.R. Part 85, Sections 85.105 and 85.110, the Institution certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public or private agreement or transaction; violation of Federal or State antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects their present responsibility.
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

4. Drug and Alcohol Abuse Prevention

As required by the Drug-Free Schools and Communities Act Amendments of 1989, which added section 1213 to the Higher Education Act, and implemented at 34 C.F.R. Part 86, the undersigned Institution certifies that it has adopted and implemented a drug prevention program for its students and employees that, at a minimum, includes--

1. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student's program of study, of:
 - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
 - A description of the applicable legal sanctions under local, State or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
 - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
 - A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.

- A clear statement that the Institution will impose disciplinary sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violation of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

2. A biennial review by the Institution of its program to:

- Determine its effectiveness and implement changes to the program if they are needed.
- Ensure that its disciplinary sanctions are consistently enforced.

PART 2 CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION -- LOWER TIER COVERED TRANSACTIONS

The Institution is to obtain the signatures of Lower Tier Contractors on reproduced copies of the certification below, and retain the signed certification(s) in the Institution's files.

CERTIFICATION BY LOWER TIER CONTRACTOR (Before Completing Certification, Read Instructions for This Part 3, below)	
<p>(1) The prospective lower tier participant certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal Department or Agency.</p> <p>(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.</p>	
<hr/> Name of Lower Tier Organization	<hr/> PR/Award Number or Project Name
<hr/> Name of Authorized Representative	<hr/> Title of Authorized Representative
<hr/> Signature of Authorized Representative	<hr/> Date

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and

Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

NOTE: A completed copy of the "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transactions" form must be retained by the Institution. The original blank certification must be returned with the PPA.

PART 3 CERTIFICATION REGARDING GAINFUL EMPLOYMENT PROGRAMS

A list of the reported Title IV eligible educational programs that the institution offers that are required to prepare students for gainful employment in a recognized occupation ("gainful employment programs") is included as part of the Eligibility and Certification Approval Report (ECAR) that is a part of this Program Participation Agreement. By signing this Program Participation Agreement, the institution certifies that:

1. the list of gainful employment programs it offers is accurate and complete;
2. each of the gainful employment programs is approved by a recognized accrediting agency or is otherwise included in the institution's accreditation by its recognized accrediting agency;
3. each of the gainful employment programs it offers is programmatically accredited, if such accreditation is required by a Federal governmental entity or a State where the institution or one of its additional locations is required to obtain State approval pursuant to 34 C.F.R. §600.9;
4. each gainful employment program in a State where the institution or one of its additional locations is located satisfies the licensure or certification requirements that are needed for a student who completes the gainful employment program to qualify to take any licensure or certification exam in that State that is needed for the student to practice or find employment in an occupation that the gainful employment program prepares the student to enter; and
5. for a gainful employment program for which the institution is establishing initial eligibility for Title IV, HEA program funds, the program is not substantially similar to a program offered by the institution that in the prior three years, became ineligible for Title IV, HEA program funds under the debt-to-earnings rates measure or was failing, or in the zone with respect to, the debt-to-earnings rates measure and was voluntarily discontinued by the institution.

IN WITNESS WHEREOF

the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Signature of Institution's
Chief Executive Officer: _____ Date: _____

Print Name and Title: _____

For the Secretary: _____ Date: _____
U.S. Department of Education

Appendix C

Department of Education Approval

Reapplication for DOE approval submitted by AZCN to DOE on 9/31/2021. AZCN awaiting reapproval documentation. DOE is extended until processing is complete.

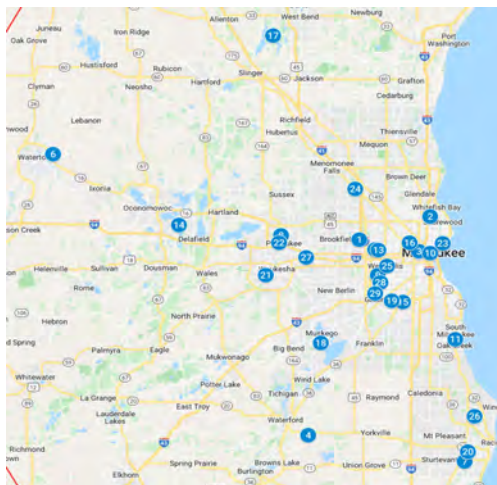
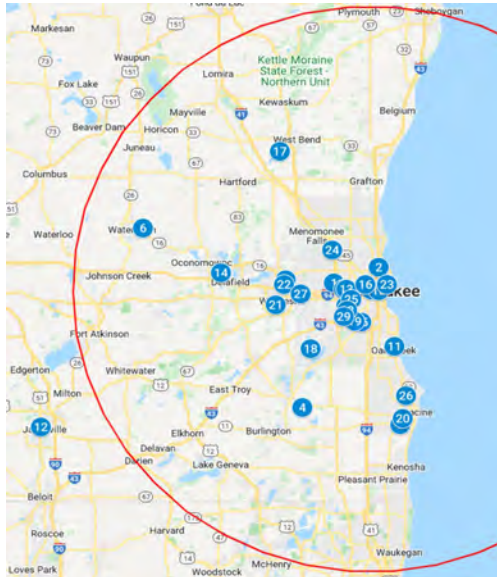
Appendix D: Supportive Facilities Tables

Map marker	Agency Name	Agency Type	Address	City	Number of Beds	Student Placement Numbers								
						Foundations in Nursing	Acute & Chronic Adult I	Acute & Chronic II	Mental Health	Community Health	Maternal Health	Pediatrics	Acute & Chronic III	
1	Wauwatosa School District - 15 sites	School	12121 W. North Ave.	Wauwatosa	N/A								16	
2	Orthopaedic Hospital of Wisconsin	Acute	475 W. River Woods Pkwy	Glendale	30									3
3	MCFI- Milwaukee Center for Independence	Med Day Care	2020 W. Wells St.	Milwaukee	86								8	
4	Lakeview Specialty Hospital & Rehab	Acute/Rehab	1701 Sharp Rd.	Waterford	59		8	8	16					8
5	Milwaukee County Behavioral Health Division - 4 sites	Psych	9455 W. Watertown Plank Rd.	Milwaukee	120				8					
6	Watertown Regional Medical Center	Acute	125 Hospital Dr.	Watertown	80				10					8
7	Ridgewood Care Center	SNF/Rehab	3205 Wood Rd	Racine	200	8	8	8						
8	Crossroads Care Center of Pewaukee	SNF/Rehab	N26W23977	Waukesha	120	8	8	8						
9	Select Specialty Hospital Milwaukee West Allis & St. Francis - 2 sites	Acute	8901 W. Lincoln Ave., 2nd floor	West Allis	63									16
10	North Shore Healthcare - 6 sites	SNF/Rehab	640 Vel R. Phillips Ave. Ste 200	Milwaukee	534	36	32	32						
11	Franciscan Villa	SNF/Rehab/ALF	3601 S. Chicago Ave.	South Milwaukee	225	16	8	8			8			
12	Mercyhealth Hospital & Trauma Center - Janesville	Acute	1000 Mineral Point Ave.	Janesville	196							36		6
13	Children's Wisconsin	Acute	8915 W Connell Ave	Milwaukee	298								16	
14	Rogers Behavioral Health - 3 sites	Psych	34700 Valley Rd	Oconomowoc	227				16					
15	Southpointe Healthcare Center	SNF/Rehab	4500 West Loomis Rd	Greenfield	174	8	8	8						
16	Progressive Community Health Centers	Community	3522 W Lisbon Ave	Milwaukee	N/A						8			
17	Cedar Community	SNF/Rehab/ALF	5595 County Road Z	West Bend	260	8	8	8			8			
18	ProHealth Care Regency Senior Communities- Muskego	ALF	W181 S8540 Lodge Blvd	Muskego	200	6					6			
19	Forever Worthy Prenatal Care	Community	6510 West Layton Ave. #5	Greenfield	N/A							4		
20	Home Harbor of Racine	ALF	1600 Ohio Street	Racine	110	4					4			
21	Kensington Care & Rehab Center	SNF/Rehab	1810 Kensington Dr.	Waukesha	100	8	8	8						
22	ProHealth Care - 2 sites	Acute	N17 W24100 Riverwood Dr.	Waukesha	322				8			8		8
23	Saint John's on The Lake	SNF	1840 North Prospect Ave	Milwaukee	370	8					8			
24	The Auberge at Oak Village	ALF	W128 N6900 Northfield Dr.	Menomonee Falls	56						5			
25	Noble Senior Living at West Allis	ALF	7400 W. Greenfield Ave	West Allis	110	5					5			
26	St. Monica's Senior Living	ALF	3920 N Green Bay Rd	Racine	110	8					8			
27	Capri Communities - 5 sites	ALF	20875 Crossroads Cir., Suite 400	Waukesha	300	8					8			
28	VMP Healthcare & Community Living	ALF/SNF/Rehab	3023 S 84th St	West Allis	480	6	6	6			6			
29	Clement Manor	ALF	3939 S 92nd St.	Greenfield	298	8					6			

Supportive Facilities Map

Interactive Map:

<https://www.google.com/maps/d/edit?id=1Fhagfu5HrzWKmIfcDRsvX9Ec->



Number	Facility	Address	City
1	Wauwatosa School District - 15 sites	12121 W. North Ave.	Wauwatosa
2	Orthopaedic Hospital of Wisconsin	475 W. River Woods Pkwy	Glendale
3	MCFI- Milwaukee Center for Independence	2020 W. Wells St.	Milwaukee
4	Lakeview Specialty Hospital & Rehab	1701 Sharp Rd.	Waterford
5	Milwaukee County Behavioral Health Division - 4 sites	9455 W. Watertown Plank Rd.	Milwaukee
6	Watertown Regional Medical Center	125 Hospital Dr.	Watertown
7	Ridgewood Care Center	3205 Wood Rd	Racine
8	Crossroads Care Center of Pewaukee	N26W23977	Waukesha
9	Select Specialty Hospital Milwaukee West Allis & St. Francis - 2 sites	8901 W. Lincoln Ave., 2nd floor	West Allis
10	North Shore Healthcare - 6 sites	640 Vel R. Phillips Ave. Ste 200	Milwaukee
11	Franciscan Villa	3601 S. Chicago Ave.	South Milwaukee
12	Mercyhealth Hospital & Trauma Center - Janesville (75 miles from Milwaukee)	1000 Mineral Point Ave.	Janesville
13	Children's Wisconsin	8915 W Connell Ave	Milwaukee
14	Rogers Behavioral Health - 3 sites	34700 Valley Rd	Oconomowoc
15	Southpointe Healthcare Center	4500 West Loomis Rd	Greenfield
16	Progressive Community Health Centers	3522 W Lisbon Ave	Milwaukee
17	Cedar Community	5595 County Road Z	West Bend
18	ProHealth Care Regency Senior Communities- Muskego	W181 S8540 Lodge Blvd	Muskego
19	Forever Worthy Prenatal Care	6510 West Layton Ave. #5	Greenfield
20	Home Harbor of Racine	1600 Ohio Street	Racine
21	Kensington Care & Rehab Center	1810 Kensington Dr.	Waukesha
22	ProHealth Care - 2 sites	N17 W24100 Riverwood Dr.	Waukesha
23	Saint John's on The Lake	1840 North Prospect Ave	Milwaukee
24	The Auberge at Oak Village	W128 N6900 Northfield Dr.	Menomonee Falls
25	Noble Senior Living at West Allis	7400 W. Greenfield Ave	West Allis
26	St. Monica's Senior Living	3920 N Green Bay Rd	Racine
27	Capri Communities - 5 sites	20875 Crossroads Cir., Suite 400	Waukesha
28	VMP Healthcare & Community Living	3023 S 84th St	West Allis
29	Clement Manor	3939 S 92nd St.	Greenfield

CLINICAL SITE SURVEY

Facility Name: Capri Communities

Address: 20875 Crossroads Cir., Suite 400 City: Waukesha State: WI Zip: 53186

Facility Type:	<input type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>Assisted & Ind Living</u>
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other <u>Memory Care</u>
Facility Size:	Number of sites: ^{5+(Milwaukee area)} _____		Number of inpatient beds: <u>300+</u>	Average daily census: <u>300 (varies)</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours							8	1,2							8
Medical/Surgical I 90 Hours															
Medical/Surgical II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours					8	1									8
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

16

Please list other schools using your facility for pre-licensure nursing clinical education: Herzing University

Name of Director/Designee: Sam Smith

Telephone: 414-908-4222

Title: HR Business Partner

Email: sam.smith@capricommunities.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

Sam Smith

2/9/2022

Agency Representative Signature

Date

Comments:

Multiple sites (5) in Milwaukee area. Site(s) students are assigned to will be determined at time of request.

Legend

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement. Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: Cedar Community

 Address: 5595 County Road Z City: West Bend State: WI Zip: 53095

Facility Type:	<input type="checkbox"/> Acute	<input checked="" type="checkbox"/> Skilled/Long Term	<input checked="" type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <small>Ind Living/Assisted Living</small>
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other <u>Memory Care</u>
Facility Size:	Number of sites: <small>¹ (Campus Community)</small>		Number of inpatient beds: <u>278</u>	Average daily census: <u>250</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours							8	tbd							8
Medical/Surgical I 90 Hours			8	tbd											8
Medical/Surgical II 112 Hours					8	tbd									8
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours									8	tbd					8
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

32

 Please list other schools using your facility for pre-licensure nursing clinical education: Concordia, Waukesha City Tech College, U W Milwaukee, Moraine Park Technical College

 Name of Director/Designee: Kelli DeRuyter

 Telephone: 262-306-2694

 Title: Administrator & VP of Clinical Services

 Email: kderuyter@cedarcommunity.org

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

Kelli DeRuyter
Agency Representative Signature

01/19/2022

Date

Comments:**Legend**

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: Children's Wisconsin

 Address: 8915 W Connell Ave City: Milwaukee State: WI Zip: 53226

Facility Type:	<input checked="" type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input type="checkbox"/> Specialty _____
	<input type="checkbox"/> Hospice	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>298</u>	Average daily census: <u>200</u>
	Nurse Vacancy Rate: _____		% of Nurses by credential: MSN _____ BSN <u>82</u> ADN _____ LVN _____	
Clinical Options:	<input type="checkbox"/> MSN Clinical Instructors Available	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only	

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I & II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours									8*	2					16
Mental Health 45 Hours															
Community Health 90 Hours															
Medical/Surgical III 158 Hours															
TOTAL															16

 Please list other schools using your facility for pre-licensure nursing clinical education: Marquette, U W Milwaukee, Bryant & Stratton, Herzing, MATC, U W Oshkosh

*Sequential rotations allowing 2 groups of 8 students to rotate each 16 week semester.

 Name of Director/Designee: Stacy Wenner, MSN

 Telephone: 414-266-2711

 Title: Director, Nursing Systems & Magnet

 Email: swenner@chw.org

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Approved by Stacy Wenner
12.7.21

Agency Representative Signature

Date

CLINICAL SITE SURVEY

 Facility Name: Clement Manor

 Address: 3939 S 92nd St. City: Greenfield State: WI Zip: 53228

Facility Type:	<input type="checkbox"/> Acute	<input checked="" type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>Ind & Assisted Living</u>
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other <u>Memory Care AL</u>
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>298</u>	Average daily census: <u>250</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours									8	2					8
Medical/Surgical I 90 Hours															
Medical/Surgical II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours					6	1									6
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

14

 Please list other schools using your facility for pre-licensure nursing clinical education: MATC, Herzing, UWM, Alverno

 Name of Director/Designee: Carly Loweus

 Telephone: 414-546-7983

 Title: Administrator

 Email: cloewus@clementmanor.org

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Approved by Carly Loweus
1.26.22

Agency Representative Signature

Date

Comments:

1st shift also okay for Fundamentals. (2nd shift preferred).

Legend

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement. Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: Crossroads Care Center of Pewaukee

 Address: N26W23977 City: Waukesha State: WI Zip: 53188

Facility Type:	<input type="checkbox"/> Acute	<input checked="" type="checkbox"/> Skilled/Long Term	<input checked="" type="checkbox"/> Rehabilitation	<input type="checkbox"/> Specialty _____
	<input type="checkbox"/> Hospice	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>120</u>	
	Average daily census: <u>105</u>		Nurse Vacancy Rate: _____ % of Nurses by credential: MSN _____ BSN _____ ADN _____ LVN _____	
Clinical Options:	<input type="checkbox"/> MSN Clinical Instructors Available	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only	

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
Clinical Experience Areas	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours									8	1,2					8
Medical/Surgical I & II 112 Hours			8	1,2			8	1,2							16
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours															
Medical/Surgical III 158 Hours															
TOTAL															24

 Please list other schools using your facility for pre-licensure nursing clinical education: Bryant & Stratton, WTCC

 Name of Director/Designee: Alyssa Herrmann

 Telephone: 262-523-0933

 Title: Administrator

 Email: aherrmann@cccpewaukee.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Electronically approved by Alyssa Herrmann
11/23/21

Agency Representative Signature

Date

CLINICAL SITE SURVEY

 Facility Name: Forever Worthy Prenatal Care

 Address: 6510 West Layton Ave. #5 City: Greenfield State: WI Zip: 53220

Facility Type:	<input type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>Prenatal Care</u>
	<input type="checkbox"/> LTACH	<input checked="" type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>NA</u>	Average daily census: <u>10 clients/day</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I 90 Hours															
Medical/Surgical II 112 Hours															
Maternal-child 45 Hours					4	1									4
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours															
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

4

 Please list other schools using your facility for pre-licensure nursing clinical education: None

 Name of Director/Designee: Shakayla Anderson

 Telephone: 414-306-1059

 Title: Owner

 Email: foreverworthyprenatalcare@gmail.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Approved by Shakayla Anderson
2.1.22

Agency Representative Signature

Date

Comments:**Legend**

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: Franciscan Villa

 Address: 3601 S Chicago Ave. City: South Milwaukee State: WI Zip: 53172

Facility Type:	<input type="checkbox"/> Acute	<input checked="" type="checkbox"/> Skilled/Long Term	<input checked="" type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>Assisted Living</u>
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>225</u>	Average daily census: <u>200</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours							8*	1,2							16
Medical/Surgical I 90 Hours			8	1,2											8
Medical/Surgical II 112 Hours					8	1,2									8
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours									8	1					8
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

40

 Please list other schools using your facility for pre-licensure nursing clinical education: MSOE, Milwaukee Tech,
Concordia

 Name of Director/Designee: Mike Gulock

 Telephone: 414-570-5442

 Title: Administrator

 Email: mgulock@chilivingcomm.org

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Electronically approved by Mike Gulock
12.3.21

Agency Representative Signature

Date

Comments:**Legend**

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement. Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: Home Harbor of Racine

 Address: 1600 Ohio Street City: Racine State: WI Zip: 53405

Facility Type:	<input type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>Assisted Living</u>
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>110</u>	Average daily census: <u>95</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours			4	1											4
Medical/Surgical I 90 Hours															
Medical/Surgical II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours					4	1									4
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

8

 Please list other schools using your facility for pre-licensure nursing clinical education: None

 Name of Director/Designee: Kathleen Enstrom

 Telephone: 262-619-000

 Title: Executive Director

 Email: kathleen@homeharborracine.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Approved by Kathleen Enstrom
1.12.22

Agency Representative Signature

Date

71

54

Comments:**Legend**

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: Kensington Care & Rehab Center

 Address: 1810 Kensington Dr. City: Waukesha State: WI Zip: 53188

Facility Type:	<input type="checkbox"/> Acute	<input checked="" type="checkbox"/> Skilled/Long Term	<input checked="" type="checkbox"/> Rehabilitation	<input type="checkbox"/> Specialty _____
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>100</u>	Average daily census: <u>80-90</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours	8	1,2													8
Medical/Surgical I 90 Hours					8	1,2									8
Medical/Surgical II 112 Hours							8	1,2							8
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours															
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

24

 Please list other schools using your facility for pre-licensure nursing clinical education: Bryant & Stratton

 Name of Director/Designee: Christine Klekamp

 Telephone: 262-548-1400

 Title: Executive Director

 Email: cklekamp@kensingtoncareandrehab.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Approved by Christine Klekamp
1.12.22

Agency Representative Signature

Date

Comments:**Legend**

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: Lakeview Specialty Hospital & Rehab

 Address: 1701 Sharp Rd. City: Waterford State: WI Zip: 53185

Facility Type:	<input checked="" type="checkbox"/> Acute	<input checked="" type="checkbox"/> Skilled/Long Term	<input checked="" type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>Neuro Rehab</u>
	<input checked="" type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other <u>CBRF</u>
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>39 + 20 bed CBRF</u>	Average daily census: <u>59</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I 90 Hours							8	1,2							8
Medical/Surgical II 112 Hours											8	1,2			8
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours					8*	1,2									16
Community Health 90 Hours															
Medical/Surgical III 158 Hours									8	1,2					8

*Sequential rotation ** Precepted rotation

40

 Please list other schools using your facility for pre-licensure nursing clinical education: Gateway, Herzing

 Name of Director/Designee: Laura Sodemann

 Telephone: 262-534-7297 x520

 Title: Chief Nursing Officer

 Email: lsodemann@lakeviewssystem.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Electronically approved by Laura Sodemann
9/22/21

Agency Representative Signature

Date

Comments:

Mental Health students will be split between CBRF (residents w/ long term BH conditions) and East Unit (Neuro-Rehab for TBI).

Legend

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement. Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L



CLINICAL SITE SURVEY

Facility Name: MCFI Milwaukee Center for Independence

Address: 2020 W Wells St City: Milwaukee State: WI Zip: 53233

Facility Type:	<input type="checkbox"/> Acute	<input checked="" type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>pediatric medical day care</u>
	<input type="checkbox"/> Hospice	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>NA</u> ⁸⁶	Average daily census: <u>45</u>
	Nurse Vacancy Rate: <u><10%</u>		% of Nurses by credential: MSN _____ BSN <u>85</u> ADN <u>15</u> LVN _____	
Clinical Options:	<input type="checkbox"/> MSN Clinical Instructors Available	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only	

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

Shift length: 8 hour 12 hour

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I & II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours	8	1													8
Mental Health 45 Hours															
Community Health 90 Hours															
Medical/Surgical III 158 Hours															
TOTAL															8

Please list other schools using your facility for pre-licensure nursing clinical education: N/A

Name of Director/Designee: Mark Stevens, BSN, RN

Telephone: 414-937-2131

Title: Clinical Manager- Children's Services

Email: mark.stevens@mcfi.net

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

DocuSigned by:
Mark Stevens
38767D88768848F

3/16/2021

Agency Representative Signature

Date

CLINICAL SITE SURVEY

 Facility Name: Mercyhealth Hospital & Trauma Center - Janesville

 Address: 1000 Mineral Point Ave. City: Janesville State: WI Zip: 53548

Facility Type:	<input checked="" type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input type="checkbox"/> Specialty _____
	<input type="checkbox"/> Hospice	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>196</u>	
	Average daily census: <u>120</u>		Nurse Vacancy Rate: _____ % of Nurses by credential: MSN _____ BSN _____ ADN _____ LVN _____	
Clinical Options:	<input type="checkbox"/> MSN Clinical Instructors Available	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only	

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
Clinical Experience Areas	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I & II 112 Hours															
Maternal-child 45 Hours							6*	2	6*	2	6*	2			36
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours															
Medical/Surgical III 158 Hours									6	2					6
TOTAL															42

 Please list other schools using your facility for pre-licensure nursing clinical education: Blackhawk Tech, Herzing, Rasumussen, George Williams College

*Sequential rotations allowing 2 groups of 6 students to rotate each 16 week semester.

 Name of Director/Designee: Michele Demmin MSN

 Telephone: 608-756-6492

 Title: Director of Professional Development & Nursing Education

 Email: mdeemmin@mhemail.org

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

Approved by Michele Demmin

12.6.21

Agency Representative Signature

Date

CLINICAL SITE SURVEY

 Facility Name: Milwaukee County Behavioral Health Division

 Address: 9455 W. Watertown Plank Road City: Milwaukee State: WI Zip: 53226

Facility Type:	<input type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>Behavioral Health</u>
	<input type="checkbox"/> Hospice	<input checked="" type="checkbox"/> Public/Community Health	<input checked="" type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>4</u>		Number of inpatient beds: <u>-----</u>	Average daily census: _____
	Nurse Vacancy Rate: _____		% of Nurses by credential: MSN _____ BSN _____ ADN _____ LVN _____	
Clinical Options:	<input type="checkbox"/> MSN Clinical Instructors Available	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only	

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I & II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours					4*	1									8**
Community Health 90 Hours															
Medical/Surgical III 158 Hours															
TOTAL															8

 Please list other schools using your facility for pre-licensure nursing clinical education: Concordia College

*Sequential rotations allowing 2 groups of 4 students to rotate through each 16 week semester.

**Students will be precepted.

 Name of Director/Designee: Linda Oczus, MSN, RN

 Telephone: 414-257-4878

 Title: Chief Nursing Officer

 Email: linda.oczus@milwaukeecountywi.gov

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

Electronically approved by Linda Oczus

9/30/21

Agency Representative Signature

Date



CLINICAL SITE SURVEY

Facility Name: Noble Senior Living at West Allis

Address: 7400 W. Greenfield Ave. City: West Allis State: WI Zip: 53214

Facility Type: Acute Skilled/Long Term Rehabilitation Specialty Assisted Living
 LTACH Public/Community Health Outpatient Other Memory Care

Facility Size: Number of sites: 1 Number of inpatient beds: 110 Average daily census: 94-97

Clinical Options: Group Precepted Hands-on Supervised Experience Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours			5	1											5
Medical/Surgical I 90 Hours															
Medical/Surgical II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours					5		1								5
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

10

Please list other schools using your facility for pre-licensure nursing clinical education: None

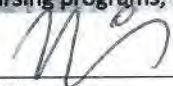
Name of Director/Designee: Nicole Armstrong

Telephone: 414-476-3900

Title: Executive Director

Email: narmstrong@nobleseniorliving.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.


Agency Representative Signature

1.26.22
Date

CLINICAL SITE SURVEY

 Facility Name: North Shore Healthcare

 Address: 640 Vel R. Phillips Ave. Ste 200 City: Milwaukee State: WI Zip: 53203

Facility Type:	<input type="checkbox"/> Acute	<input checked="" type="checkbox"/> Skilled/Long Term	<input checked="" type="checkbox"/> Rehabilitation	<input type="checkbox"/> Specialty _____
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>6</u>		Number of inpatient beds: <u>534</u>	Average daily census: <u>470</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours	6	1	8	1,2	6	1	4	1	4	1	8	1,2			36
Medical/Surgical I 90 Hours	6	1	8	1,2	6	1	4	1	8	1,2					32
Medical/Surgical II 112 Hours	6	1	8	1,2	6	1	4	1	8	1,2					32
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours															
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

100

 Please list other schools using your facility for pre-licensure nursing clinical education: Rasmussen, Alverno

 Name of Director/Designee: Tina Belongia

 Telephone: 414-962-5250

 Title: Chief Clinical Officer

 Email: tbelongia@nshorehc.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

Tina Belongia

01/17/2022

Agency Representative Signature

Date

Comments:

Cedarburg Health Services: 6 students for dayshift (8 hrs) - fundamentals, Med Surg
Sunrise Health Services: 8-10 students for days or pms (8 hrs) – fundamentals, med surg
Sheboygan Progressive Health Services: 4-6 students for days (8 hrs) – fundamentals, med surg
Meadowview Health Services (Sheboygan): max of 4 on days (8 hrs) – fundamentals
Maple Ridge Health Services (Milwaukee) – 3-4 students on days (8 hrs) fundamentals, med surg
Willowcrest Health Services – 8 students days or pms (8 hrs) fundamentals, med surg

Legend

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement. Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L



CLINICAL SITE SURVEY

Facility Name: Orthopaedic Hospital of Wisconsin

Address: 475 W. River Woods Parkway City: Glendale State: WI Zip: 53212

Facility Type:	<input checked="" type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input checked="" type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>Orthopaedics</u>
	<input type="checkbox"/> Hospice	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>30</u>	Average daily census: <u>23</u>
	Nurse Vacancy Rate: <u><10%</u>		% of Nurses by credential: MSN _____ BSN <u>65</u> ADN <u>35</u> LVN _____	
Clinical Options:	<input type="checkbox"/> MSN Clinical Instructors Available	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only	

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

Shift length: 8 hour 12 hour

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
Clinical Experience Areas	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I & II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours															
Medical/Surgical III 158 Hours									3*	tbd					3
TOTAL															3

Please list other schools using your facility for pre-licensure nursing clinical education: Concordia, Wisconsin Lutheran College

*Precepted rotations

Name of Director/Designee: Jill Roach

Telephone: 414-961-6711

Title: VP of Nursing & Surgical Services

Email: jill.roach@ohow.org

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

DocuSigned by:
Jill Roach

3/11/2021

Agency Representative Signature

Date



CLINICAL SITE SURVEY

Facility Name: Progressive Community Health Centers

Address: 3522 W Lisbon Ave. City: Milwaukee State: WI Zip: 53208

Facility Type: Acute Skilled/Long Term Rehabilitation Specialty _____
 LTACH Public/Community Health Outpatient Other _____

Facility Size: Number of sites: 3 Number of inpatient beds: NA Average daily census: varies. 100+

Clinical Options: Group Precepted Hands-on Supervised Experience Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

Shift length: 8 hour 12 hour Other _____

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
Clinical Experience Areas	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I 90 Hours															
Medical/Surgical II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours	y		4**	1	y		4**	1	y		no		no		8
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

8

Please list other schools using your facility for pre-licensure nursing clinical education: None

Name of Director/Designee: Julie Katrichis

Telephone: 414-935-8000

Title: Director of Clinical Operations

Email: julie.katrichis@progressivechc.org

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.


Agency Representative Signature

2/22/2022
Date



Comments:

Legend

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: ProHealth Care

 Address: N17 W24100 Riverwood Dr City: Waukesha State: WI Zip: 53188

Facility Type:	<input checked="" type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input type="checkbox"/> Specialty _____
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: 3 <u>2</u>		Number of inpatient beds: 322 <u>298</u>	Average daily census: <u>250</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I 90 Hours															
Medical/Surgical II 112 Hours															
Maternal-child 45 Hours	8	1*	8	1*	8	1*	8	1*	8	1*					8
Pediatrics 45 Hours															
Mental Health 45 Hours	8	1*	8	1*	8	1*	8	1*	8	1*					8*
Community Health 90 Hours															
Medical/Surgical III 158 Hours	8	1-2*	8	1-2*	8	1-2*	8	1-2*	8	1-2*					8-16

** Precepted rotation

24-32 total students

 Please list other schools using your facility for pre-licensure nursing clinical education: Waukesha County Technical College, Carroll University, Maranatha University, UW Milwaukee - Waukesha, Milwaukee School of Engineering, Herzing

*ProHealth Care takes clinical groups Mon-Fri, depending on staffing & placement availability.

 Name of Director/Designee: Debbie Luce

 Telephone: 262-928-7185

 Title: Director, Center for Learning & Innovation

 Email: debbie.luce@phci.org

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

Ilidko Huppertz
Ilidko Huppertz (Feb 4, 2022 10:27 CST)

2/3/2022

Agency Representative Signature

Date

Comments:

Students will be placed at ProHealth Waukesha Memorial and/or Oconomowoc Memorial Hospitals for Maternal Child and Med Surg III. Students will be placed at Waukesha Memorial Hospital for Mental Health. Whether or not rotations for Maternal Child and/or Mental Health are sequential will be determined at time of request. Groups of 8 students each will be led by MSN Instructor for all rotations. Days (M-F) students will be placed on will be determined at time of request. Students can be placed on 1st or 2nd shift for Med Surg III.

Legend

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

*Sequential Rotations:

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

** Precepted Rotations:

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: ProHealth Care Regency Senior Communities - Muskego

 Address: W181 S8540 Lodge Blvd. City: Muskego State: WI Zip: 53150

Facility Type:	<input type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>Assisted Living/Ind Living</u>
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>300</u>	Average daily census: <u>200</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
Clinical Experience Areas	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals <i>45 Hours</i>			6	1,2											6
Medical/Surgical I <i>90 Hours</i>															
Medical/Surgical II <i>112 Hours</i>															
Maternal-child <i>45 Hours</i>															
Pediatrics <i>45 Hours</i>															
Mental Health <i>45 Hours</i>															
Community Health <i>90 Hours</i>					6	1									6
Medical/Surgical III <i>158 Hours</i>															

*Sequential rotation ** Precepted rotation

12

 Please list other schools using your facility for pre-licensure nursing clinical education: None

 Name of Director/Designee: Dawn Kramer RN

 Telephone: 262-679-0888 ext. 222

 Title: Campus Administrator

 Email: dawn.kramer@phci.org

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

Approved by Dawn Kramer

1.11.22

Agency Representative Signature

Date

Comments:**Legend**

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: Ridgewood Care Center

 Address: 3205 Wood Rd. City: Racine State: WI Zip: 53406

Facility Type:	<input type="checkbox"/> Acute	<input checked="" type="checkbox"/> Skilled/Long Term	<input checked="" type="checkbox"/> Rehabilitation	<input type="checkbox"/> Specialty _____
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>200</u>	Average daily census: <u>105-130</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours									8	1,2					8
Medical/Surgical I 90 Hours			8	1,2											8
Medical/Surgical II 112 Hours					8	1,2									8
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours															
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

24

 Please list other schools using your facility for pre-licensure nursing clinical education: Gateway, Carthage, Herzing

 Name of Director/Designee: Scott Myers

 Telephone: 262-554-6440

 Title: Administrator

 Email: smyers@ridgewoodcarecenter.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Electronically approved by Scott Myers

11/23/21

Agency Representative Signature

Date

90

73

Comments:**Legend**

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement. Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: Rogers Behavioral Health System

 Address: 34700 Valley Rd City: Oconomowoc State: WI Zip: 53066

Facility Type:	<input type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input checked="" type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>MH & Addiction</u>
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>3</u>		Number of inpatient beds: <u>227</u>	Average daily census: _____
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
Clinical Experience Areas	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I 90 Hours															
Medical/Surgical II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours									6-8*	1,2					12-16
Community Health 90 Hours															
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

12-16

 Please list other schools using your facility for pre-licensure nursing clinical education: MSOE, Herzing, other

 Name of Director/Designee: Terri Cohn/ Jennifer Hoffman

 Telephone: 262-646-1116/ 262-646-1835

 Title: Executive Director of Nursing/ Campus Relations

 Email: terri.cohn@rogersbh.org/ jennifer.hoffman@rogersbh.org

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.


Agency Representative Signature

12/16/2021

Date

Comments:

Student groups will be placed at West Allis, Brown Deer, and/or Oconomowoc facilities. Facility assignment(s) will be determined at time of request.

Legend

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: Saint John's on the Lake

 Address: 1840 North Prospect Ave. City: Milwaukee State: WI Zip: 53202

Facility Type:	<input type="checkbox"/> Acute	<input checked="" type="checkbox"/> Skilled/Long Term	<input checked="" type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>Ind & Assisted Living</u>
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>450</u>	Average daily census: <u>410</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
Clinical Experience Areas	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours			8	1,2											8
Medical/Surgical I 90 Hours															
Medical/Surgical II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours					8	1,2									8
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

16

 Please list other schools using your facility for pre-licensure nursing clinical education: Milwaukee Area Technical College

 Name of Director/Designee: Matthew Loyd/ Dorie Pettit

 Telephone: 414-272-2022

 Title: Chief Operating Officer/ Director of Nursing Services

 Email: mloyd@saintjohnsmilw.org/ dpettit@saintjohnsmilw.org

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Approved by Matt Loyd & Dorie Pettit
1.13.22

Agency Representative Signature

Date

Comments:**Legend**

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L



CLINICAL SITE SURVEY

Facility Name: Select Specialty Hospital- Milwaukee West Allis & Milwaukee St. Francis

Address: 8901 W. Lincoln Ave., 2nd floor City: West Allis State: WI Zip: 53227

Facility Type:	<input checked="" type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input type="checkbox"/> Specialty _____
	<input type="checkbox"/> Hospice	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>2</u>		Number of inpatient beds: <u>63</u>	Average daily census: <u>50</u>
	Nurse Vacancy Rate: _____ % of Nurses by credential: MSN _____ BSN _____ ADN _____ LVN _____			
Clinical Options:	<input type="checkbox"/> MSN Clinical Instructors Available	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only	

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

Shift length: 8 hour 12 hour

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
Clinical Experience Areas	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I & II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours															
Medical/Surgical III 158 Hours							8	1	8	1					16
TOTAL															16

Please list other schools using your facility for pre-licensure nursing clinical education: UW Milwaukee

Name of Director/Designee: Jennifer Reuter

Telephone: 414-328-7709

Title: Market Chief Nursing Officer

Email: jreuter@selectmedical.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

DocuSigned by:
Jennifer Reuter

1/27/2022

Agency Representative Signature

Date

CLINICAL SITE SURVEY

 Facility Name: Southpointe Healthcare Center

 Address: 4500 West Loomis Rd City: Greenfield State: WI Zip: 53220

Facility Type:	<input type="checkbox"/> Acute	<input checked="" type="checkbox"/> Skilled/Long Term	<input checked="" type="checkbox"/> Rehabilitation	<input type="checkbox"/> Specialty _____
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>174</u>	Average daily census: <u>162</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours							8	1,2							8
Medical/Surgical I 90 Hours			8	2											8
Medical/Surgical II 112 Hours					8	2									8
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours															
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

24

 Please list other schools using your facility for pre-licensure nursing clinical education: None

 Name of Director/Designee: Titania El Bey MS, LNHA

 Telephone: 443-949-5284

 Title: Administrator

 Email: tyelbey@savasc.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Approved by Titania El Bey
12.30.21

Agency Representative Signature

Date

Comments:**Legend**

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: St. Monica's Senior Living

 Address: 3920 N Green Bay Rd City: Racine State: WI Zip: 53404

Facility Type:	<input type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>Assisted Living</u>
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other <u>Memory Care</u>
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>110</u>	Average daily census: <u>105</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours			8	1											8
Medical/Surgical I 90 Hours															
Medical/Surgical II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours					8	1									8
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

16

 Please list other schools using your facility for pre-licensure nursing clinical education: Carthage College

 Name of Director/Designee: Stephany Lichter

 Telephone: 262-321-7150

 Title: Administrator

 Email: slichter@stmonicasseniorliving.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Approved by Stephany Lichter
1.18.22

Agency Representative Signature

Date

99

82

Comments:**Legend**

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: The Auberge at Oak Village

 Address: W128 N6900 Northfield Dr. City: Menomonee Falls State: WI Zip: 53051

Facility Type:	<input type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input checked="" type="checkbox"/> Specialty <u>Memory Care AL</u>
	<input type="checkbox"/> LTACH	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u>		Number of inpatient beds: <u>56</u>	Average daily census: <u>25-50</u>
Clinical Options:	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Precepted	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour Other _____

Clinical Experience Areas	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I 90 Hours															
Medical/Surgical II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours					5	1									5
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

5

 Please list other schools using your facility for pre-licensure nursing clinical education: Alverno

 Name of Director/Designee: Samantha Sabbatini

 Telephone: 262-532-0800

 Title: Executive Director

 Email: administrator@aubergeoakvillage.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

 Approved by Samantha Sabbatini

1.14.22

Agency Representative Signature

Date

101

84

Comments:**Legend**

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

***Sequential Rotations:**

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

**** Precepted Rotations:**

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L



CLINICAL SITE SURVEY

Facility Name: VMP Healthcare & Community Living

Address: 3023 S 84th St City: West Allis State: WI Zip: 53227

Facility Type: Acute Skilled/Long Term Rehabilitation Specialty Assisted & Ind Living
 LTACH Public/Community Health Outpatient Other Memory Care

Facility Size: Number of sites: 1 Number of inpatient beds: 480 Average daily census: 400

Clinical Options: Group Precepted Hands-on Supervised Experience Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

Shift length: 8 hour 12 hour Other _____

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
Clinical Experience Areas	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours											6	1			6
Medical/Surgical I 90 Hours									6	1,2					6
Medical/Surgical II 112 Hours					6	1,2									6
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours															
Community Health 90 Hours					6	1									6
Medical/Surgical III 158 Hours															

*Sequential rotation ** Precepted rotation

24

Please list other schools using your facility for pre-licensure nursing clinical education: MATC, Alverno, Herzing

Name of Director/Designee: Linda Newberry-Ferguson

Telephone: 414-607-4100

Title: CEO

Email: linda.newberry-ferguson@vmp.org

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

DocuSigned by:
Linda Newberry-Ferguson

2/16/2022

Agency Representative Signature

Date

Comments:

Legend

Days and Shift availability on page 1, shows potential of available Days and Shifts for AZCN student placement.

Total column indicates the estimated total number of students that can be supported by clinical course each 16 week semester.

*Sequential Rotations:

Allows for multiple groups of students to rotate through a clinical site using the same day and shift, within a 16 week semester, due to the minimal amount of clinical hours needed.

** Precepted Rotations:

Preceptorships are developed based on each State's BON regulations and requirements. Additional details covering responsibilities, requirements, orientation, etc. are covered in the "Preceptor Policy"

Nursing Core Courses and Practicum Course Numbers

Fundamentals: Foundation in Nursing Practice NUR 215L

Medical/Surgical I: Acute and Chronic Health Disruptions I NUR 255L

Mental Health: Mental Health NUR 356L

Medical/Surgical II: Acute and Chronic Health Disruptions II NUR 425L

Community Health: Community Health Nursing NUR 426L

Maternal Health: Maternal Health NUR 335L

Pediatric Health: Pediatric Health NUR 336L

Medical/Surgical III: Acute and Chronic Health Disruptions III NUR 445L

CLINICAL SITE SURVEY

 Facility Name: Watertown Regional Medical Center

 Address: 125 Hospital Dr. City: Watertown State: WI Zip: 53098

Facility Type:	<input checked="" type="checkbox"/> Acute	<input type="checkbox"/> Skilled/Long Term	<input type="checkbox"/> Rehabilitation	<input type="checkbox"/> Specialty _____
	<input type="checkbox"/> Hospice	<input type="checkbox"/> Public/Community Health	<input type="checkbox"/> Outpatient	Other _____
Facility Size:	Number of sites: <u>1</u> Number of inpatient beds: <u>95</u> Average daily census: <u>40-50</u>			
	Nurse Vacancy Rate: <u>20-30</u> % of Nurses by credential: MSN _____ BSN _____ ADN _____ LVN _____			
Clinical Options:	<input type="checkbox"/> MSN Clinical Instructors Available	<input checked="" type="checkbox"/> Hands-on Supervised Experience	<input type="checkbox"/> Observation Only	

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

 Shift length: 8 hour 12 hour

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
Clinical Experience Areas	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I & II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours															
Mental Health 45 Hours											5*	1			10
Community Health 90 Hours															
Medical/Surgical III 158 Hours											8	tbd			8
TOTAL															18

 Please list other schools using your facility for pre-licensure nursing clinical education: U of Milwaukee, MATC (Madison College)

*Sequential rotations allowing 2 groups of 5 students to rotate each 16 week semester

 Name of Director/Designee: Patricia Gedemer

 Telephone: 920-262-4293

 Title: Chief Nursing Officer

 Email: pgedeme@watertownregional.com

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

Electronically Approved by Patricia Gedemer

10/28/21

Agency Representative Signature

Date



CLINICAL SITE SURVEY

Facility Name: Wauwatosa School District

Address: 12121 West North Ave. City: Wauwatosa State: WI Zip: 53226

Facility Type: Acute Skilled/Long Term Rehabilitation Specialty School Nursing
 Hospice Public/Community Health Outpatient Other _____

Facility Size: Number of sites: 15 Number of inpatient beds: NA Average daily census: 7,255 students
 Nurse Vacancy Rate: _____ % of Nurses by credential: MSN _____ BSN 100 ADN _____ LVN _____

Clinical Options: MSN Clinical Instructors Available Hands-on Supervised Experience Observation Only

Please indicate available clinical capacity for students. For shift availability, indicate 1 for first, 2 for second, and 3 for third.

Shift length: 8 hour 12 hour

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Total
Clinical Experience Areas	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	# of Students	Shift	
Fundamentals 45 Hours															
Medical/Surgical I & II 112 Hours															
Maternal-child 45 Hours															
Pediatrics 45 Hours	8*	day	8*	day											16
Mental Health 45 Hours															
Community Health 90 Hours															
Medical/Surgical III 158 Hours															
TOTAL															16

Please list other schools using your facility for pre-licensure nursing clinical education: Carroll College, UW Milwaukee

*Sequential rotations allowing 2 groups of 4 students to rotate each 16 week semester due to low number of clinical hours required.

"Day" shift denotes 1st shift.

Name of Director/Designee: Katelyn Lasse, BSN, RN, NCSN
 Title: District Nurse

Telephone: 414-773-1961
 Email: lasseka@wauwatosa.k12.wi.us

This agency intends to offer clinical placement(s), to the extent we have capacity at the time of request and without displacing students from other Nursing programs, to Arizona College of Nursing students for clinical learning experiences.

DocuSigned by:

3/12/2021

Agency Representative Signature

Date



PO Box 1997
Milwaukee, WI 53201-1997
Phone (414) 266-2000
www.chw.org



February 9th, 2022

F. Patrick Robinson, PhD, RN, ACRN, CNE, FAAN
Provost and Sr. Vice President of Academic Affairs
2510 W. Dunlap Avenue
Suite 290
Phoenix, AZ 85021

Dear Dr. Robinson,

On behalf of Children's Wisconsin, I am pleased to offer support to Arizona College of Nursing in its application to the Wisconsin Board of Nursing to begin a pre-licensure Bachelor of Science in Nursing (BSN) program in the Greater Milwaukee area.

Children's Wisconsin recognizes the pivotal role that nurses contribute in the delivery of patient care, improved outcomes, and safety. With an aging population and workforce, the need to expand nurse capacity is essential now and in the years to come. In addition to offering a high-quality program, I am aware that AZCN has placed an emphasis on improving the diversity of the nursing workforce through offering scholarships directed at underrepresented minority populations. Because of these efforts, the College has a high proportion of minority students at all of its existing campuses. The addition of AZCN's BSN program will assist in addressing the growing need for diverse, qualified nurses at our facilities and in the Greater Milwaukee area. We welcome the opportunity to work with Arizona College of Nursing in training students to meet the healthcare needs of our facilities and the region.

Sincerely,

A handwritten signature in black ink that reads "Stacy Wenner".

Stacy Wenner, MSN, RN, NEA-BC
Director, Nursing Systems & Magnet
Children's Wisconsin
8915 W. Connell Ct.
Milwaukee, WI 53226
swenner@chw.org

February 22, 2022


F. Patrick Robinson, PhD, RN, ACRN, CNE, FAAN
Provost and Sr. Vice President of Academic Affairs
2510 W. Dunlap Avenue
Suite 290
Phoenix, AZ 85021

Dear Dr. Robinson,

On behalf of ProHealth Care, I am pleased to offer support to Arizona College of Nursing in its application to the Wisconsin Board of Nursing to begin a pre-licensure Bachelor of Science in Nursing (BSN) program in the Greater Milwaukee area.

ProHealth Care recognizes the pivotal role that nurses contribute in the delivery of patient care, improved outcomes, and safety. With an aging population and workforce, the need to expand nurse capacity is essential now and in the years to come. An additional BSN program will assist in addressing the growing need for qualified nurses at our facilities and in the Greater Milwaukee area. We welcome the opportunity to work with Arizona College of Nursing in training students to meet the healthcare needs of our facilities and the region.

Sincerely,

DocuSigned by:

05853962FBEB474...

Debbie Luce, MS
Director - Center for Learning & Innovation
ProHealth Care
N17W24100 Riverwood Dr.
Waukesha, WI 53188
debbie.luce@phci.org

February 22, 2022

F. Patrick Robinson, PhD, RN, ACRN, CNE, FAAN
Provost and Sr. Vice President of Academic Affairs
2510 W. Dunlap Avenue
Suite 290
Phoenix, AZ 85021

Dear Dr. Robinson,

On behalf of Watertown Regional Medical Center, I am pleased to offer support to Arizona College of Nursing in its application to the Wisconsin Board of Nursing to begin a pre-licensure Bachelor of Science in Nursing (BSN) program in the Greater Milwaukee area.

Watertown Regional Medical Center recognizes the pivotal role that nurses contribute in the delivery of patient care, improved outcomes, and safety. With an aging population and workforce, the need to expand nurse capacity is essential now and in the years to come. An additional BSN program will assist in addressing the growing need for qualified nurses at our facilities and in the Greater Milwaukee area. As such, Watertown Regional Medical Center has partnerships with academic affiliates to provide clinical experience for students. We welcome the opportunity to work with Arizona College of Nursing in training students to meet the healthcare needs of our facilities and the region.

Sincerely,

DocuSigned by:

29FC429E00FF499...

Patricia Gedemer, MBA, BSN, RN, CPPS
Chief Nursing Officer
Watertown Regional Medical Center
125 Hospital Dr.
Watertown, WI 53098
pgedeme@watertownregional.com

Appendix F

Milwaukee, Wisconsin BON AZCN Pre-Licensure BSN Program Development Timeline

Activity	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	April 2022	May 2022	June 2022	July 2022	Aug 2022	Sep 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	March	April 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	April 2024	May 2024	
Clinical Partner Development and signed MOUs/CSS	X	X	X	X	X	X	X	X																									
Signed Clinical Agreements												X	X	X	X	X	X																
Secure real estate										X	X	X	X																				
Floor Plans Developed												X	X																				
Phase I Application submission									X																								
Phase I Application Approval										X	X																						
Search for Program Director												X	X	X	X	X	X																
Hire Program Director																	X	X															
Phase II Application submission																			X														
Phase II Approval																					X												
Campus Construction														X	X	X	X	X	X	X	X	X	X	X									
Skills Lab completed																						X	X										

Milwaukee, Wisconsin BON
AZCN Pre-Licensure BSN Program Development Timeline

Activity	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	April 2022	May 2022	June 2022	July 2022	Aug 2022	Sep 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	March	April 2023	May 2023	June 2023	July 2023	Aug 2023	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	April 2024	May 2024		
Classroom equipment purchased																						X	X											
Lab Equipment purchased																							X	X										
Construction Substantially Complete																								X										
Equipment & Supplies installed																								X	X									
HEB Submission											X																							
HEB Approval																													X					
ABHES Submission																												X						
ABHES Approval																													X					
Begin recruiting staff & Faculty																																X		
Hire Faculty																															X	X		
Hire Support Staff																													X	X	X			
Begin Recruiting Students																															X			
Admit Students																														X	X			
Start of First Students																																		X

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Joan Gage, Program Manager		2) Date when request submitted: 3/25/2022 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 4/14/2022	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Lakeland University – Final School Approval	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if applicable: N/A	
10) Describe the issue and action that should be addressed: <p>As per the Wisconsin Board of Nursing: Guidelines for Nursing Program (School) Approval, September 2018, provision III. Program Approval Process. Step 3: Program Approval, the school of nursing, shall provide the Board a self-evaluation report, evidencing compliance with N 1.08 and the school of nursing’s systematic evaluation plan.</p> <p>Kerry Hamm will appear virtually.</p> <p>Kerry Hamm MSN, RN Director of Nursing Program W3718 South Drive Plymouth, WI 53073</p> <p>HammKL@Lakeland.edu Office: 920-565-1000 ext. 2903 Cell: 920-323-4181</p>			
11) Authorization			
<i>Joan Gage</i>		<i>3/25/2022</i>	
Signature of person making this request		Date	
Supervisor (Only required for post agenda deadline items)		Date	
Executive Director signature (Indicates approval for post agenda deadline items)		Date	
Directions for including supporting documents: 1. This form should be saved with any other documents submitted to the Agenda Items folders. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			



RN to BSN Completion Program
Wisconsin Board of Nursing
Program Approval

January 2022



January 24, 2022

Board of Nursing
Department of Safety and Professional Services
PO Box 8366
Madison, WI 53708-8366
dspsexaminationoffice@wisconsin.gov

Attn: Board of Nursing

Lakeland University and the RN to BSN Completion Program are submitting this letter of initial program approval and supporting documents as evidence of meeting school of nursing requirements outlined in Chapter N 1 – Approval for schools of nursing. In March 2019, the BON unanimously granted Lakeland University authorization to admit students to the RN to BSN Completion Program.

The following information is included with this Request for Initial Program Approval:

1. Nursing School Self-Evaluation Report
2. N 1.08 (1)(a) Governing Organization
 - a. Higher Learning Commission Action Letters
 - b. Commission on Collegiate Nursing Education Action Letter
3. N 1.08 (2)(a) Educational Administrator
4. N 1.08 (3) Faculty
5. N 1.08 (4)(a) Curriculum – Nursing Program Student Handbook
6. N 1.08 (5) Clinical Learning Experiences – Practicum Handbook and Course Syllabus
 - a. N 1.08 (6) Preceptors – Practicum Handbook
7. N 1.08 (7) Program Systematic Evaluation Plan

I plan to virtually attend the BON meeting in which the Lakeland University request for initial program approval is included in the schedule.

Respectfully,

Kerry Hamm

Kerry Hamm, MSN, RN.
Director of Nursing Program - Lakeland University
W3718 South Drive
Plymouth, WI 53073-4878
HammKL@lakeland.edu

Nursing School Self-Evaluation Report

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53705-8366
FAX #: (608) 266-2602
Phone #: (608) 266-2112

4822 Madison Yards Way
Madison, WI 53705-8366
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

NURSING SCHOOL SELF-EVALUATION REPORT FOR INITIAL BOARD OF NURSING APPROVAL

As indicated in Chapter N 1.05, a school of nursing may apply for approval of the school of nursing upon graduation of the first class or eligibility to sit for the NCLEX, but may not apply later than graduation of the third class. The school of nursing shall submit a self-evaluation report setting forth evidence of compliance with the standards in N 1.08 and an evaluation of the NCLEX success rate. This form #3029 must be completed as part of the self-evaluation report for initial Board of Nursing approval.

Directions for completing the Self-Evaluation Report: On the line next to each requirement, please indicate the date of compliance or anticipated compliance, or “NA” for not applicable. For each “NA” indicated, please explain why the requirement does not apply to the nursing school in the space provided on page six or on attached clearly labeled pages.

After receiving the Self-Evaluation Report, the Board may conduct a site survey of the school of nursing to verify compliance with Board standards.

Please submit this completed and signed report to dspsexaminationsoffice@wisconsin.gov.

Name of Nursing School: Lakeland University

Address: W3718 South Drive
Plymouth, WI 53073

Program (ADN, BSN, Other): RN to BSN Completion Program - BSN

An electronic version of Chapter N 1 is available at: https://docs.legis.wisconsin.gov/code/admin_code/n/1.pdf.

CHAPTER N 1.08(1) ORGANIZATION AND ADMINISTRATION

N 1.08 (1)(a) Governing Institution

NOTE: *The Board may examine administrative policies during a site survey to ensure Board standards are being met.*

1. Yes Institution assumes legal responsibility for overall conduct of the school of nursing.
2. Yes Institution has a designated educational administrator, established administrative policies and fiscal, human, physical, clinical and technical learning resources adequate to support school processes, security and outcomes.
3. Yes Institution has maintained institutional accreditation; *attach evidence of accreditation to Self-evaluation Report.*
4. Yes Institution has developed and maintained written school of nursing administrative policies which are in accord with the institution.

Wisconsin Department of Safety and Professional Services

5. Yes Institution has written contracts in place between the school of nursing and institutions which offer associated academic study, clinical facilities and agencies for related services for students.

CHAPTER N 1.08(2)(a) EDUCATIONAL ADMINISTRATOR

6. Yes Nursing school educational administrator holds a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
7. Yes Nursing school educational administrator has evidence of a graduate degree with a major in nursing. A doctoral degree is required for a school of nursing offering a graduate degree nursing program.
8. Yes Nursing school educational administrator has knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, and either educational preparation **or** 2 years experience as an instructor in a nursing education program within the last 5 years.
9. Yes Educational administrator has current knowledge of nursing practice.
10. Yes Institution must notify the board within 48 hours of the termination, resignation or retirement of an educational administrator and designate the interim educational administrator within 5 business days. The institution may request board approval of an interim educational administrator who does not meet the qualifications in N 1.08 (2)(a), but the interim educational administrator may serve no longer than 6 months. The institution may request an extension of time based upon hardship.

CHAPTER N 1.08(3) FACULTY

NOTE: Evidence of meeting faculty standards shall be noted on Form #1114 and kept on file in the School of Nursing office and the forms may be examined by the Board representative(s) during the survey.

11. Yes School of nursing has evidence of the faculty meeting the standards in N 1.08 on file in the school of nursing office and available to the board upon request.
12. Yes All faculty of the school of professional nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
13. Yes All faculty of the school of professional nursing have a graduate degree with a major in nursing. Interprofessional faculty teaching non-clinical nursing courses all have advanced preparation appropriate for the content being taught.
14. N/A All faculty of the school of practical nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
15. N/A All faculty of the school of practical nursing have a baccalaureate degree with a major in nursing.
16. N/A If faculty exceptions are utilized, all were requested for approval following requirements in N 1.08 (3)(d).

CHAPTER N 1.08(4)(a) CURRICULUM

17. Yes Curriculum enables the student to develop the nursing knowledge, skills and abilities necessary for the level, scope and standards of competent nursing practice expected at the level of licensure.
18. Yes Curriculum is developed by a faculty member with a graduate degree and is revised as necessary to maintain a program that reflects advances in health care and its delivery.

Wisconsin Department of Safety and Professional Services

19. The curriculum includes all of the following:

- (a) Yes Evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. *Note: Method of instruction may include distance education methods.*
- (b) Yes Diverse, didactic and clinical learning experiences consistent with program outcomes.

20. Coursework includes all of the following:

- (a) Yes Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice.
- (b) Yes Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care.
- (c) Yes Didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social and economic backgrounds.

CHAPTER N. 1.08(5) CLINICAL LEARNING EXPERIENCES

NOTE: *The Board may inspect clinical facilities during a site survey to ensure Board standards are being met.*

21. Patient experiences occur in a variety of clinical or simulated settings and include all of the following:

- (a) Yes Integration of patient safety principles throughout the didactic and clinical coursework.
- (b) Yes Implementation of evidence-based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply best practices to nursing care.
- (c) Yes Provision of patient-centered culturally competent care that recognizes that the patient or designee is the source of control and full partner in providing coordinated care by doing the following:
 - 1) Yes Respect of patient differences, values, preferences, and expressed needs.
 - 2) Yes Involvement of patients or designees in decision-making and care management.
 - 3) Yes Coordination and management of patient care across settings.
 - 4) Yes Explanation of appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.
- (d) Yes Collaboration of interprofessional teams to foster open communication, mutual respect and shared decision-making in order to achieve quality patient care.
- (e) Yes Participation in quality improvement processes to monitor patient care outcomes, identify possibility of hazards and errors and collaborate in the development and testing of changes that improve the quality and safety of health care systems.
- (f) Yes Use of information technology to communicate, mitigate errors and support decision-making.

Wisconsin Department of Safety and Professional Services

22. Yes All cooperating agencies selected for clinical experiences have standards which demonstrate concern for the patient and evidence of the skillful application of all measures of safe nursing practices.
23. Yes All faculty teaching clinical or practicum courses are experienced in the clinical areas of the course and maintain clinical expertise.
24. Yes Faculty-supervised clinical practice includes all of the following:
- (a) Yes Development of skills in direct patient care.
 - (b) Yes Making clinical judgments.
 - (c) Yes Care and management of both individuals and groups of patients across the lifespan.
 - (d) Yes Delegation to and supervision of other health care providers.
25. Yes Clinical experiences shall be supervised by qualified faculty.
26. Yes All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

CHAPTER N 1.08(6) PRECEPTORS

27. Yes Preceptors shall be approved by the faculty of the school of nursing:
28. Yes School of nursing shall provide each preceptor with an orientation concerning the roles and responsibilities of the students, faculty and preceptors. The preceptor shall have clearly documented roles and responsibilities.
29. Yes Clinical preceptors shall have an unencumbered license or privilege to practice in Wisconsin as a nurse at or above the licensure level for which the student is being prepared.
30. Yes Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.

CHAPTER N 1.08(7) EVALUATION

31. Yes Educational administrator shall implement a comprehensive, systematic plan for ongoing evaluation and evidence of implementation shall reflect progress toward or achievement of program outcomes.

CHAPTER N 1.09 NCLEX PASS RATES

IMPORTANT: School of nursing NCLEX pass rate includes all programs or tracks in the school of nursing. The Board shall consider both the registered nurse NCLEX and practical nurse NCLEX pass rates when evaluating a school of professional nursing that grants a certificate of completion for practical nursing.

32. N/A Nursing school must provide a self-evaluation of NCLEX success rate, including any current steps being taken to improve NCLEX success rate or plans to implement steps in the near future.

Wisconsin Department of Safety and Professional Services

SELF-EVALUATION NOTES

For each "NA" indicated in this report, please provide an explanation as to why the rule does not apply to the specific nursing school in the space provided below. Please write the corresponding report item number for each explanation. Attach clearly labeled additional pages as necessary.

Item 14 - Lakeland University does not offer a practical nursing program.

Item 15 - Lakeland University does not offer a practical nursing program and therefore no faculty

Item 16 - Lakeland University no faculty exceptions have been requested or required. All faculty teaching in the RN to BSN Completion Program possess an active, unencumbered Wisconsin RN license.

Item 32 - The RN to BSN Completion Program is a post-licensure program and does not prepare nurses for NCLEX-RN.

REPORT/FORM COMPLETED BY:

Kerry L. Hamm, MSN, RN

Educational Administrator

Kerry Hamm

Signature

920-565-1000 ext. 2903

Telephone Number

Director of Nursing Program, Instructor of Nursing

Title

January 6, 2022

Date

HammKL@lakeland.edu

Email Address

N 1.08 (1)(a) Governing Institution

Higher Learning Commission Action Letters

Commission on Collegiate Nursing Education Action Letter

August 2, 2019

Dr. David Black
President
Lakeland University
W3718 South Drive
Plymouth, WI 53073

Dear President Black:

This letter serves as formal notification and official record of action taken concerning Lakeland University by the Institutional Actions Council of the Higher Learning Commission at its meeting on July 29, 2019. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of Lakeland University with the next Reaffirmation of Accreditation in 2028-29.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <https://www.hlcommission.org/isr-request>.

Within the next 30 days, HLC will also publish information about this action on its website at <https://www.hlcommission.org/Student-Resources/recent-actions.html>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Steph Brzuzy. Your cooperation in this matter is appreciated.

Sincerely,



Barbara Gellman-Danley
President

CC: ALO

August 2, 2019

Dr. David Black
President
Lakeland University
W3718 South Drive
Plymouth, WI 53073

Dear President Black:

This letter serves as formal notification and official record of action taken concerning Lakeland University by the Institutional Actions Council of the Higher Learning Commission at its meeting on July 29, 2019. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC concurred with the evaluation findings and approved the institution's request to offer the Bachelor of Science in Nursing.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <https://www.hlcommission.org/isr-request>.

Within the next 30 days, HLC will also publish information about this action on its website at <https://www.hlcommission.org/Student-Resources/recent-actions.html>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Steph Brzuzy. Your cooperation in this matter is appreciated.

Sincerely,



Barbara Gellman-Danley
President

CC: ALO



655 K STREET NW
SUITE 750
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

November 12, 2021

Kerry L. Hamm, MSN, RN
Director of Nursing Program
RN to BSN Completion Program
Lakeland University
W3718 South Drive
Plymouth, WI 53073

Dear Ms. Hamm:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 12-15, 2021 to grant accreditation to the baccalaureate degree program in nursing at Lakeland University for 5 years, extending to December 31, 2026. The accreditation action is effective as of March 17, 2021, which is the first day of the program's recent CCNE evaluation. You should plan for the next on-site evaluation to take place in the spring of 2026.

The program was considered by the Board using the CCNE *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (2018).

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, a continuous improvement progress report (CIPR) must be submitted at the midpoint of the accreditation term. Please note that the CIPR needs to demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator informing the program of the specific standards to be addressed and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is June 1, 2024. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

As you know, the team report and the program's response to the team report are available to the institution in the CCNE Online Community. We hope that the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. Due to limited access to the CCNE office as a result of the COVID-19 pandemic, the certificate of accreditation will be mailed to you when operations permit staff to do so.

As previously conveyed by CCNE and in accordance with U.S. Department of Education requirements, CCNE is required to conduct an in-person verification visit, within a reasonable period of time, to all programs that have hosted a comprehensive virtual evaluation. CCNE will share additional information about this follow-up visit requirement at a later date.

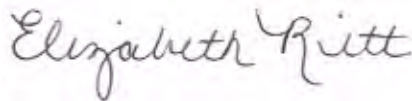
In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. Please refer to CCNE's disclosure policy and the statements CCNE has approved for use, as

well as information on use of the CCNE accreditation seal, at <http://www.aacnnursing.org/CCNE/Seal-Policy/Baccalaureate-Graduate>. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

As a reminder, programs are expected to comply with the CCNE standards and procedures throughout the period of accreditation. These documents are available at <https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/Standards-Procedures-Guidelines>. Information on advising CCNE in the event of a substantive change affecting the nursing program is available at <https://www.aacnnursing.org/CCNE-Accreditation/What-We-Do/Bacc-Graduate-Change-Notifications>. Substantive change notifications must be received by CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are described further in the CCNE procedures.

Thank you for your participation in the CCNE accreditation process. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,



Elizabeth Ritt, EdD, MSN, RN, NEA-BC, CNE
Chair, CCNE Board of Commissioners

cc: President David R. Black
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

N 1.08 (2)(a) Educational Administrator

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53705-8366

4822 Madison Yards Way
Madison, WI 53705

FAX #: (608) 266-2602
Phone #: (608) 266-2112

E-Mail: dspsExaminationsOffice@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

New nursing school seeking authorization to admit students: Completion of this form is required for each faculty member and the educational administrator. This form must be submitted to the Board of Nursing along with the request for authorization to admit students.

Nursing school approved by the Board of Nursing: Completion of this form is required for each faculty member and the educational administrator. The form must be kept on file in the school of nursing office and made available to the Board upon request for all faculty members and educational administrators hired by the nursing school.

Change in educational administrator: Institutions are required to notify the Board of Nursing within 48 hours of the termination, resignation or retirement of an educational administrator and designate an interim educational administrator (EA) within five (5) business days. Completion and submission of this form is required as part of the notification process.

Faculty/EA Name (*Last, First*): Hamm, Kerry WI RN License #: 137771-30

School of Nursing Employed By: Lakeland University W3718 South Drive Plymouth, WI 53073

Type of Nursing Program(s) (ADN, PN, BSN, etc.): RN to BSN Completion Program (postlicensure bachelor's degree)

Position: Educational Administrator Faculty

Appointment Effective Date: September 1, 2018

FACULTY APPOINTMENTS (complete Section A below).

Fully-qualified faculty must have a current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered and a graduate degree with a major in nursing.

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

Fully-qualified educational administrator must have current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered, a graduate degree with a major in nursing, knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education or doctorate degree in nurse education) or at least two (2) years experience as an instructor in a nursing education program within the last five (5) years.

NOTE: Applicant must complete Section A below; complete Section B below only if teaching experience is being applied toward the requirements in lieu of an earned master's or doctorate degree in nurse education.

List most recent education preparation and teaching experience first. Attach additional pages as necessary.

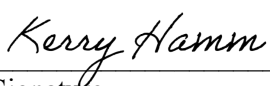
A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
University of the Cumberlands	Williamsburg/KY		Enrolled 5/2020, 51 of 66 credits earned	Ph.D. in Leadership Studies - Emphasis in Student Personnel Services	
Bellin College	Green Bay/WI	May 2008	Master of Science in Nursing	Nursing - Nurse Educator	
Ohio University	Athens/OH	March 2001	Bachelor of Science in Nursing	Nursing	Business Administration
Ohio University - Chillicothe	Chillicothe/OH	June 1996	Associate Degree in Applied Science (AAS)	Nursing	

B. NURSING INSTRUCTION EXPERIENCE*

*Complete this section only if a master's or doctorate degree in nurse education has not been earned and teaching experience is being applied in lieu of a master's or doctorate degree in nursing.

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title

Kerry Hamm, MSN, RN
 Educational Administrator

 Signature
 (920) 323-4181 (cell - working remote)
 (920) 565-1000 ext. 2903 (office)
 Telephone Number

Director of Nursing Program, Instructor of Nursing
 Title
 January 24, 2022
 Date
 HammKL@lakeland.edu
 Email Address

Kerry L. Hamm, MSN, RN

1410 Whitewater Drive

Manitowoc, WI 54220

kerrylhamm@gmail.com

920-323-4181

LICENSURE/CERTIFICATIONS

2001 - Present	Registered Nurse; Wisconsin Department of Safety and Professional Services
1996 - 2001	Registered Nurse; Ohio Board of Nursing
2001 - 2003	Neonatal Resuscitation Program (NRP) Provider
2000 - 2002	Pediatric Advanced Life Support (PALS) Provider
1998 - 2002	Advanced Cardiovascular Life Support (ACLS) Program Provider
1995 - Present	Basic Life Support (BLS) for the Healthcare Provider

EDUCATION

University of the Cumberlands – Williamsburg, Kentucky

Ph.D. in Leadership Studies

Commence enrollment May 2020

Bellin College – Green Bay, Wisconsin

Master of Science in Nursing – *summa cum laude*

May 2008

Leadership Integration Project: Utilizing Simulation as a Teaching Tool to Develop Leadership, Demonstrate Decision Making, and Cultivate Critical Thinking

Ohio University – Athens, Ohio

Bachelor of Science in Nursing – *cum laude*

Business Administration minor

March 2001

Ohio University – Chillicothe, Ohio

Associate Degree in Applied Science Nursing

June 1996

HONORS and AWARDS

2021	Wisconsin Organization of Nurse Leaders, scholarship recipient
2014	See Your Greatness Award: Lakeshore Technical College (LTC)
2008	Induction Sigma Theta Tau International: Honor Society of Nursing

PRESENTATIONS

2018	Test Item Writing Workshop – LTC Nursing Faculty, Developer, and Facilitator
2017	Cooperative Learning Panel Discussion – LTC Faculty Professional Development
2017	Nursing Program Options Overview – LTC Health Division Open House
2016	Nursing as a Profession - Plymouth High School, Guest Speaker
2016	Cooperative Learning – WTCS Nursing Faculty Regional Meeting
2015	Pinning Ceremony – Faculty Guest Speaker
2014	WIDS Repository Navigation WTCS Regional Meeting
2011	Improving Student Retention in Intro to Clinical Practice WTCS Regional Meeting
2008/2009	Utilizing Simulation as a Teaching Tool to Develop Leadership, Demonstrate Decision Making, and Cultivate Critical Thinking Poster Presentation Bellin College of Nursing Alumni Luncheon and WTCS Nursing Faculty Statewide Meeting

NURSING DEPARTMENT and UNIVERSITY/COLLEGE COMMITTEE MEMBERSHIP (partial listing)

2020 – Present	Administrative Leadership Team and Board of Trustees, faculty representative
2020 – Present	Academic Council, member
2020 – Present	Interdisciplinary Studies (IDS) Steering Committee, member
2020 – Present	Kellett School Curriculum and Policy Committee, member

2019 - 2020	Program Development Committee, member
2019	Academic Structure Task Force, member
2019	Search Committee Chair, Program Director Master of Arts in Counseling, chair
2019	Shared Governance Ad Hoc Committee, member
2018 - 2019	Institutional Review Board Committee, member
2018	Simulation Committee, member
2017 – 2018	EAC Visual Data Committee, member
2017 – 2018	WTCS Concept-Based Curriculum Committee, member
2016	Transitions NCLEX Prep Committee, chairperson
2016	Employee Performance Review Committee, member
2016	Ad Hoc Calendar Committee, member
2015 - 2018	Exit Exams and Student Learning Outcomes, Accreditation Standard 6 Committee, member
2014 - 2016	Faculty mentor
2012 - 2018	Accreditation Standard 4 Committee, chairperson
2012 - 2016	Wisconsin Technical College Nursing Curriculum Committee, member, and Wiki Master
2008 - 2012	Lakeshore Chapter of the Student Nurses Association, advisor

PROFESSIONAL MEMBERSHIPS

2021 – Present	MATC Nursing RN PN Advisory Board, member
2020 – Present	Wisconsin Organization of Nurse Leaders, member
2020 – Present	Master of Arts in Counseling Advisory Board, member
2019 – Present	South High School's Health Care Pathway Committee, member
2019 – Present	Program/Quality Improvement Committee, Lakeshore Community Health Care, member
2018 – Present	Lakeshore Health Care Alliance, member (2018-present) chairperson (2020 – present)
2018 – Present	Administrators of Nursing Education of Wisconsin, member
2017 – Present	American Nurses Association/Wisconsin Nurses Association, member
2008 – Present	Sigma Theta Tau International: Honor Society of Nursing, member
2007 – Present	National League of Nursing, member
2003 – 2005	Preventative Cardiovascular Nurses Association, member

PROFESSIONAL/INSTRUCTIONAL EXPERIENCE

Lakeland University – Plymouth, Wisconsin

Director of Nursing Program (September 2018 – Present)

- *Hire, train, mentor, and evaluate nursing instructors
- *Oversee operations and curriculum of the RN to BSN Completion Program
- *Coordinate admissions and academic advising for prospective and current nursing students
- *Establish and apply policies and procedures congruent with the institution
- *Provide leadership in various facets of the university

Teaching History

2022	Course coordinator and lecturer for Special Topics: Trauma-Informed Care
2021	Course coordinator for Community and Population Health Practicum (WI), Systems Leadership for Quality Improvement, Community and Population-Focused Nursing, Determinants of Health and Vulnerable Populations (lecturer)
2020	Course coordinator for Informatics and Patient Care Technologies in Healthcare
2020	Course coordinator and lecturer for Research and Evidence-Based Practice in Nursing
2020	Course coordinator and lecturer for Healthcare Systems, Policy, Regulation, and Advocacy
2020	Course coordinator and lecturer for Comprehensive Health and Physical Assessment
2019	Course coordinator and lecturer for Professional Nursing Practice

Sharon S. Richardson Community Hospice – Sheboygan, Wisconsin

Registered Nursing (June 2018 – August 2018)

- *Provided patient-centered nursing care to inpatient hospice clients
- *Coordinated hospice care with providers, pharmacists, spiritual care, case management, and dietary services
- *Provided patient and family teaching and support during the end-of-life period

Lakeshore Technical College – Cleveland, Wisconsin**Instructor – Associate Degree Nursing (August 2007 – August 2018)****Teaching History**

2017	Course/Clinical faculty for second-year Clinical Transitions
2015	Course/Clinical faculty for second-year Advanced Clinical Practice
2014 – 2018	Course coordinator and lecturer for second-year Complex Health Alterations I
2014 – 2018	Course coordinator and lecturer for second-year Advanced Skills
2014 – 2018	Course/Clinical coordinator for second-year Intermediate Clinical Practice
2013 – 2014	Course coordinator and lecturer for second-year Complex Health Alterations II
2011 – 2014	Course coordinator and lecturer for second-year Virtual Clinical for 3 rd Semester
2011 – 2014	Course faculty for first-year Nursing Skills
2010	Lecturer for Medical Terminology, elective course
2009	Course/clinical coordinator and lecturer for Nursing Assistant
2007 – 2014	Course/Clinical faculty for the first-year Introduction to Clinical Practice
2007 – 2014	Course/Clinical faculty for the first-year Introduction to Clinical Care Management
2007 – 2014	Course/Clinical faculty for the first-year Clinical Care Across the Lifespan; hospital-based obstetrics/postpartum focus and long-term care focus
2007 – 2014	Developer and facilitator of simulation for Introduction to Clinical Care Management

Adjunct Instructor – Nursing Assistant (2002 – 2003)**Holy Family Memorial – Manitowoc, Wisconsin****Clinic Team Leader: Heart and Vascular Center, Manitowoc Surgical Associates, Pain Clinic (2003-2007)**

- *Participated in recruitment and retention efforts of nursing staff
- *Developed formalized procedures for medication inventory control and dispensing
- *Restructured clinic triage process
- *Project management for coordinating patient diagnostic testing, education, and preparation

Registered Nurse: Family Beginnings (2002-2003)

- *Provided nursing care within the OB department
- *Coordinated care with physicians, pediatricians, pharmacists, anesthesiology, and nursing
- *Provided patient teaching and support during the prenatal and intrapartum period

Aurora Medical Center – Two Rivers, Wisconsin**Registered Nurse: Women's Health and Orthopedics (2001-2002)**

- *Provided nursing care within the OB department and Orthopedic unit
- *Precepted new nursing staff

Adena Regional Medical Center – Chillicothe, Ohio**Registered Nurse: Step-Down Unit, Emergency Department, Women's Health (1997-2001)**

- *Provided nursing care within the 37-bed step-down unit, Emergency Department, and float to Women's Health
- *Coordinated care using the nursing process
- *Provided patient teaching and support

Bristol Village – Waverly, Ohio**Registered Nurse Supervisor: Skilled Nursing (1996-1997)**

- *Provided nursing care to residents with dependent care needs
- *Coordinated care utilizing the nursing process
- *Provided patient and family teaching and support

PROFESSIONAL ACTIVITIES (partial listing)

2022	Genomic Competencies for Nurses from Theory to Application: An Online Course, Duquesne University, participant
2021	Nursing Fundamentals, Open RN textbook reviewer
2021	Taking Aims Initiative: Structural Racism, NLN
2021	Interprofessional Education in the Age of COVID-19, AACN
2021	Graduate and Online Innovation Summit, Ruffalo Noel Levitz

2021	Working Together to Improve Cardiovascular Population Health using the Million Hearts® Initiative, AACN
2020	CCNE Workshop on Writing Self-Studies Webinar Series, CCNE
2020	Culturally Competent Nursing Care: A Cornerstone of Caring, US Department of HHS
2019	Tier 1 Training
2019	BUS – 310 Management Information Systems, Lakeland University
2019	MAT – 220 Probability and Statistics, Lakeland University
2019	Academic-Community-Public Health Partnerships to Improve Population Health: Webinar AACN
2019	Spring1819 EWO Instructor Orientation
2018	Population Health in Baccalaureate Education: Webinar AACN
2018	Project Management Foundations: Budgets: Certificate of Completion from Project Management Institute
2018	Introduction to Competency-Based Education, Nicolet College
2018	National Council of State Boards of Nursing Volunteer RN Item Writer
2017	National Council of State Boards of Nursing Volunteer RN Item Writer
2017	Accreditation Commission for Education in Nursing (ACEN) Self-Study Forum conference
2017	National League for Nursing: Simulation Pedagogy: What Every Nurse Educator needs to Know, Teaching and Learning Strategies, Evaluating Simulation, Debriefing Foundations
2016	National Council of State Boards of Nursing Test Development and Item Writing
2016	Advanced Student Engagement Techniques/Critical Thinking: Greg Hodges presenter
2016	Achieving the Dream and Accelerated/Cooperative Learning: Greg Hodges presenter
2016	Elsevier Faculty Development Conference (Critical Thinking, Test Item Writing, Important Aspects of Concept-Based Curriculum)
2015	Strategies to Apply QSEN Standards
2015	Developing and Implementing a Concept-Based Curriculum WTCS Nursing Faculty Statewide Meeting: Linda Caputi presenter
2015	NCLEX and Critical Thinking-How Do I make the Connection? WTCS Nursing Faculty Statewide Meeting: Linda Caputi presenter

VOLUNTEER ACTIVITIES

2020 - Present	Career Mentor with Inspire Sheboygan County, volunteer
2020 - Present	Inspire Virtual Career Events, volunteer
2020	Career Expo, Manitowoc County Chamber of Commerce, volunteer
2018 - 2019	Middle School Math Meet, volunteer
2018	College Preview Night, Nursing Program, representative
2017	Health Division Open House, Nursing Program, representative
2014 – 2016	American Cancer Society Road to Recovery, volunteer driver
2011 – 2012	Meals on Wheels of Sheboygan County, volunteer route driver
2011	American Cancer Society Relay for Life, team co-captain

N 1.08 (3) Faculty

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53705-8366

4822 Madison Yards Way
Madison, WI 53705

FAX #: (608) 266-2602
Phone #: (608) 266-2112

E-Mail: dspsexaminationsoffice@wisconsin.gov
Website: dps.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

New nursing school seeking authorization to admit students: Completion of this form is required for each faculty member and the educational administrator. This form must be submitted to the Board of Nursing along with the request for authorization to admit students.

Nursing school approved by the Board of Nursing: Completion of this form is required for each faculty member and the educational administrator. The form must be kept on file in the school of nursing office and made available to the Board upon request for all faculty members and educational administrators hired by the nursing school.

Change in educational administrator: Institutions are required to notify the Board of Nursing within 48 hours of the termination, resignation or retirement of an educational administrator and designate an interim educational administrator (EA) within five (5) business days. Completion and submission of this form is required as part of the notification process.

Faculty/EA Name (*Last, First*): DeGroot, Kerry WI RN License #: 138173

School of Nursing Employed By: Lakeland University W3718 South Drive Plymouth, WI 53073

Type of Nursing Program(s) (ADN, PN, BSN, etc.): RN to BSN Completion Program

Position: Educational Administrator Faculty

Appointment Effective Date: April 28, 2021

FACULTY APPOINTMENTS (complete Section A below).

Fully-qualified faculty must have a current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered and a graduate degree with a major in nursing.

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Bellin College of Nursing	Green Bay/WI	May 2013	MSN	Nursing - Nurse Educator	
Bellin College of Nursing	Green Bay/WI	May 2001	BSN	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

Fully-qualified educational administrator must have current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered, a graduate degree with a major in nursing, knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education or doctorate degree in nurse education) or at least two (2) years experience as an instructor in a nursing education program within the last five (5) years.

NOTE: Applicant must complete Section A below; complete Section B below only if teaching experience is being applied toward the requirements in lieu of an earned master's or doctorate degree in nurse education.

List most recent education preparation and teaching experience first. Attach additional pages as necessary.

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor

B. NURSING INSTRUCTION EXPERIENCE*

*Complete this section only if a master's or doctorate degree in nurse education has not been earned and teaching experience is being applied in lieu of a master's or doctorate degree in nursing.

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title

Kerry Hamm, MSN, RN
 Educational Administrator

Kerry Hamm
 Signature

(920) 323-4181 (cell - working remote)
 (920) 565-1000 ext. 2903 (office)
 Telephone Number

Director of Nursing Program, Instructor of Nursing
 Title

January 24, 2022
 Date

HammKL@lakeland.edu
 Email Address

Kerry DeGroot, RN, MSN

738 Highland View Drive West Bend, Wisconsin 53095
(920) 277-6833 ~ kerrydegroot@gmail.com

Profile

Dedicated, professional Registered Nurse with experience in teaching in an Associate Degree Nursing Program. Exceptional organizational and communication skills, great ability to listen and focus on the needs and view of others. Areas of strength include adaptability, problem solver, and facilitation of needs.

Education

Master of Science in Nursing Education
Bellin College of Nursing – Green Bay, Wisconsin
Graduation – May 2013

Bachelor of Science in Nursing; Graduated May 2001
Bellin College of Nursing – Green Bay, Wisconsin
GPA – 3.65, Cum Laude

Professional Experience

Nursing Program Director (August 2018 – Present)

Moraine Park Technical College – West Bend, Wisconsin

Secures and communicates with clinical agencies for all nursing program clinical groups. Point person for ExamSoft testing software. Participates on the advisory committee.

Nursing Instructor (August 2012 – Present)

Moraine Park Technical College – West Bend, Wisconsin

Instructs nursing students in an Associated Degree program in a variety of theory and clinical courses. Experience with item-writing and curriculum development. Experience with accreditation and cross functional committee work. Theory courses taught include: Nursing Fundamentals, Nursing Skills, Nursing Health Promotions, Nursing Health Alterations, Advanced Skills, Mental Health & Community Concepts, Management Concepts, and Complex Health Alterations 2. Clinical courses taught include: Introduction to clinical practice, Introduction into clinical care management, Clinical care across the lifespan, and Clinical Transitions.

Nurse Consultant (August 2014 – 2019, 2021 - Present)

NurseTim, Inc – Minnesota

Develop test items based on provided blueprints.

Adjunct Nursing Instructor (March 2012 – May 2012)

Moraine Park Technical College – West Bend, Wisconsin

Instruct nursing students within their first clinical, Introduction to Clinical Practice. Utilize performance-based assessments while providing formative and summative feedback to students.

Registered Nurse (June 2010 – January 2013)

Urgent Care - Aurora Advanced Healthcare - Grafton, Wisconsin

Provide direct patient care to patients seeking urgent care needs. Triage patients based on assessment skills to assist with correct delivery of care. Work directly with physicians to fully treat patients. Preceptor to new clinical staff and students.

Clinical Trainer (September 2008 – April 2010)

Thedacare – Theda Clark Medical Center/Appleton Medical Center - Appleton, Wisconsin
Conducted skills learning lab and clinical days with new RN/LPN working in the inpatient hospital division.
Conducted skills learning lab and clinical days with new CT (CNA) working in the inpatient hospital division.
Successfully, devised and facilitated a four day orientation program for new clinical staff. Other work achievements include:

Clinical Lab Instructor (August 2007 – May 2008)

Marian University – Fond du Lac, Wisconsin

Assisted with teaching, demonstrating, and testing sophomore nursing students within a skills lab setting. Provided ongoing constructive feedback to nursing students and completion evaluations at the end of the semester.

Registered Nurse (April 2007 – February 2009)

Theda Clark Birth Center – Theda Clark Medical Center – Neenah, Wisconsin

Provided direct patient care to families undergoing the process of labor and delivery. Managed post delivery care to mothers and their newborns. Provided care to high risk pregnant patients with multiple health concerns. Provided care to patients who received gynecological surgery.

Registered Nurse (June 2001- November 2007)

Emergency Department- Appleton Medical Center – Appleton, Wisconsin

Provided direct patient care to patients needing emergency medical assistance. Maintained a high level of nursing and communication skills for patients across the lifespan. Triage patients and prioritized care to the most emergent patients initially. Preceptor to new employees. Achieved Certified Emergency Nurse certification.

Moraine Park Technical College Committee Participation

- Committee Member: Cross functional Service-Learning Committee, 2013 – 2015
- Committee Member: Nursing program concept care map committee, 2013 – present
- Committee Member: Nursing program curriculum committee, 2015 – 2018
- Committee Member: Nursing program simulation committee, 2016 – 2018
- Committee Member: Nursing program admission committee, 2012 – 2014
- Chair of committee: Admission, Retention, Readmission, Transfer committee, 2018 - present
- Committee Member: College-wide bookstore committee, 2020 - present

Certifications/Specialized Skills/Research

- Basic Life Support, Current
- Certified Emergency Nurse, 2003-2007
- Neonatal Resuscitation, 2007 - 2009
- Advanced Cardiac Life Support, 2001 - 2008
- Pediatric Advanced Life Support, 2001 – 2008
- Proficient in Microsoft PowerPoint, Excel, and Word.
- Professional experience with item writing
- Unpublished research on computerized testing for nursing program - successful led the launch of computerized testing in the nursing program

Conferences Attended

- Service Learning Institute, June 2013 – Marian University
- Teacher's Professor Conference, Attended May 2015 – Atlanta, Georgia
- Friends of Abused Families, Inc, talk about domestic violence attended Fall 2015 – MPTC campus
- Life of Hope (suicide prevention) talk, attended Spring 2016 – WBHS auditorium
- ExamSoft conference, Attended June 2018 - Fort Lauderdale, Florida
- Developed and demonstrated a heroin simulation to the leadership council of West Bend and demonstrated the simulation for the community of West Bend. Assisted with an open forum for public to ask questions along with the heroin task force of Washington County

- Certified as a Q.P.R. for the prevention of suicide
- Works as a partnership with the West Bend Boys & Girls Clubs to offer teaching sessions by the nursing students

Community Partnerships

- Secretary and Board Member for Kettle Moraine Figure Skating Club, 2015 - 2018
- Member of Well Washington County, Mental Health Action Team – Think Well - 2016 - 2018

Special and Personal Interests

- Interest in teaching adult higher education
- Interest in using technology and active learning strategies in higher education

Wisconsin Department of Safety and Professional Services

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BOARD OF NURSING

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Faculty/EA Name (*Last, First*): Hasenstein, Kristi WI RN License #: 223044

School of Nursing Employed By: Lakeland University W3718 South Drive Plymouth, WI 53073

Type of Nursing Program(s) (ADN, PN, BSN, etc.): RN to BSN Completion Program

Position: _____ Educational Administrator X Faculty

Appointment Effective Date: April 27, 2021

FACULTY APPOINTMENTS (complete Section A below).

Fully-qualified faculty must have a current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered and a graduate degree with a major in nursing.

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Herzing University	Madison/WI	December 2019	Post-Masters Cert.	Family Nurse Practitioner	
Western Gov. Univ.	Salt Lake City/UT	February 2017	Master of Science in Nursing	Nursing - Nurse Educator	
Western Gov. Univ.	Salt Lake City/UT	June 2016	BSN	Nursing	
Lakeshore Technical College	Cleveland/WI	May 2015	Assoc. Deg. Nursing	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

Fully-qualified educational administrator must have current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered, a graduate degree with a major in nursing, knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education or doctorate degree in nurse education) or at least two (2) years experience as an instructor in a nursing education program within the last five (5) years.

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List most recent education preparation and teaching experience first. Attach additional pages as necessary.


A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor

B. NURSING INSTRUCTION EXPERIENCE*

*Complete this section only if a master's or doctorate degree in nurse education has not been earned and teaching experience is being applied in lieu of a master's or doctorate degree in nursing.

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title

Kerry Hamm, MSN, RN
 Educational Administrator

 Signature
 (920) 323-4181 (cell - working remote)
 (920) 565-1000 ext. 2903 (office)
 Telephone Number

Director of Nursing Program, Instructor of Nursing
 Title
 January 24, 2022
 Date
HammKL@lakeland.edu
 Email Address

Kristi Hasenstein MSN, APNP, FNP-C

2428 Hidden Creek Ct • Sheboygan, WI 53083 • 920-254-4525 • Kristi.hasenstein@gmail.com

OBJECTIVE

Seeking an Adjunct Nursing Instructor position that allows for continued professional growth and the opportunity to serve and influence the future of nursing within our community.

EDUCATION

HERZING UNIVERSITY, Madison, WI

Post-Masters Family Nurse Practitioner Certificate | July 2018 – December 2019

WESTERN GOVERNORS UNIVERSITY, Salt Lake City, UT

Master Degree of Nursing – Education | June 2016 - February 2016
Bachelor Degree of Nursing | October 2015 - June 2016

LAKESHORE TECHNICAL COLLEGE, Cleveland, WI

Associate Degree of Nursing | August 2012 - May 2015
Associate Degree, Graphic Arts & Web Design | 2007-2009

EXPERIENCE

Family Nurse Practitioner, Urgent Care - Prevea Health, March 2020 - present

Surgical Services Nurse Educator, Aurora Medical Center, September 2017 - February 2020

Adjunct Nursing Faculty, Bryant & Stratton College and Silver Lake College, 2017

Surgical Nurse, HSHS St. Nicholas Hospital, June 2015 - September 2017

ASSOCIATIONS AND CERTIFICATIONS

Advanced Practice Nurse Prescriber & Registered Nursing License, Wisconsin
NPI | 1407480866 & DEA

AANP & AACN Member

Advanced Cardiovascular Life Support & Basic Life Support for Professionals

WGU Excellence Award, 2016

CNOR Certification

Lakeshore Chapter of Nurses Association
2013-2015, *President* 2014-2015

Phi Theta Kappa Honors Society

Wisconsin Department of Safety and Professional Services

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Faculty/EA Name (*Last, First*): Spoerl, Tammy WI RN License #: 131761-30

School of Nursing Employed By: Lakeland University W3718 South Drive Plymouth, WI 53073

Type of Nursing Program(s) (ADN, PN, BSN, etc.): RN to BSN Completion Program

Position: _____ Educational Administrator X Faculty

Appointment Effective Date: November 20, 2019

FACULTY APPOINTMENTS (complete Section A below).

Fully-qualified faculty must have a current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered and a graduate degree with a major in nursing.

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Concordia University	Mequon/WI	May 2013	MSN	Nursing - Nurse Educator	
Marian University	Fond du Lac/WI	December 1998	BSN	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

Fully-qualified educational administrator must have current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered, a graduate degree with a major in nursing, knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education or doctorate degree in nurse education) or at least two (2) years experience as an instructor in a nursing education program within the last five (5) years.

NOTE: Applicant must complete Section A below; complete Section B below only if teaching experience is being applied toward the requirements in lieu of an earned master's or doctorate degree in nurse education.

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Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor

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From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title

Kerry Hamm, MSN, RN
 Educational Administrator

 Signature
 (920) 323-4181 (cell - working remote)
 (920) 565-1000 ext. 2903 (office)
 Telephone Number

Director of Nursing Program, Instructor of Nursing
 Title
January 24, 2022
 Date
HammKL@lakeland.edu
 Email Address

TAMMY M. SPOERL, MSN, RN

325 Euclid Ave. Sheboygan, WI 53083

Email: tammy.spoerl@gmail.com

Mobile: (920) 627-2946

PROFESSIONAL SUMMARY

My strengths include being a reliable, ethical healthcare educator with the ability to stay calm and intervene during crises. I am able to facilitate new nurses in their educational journey and collaborate on multidisciplinary teams. I have a proven ability to build positive relationships with patients, family members, co-workers, students, educators, physicians and other medical professionals.

EDUCATIONAL SUMMARY

Concordia University of Wisconsin

May 2013

- ❖ Master of Science in Nursing Education

Coursework Completed: Evaluation and Testing In Evaluation, Curriculum Development, Human Learning and Motivation, Advanced Nurse Educator Practicum I, II, & III, Scholarly Project, Global Perspectives, Advanced Health Assessment, Bioethics for HealthCare, Nursing Research, Pathophysiology, Nursing Theory, Health Care in Context, and Statistics

Instructional Practicum Experience:

- ❖ Medical Surgical Unit focusing on clinical instruction of students caring for patient with joint replacement, stroke and various medical conditions
- ❖ Women's Health Unit care focused on women (ante partum, intra partum postpartum, recovery, newborns and premature infants)
- ❖ Children's Hospital of Wisconsin focusing on institutional education, which included new employee orientation/ education, opportunity to assist in safe sleep data collection and health literacy campaign.

Marian College

December 1998

- ❖ Bachelor of Science in Nursing: *Cum Laude*
 - Clinical experiences: Salvation Army, Taycheeda Correctional Institute, Sargento Cheese, Home health & Hospice, Saint Agnes and Winnebago Mental Health, Children's Hospital of WI

TEACHING EXPERIENCE

Lakeland University

January 2020-Present

Adjunct Instructor: RN to BSN Completion Program:

- ❖ Professional Nursing Practice
- ❖ Community Health & Population Focused Nursing

Lakeshore Technical College

May 2013- June 2019

Faculty: Associate Degree and Practical Nursing Programs: January 2015 – June 2019

- Clinical care across the lifespan
- Nursing Health Promotion
- Introduction to clinical practice
- Simulations (NHP, CCLA, and 4th semester Advanced clinical practice)

Academic Specialist: August 2013- December 2014

- ❖ Supplemental Instruction, student retention as well as instructing Medical terminology and Introduction to Nursing Clinical

Adjunct Instructor:

- ❖ Nursing Assistant Refresher Course 2014
- ❖ Medical Terminology summer of 2013

Concordia University of Wisconsin

October 2010 - May 2011 & August- October 2013

Adjunct Clinical Instructor for BSN students

- ❖ Adjunct Clinical Instructor for Alterations in Wellness I: Pine Haven Nursing Home and Sharon S. Richardson Hospice Care, Sheboygan Falls, WI
- ❖ Adjunct Clinical Instructor Health Promotions: Columbia St. Mary's, Milwaukee, WI

WORK EXPERIENCE

Aurora Sheboygan Memorial Medical Center

April 1998- February 2014 & July 2019-Present

Women's Health Services (WHS)

- ❖ *Lactation and Newborn Nurse (July 2019-present):* International Board-Certified Lactation Consultant using the nursing process facilitate the feeding goals of mothers and infants, monitor jaundice and treatment prescribed by the physician
- ❖ *Staff Nurse (1998- February 2014):* Use of nursing process to care for the following patient population: women of childbearing age (L&D), Newborns; age 0-10 days, and women requiring other gynecological surgeries.
- ❖ *Transitional Leadership Team Member (August –December 2010):* Interim management team member until a unit manager was hired.
- ❖ *Lead Nurse (August 2009- April 2011):* Duties: managing shift staffing, patient assignments, assigning tasks to ancillary staff.
- ❖ *Preceptor (2005-2011):* Assisted in orientation (12-16 weeks) of new employees. (Labor & Delivery, Post-Partum, and Newborn Nursery).
- ❖ *Case Manager (2000-2003 & April 2011-12):* Managing the insurance verification/ clinical review process for WHS patients. Care planning and coordination of expected L&D patients, providing information for community services. Collaborated with community interpreters, adoption agencies, and worked closely with the social work department for at risk populations.

Kohler Company; Medical Department

February 2000 - October 2001

Occupational Health Nurse/ Emergency Medical Technician:

- ❖ Primary Duties included: pre-hire physicals, workers compensation and OSHA required data. Assessment of factory/work related injuries. Collaborating with facility First Responders, Orange Cross EMT's and Paramedics. Co-Pioneered the first offering of Freedom from Smoking Program at Kohler Co.

ACADEMIC QUALIFICATIONS & CERTIFICATIONS (all current)

- ❖ Certified Nurse- Inpatient Obstetrics (RNC-OB Inpatient National Certification Corp since 2010)
- ❖ International Board Certification of Lactation Specialists (IBCLC)
- ❖ Basic Life Support for Professionals (BLS)
- ❖ Neonatal Resuscitation Program Certification (NRP)
- ❖ Car Seat Installation Certification

COMMITTEES, MEMBERSHIP, PARTICIPATION & AFFILIATIONS

Lakeland University

- ❖ 2020 Board of Advocates-adjunct faculty participant
- ❖ 2020 American Association of Colleges of Nursing (AACN) (LU affiliate)
- ❖ 2020 National League of Nursing

LTC

- ❖ 2019 Accreditation Committee for PN Program (ACEN)
- ❖ 2019 QPR Prevention Gatekeeper Program
- ❖ 2019-2014 National League of Nursing
- ❖ 2019-2014 Wisconsin Nurses Association
- ❖ 2018-2014 Faculty Advisor- Lakeshore Chapter of Student Nurse Association (LCSNA)
- ❖ 2018-2014 Faculty Advisor- Nursing Pinning Committee
- ❖ 2018-2014 ACEN Accreditation Committee for ADN Program
- ❖ 2017 Simulation Committee
- ❖ 2016 Exit Exams and End of Program Student learning Outcomes
- ❖ 2016 EAC Visual Data Committee
- ❖ 2016 Safety Integrated Curricular Committee
- ❖ 2014 Northeastern Wisconsin Area Health Education Center- facilitated interprofessional simulation scenarios at LTC

ASMMC

- ❖ 2016-2010 Wisconsin Association of Perinatal Care (member)
- ❖ Wisconsin Nurse Association

SEMINARS & CONTINUING EDUCATION

Lakeland University

- ❖ 2020 UW-Wisconsin Aging Science & the Care of Older Adults (Littlefield Leadership Lecture Series)
- ❖ 2020 Patient Engagement and Strategies to Build Trust
- ❖ 2019 Discrimination Awareness in the Workplace
- ❖ 2019 Title IX and Sexual Misconduct

ASMMC

- ❖ 2020 Resource Allocation COVID-19 an ethics overview
- ❖ 2020 AIM Maternal Mental Health
- ❖ 2020 Sexual Harassment Prevention
- ❖ 2020 Suicide prevention screening
- ❖ 2019 Prevention of Medical Errors
- ❖ 2019 Teamwork and Communication
- ❖ 2019 WAPC Safe Sleep Series/ Sudden Unexpected Infant death in WI
- ❖ 2019 Lactation Education Training (LER 90 hours)
- ❖ 2019 Wisconsin Car Seat Certification Course
- ❖ 2019 Unconscious Bias
- ❖ 2019 Organ tissue and donation process
- ❖ 2019 Teach back: verifying patient understanding
 - Plain Language: partnering for effective communication and teaching
- ❖ 2019 active shooter training
- ❖ 2019 Domestic Violence
 - Effectively & Sensitively responding to Sexual Trauma Survivors
- ❖ 2013 Neonatal abstinence syndrome
- ❖ 2012 ACLS
- ❖ 2009 Embracing Nursing Research
- ❖ Wisconsin Association of Perinatal Care Conferences (multiple years)

Lakeshore Technical College

- ❖ 2018 Teaching to Context: a story-based approach
- ❖ 2018 Ear Reflexology
- ❖ 2018 NCLEX Camp for Nurse Educators facilitated by Donna "Iggy" Ignatavicius
- ❖ 2018-2014 WTCS State Conferences WI

- ❖ 2018 Active Shooter training
- ❖ 2017 Laerdal Simulator Essentials
- ❖ 2017 SIRC Simulation
 - Debriefing
 - Evaluating
 - Teaching & Learning Strategies
 - Simulation Pedagogy: what every nurse educator needs to know
- ❖ 2016 Teaching Certified-Wisconsin Technical College System
- ❖ 2016 Greg Hodges Collaborative/ Cooperative learning Strategies
- ❖ 2016 Data & Evidence
- ❖ 2016 Course Design
- ❖ 2016 Instructor Development Day
- ❖ 2015 Interprofessional Simulation Workshop
- ❖ 2015 NCLEX and Critical Thinking- How do I make the Connection? Linda Caputi
- ❖ 2015 Developing and Implementing a Concept Based Curriculum.
- ❖ 2014 NLN Simulation Training
- ❖ 2014 Team teaching, Supplemental Instruction and Learning Strategies
- ❖ 2014 Supplemental Instruction
- ❖ 2013 Building Bridges: Spanning the generations

COMMUNITY/ MISSION/ SERVICE

- ❖ 2020 (Feb) Guatemala **Houses to Homes**
- ❖ 2013 (Jan) Nicaragua **Outreach 360**

PROFESSIONAL REFERENCES

- ❖ Kerry Hamm, MSN, RN
Director of Nursing, Lakeland University
- ❖ Megan Shvartsman, RN
Manager of Women's Health Services
Advocate Aurora Sheboygan Memorial Medical Center
- ❖ Kathleen Lengyel, MSN, RN
Concordia University
- ❖ Donna Mayer, NP, RN
Aurora Health Care

Wisconsin Department of Safety and Professional Services

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Faculty/EA Name (*Last, First*): Vanne, Jill WI RN License #: 150696-30

School of Nursing Employed By: Lakeland University W3718 South Drive Plymouth, WI 53073

Type of Nursing Program(s) (ADN, PN, BSN, etc.): RN to BSN Completion Program

Position: _____ Educational Administrator X Faculty

Appointment Effective Date: November 20, 2019

FACULTY APPOINTMENTS (complete Section A below).

Fully-qualified faculty must have a current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered and a graduate degree with a major in nursing.

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Jacksonville University	Jacksonville/FL	May 2014	Master of Science in Nursing	Nursing Education	
Chamberlain College	Chicago/IL	May 2010	BSN	Nursing	
Lakeshore Technical College	Cleveland/WI	May 2005	Associate Degree in Applied Science (AAS)	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

Fully-qualified educational administrator must have current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered, a graduate degree with a major in nursing, knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education or doctorate degree in nurse education) or at least two (2) years experience as an instructor in a nursing education program within the last five (5) years.

NOTE: Applicant must complete Section A below; complete Section B below only if teaching experience is being applied toward the requirements in lieu of an earned master's or doctorate degree in nurse education.

List most recent education preparation and teaching experience first. Attach additional pages as necessary.

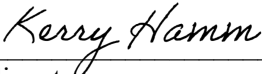
A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor

B. NURSING INSTRUCTION EXPERIENCE*

*Complete this section only if a master's or doctorate degree in nurse education has not been earned and teaching experience is being applied in lieu of a master's or doctorate degree in nursing.

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title

Kerry Hamm, MSN, RN
 Educational Administrator

 Signature
 (920) 323-4181 (cell working remote)
 (920) 565-1000 ext. 2903 (office)
 Telephone Number

Director of the Nursing Program
 Title
 January 24, 2022
 Date
 HammKL@lakeland.edu
 Email Address

CURRICULUM VITAE

VANNE, JILL M

6670 Viceroy Road, Two Rivers, WI | 920-973-3139 | jillv920@gmail.com

EDUCATION

Jacksonville University Master of Science Nursing, Clinical Education	2012-2014
Chamberlain College of Nursing Bachelor Science of Nursing	2009-2011
Lakeshore Technical College Associate Degree Nursing	2003-2005

AWARDS

Nurse Excellence Award, Aurora Medical Center Manitowoc County	2013
Nurse Excellence Award, Aurora Medical Center Manitowoc County	2012

TEACHING EXPERIENCE

Lakeshore Technical College, Associate Degree Nursing Program:

Course/Clinical Instructor Intermediate and Advanced Clinical Practice	2015-present
Course Coordinator for Intermediate Clinical	2018-present
Course Coordinator/Lecturer Advanced Nursing Skills	2018-present
Course Coordinator/Lecturer Nursing Pharmacology	2015-2019
Course/Clinical Instructor Nursing Transitions	2015-2019
Course/Clinical Instructor Mental Health	2015-2019
Course Coordinator/Lecturer Complex Health Alterations II	2020-present
Course Coordinator/Lecturer Bridge Skills	2020-present
Course Coordinator/Instructor Bridge Clinical	2020-present
Course Coordinator/Instructor Virtual Clinical	2020-present
Course Clinical/Lecturer Complex Health Alterations I, Substitute	2017-present
Course Clinical/Lecturer Complex Health Alterations II	2020-present

Lakeland University, RN to BSN Program:

Course Instructor Nursing Informatics	2020-present
Course Instructor Comprehensive Health and Physical Assessment	2020-present

PROFESSIONAL/RELATED HISTORY

Lakeshore Technical College (LTC) 1290 North Avenue, Cleveland, WI 53015	2015-Present
--	--------------

Nursing Instructor ADN Program

Lakeland University W 3718 South Drive, Plymouth, WI 53073	2020-Present
--	--------------

Adjunct Nursing Instructor RN to BSN Program

Aurora Medical Center Manitowoc County
 5000 Memorial Drive, Two Rivers, WI 54241

Staff RN	2003-2014
Casual	2015-Present

COMMITTEES AND MEMBERSHIPS/PARTICIPATION

LTC

2019-Present	Job Description Committee
2015-Present	Adaptive Testing Committee
2015-Present	ACEN Accreditation Committee, Standard 4
2015-Present	Nursing Advisory Committee
2015-Present	National League of Nursing (NLN)
2016-Present	Simulation Committee
Present	Oncology Nursing Society (ONS)
2018-2019	WTCS Prior Credit for Learning Committee for Nursing Pharmacology
2015-2018	Lakeshore Chapter of Student Nurses Assoc (LCSNA Advisor)
2017	“Navigate” Software Pilot

AMCMC

2012-2014	Pain Resource Nursing (PRN) Co-Chair
2012-2016	Member American Society Pain Management Nursing (ASPMN)
2006-2014	Preceptor for new nurses and UW Oshkosh Excel Program
2013-2014	Credentialed EPIC Trainer for RN 100, 200, 300, and Beacon Springboard for the Acute Inpatient
2011	Participated in NDNQI study “Dissemination and Implementation of Evidence-Based Methods to Measure and Improve Pain Outcomes”

LICENSURE AND CERTIFICATION

RN Wisconsin #150696—030
 Basic Life Support (BLS) for the Healthcare Provider, American Heart Association
 ONS Chemo Certification, #368288
 Wisconsin Technical College System, Teaching Certified
 Safe Space Ally Diversity and Inclusion Certification, LTC

SEMINARS ATTENDED

2019	Frontline Leadership: Communication Skills (MRA), WI
------	--

2018 WNA Healthy Nurses for Wisconsin Conference, WI
 2018 Safe Space, Diversity and Inclusion (LTC)
 2015-2018 WTCS State Conferences, WI
 2016 WSNA (Wisconsin Student Nurses Assoc) State Conference, WI
 2016 Nuts and Bolts of Nursing Education, MN
 2016 Greg Hodges Cooperative Learning, WI
 2013 ASPMN National Pain Conference, IN
 2013 EPIC Credentialed Training, WI
 2012 Basic and Advanced Pediatric Nursing Seminar, St. Lukes, WI
 2011 PRN Course, Aurora Baycare, WI
 2009 Beyond the Nuts and Bolts of Nursing, St. Lukes, WI
 2008 Promoting Excellence in End of Life Care, St. Lukes, WI
 2008 ONS Chemo Administration, Aurora Baycare, WI
 2007 Preceptor Training, St. Lukes, WI
 2006-2007 Planetree Retreats, St. Lukes, WI

COMMUNITY SERVICE

College Preview Night, ADN Program Representative
 Health Division Open House, AND Program Representative
 LTC New Student Orientation Tour Guide
 Aurora Healthcare TR 10-Mile Volunteer
 Optimist/Jr. Optimist Club of Two Rivers (Service Club)
 Relay for Life, Manitowoc County
 Two Rivers School District Band Boosters/Track and Cross Country Boosters

REFERENCES

Kerry Hamm, MSN, RN
 Director of Nursing, Lakeland University
 W3718 South Drive, Plymouth, WI 53073
 (920) 323-4181; hammKL@lakeland.edu

Jenise Jorsch, BSN
 Manager ED Aurora Medical Center Manitowoc County
 5000 Memorial Drive, Two Rivers, WI 54241
 920-794-5159; jenise.jorsch@aah.org

N 1.08 (4)(a) Curriculum – Nursing Program Student Handbook



Lakeland University

RN to BSN Completion Program

Nursing Program Student Handbook

Original: 2019 – 2020
Editions: Spring 2021
Current publication: 2021 - 2022

January 12, 2022

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Welcome to Lakeland University and the RN to BSN Completion Program. As an integral part of Lakeland University, your time here means you'll always be an essential contributor to the university's continued success and the Nursing Program. The entire Lakeland University community looks forward to your involvement and seeing your success. The nursing faculty, the William R. Kellett School of Undergraduate and Graduate Studies (Kellett School) staff, and the nursing program director are excited and eager to assist you during your journey.

This student handbook is an essential guide to your success. This handbook is prepared by the faculty and staff of Lakeland University. Please use this handbook along with the William R. Kellett School of Undergraduate and Graduate Studies Academic Catalog and Lakeland University Student Handbook to understand the guidelines, protocols, and expectations of the program and those of the University. Knowing the content of these resources is essential to your achievements. Students are responsible for all of the information contained in this handbook.

The field of nursing practice is dynamic and challenging. To meet the ever-changing aspects of professional practice, the faculty continually adjust to new demands to ensure students are prepared to achieve their professional goals. This handbook is in a constant state of development to meet students' needs and maintain current best practices. It is a living document that is reviewed and revised annually and as needed. Students should feel free to seek clarification if any ambiguities are encountered as they progress through the program.

On behalf of myself, the faculty, and staff – thank you for choosing Lakeland University for furthering your nursing education. We look forward to assisting you as you embark on this journey to earning your Bachelor of Science in Nursing.

Kind regards,

Kerry Hamm

Kerry Hamm MSN, RN
Director of the Nursing Program

January 12, 2022

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Mission, Philosophy, and Program Learning Outcomes

Lakeland University Mission

Lakeland University educates individuals of diverse backgrounds, preparing them to think critically, to communicate effectively, to succeed professionally, and to lead ethical, purposeful and fulfilling lives. Rooted in the values of the United Church of Christ, Lakeland integrates the liberal arts and experiential learning to develop the whole person for success in a dynamic, multi-faceted world.

RN to BSN Completion Program Mission

The mission of the Lakeland University RN to BSN Completion Program builds on the university's mission in its dedication to educate registered nurses by building on prior knowledge, skills, and experiences to advance the art and science of nursing. The goal of the baccalaureate graduate is to grow personally, advance with increasing competence professionally, and carry on the lifelong learning process that is important for optimal development as a practitioner in the discipline of nursing.

RN to BSN Completion Program Philosophy

Lakeland University nursing faculty believe that the art and science of nursing are founded in the liberal arts and sciences. Nursing education transforms the knowledge from the liberal arts and sciences into the basis of nursing practice. This foundation, when integrated with evidence-based research and practice, provides the root of professional practice.

Professional nursing practice includes an awareness of ethical standards, ability to critically think, participate in lifelong experiential learning, and development of interprofessional relationships. The Essentials of Baccalaureate Education in Nursing (2008) are the basic foundation to the curriculum for the RN to BSN Completion Program, and thus essential for the practice of professional nursing. This education provides the foundation for the development of professional nursing practice, critical thinking, ethical decision-making, leadership skills, and the independent and interprofessional pursuit of high standards of health care.

The graduate of Lakeland University's RN to BSN Completion Program will integrate evidence-based research to practice in the provision of patient-centered, culturally competent, and community/population based care. Through experience as an active member of the healthcare community, the graduate will collaborate with interprofessional teams to achieve positive patient outcomes and develop professional skills that contribute to advanced professional competence and leadership. As an active participant in the learning environment the graduate will develop an understanding of healthcare organizations/systems and the processes of healthcare policy development. As a user of patient care technology and informatics the graduate will use information technology in experiences that apply quality improvement principles in the delivery of safe, quality care.

RN to BSN Completion Program Learning Outcomes

Students who have successfully completed the RN to BSN Completion Program coursework from Lakeland University should be able to:

1. Synthesize knowledge from the liberal arts, sciences, and professional nursing practice in the delivery of patient-centered care

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2. Utilize leadership skills and knowledge of system-based practice to enhance the quality and safety of nursing practice within health care systems
3. Integrate the use of critical thinking skills by combining nursing knowledge and evidence-based research to advance professional nursing practice
4. Examine how informatics, information management systems, and patient care technology impact patient-care outcomes
5. Analyze the direct and indirect influence that external and internal factors (i.e. health care policies, practices, and regulatory environments) have on population health and professional nursing practice
6. Deliver patient-centered care as a member of an interdisciplinary team, emphasizing communication, evidence-based practice, quality improvement approaches, and informatics
7. Collaborate with healthcare professionals and patient populations to promote conditions and health behaviors that improve population health across the lifespan
8. Demonstrate accountability for the delivery of professional nursing care that is consistent with altruistic, ethical, and humanistic principles
9. Adapt nursing care based on patient preference, healthcare environment, and scientific advancement



General Information

The RN to BSN Completion Program (nursing program) at Lakeland University (LU) is specifically designed for students interested in obtaining a Bachelor of Science in Nursing (BSN) after the completion of an Associate Degree in Nursing (ADN) from an accredited community, technical, or private college. The nursing program learning outcomes and curricula are based on the following documents from nursing organizations, regulating bodies, and accreditation agencies that establish the foundational requirements of nursing education:

- American Association of Colleges of Nursing (AACN). (2008). *Cultural competency in baccalaureate nursing education*. Washington, DC: Author. Retrieved from <https://www.aacnnursing.org/Portals/42/AcademicNursing/CurriculumGuidelines/Cultural-Competency-Bacc-Edu.pdf>
- American Association of Colleges of Nursing (AACN). (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author. Retrieved from <https://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf>
- American Association of Colleges of Nursing (AACN). (2013). *Public health: Recommended baccalaureate competencies and curricular guidelines for public health nursing*. Washington, DC: Author. Retrieved from <https://www.aacnnursing.org/Portals/42/Population%20Health/BSN-Curriculum-Guide.pdf>
- American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. Silver Spring, MD: Author.
- American Nurses Association. (2015). *Nursing: Scope and standards of practice*. Silver Spring, MD: Author.
- International Council of Nurses. (2012). *The ICN code of ethics for nurses*. Geneva, Switzerland. Retrieved from https://www.icn.ch/sites/default/files/inline-files/2012_ICN_Codeofethicsfornurses_%20eng.pdf
- Interprofessional Education Collaborative. (2016). *Core competencies for interprofessional collaborative practice: 2016 update*. Washington, DC: Author. Retrieved from <https://www.aacnnursing.org/Portals/42/AcademicNursing/CurriculumGuidelines/IPEC-Core-Competencies-2016.pdf>
- Massachusetts Department of Higher Education Nursing Initiative. (2016). *Massachusetts nurse of the future: Nursing core competencies*. Retrieved from http://www.mass.edu/nahe/documents/NOFRNCompetencies_updated_March2016.pdf
- National League for Nursing. (2010). *Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. New York, NY: Author.
- QSEN Institute. (n.d.). *Quality and Safety Education for Nurses*. Retrieved from <http://qsen.org/>
- Technology Informatics Guiding Education and Reform. (2011). *Informatics competencies for every practicing nurse: Recommendations from the TIGER collaborative*. Chicago, IL: Author. Retrieved from http://www.mhsinformatics.org/CI-Fellowship/Workforce-development/Competencies/Tiger.Report_Competencies_final.pdf

The Nursing Program Student Handbook is available to prospective students, those who have applied, and nurses admitted to the LU nursing program. The intent is to communicate policies and procedures and prepare the student for experiences unique to the nursing program. The nursing program policies and student handbook are supplemental to the Lakeland University William R. Kellett School of Undergraduate and Graduate Studies Academic Catalog and

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Student Handbook. In some cases, policies and procedures are more defined in the nursing program student handbook to meet nursing education standards and accreditation and ensure equitable treatment of students. If a policy or process in the nursing program student handbook differs from the university's policy or process, the nursing program student handbook will be followed. The policies and procedures listed in this handbook are subject to change and modified for just cause. The most current edition of the nursing program student handbook can be found at Lakeland.edu and within the RN to BSN Student Resources shell in Blackboard. Please be aware that course policies are located in each course syllabus.

Lakeland University student policies for admission, progression, retention, and graduation can be found in the Kellett School Academic Catalog located at <https://catalog.lakeland.edu/>. The Student Handbook, Academic Calendar, and Kellett Student Course Guidelines are located at my.lakeland.edu/ICS/Student/. For transcripts, course schedules, or registration, visit the Office of the Registrar's website at <https://lakeland.edu/Academics/registrar-s-office>

Institution accreditation: Lakeland University is accredited by the Higher Learning Commission (<https://www.hlcommission.org/>) located at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; 800-621-7440.

The Wisconsin Board of Nursing has approved Lakeland University's application for Authorization to Admit students.

The Higher Learning Commission has granted Lakeland University program approval for the RN to BSN Completion Program.

The baccalaureate degree program in nursing at Lakeland University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Important Contact Information

Kerry Hamm, Director of Nursing Program and Instructor of Nursing
HammKL@lakeland.edu
920-565-1000 ext. 2903

Rachel Ware Carlton, Dean of the William R Kellett School and Director of Graduate Music Program
CarltonRJ@lakeland.edu
920-565-1000 ext. 3103

Joshua Kutney, Vice President for Academic Affairs
KutneyJP@lakeland.edu
920-565-1000 ext. 2314

Students who have applied to the nursing program are assigned an Admission Advisor and Academic Advisor. Please feel free to contact your advisor with questions or to request an appointment. You may leave a voicemail or e-mail, and they will return your message as soon as possible. We are happy to answer your questions and welcome any feedback you may have.

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Admissions

Students will follow the general admission policies common to undergraduate and graduate programs, including; application for admission, enrollment prior to admission, criteria for admission, and transfer policies. Students seeking enrollment in the nursing program at LU must meet all of the following additional criteria.

Nursing License*: Those interested in enrolling in the NUR courses must hold an active, unencumbered RN license from the state of Wisconsin Department of Safety and Professional Services (or another state, see below) and meet all other eligibility requirements outlined in this document.

To remain compliant with current state professional licensing regulations, Lakeland University advises that registered nurses licensed in a state other than Wisconsin consult with their home state licensing agency and notify the nursing program director at Lakeland University for guidance before enrolling in this program. The nursing program may currently accept RN's from Arizona, Illinois, Michigan, North Dakota, South Carolina, and South Dakota. Minnesota licensed nurses must work with the nursing program Director to ensure proper instruction for the practicum component of the coursework.

The student will upload documentation of current licensure to their CastleBranch account for nursing program access. Licensure will remain active and unencumbered until graduation from the program. Any change in license status must be communicated to the nursing program director within one business day.

Transcripts*: Those interested in enrolling in the NUR courses must hold an associate degree in nursing from an institution that is regionally accredited and one in which the nursing program is accredited by a national nursing accrediting agency (ACEN, CCNE, or NLN CNEA). A cumulative grade point average (GPA) of 2.0 or above in the student's associate degree nursing program is required for program acceptance. Official transcripts from all post-secondary institutions attended must be sent to Lakeland University.

- For transcripts transmitted electronically, select Lakeland University as the recipient of your records
 - Common transcript service providers: DocuFide, Credentials Solutions, National Student Clearinghouse, Parchment
- Or mail official transcripts to:
Lakeland University
Attn: Registrar's Office
W3718 South Drive
Plymouth, WI 53073-4878

*Applicants nearing completion of their associate degree nursing program or pursuing licensure may enroll in select NUR courses with the Nursing Program Director's written permission – permission to enroll form.

Background Information Disclosure (BID)/Criminal Background Checks: The nursing program is committed to providing the public with nurses and nursing students who demonstrate personal and professional behaviors consistent with the nursing profession's standards. The purpose of nursing licensure is to safeguard life, health, and public welfare. To ensure the protection of the people of the state of Wisconsin, The Department of Health Services

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(DHS) and Lakeland University require a background check for students enrolled in the nursing program before participating in practicum. For reference and details on legislative guidelines about Offenses Affecting Caregiver Eligibility, follow this link to the [State of Wisconsin Statutes Chapter 50.065](#). Costs associated with criminal background checks are the responsibility and at the expense of the student.

Students admitted to the nursing program at LU will complete the Background Information Disclosure (BID) found in CastleBranch. Students must be honest and accurate in the completion of the BID. The BID must remain valid throughout progression in the program for student and nursing program access. Refusal to complete the BID, background check, and storage of documents within CastleBranch will result in exclusion from the nursing program. The student will complete the BID and BID Authorization and Waiver and Release Form (Appendix A) during their first term enrolled in the nursing program.

Self-disclosure is required from the initial completion of the BID until graduation from the program. The student's responsibility is to communicate any new charges, investigations, or convictions for misdemeanor, felony, or municipal ordinance violations to the Lakeland University Director of Nursing no later than the next business day (students do not need to report parking tickets or speeding tickets). Any investigation regarding charges, investigations, or convictions may result in suspension from the practicum experience, which in turn may delay or prevent graduation from the nursing program. Also, failure to report will result in removal from the program.

Practicum agencies may prohibit the placement of students with a criminal history. Students admitted to the nursing program and enrolling in NUR 430 will complete a criminal background check. Completion of the background check is handled via CastleBranch. Information pertaining to CastleBranch will be provided to students admitted to the nursing program and the term before commencing enrollment in NUR 430. A background check may be repeated as necessary to meet practicum facility and DHS requirements.

The practicum facility has the final determination, and the university makes no guarantee of placement for students demonstrating a disqualifying charge or conviction, which may include assault, battery, sexual crime, drug-related offense, theft, abuse, or other infraction that may compromise the health and safety of clients and patients.

Nursing Program Student Handbook: Students seeking admission to the nursing program are provided an electronic copy of the Nursing Program Student Handbook. The student must complete the Nursing Program Student Handbook Signature Sheet (Appendix B) and upload it to their CastleBranch account as part of the enrollment process. Completion is expected within the first term of enrollment.

Confidentiality Consent Form: Students enrolled in the nursing program have a duty to maintain individuals' confidentiality both inside and outside the program. Students are expected to read and complete the Confidentiality Consent Form (Appendix C). The student will upload the completed document to their CastleBranch account as part of the enrollment process; expected completion is within the first term.

Contact Information/Emergency Form: Students enrolling in the nursing program will complete the Contact Information/Emergency Form found in their CastleBranch account.

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Professional Liability Insurance: Students in the nursing program are encouraged to obtain professional liability insurance. Lakeland’s liability insurance policy strictly covers Lakeland students for activities considered part of their practicum. If a student engages in any activity outside of their defined practicum parameters, the university’s policy does not cover the student for those activities.

Curricular Requirements

Life can be busy and unpredictable, making taking classes challenging. At Lakeland University, students will find unmatched flexibility in course delivery. The nursing curriculum is delivered via BlendEd® Live or Online Live, a flexible learning option in which the students choose their learning option each week. These formats allow learners the opportunity to see and communicate with each other live, experiencing the diversity and enrichment of an expanded classroom. BlendEd® Live enables the learner to choose one of the three options from week to week, and Online Live allows students to choose between option two and three below:

1. Attend the live class face-to-face at one of the seven Kellett Center locations
 - Central Wisconsin Center (located in Wisconsin Rapids)
 - Chippewa Valley Center (located in Chippewa Falls)
 - Fox Cities Center (located in Neenah)
 - Green Bay Center (located in Green Bay)
 - Madison Center (located in Madison)
 - Milwaukee Center (located in Milwaukee)
 - Sheboygan Center (located in Plymouth at the main campus)
2. Attend the class virtually, from the seven Center Locations or remotely from any location with an Internet connection, as the course is broadcast live from the face-to-face site via Blackboard Collaborate Ultra
3. Attend online at the student’s convenience as the live class is digitally video-recorded, uploaded to the learning management system (Blackboard), and available for access any time and “on-demand.”

Lakeland University’s Instructional Design Team oversees the uploading of the BlendEd® Live recordings. The team is available to assist the instructor with technology needs during the broadcast. Students may call for support using the Blackboard Collaborate support phone number or access the web-based self-help guide found on the Blackboard home page and within each BlendEd® Live course.

Interdisciplinary Studies courses and courses in the area of emphasis may be offered via the BlendEd® Live format as described above. Alternatively, courses may be delivered in the BlendEd® or online form as necessary. BlendEd® allows the student the same week-to-week flexibility as BlendEd® Live, but in this delivery format, the student can attend class in person at one of the Kellett Center locations or online on their own time with interactive online discussion boards. Online courses may be offered. In the online format, the student completes classwork on their own time, participating in interactive online discussion boards, and completing assignments/exams at a time suitable to the student’s active and busy schedule. Lakeland continues to add more course delivery options at the university and within the nursing program.



The program curricular requirements are as follows:

1. Students must complete a minimum of 120 semester hours to earn a bachelor's degree from Lakeland University.
2. Students should review the Transferring as an Associate Degree Graduate curricular requirements listed in the Academic Catalog.
3. Lakeland RN to BSN Completion Program students with an associate degree in nursing as their highest earned degree must meet the Interdisciplinary Studies requirements, Nursing Core Curriculum requirements, and at one Area of Emphasis as noted below to earn a BSN at Lakeland.
4. Lakeland RN to BSN Completion Program students with an associate degree in nursing and college-level work from an accredited four-year college are evaluated on a course-by-course basis.

Curricular requirements for the RN to BSN Completion Program are as follows (see appendix E for course descriptions):

Interdisciplinary Studies requirements (9 semester hours)

- **GEN 112 – Composition II: Argumentation and Research**
- **Core II: Exploring the Human Condition** (select one 3 semester hour course)
- **Core III: Shaping the Future** (select one 3 semester hour course)

Nursing Core Curriculum requirements (27 semester hours)

- **NUR 301: Professional Nursing Practice**
- **MAT 220: Probability and Statistics**
- **NUR 303: Research and Evidence-Based Practice in Nursing**
- **NUR 320: Comprehensive Health and Physical Assessment**
- **NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy**
- **NUR 401: Systems Leadership for Quality Improvement**
- **NUR 403: Informatics and Patient Care Technologies in Healthcare**
- **NUR 420: Community Health and Population-Focused Nursing**
- **NUR 430: Community and Population Health Practicum (WI)**

Area of Emphasis: completion of one of the following areas of emphasis designed for the nursing major

Healthcare Business Management: recommended for the nurse who aspires to contribute to the health care business organization, desires to be an entrepreneur or who wishes to pursue their master's degree with a Nurse Administrator/Clinical Nurse Leader focus.

Courses - minimum of 4 courses, additional as needed. Other courses may be considered with approval of the Director of the nursing program.

- **ACC 210: Financial Accounting Principles**

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- **BUS 282/PSY 282: Industrial/Organizational Psychology**
- **BUS 308: Healthcare Financial Management**
- **BUS 309: Healthcare Economics**
- **BUS 422: Healthcare Law and Ethics**
- **NPO 140: Introduction to Nonprofit Organizations**
- **Other courses may be considered with approval of the Director of the Nursing Program**

System Leadership and Management: recommended for the nurse who is innovative and seeks to provoke change through effective engagement of leadership and management principles. Recommended for the student who wishes to pursue a leadership role or master's degree with a Nurse Administrator/Clinical Nurse Leader focus.

Courses - minimum of 4 courses, additional as needed. Other courses may be considered with approval of the Director of the nursing program.

- **BUS 282/PSY 282: Industrial/Organizational Psychology**
- **BUS 330: Management Principles**
- **BUS 380: Human Resource Management**
- **BUS 466: Human Resource Development**
- **BUS 492: Organizational Leadership**
- **COM 310: Leadership Communication**
- **Other courses may be considered with approval of the Director of the Nursing Program**

Cultural and Diversity Studies: recommended for the nurse who wishes to increase their cultural competence and deliberate the social context of professional nursing practice.

Courses - minimum of 4 courses, additional as needed. Other courses may be considered with approval of the Director of the nursing program.

- **CRJ 200: Victimology**
- **CRJ 202: Drugs, Crime, and Society**
- **HIS 372: United States Ethnic History**
- **PSY 227: Cross-Cultural Psychology**
- **PSY 306: Gender: Biopsychosocial Perspectives**
- **REL 132/SOC 132: Religious Diversity in America**
- **Other courses may be considered with approval of the Director of the Nursing Program**

Behavioral and Psychiatric Health: recommended for the nurse who wishes to increase their skills in psychiatric-mental health nursing or who wishes to pursue Psychiatric Mental Health Advanced Practice Nursing (PMH-APRN).

Courses - minimum of 4 courses, additional as needed. Other courses may be considered with approval of the Director of the nursing program.

- **COM 365: Health Behavior Communication**
- **PSY 305: Health Psychology**
- **PSY 321: Personality Theories**

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- **PSY 361: Aging: Bio-psychosocial Implications**
- **PSY 372: Abnormal Psychology**
- **PSY 417: Drugs and Behavior**
- **Other courses may be considered with approval of the Director of the Nursing Program**

Student-Designed: Students may propose a twelve (12) semester-hour (minimum) emphasis in an area of academic interest that complements their major. Students may fulfill the concentration requirement by completing current courses offered by Lakeland University that are relevant to the area of interest. The concentration plan must be approved in advance by the student's academic advisor and the nursing program director. Up to 6 semester hours of Experiential Learning may be used as partial fulfillment of the Student-Designed option. Cooperative Education courses may not be used to satisfy the requirement of this concentration.

Academic Standing and Program Progression

Lakeland University students enrolled for at least twelve (12) semester hours of coursework in a term are classified by the University as full-time students. Students enrolled in less than twelve (12) semester hours of coursework in a period are classified as part-time students.

Financial aid eligibility is determined based on semester hours of coursework per term. Students may be eligible for full-time financial aid benefits if they maintain nine (9) semester hours in consecutive terms: fall, spring, and summer. Students may be eligible for half-time financial aid benefits if they maintain six (6) semester hours in successive terms. The nursing program curriculum is designed for students to complete at their own pace; however, for optimal learning and progression, students are advised to maintain six (6) to nine (9) semester hours of coursework each term: fall, spring, and summer. See Appendix D for sample program progression plans. Students should declare their full-time preference (9 semester hours per term) or half-time preference (6 semester hours per term) at the time of admission.

Students who wish to change their status from full-time to half-time or half-time to full-time need to communicate their requests to their academic advisor as soon as possible. Students who change their progression status are not guaranteed course availability. Students who plan to withdraw from the nursing program are encouraged to contact their academic advisor or Director of the nursing program to discuss future options.



Grading: the following grading scale is used for all courses delivered in the Kellett School.

Grade	Percentage			Description
A	93.0%	to	100.0%	4.0 quality points per semester hour
AB	90.0%	to	92.9%	3.5 quality points per semester hour
B	84.0%	to	89.9%	3.0 quality points per semester hour
BC	80.0%	to	83.9%	2.5 quality points per semester hour
C	74.0%	to	79.9%	2.0 quality points per semester hour
CD	70.0%	to	73.9%	1.5 quality points per semester hour
D	64.0%	to	69.9%	1.0 quality points per semester hour
F		<	64.0%	0.0 quality points per semester hour

Other grades may be awarded as follows:

- **I = Incomplete:** Indicates that the student has the prior consent of the instructor to complete required coursework after the end of the regular term. Incompletes are only considered when the student is in good standing in the class, and due to unforeseen and uncontrollable circumstances, the student is prevented from completing the coursework during the semester of the course. The incomplete signed contract must be signed by the student and instructor and submitted to the Registrar's office by the last day of class for the relevant term. See the Academic Catalog for further details.
- **P = Pass:** Given in courses which are graded on a pass/fail basis.
- **W = Withdraw:** Indicates that the student has formally withdrawn from a course. See the Academic Catalog for further details regarding Official Withdrawals.
- **AU = Audit:** Used when students have formally declared that they are taking a course on an audit basis and have completed all work required of audit students by the course instructor. Failure to meet the instructor's conditions will be recorded as UAU; withdrawal from the course will be recorded as WAU.

Satisfactory Programmatic Progress: to remain eligible for continued progression in the nursing program at Lakeland University, the following criteria must be met:

1. Students must maintain a minimum cumulative GPA of 3.0 in the NUR courses.
 - a. A student whose cumulative GPA falls below 3.0 in the NUR courses will be placed on programmatic probation (see unsatisfactory programmatic progress).
2. Students must earn a minimum grade of C, satisfactory achievement, in all NUR courses.
 - a. A student whose NUR course grade is less than a C will be required to retake the course until a C, or better, is earned. Institutional guidelines state a student may repeat a course up to two times.
3. Students must maintain a minimum cumulative GPA of 2.5 overall.
 - a. A student whose cumulative GPA falls below 2.5 will be placed on programmatic probation (see unsatisfactory programmatic progress).

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Unsatisfactory Programmatic Progress: if a student does not meet the satisfactory programmatic progress criteria, the following will be instituted:

1. Students who fall below the minimum GPA of 3.0 in NUR courses are placed on programmatic probation. Students placed on programmatic probation must develop a written plan of success each term the student remains on probation and submit it to the nursing program director.
2. Students who repeat a course two times (have had three enrollments in a course) and have not earned a C or better are placed on programmatic suspension and may appeal to continue taking coursework the following semester (see Readmission and Program Appeals).
3. Students who fall below the minimum cumulative GPA of 2.5 for all courses are placed on programmatic probation. Students placed on programmatic probation must develop a written plan of success each term the student remains on probation and submit it to the nursing program director.
4. Students placed on programmatic probation will be advanced to good programmatic standing if the student meets the requirements after 9 semester hours of coursework. If the student does not meet the minimum requirements after 9 semester hours of coursework, the student is placed on programmatic suspension.
5. Students placed on programmatic suspension may appeal to continue taking coursework the following semester (see Readmission and Program Appeals).
6. Students placed on programmatic suspension and elected to suspend coursework for one semester may appeal for readmission to the nursing program (see Readmission and Program Appeals).
7. Students placed on programmatic suspension and elected to suspend coursework for two or more terms must meet with their admissions advisor to discuss readmission options.
8. If desired, students may seek additional academic support with peer tutors, tutor.com, study groups, and/or the faculty.
9. Academic Advising: Students must consult with their academic advisor at least once a semester or more frequently if requested by the nursing program director. The advisor will assist in academic program planning and non-academic factors that may impact success in the nursing program.
10. The academic advisor, faculty, and/or Director of the nursing program may initiate referrals to university support services based on a review of the student's academic progress and information provided by the student.

To remain eligible for continued progression at Lakeland University, the student must meet the Standards of Academic Good Standing, as stated in the academic catalog. Federal regulations require financial aid recipients to maintain satisfactory academic progress towards a recognized bachelor's degree. Students should review the Financial Aid Satisfactory Academic Progress Policy in the academic catalog.

Professional Expectations and Retention

Student Code of Conduct: Students are expected to conduct themselves in a manner consistent with the standards governing the nursing profession, which includes the American Nurses Association Nursing Code of Ethics and Scope and Standards of Practice, the Board of Nursing Rules of Conduct/Standards of Practice, as well as the guidelines presented in the Student Handbook and Academic Catalog.

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Academic Integrity Code: Maintaining academic integrity is an expectation of professional standards. Provision 3.3 of the ANA Code of Ethics (2015) states, *“Inherent in professional nursing is a process of education and formation. That process involves the ongoing acquisition and development of the knowledge, skills, dispositions, practice experiences, commitment, relational maturity, and personal integrity essential for professional practice. Nurse educators, whether in academics or direct care settings, must ensure that basic competence and commitment to professional standards exists prior to entry into practice.”*

Therefore, academic dishonesty of any kind in a classroom or practicum setting will result in disciplinary action that may include immediate dismissal from the program. Some examples of academic misconduct include but are not limited to:

- Inappropriate copying from another student.
- Plagiarizing: copying or paraphrasing from a book, article, or internet source and not giving credit to the reference is a form of theft. If you are not sure how to provide credit, bring a copy of the original material to your instructor and/or library staff and/or utilize Academic Writer (formerly APA Style Central) located at <https://lakeland.edu/John-Esch-Library/database-find-articles>
- Lying about/falsifying practicum or classroom data.
- Failing to immediately report clinical errors or omissions delaying any corrective action that could be taken.

Students who have a reasonable suspicion of dishonest or unprofessional behavior of another student should report their observations to the course instructor or the nursing program director, who will then investigate the behavior as the situation warrants. If you are comfortable, tell the student to stop the suspicious behavior, thus giving them a chance to self-correct and self-report. Student reports are kept confidential unless the student permits release.

Violations of academic integrity result in the Director of the nursing program's notification and the Vice President for Academic Affairs (VPAA). Depending on the offense, penalties may range from failing the assignment to dismissal from the university. Students who believe they have been unfairly accused or penalized may submit a letter of appeal stating their situation's specific details to the nursing program director and the VPAA. Where appropriate, the Director of nursing and the VPAA may take such requests to the Academic Appeals Committee for a formal hearing and decision. The decision of the Academic Appeals Committee is final.

Civility Standards: Students are expected to conduct themselves in a manner that promotes a healthy environment and is consistent with professional nursing practice standards. Civility is behavior that:

- Shows respect for others,
- Causes others to feel valued, and
- Contributes to mutual respect, effective communication, and team collaboration.

Behavior in and out of the classroom has positive and negative consequences. Students, therefore, have a responsibility to:

- Take learning seriously, ‘attend’ class, be prepared, participate, seek clarification, and complete assignments.
- Contribute to the enrichment of the university and the broader community.
- Protect and preserve property belonging to others and the university.
- Be aware that personal choices affect academic success and personal growth.

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- Know and comply with the university policies outlined in the Academic Catalog, Student Handbook, Nursing Program Student Handbook, and individual course syllabi.

Attendance: Students are expected to actively participate in all classes as per the university attendance policies. For BlendEd® courses, students must follow the attendance requirements for whichever way they choose to attend. Individual course instructors are responsible for clearly notifying students of their unique and specific class attendance policies. See attendance/participation policy in each course syllabi.

A healthcare provider's release stating a student may resume the practicum experience without restrictions is required if the student is absent for five (5) or more consecutive days due to illness or injury, or if the absence required a hospital stay or surgical procedure, or for an official medical leave of absence.

Social Media: The term social media includes but is not limited to blogs; social networking websites such as Facebook®, Snapchat® and Twitter®; online chat rooms; video sharing; Instagram®; and online collaborative information and publishing systems. The National Council of State Boards of Nursing (NCSBN) recognizes that nurses use social media in their personal lives and notes that social media can pose a risk for nurses professionally if not used wisely. Students are encouraged to download the brochure published by the NCSBN to understand how social media can be used appropriately in the profession without breaking patient privacy and confidentiality laws. Copies of A Nurse's Guide to the Use of Social Media (2018) are located at <https://www.ncsbn.org/3739.htm>

Change of Address/Phone Number: Primary means of communication to students is via their Lakeland University email account. All notifications, billing details, and correspondence are sent via this account. Students should check their email regularly to access information while pursuing their degree. Students may make changes to their address, phone contact information, or update personal data as part of the registration process each semester or use the update contact information form available on the Lakeland.edu website at <https://lakeland.edu/Alumni-Giving/update-contact-info> or notify the Registrar's office. Legal name change requests are made to the Registrar's office.

Academic Support Services:

- **Academic Advising:** Lakeland University advising is a collaborative process between students, academic advisors, and faculty members based on the belief that each individual is capable of lifelong success. Advisors guide the development of students as they discover, clarify, and work toward educational and life goals. Academic advisors answer questions about campus resources, majors, and course selection and assist in developing strategies to help each student accomplish both short and long-term objectives.
- **Hayssen Academic Resource Center (HARC):** The mission of the Hayssen Academic Resource Center (HARC) is to address the academic support needs of the students, faculty, and staff of Lakeland University by providing information, skills training, and support in the areas of learning skills, critical thinking, information access, and assessment of students and their skills and competencies. HARC offers tutoring and support services, disability accommodations, study tips, workshops, and additional services for unique needs.

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- **Disability Services:** Lakeland University is committed to providing resources and services for students with disabilities. Under the Americans with Disabilities Act (ADA), assistance is available for students who qualify. Students who require disability-related accommodations should contact the ADA coordinator, Karen Eckhardt, for further assistance. Karen Eckhardt can be reached by phone at 920-565-1021 ext. 2115 or by email at EckhardtKL@lakeland.edu. Additional information regarding disability services is located at <https://lakeland.edu/Campus-Life/disability-services#application>
- **Tutoring and Academic Support:** HARC works with all students who need help to succeed academically. Many students eventually become peer tutors, offering assistance to others who may benefit from this academic support service. Tutoring is provided to Kellett School students for most subjects. The tutoring sessions use Blackboard Collaborate Ultra for live, interactive web-conferencing with a Sheboygan campus tutor. To connect with a tutor, schedule a tutoring session, or see the weekly tutor schedule, students should: login to Blackboard; select the Study Resource tab in the upper right corner, and follow the information posted.

Lakeland has recently partnered with a tutoring service called Tutor.Com. This new tool allows a student to have 24/7 access to a tutor in a wide variety of subject areas. Students connect with a tutor and discuss course concepts, assignments, and practice problems. Once an appointment is finished, students can go back and review session notes later. Apart from student-specific tutoring, Tutor.Com also provides writing assistance, including a paper drop-off service where someone can check and send back your paper within 24 hours. To access Tutor.Com, students have to click on “Tutor.Com” on the left-hand navigation bar within the course Blackboard Shell, and they are immediately linked to the service. These tools are available to both undergraduate and graduate students.

- **John Esch Library:** The library has a wide selection of resources to support nursing students' training and education. This includes print and electronic books, professional journals, evidence-based nursing databases, citation software, LibGuides, and reference librarians to instruct and assist student research assignments. Students may access library resources from anywhere with Internet access. The library resources will prompt the student to log in and verify status as a Lakeland University student when off-campus. Students who wish to access the library's online resources can click on Databases: Find Articles from the library web page and log in using their username (Lakeland email) and password. Students are encouraged to contact librarians in person, by email, or phone for assistance. The library has small study rooms that may be used and a computer lab for use while in the library. Students may access the library web page at <https://lakeland.edu/Inside-Lakeland/john-esch-library>

Lakeland University Campus Store/Bookstore: The online Lakeland University textbook store can be found at <https://www.bkstr.com/lakelandstore/home/en>. Students can rent and purchase new, used, and digital textbooks and apparel, gifts, and supplies at the online textbook store. The Musko Campus Shop, a 1,000-square-foot, on-campus store for clothing and other items, located in the Wehr Center lobby, is scheduled to open near the start of the fall semester and is available online at <https://muskosshop.lakeland.edu/>

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Student Governance

Lakeland University offers many opportunities for student involvement. With over 45 clubs and organizations, students can get involved to meet people, develop leadership skills, contribute to the community, pursue an interest, or just have fun. Students can make a difference and enrich their Lakeland University experience by participating in student governance activities. Healthcare organizations seek graduates that have demonstrated their involvement and leadership. The nursing program values student input in determining the program's curriculum, evaluation, and direction. The nursing program director, nursing faculty, and nursing students can participate in program governance through committee involvement and work. Committees include:

1. **Nursing Student Advisory Committee:** The needs of current and future students are a priority for the nursing program. This committee meets semi-annually, fall and spring, with interested students to identify student needs, including academics, technology, facilities, and personal and social needs. Communication is key to student success, and this committee seeks to ensure a sense of community exists through open communication. If interested, please contact the Director of the nursing program. Video conferencing is available for distance students. Documentation of discussions and resultant decision-making is reflected in meeting minutes.
2. **Nursing Program Board of Advocates (BOA):** The nursing program BOA meetings are held semiannually. The Director of the nursing program extends invitations for committee membership to employers, students, alumni, and other communities of interest (COI) as recognized through the course of business. The committee reviews and revises, as appropriate, the mission, program learning outcomes, course learning outcomes, policies, procedures, the achievement of outcomes, etc., to ensure professional nursing standards and the COI needs are being met. Documentation of discussions related to COI's needs and expectations and resultant decision-making is reflected in meeting minutes.

Graduation Requirements

Students who graduate from the nursing program at Lakeland University will have met the following requirements:

- Completion of all bachelor's degree requirements for an approved major (see the academic catalog for requirements)
- Met general graduation policies (see the academic catalog for policies)
- Completion of all NUR courses with a 'C' or better
- Cumulative GPA of 3.0 or better in all required NUR courses
- Cumulative GPA of 2.5 or better for all coursework

Students should work closely with their advisors to make sure they are accurately projecting their graduation date. Once a date is identified, the Registrar's Office will analyze the student's academic records, and a graduation evaluation is mailed to the student. Students are required to complete and return the graduation application form to the Registrar's Office.

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Readmission and Program Appeals

Students who voluntarily withdraw or fall out of enrollment from the nursing program may apply for readmission to the university following the academic catalog's procedure. Students who officially withdrew in good academic standing and are readmitted will return in good academic standing. Students are encouraged to contact their admissions advisor to discuss readmission procedures.

Students dismissed from the nursing program for disciplinary reasons or violations of the student code of conduct and/or academic integrity code are not eligible for readmission to the program.

Students on programmatic suspension who desire to continue taking coursework the following semester or who have elected to suspend coursework for one semester and wish to re-enroll in the nursing program may appeal one time for continuation or readmission to the nursing program. Students on programmatic suspension and elected to suspend coursework for two or more terms must meet with their admissions advisor to discuss readmission options.

Students must take the following steps if they wish to appeal for continuation/readmission in the nursing program:

1. Meet with their academic advisor for the nursing program.
 - a. Review the extenuating circumstances and develop a continuation/re-entry plan.
2. Write a letter of appeal that is insightful, honest, and provides a detailed description of the following:
 - a. Extenuating circumstances and/or reasons that contributed to programmatic suspension.
 - b. Factors that have prevented previous satisfactory academic performance.
 - c. Evidence of remediation and/or solutions of the deterring factors.
 - d. Detailed, specific continuation/re-entry plan for successful achievement of the program curriculum.
3. Submit the letter of appeal with the continuation/re-entry plan to the nursing program director. Deadlines for submission are:
 - a. Fall courses, date of July 15th
 - b. Spring courses, date of December 15th
 - c. Summer courses, date of April 15th
4. Upon receiving the appeal letter, the nursing program will conduct an overall review of the appeal letter, continuation plan, and student records relating to their prior experience at Lakeland University.

After a review of the documents is complete, and a decision is determined:

1. The nursing program director will send written notification of the continuation/readmission decision to the student no later than one month after the appeal process.
2. If granted permission to readmit to the nursing program, the student may:
 - a. Need to complete the university readmission process
 - b. Complete additional conditions as imposed upon continuation/readmission
3. If the student granted permission to readmit fails to meet the written conditions, the student is dismissed from the nursing program and is ineligible for readmission.

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Grievance Procedure

The nursing program procedure for a student appeal, grievance, or complaint mirrors the universities. Students are encouraged to discuss course concerns first with their instructor. If the issue cannot be resolved, the student must put the appeal, grievance, or complaint in written form and file with the nursing program director. The nursing program director will meet with the student and others as deemed necessary and resolve the matter within 10 business days. If the issue remains unresolved, the Dean of the William R. Kellett School is consulted for resolution. If the issue remains unresolved, the student may make a formal grievance with the university.

Students may use the university grievance procedure when they feel that a university policy or practice has not been followed. Students should reference the student handbook for guidance regarding the formal grievance process with the university.

Grade Appeal Policy: At the end of the semester, final official grades are available to students on my.lakeland.edu. If a student identifies an error in calculation or has reasons to believe the grade posted on my.lakeland.edu differs from the grade earned, the student may initiate a grade appeal. Students with questions about their grades must first contact the instructor. If the student cannot resolve the concern with the instructor, the student may submit a written grade appeal to the VPAA. Grade appeals may be appropriate when there is a miscalculation or error on the instructor's part or when the student is not held to the criteria identified in the course syllabus. Grades cannot be appealed based on work submitted after the semester ends or after an “incomplete” due date.

Grade appeals must be submitted no later than three (3) weeks after the university posts the official grade. Students submitting a grade appeal must include a written letter of appeal, a completed Grade Appeal Form available through my.lakeland.edu, and all appropriate documentation. If necessary, the VPAA may form an Appeal Committee to investigate and review the appeal. A final decision will be made by the VPAA no later than one (1) week after the appeal submission due date. The decision of the VPAA is final.

Dismissal

Students may be dismissed from a course or the nursing program at Lakeland University. Potential reasons for dismissal are listed below. This listing is not all-inclusive as there may be other situations that warrant a student's dismissal.

- Any behavior that threatens clients' health or safety, the client's family, healthcare team members, nursing students, and/or nursing faculty may lead to disciplinary action that may include immediate removal from the nursing program. Some actions may result in permanent expulsion from the nursing program.
- Actions of the student that may be detrimental to the program or the profession.
- Breaks in confidentiality and/or violating HIPAA regulations.
- Being under the influence of alcohol or drugs.
- Violating professional standards, including violation of the academic integrity code or theft of any nature.
- Instances in which a practicum facility refuses a student from returning to complete their rotation.

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Practicum Guidelines

Lakeland University believes that the professional nurse's knowledge, skills, and abilities cannot be learned in the classroom alone. For this reason, the nursing program includes a practicum experience, namely NUR 430: Community and Population Health Practicum (WI). The practicum is essential to the student's acquisition of the necessary program learning outcomes. Before this unique practicum course, students will have mastered understanding the theoretical foundations of community and population health nursing. Students may fulfill the practicum learning experience at an appropriate healthcare facility or agency that will meet the course's learning objectives and the population of focus. The student experience is coordinated by Lakeland University nursing faculty, the nursing program director, and the student's academic advisor in conjunction with a qualified preceptor that the nursing program director has preapproved.

The Integrative Clinical Preceptor (ICP) model provides the framework for this practicum experience. According to Mallette, Loury, Engelke, and Andrews (2005), the ICP model elevates the student to a proactive, professional role in planning their practicum experience based on their individual learning needs. Research suggests that preceptors should be selected based on intent and purpose and not randomly or by convenience (Poradzisz, Kotovich, O'Connell, & Lefavioer, 2012). Therefore, students will take a supporting role in securing a practicum facility and preceptor. Students will collaborate with the program director to identify a practicum facility and preceptor. Students will apply for their practicum experience in advance to provide the Director of the nursing program time to coordinate the practicum experience. The target for applying is the semester (12 weeks) before the practicum is scheduled to begin.

Practicum Placement: Students should use the following criteria when selecting the practicum facility and preceptor:

- Working relationships and professional networks to determine a suitable location
- Identified individual learning needs with a focus on population and/or community health
- Ability to work cooperatively in the scheduling of up to 75 hours of practicum
- Ability to engage in patient care, including:
 - Utilizing the nursing process
 - Teaching/learning
 - Clinical conferences
 - Debriefing
 - Health promotion and disease/injury prevention strategies
- Preceptor attributes:
 - Clinical competence
 - Effective communication/collaboration skills
 - Teaching ability
 - Interest in professional growth and development
 - Leadership and organization skills
 - Motivation to share experiences
 - Provide timely constructive, positive, developmental feedback

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Practicum placements will be secured in collaboration and partnership with the practicum agency, nursing student, nursing faculty, Director of the nursing program, and the student's academic advisor. The nursing program director is willing to consider clinical placements in settings where students are employed, providing the environment meets all criteria as described in the course objectives. In addition, students should not be supervised during their practicum training placement by their current work supervisor and should have a client caseload explicitly selected for practicum purposes. Students seeking to use an employment position for the practicum placement **must** notify the nursing program Director before making any commitments or signing any agreements. The final approval regarding using employment for a practicum facility is the responsibility of the Director of the nursing program.

The practicum facility will have various student and LU faculty and staff requirements. The student's responsibility is to ensure they understand all facility requirements and complete them before beginning the practicum. The student is responsible for providing the practicum facility with all the necessary documents and ensuring all requirements are met before the practicum experience. Requirements and documentation may include, but are not limited to:

- **Facility and LU Affiliation Agreement** (coordinated with the Director of the nursing program and practicum facility)
- **Background check**
- **Proof of health insurance**
- **Confidentiality Agreement**
- **Evidence of active/unencumbered licensure**
- **CPR Certification:** Current American Heart Association CPR certification for health care providers or other approved CPR certification. The student will upload documentation of current certification to their CastleBranch account for nursing program access.
- **Health and Immunization Requirements:** Verification of immunization history may be required for all students registering for NUR 430: Community and Population Health Practicum (WI). The student will upload documentation of current immunizations to their CastleBranch account for nursing program access. Vaccines can be obtained from the local health department or a health care provider. Costs associated with vaccinations are the responsibility and at the student's expense. Students may be required to verify the following health requirements of their chosen practicum facility; typical standards are also listed:
 - **Measles, Mumps, Rubella (MMR/MR):** two (MMR/MR) vaccinations in the past, given 28 days apart, and given on or after the first birthday or positive titer for each; measles (rubeola) and rubella.
 - **Varicella:** two-dose series of Varicella vaccination, given 28 days apart, or proof of immunity with blood titer or proof of history of disease: must have Health Care Provider documentation of diagnosed chickenpox. If no documentation is available, then must submit positive blood titer test or 2 shot vaccination, administered at least 28 days apart.
 - **Hepatitis B:** three Hepatitis B vaccinations; positive titer; sign the declination statement (available from the Director of the nursing program); or evidence of the start of the immunization series.
 - **Tuberculin (TB):** current negative 1-step Tuberculin (TB) skin test (TST) or TB blood test (negative QuantiFERON gold blood test) in the last year. If a student tests positive, they may need further testing. Suppose a student has tested positive in the past; in that case, they may need to submit a copy of the

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positive skin test, chest x-ray report, any treatment received, complete a previous positive form (available from the Director of the nursing program) and written verification from a healthcare provider that the student is free of TB symptoms and is not communicable. A 2-step test or QuantiFERON Gold test may be required if this is the student's first TB test or if the most current TB test was over 12 months ago.

- **Diphtheria, Tetanus, Pertussis:** five-dose series of Diphtheria, Tetanus, and Pertussis vaccination then Tdap one dose and Td booster every 10 years.
- **Influenza:** healthcare agencies typically require one dose annually during the current flu season. The vaccine is generally needed before November 1st for the fall semester practicum or before the spring semester practicum. Students in practicum placements between May 1st and September 1st may be exempt from influenza requirements.
- **COVID-19:** healthcare agencies may require proof of completed COVID-19 vaccination. Students in practicum placements are required to meet the expectations of the chosen practicum agency.
- **Health Insurance:** Proof of medical insurance may be required by the student's chosen practicum facility. Students can submit documentation of current health insurance to their CastleBranch account for nursing program access. Students may purchase medical insurance through Lakeland's vendor (WPS).
- **Bloodborne Pathogen Training:** Students may be required to possess Bloodborne Pathogen training for their practicum. Students may complete "Bloodborne Pathogen Exposure Prevention" training at SafeColleges.com or provide training from their current employer. If required, the student will upload documentation of the current certificate of completion to their CastleBranch account for nursing program access.
- **HIPAA Training:** Students may be required to possess HIPAA training for their practicum. Students may complete "HIPAA Overview" training at SafeColleges.com or provide documentation of their current employer's training. If required, the student will upload documentation of the current certificate of completion to their CastleBranch account for nursing program access.
- **Drug Screening:** Medical/professional drug screening may be required by the practicum facility. Specific requirements will be provided to students by the nursing program director or the student's academic advisor. The screening will be available via CastleBranch services and the record kept on file for student and nursing program access. Any student who tests positive on a drug screen may be dismissed from the nursing program and/or practicum course.
- **Physical Examination:** may be required by the practicum facility. Specific requirements will be provided to students by the nursing program director or the student's academic advisor.

With their signature on the Nursing Program Student Handbook Signature Sheet (Appendix B), the student permits the University to release pertinent caregiver background checks, drug screen, and health information to the practicum agency upon request.

Preparing for Practicum: The student should select a practicum facility that will meet the course objectives, have the population for which the student wishes to engage, and provide a preceptor who can effectively supervise. Preceptors are practicing nurses who work closely with students to assist and support learning experiences. Preceptors and

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students are provided the RN to BSN Completion Program Practicum Handbook, which delineates the details of the practicum experience.

Preceptors are utilized in a supportive role to the program faculty. The program retains ultimate responsibility for student learning and evaluation. Preceptors must meet the following criteria:

- Licensed Registered Nurse, active, current and unencumbered
- ADN (minimum requirement), BSN (preferred), MSN, or doctorate in nursing or related field
- Experienced practitioner who provides transitional role support and learning experiences while continuing to perform some or all of the other responsibilities of their position
- Ability to design suitable opportunities for the student to meet course learning outcomes
- Ability to assess and manage the professional environment to ensure safe and effective performance
- Provide guidance and oversight for the student during practicum activities
- Collaborate regularly with the LU faculty and Director of the nursing program
- Meet physically or virtually (by phone, Blackboard Collaborate, or other telecommunications) with the LU nursing faculty during the practicum

Preceptor responsibilities, in addition to the above, include:

- Provision of a current resume including relevant professional experience
- Copy of active, current RN license
- Adhere to the standards and scope of professional nursing practice and abide by the nursing Code of Ethics
- Arrange a mutually agreeable work schedule with the student
- Plan suitable learning experiences for the student to meet course outcomes and objectives
- Orient the student to pertinent policies and procedures of the facility
- Participate in the initial meeting between preceptor, student, and practicum faculty member
- Agree to maintain regular communication with the student, nursing faculty member, and/or Director of the nursing program to discuss progress, problems and reflect on learning
- Provide constructive feedback/developmental feedback to the student about their performance
- Participate in the student evaluation process
- Refuse compensation from the student and LU and refuse to pay a student for practicum work
- Verification of student hours on Practicum Reflective Journal and Time Record (preceptor signature required)
- Complete formal evaluation of practicum experience (electronic evaluation)

The practicum faculty member or the Director of the nursing program will provide the preceptor with the following:

- Program mission, philosophy, and program learning outcomes
- Curriculum of course including course syllabus, learning outcomes, and objectives
- Pertinent policies and procedures

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- Roles and responsibilities of the preceptor, student, and the nursing program faculty
- Evaluation procedure and forms to be used
- Overview of the individual student's knowledge, skills, and abilities
- Collect the Preceptor Receipt of Practicum Handbook

The University faculty member will:

- Ensure the student has met all eligibility requirements before beginning the practicum
- Provide the preceptor with
 - Copy of Practicum Handbook
 - Course syllabus
 - Applicable policies, procedures, and forms
- Facilitate the learning experience and suggest activities to enhance the educational experience
- Promptly respond to issues or complaints
- Be responsible for ongoing and final evaluation of the student
- Solicit input from the preceptor about the student's performance
- Be available to the preceptor and student throughout the course
- Arrange a communication system whereby they are available if any issues arise that require timely assistance
- Evaluate academic performance through ongoing collaboration with the preceptor and student
- Ensure receipt of all the necessary forms completed by the student and preceptor

The student responsibilities include:

- Meet eligibility and course requirements
- Meet deadlines for all practicum activities and coursework
- Identification of desired practicum facility and preceptor
- Completion of the Practicum Application Form (Appendix F) and submit to the Director of the nursing program
- Comply with facility requirements (e.g., liability insurance, background screening, physical examination, drug screening, current health requirements, training, etc.)
- Identify personal and professional learning needs and objectives, formulate goals, and establish expectations
- Assist in the facilitation of an initial meeting between the student, practicum faculty member, and preceptor during the first week of the practicum
- Maintain meaningful regular communication with preceptor and practicum faculty member
- Abide by facility rules and regulations
- Conduct self safely and professionally during the practicum
- Accept instruction and feedback from preceptor and faculty member as learning occurs

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- Engage in patient care
- Demonstrate a willingness to learn and self-direction
- Maintain and submit completed Practicum Reflective Journal and Time Record to the faculty member
- Evaluate the course and practicum experience via SmartEvals

Dress Code: The nursing program at Lakeland University requires students to wear professional attire consistent with the chosen practicum facility dress code. Students must wear their Lakeland name/photo identification badge during the practicum hours. A lab coat may be worn when requested or permitted by the practicum facility. Additionally:

- Footwear must be conservative and business-like. Shoes must be closed-toe, closed heel, clean, and in good repair.
- Attire should be clean, in good repair, and pressed. Clothing should not be revealing or transparent.
- Skirt or dress length must be below the knee, and stockings must be worn.
- Fingernails are short and clean. Artificial nails or nail tips are not allowed.
- The use of after-shaves, perfumes, or other noticeable scents should be avoided.
- Hair should be clean and neatly styled. Facial hair must be neatly trimmed, groomed, and clean.

Lakeland University Name/Photo ID Badge: Students can obtain their photo student ID badge in the Business Office located in the William A. Krueger (WAK) building room 112 of the main campus. If the student cannot obtain their photo ID at the main campus location in WAK, they may submit a professional profile headshot image to the Business Office via email; a student photo ID is made and sent via mail to the student.

Confidentiality: Protecting the privacy of information is referred to as “confidentiality” and is an integral part of how health care is delivered to the people in the communities we interact with. As required by the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA), all health care providers and caregivers must protect the patients’ medical records and other health information. Patients can expect that steps are taken to ensure the communication about them is kept confidential.

Each healthcare facility has established policies and procedures to protect their patients' confidentiality of protected health information (PHI). Some examples are:

- Name
- Date of Birth
- Phone number and address
- Insurance and social security numbers
- Medical history

Health care workers can protect privacy by following the “need to know” rule, stating, “Use only the minimum necessary information needed to do your job.” A violation of client confidentiality is a breach of nursing ethics, a violation of state and federal law. It will result in disciplinary action up to and including dismissal from the nursing program.



Students may be asked to sign facility-specific confidentiality forms. No information with patient identifiers should leave the practicum facility.

Electronic Health Record: During the practicum experience, students may be provided access to the practicum facility's medical record system. Many agencies are using an electronic health record (EHR) system. Each individual who accesses the record needs to have their unique access code when utilizing the electronic system; therefore, agencies need information from the students before their arrival. The request for computer access and the ultimate delivery of the unique access code may take as long as four weeks to process.

To expedite the request for access to clinical records, the student will need to provide information and sign a form to give the nursing program at Lakeland permission to share information with the practicum facility. Students must provide this information promptly after receiving the necessary request form from the nursing program, or access to the EHR may be delayed, preventing the student from reviewing the patient's chart and documenting provided care. The lack of providing the necessary information to request access to the facility EHR when requested from the nursing program may result in removal from the practicum course.

Standards of Safe Care: Nursing students are expected to comply with safe patient care standards at all times. Failure to comply with any element of safe care standards will result in disciplinary action, up to and including immediate dismissal from the program. All students shall abide by the following standards:

- In a thorough, accurate, and timely manner, a student shall report and document professional assessments or observations, the care provided by the student for the client, and the client's response to that care.
- A student shall immediately and accurately report any errors in or deviations from the current valid order to the appropriate practitioner, preceptor, and instructor.
- A student shall not falsify any client record or any other document prepared or utilized in the course of or in connection with nursing practice.
- A student shall implement measures to promote a safe environment for each client, practitioner, preceptor, and faculty.
- A student shall delineate, establish and maintain professional boundaries with each client.
- At all times when a student is providing direct care to a client, the students shall:
 - Provide privacy during examination or treatment and in the care of personal or bodily needs.
 - Treat each client with courtesy, respect, and with full recognition of dignity and individuality.
 - A student shall practice within the appropriate scope of practice set forth by the regulatory and licensing entities.
 - A student shall use universal blood and body fluid precautions.
 - A student shall not engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client.
- A student shall not misappropriate a client's property.
 - Engage in behavior to seek or obtain personal gain at the client's expense.
 - Engage in behavior that constitutes inappropriate involvement in the client's personal relationships.
- A student shall not self-administer or otherwise take into the body any controlled substance or prescription in any way not in accordance with a legal, valid prescription issued for the student. Students enrolled in practicum

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courses are expected to report any ingestion of prescription medications that may alter the student's perception, thinking, judgment, physical coordination, or dexterity, including all narcotics, to the assigned faculty. The student and faculty member may determine the necessity to inform the preceptor before participating in a practicum experience.

- A student shall not indulge in using chemical substances or alcohol that impairs practice before participating in a practicum experience.

Students who breach confidentiality or standards of safe care are subject to disciplinary action or may be immediately dismissed from the course and/or program. The status of dismissal is at the discretion of and determined by the nursing program director. Disciplinary sanctions may include but are not limited to academic warning/letter of concern, behavioral contracts/plans, course failure, program suspension, and/or dismissal from the program.

A student dismissed from the nursing program due to violation of safety and/or professional standards is not eligible to apply for readmission to the nursing program.

Unsafe Clinical Practice: The nursing program at Lakeland adheres to the State of Wisconsin Nurse Practice Act (s. 35.93, Chapter N 6, Standards of Practice for Registered Nurses and Licensed Practical Nurses). If it is deemed that a student has practiced in an unsafe manner and/or has not upheld the standards of safe care, the faculty, in conjunction with the preceptor's input:

1. Will complete an Occurrence Report Form (see Appendix G) and submit to the Director of the nursing program;
2. May dismiss the student from the practicum;
3. Will contact the Nursing Program Director within 24 hours of any occurrence requiring the dismissal of a student from the practicum; and
4. Will schedule a conference with the student, practicum preceptor, and the Nursing Program Director within two business days of the incident.

The student will have an opportunity to explain the circumstances surrounding the unsafe behavior, and an appropriate plan will be developed. Repeat unsafe behaviors may result in dismissal from the nursing program. The nursing program has both the right and responsibility to remove, from the program, any student whose health, conduct, or academic standing make it unsafe for the student to remain in a nursing course or the nursing program.



Appendix A
BID Authorization, Waiver and Release Form

I hereby authorize Lakeland University to complete a background check on me from any source. I understand and agree that the results of my background check are used in evaluating my eligibility to participate in the RN to BSN Completion Program courses. I also authorize Lakeland University to share the results of my background search with third parties for the purposes of evaluating my acceptance into or continued participation in practicum placement.

I understand and agree that if I have been charged with, convicted of, pleaded guilty or no contest to, or forfeited bail for any criminal conduct under law or ordinance, and the nature of the charge or conviction is incompatible with the responsibilities of working in a clinical setting, I may be unable to participate or to continue to participate in a practicum placement and further, that Lakeland University reserves the right to deny my acceptance into or remove me from the RN to BSN Completion Program.

I understand that the State of Wisconsin Department of Safety and Professional Services (DSPS) may not grant and has the right to terminate the licensure of a candidate with criminal/civil conviction issues even when the candidate has successfully earned a bachelor's degree and completed the RN to BSN Completion Program.

I also understand that criminal/civil convictions may also prevent any facility, organization, or governmental unit from hiring me, even if I am licensed by the State of Wisconsin Department of Safety and Professional Services.

I also certify that I understand and agree that I have a continuing duty to notify the Lakeland University Director of the nursing program as soon as possible, but no later than the next business day, when I am the subject of any new charges, investigations, or convictions of a misdemeanor, felony, or municipal ordinance violation. I understand that any inquiries regarding charges, investigations, professional credential restrictions, limitations, revocations, or convictions may result in my suspension from the practicum experience, which in turn may delay or prevent my graduation from the program. I also understand that a failure to report will result in my removal from the program.

I hereby waive, release and relinquish all claims and causes of action against Lakeland University and The Lakeland University Foundation, their officers, trustees, employees, agents, servants, assigns, and successors that may arise from the use or disclosure of any information referenced by this form or from the prevention or termination of my participation in a practicum experience or the denial of my application to or my removal from the RN to BSN Completion Program.

Student Name (print/type): _____ Student ID Number: _____

Student Signature: _____ Date: _____

***complete form and upload to CastleBranch account**

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Appendix B

Nursing Program Student Handbook Signature Sheet

I acknowledge that it is my responsibility to read, review, and abide by the Lakeland University Nursing Program Student Handbook policies.

Student Name (print/type): _____

Student ID Number: _____

Student Signature: _____

Date: _____

***complete form and upload to CastleBranch account**



Appendix C

Confidentiality Consent Form

The RN to BSN Completion Program at Lakeland University is committed to excellence in preparing students to become ethical professional nurses. One of the primary responsibilities of both the RN to BSN program instructors and baccalaureate students is to monitor the protection and January 12, 2022 maintain the confidentiality of individuals both inside and outside the program. Because of this, it is essential students are made aware they may have access to confidential conversations shared by peers and instructors in each course.

Therefore, before beginning coursework and sharing information with fellow students or instructors in any program courses, students must read the statement below, sign, and submit this document.

It is the role of all RN to BSN students to treat conversations in every course as confidential communication and not discuss or share said communications outside of a specific course. This includes maintaining the confidentiality and identity of everyone in courses; safeguarding the rights, safety, and well-being of patients; and refraining from repeating what is communicated during any course discussion, whether in person or online. Information used for the purpose of education may be disclosed; however, the participants must ensure that information disclosed is directly relevant to the context of the task at hand.

Consistent with professional ethics and legal requirements, there are special circumstances under which information may be disclosed, including but not limited to the following:

1. A Nurse is required by state law to report knowledge of abuse, neglect, misappropriation, and/or exploitation of children (under 18 years), elders, and other vulnerable populations.
2. If a Nurse believes that someone may be a danger to themselves or another person, the student may be required to disclose information to appropriate individuals or authorities.

I certify that I have read and understand the information on this form.

Student Name (print/type): _____ Student ID Number: _____

Student Signature: _____ Date: _____

***complete form and upload to CastleBranch account**

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**Appendix D
Program Progression Plans (Sample)**

Full-Time Enrollment Plan (Sample)

Year 1:	Term I	Term II	Term III
	* NUR 301: Professional Nursing Practice * MAT 220: Probability and Statistics * GEN 112: Composition II: Argumentation and Research	* NUR 303: Research and Evidence-Based Practice in Nursing * NUR 320: Comprehensive Health and Physical Assessment * Area of Emphasis Course	* NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy * NUR 401: Systems Leadership for Quality Improvement * Core II or Area of Emphasis Course
Year 2:	Term IV	Term V	Term VI
	* NUR 420: Community Health and Population-Focused Nursing * NUR 403: Informatics and Patient Care Technologies in Healthcare * Core II or Core III	* NUR 430: Community and Population Health Practicum * Core III or Area of Emphasis Course * Area of Emphasis Course	* Core III or Area of Emphasis Course

Half-Time Enrollment Plan (Sample)

Year 1:	Term I	Term II	Term III
	* NUR 301: Professional Nursing Practice * MAT 220: Probability and Statistics	* GEN 112: Composition II: Argumentation and Research * NUR 303: Research and Evidence-Based Nursing Practice	* NUR 320: Comprehensive Health and Physical Assessment * Area of Emphasis Course
Year 2:	Term IV	Term V	Term VI
	* NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy * Core II or Area of Emphasis Course	* NUR 401: Systems Leadership for Quality Improvement * Core II or Area of Emphasis Course	* NUR 403: Informatics and Patient Care Technologies in Healthcare * Core III or Area of Emphasis Course
Year 3:	Term VII	Term VIII	
	* NUR 420: Community Health and Population-Focused Nursing * Core III or Area of Emphasis Course	* NUR 430: Community and Population Health Practicum * Area of Emphasis Course	



Appendix E

Course Descriptions

Interdisciplinary Studies (9 semester hours – each course is 3 semester hours)

GEN 112: Composition II: Argumentation and Research

Through a series of assignments, including a lengthy college-level research paper, Composition II builds upon the skills developed in Composition I. Students learn how to construct logical arguments based on reliable evidence. Students develop proficiency with basic practices of research, including evaluating, integrating, and documenting source materials; narrowing a topic to a research question; and communicating results to different audiences.

Core II: Exploring the Human Condition

Course descriptions vary based on the selected course. Students will choose one course from the approved Core II courses listed in the academic catalog.

Core III: Shaping the Future

Course descriptions vary based on the selected course. Students will choose one course from the approved Core III courses listed in the academic catalog.

Nursing Core Curriculum (27 semester hours – each course is 3 semester hours)

MAT 220: Probability and Statistics

The elementary principles of probability and statistics including expectation, means, standard deviations, probability distributions, and hypothesis testing. Applications to business and the social sciences are presented. Pre-requisites: MAT 130 - Intermediate Algebra or ACT score at or above 24 or Transfer as an Associate Degree Graduate.

NUR 301: Professional Nursing Practice

This course provides an appraisal of contemporary nursing practice and how professional identity has been developed from a historical perspective, through nursing theory, and the conceptual foundation of practice. The student will examine legal, ethical and social issues in nursing practice. The course will emphasize the application of theory into practice, the scope and standards of nursing practice, and the integration of professional values in practice. Pre-requisites: No course prerequisite. Required admittance to the Lakeland University RN to BSN Completion Program.

NUR 303: Research and Evidence-Based Practice in Nursing

This course fosters a deep understanding of the principles and practice of research and the importance of building nursing practice on evidence. Students will review research methodologies and then systematically collect, interpret, and report data all while considering patient preferences and values. Nurses must be competent and capable of investigating and evaluating data to adopt, teach and evaluate evidence-based practice to improve patient outcomes, and provide safe, quality health care to patients, communities, and populations. The ever-changing healthcare environment requires an accelerated transition of research findings into practice and the use of practice data to

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improve care and outcomes. Pre- or co-requisites: MAT 220: Probability and Statistics and NUR 301: Professional Nursing Practice.

NUR 320: Comprehensive Health and Physical Assessment

As a key nursing function, assessment is the systematic method of collecting and analyzing data for the purpose of planning patient-centered care. This course will emphasize accurate health-history taking, and holistic health assessment skills to deliver safe, effective nursing care in today's ever-changing healthcare environment. No matter where the nurse practices, they need to be prepared to perform accurate, timely assessments based on evidence-based knowledge. The student will develop critical thinking skills to analyze the data collected to identify client problems and make informed nursing judgments. Emphasis will be placed on cultural competence, lifespan considerations, psychosocial, sociocultural, environment and community, and interprofessional collaboration. Prerequisite: NUR 301: Professional Nursing Practice.

NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy

This course provides an overview of healthcare systems including historical context, philosophical concepts and major developments which have shaped healthcare in the United States and abroad. Students will gain a greater understanding of community collaboration, cultural influences, and emergency preparedness. Various policies, regulations, and practices are examined. Future trends and issues and contemplated as is the nurse's role in policymaking and processes that foster advocacy for individuals, communities and populations. Pre- or co-requisites: NUR 301: Professional Nursing Practice.

NUR 401: Systems Leadership for Quality Improvement

This course provides an introduction to organizational and management theory, and leadership styles, values and skills. Students will explore the necessary habits of mind to work with colleagues and leaders in driving and reinventing health care in the community. Nurses must recognize that leadership is their business, they need to take charge of their professional lives, and actively engage in the improvement of their organizations. Emphasis will be placed on teamwork and collaboration, system analysis and problem-solving, quality and safety, delegation and negotiation and other core topics to develop leadership competence. Pre- or co-requisites: NUR 303: Research and Evidence-Based Practice in Nursing and NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy.

NUR 403: Informatics and Patient Care Technologies in Healthcare

This course provides the necessary foundation for nurses to meet the expectation of providing safe, competent, and compassionate care in an increasingly technical and digital environment. Focus is placed on improving patient care and outcomes through the effective use of information, information management systems, and patient care technologies. This course will highlight the nurse's role in ethically managing data, information, knowledge, and technology to communicate effectively, provide safe and effective patient care, and use data to inform practice decisions. Pre- or co-requisites: NUR 303: Research and Evidence-Based Practice in Nursing.

NUR 420: Community Health and Population-Focused Nursing

Public health nursing is an interconnection of nursing science and public health principles that focuses on improving the health of families, groups, and populations. This course provides a broad focus of public health, a more focused view of population health and health promotion, preparing the learner to practice effectively in the context of

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community-orientated, population-focused nursing practice. Students will be introduced to the impact that public health nursing creates on the general health status of the community through large-scale interventions, and political advocacy. The student will gain a greater understanding of population health nursing's focus on: health promotion; disease prevention; genomics; epidemiology; protecting vulnerable (at-risk) populations; and identifying and preventing health disparities while being culturally sensitive, client centered and community focused. Pre- or co-requisite: NUR 303: Research and Evidence-Based Practice in Nursing, and NUR 320: Comprehensive Health and Physical Assessment.

NUR 430: Community and Population Health Practicum (WI)

Through this course, the student will apply the knowledge, skills, and abilities they have gained in the program coursework. This is a one-semester, 75-hour, supervised practicum within a setting approved by the Director of the nursing program, clinical/practicum agency, nursing faculty, preceptor, and student. The student will actively participate and integrate their individual professional nursing practice into the community health setting. Pre-requisites: NUR 420: Community Health and Population-Focused Nursing and GEN 112: Argumentation and Research. Pre- or co-requisites: NUR 401 Systems Leadership for Quality Improvement and NUR 403 Informatics and Patient Care Technologies in Nursing.

Areas of Emphases (select one of the following five areas)

1. Healthcare Business Management: recommended for the nurse who aspires to contribute to the health care business organization, desires to be an entrepreneur or who wishes to pursue their master's degree with a Nurse Administrator/Clinical Nurse Leader focus.

Courses - minimum of 4 courses, additional as needed. Other courses may be considered with approval of the Director of the nursing program.

ACC 210: Financial Accounting Principles

This course introduces students to the principles of financial accounting. Topics include the basic accounting cycle, the preparation and analysis of financial statements, and applying Generally Accepted Accounting Principles to the recording of merchandise inventories, cash, receivables, long-term assets, current and long-term liabilities, and stockholders equity. Pre-requisites: none.

BUS 308: Healthcare Financial Management

Designed to introduce the healthcare professional with a limited knowledge of business finance to key financial concepts and tools used in various healthcare institutions. Topics covered are financial management in a pluralistic system characterized by public and private financing, revenue cycle and resource allocation under private and third party payers, and the Medicare and Medicaid programs. Includes financial reporting, management and financing of working capital, operational planning, capital budgeting and the utilization of financial analysis tools to facilitate the financial decision making process to sustain short and long-term financial health of the institution. Pre-requisites: ACC 210 - Financial Accounting Principles.



BUS 309: Healthcare Economics

The study of understanding the relevancy of economics around a set of basic economic principles including resource allocation, supply and demand, utility and profit maximization by utilizing analytical economic tools to develop an informed view about healthcare issues. Topics covered are the labor markets for healthcare professionals, the role of government in healthcare markets, governmental regulations, and the continuous dynamic nature of healthcare services. Pre-requisites: BUS 305 - Survey of the United States Healthcare System or NUR 330 - Healthcare Systems, Policy, Regulation, and Advocacy.

BUS 422: Healthcare Law and Ethics

Basic overview of the multiple legal and ethical issues for healthcare professionals in a variety of settings. Topics covered under the legal environment and medical ethics framework are the legal system, the physician-patient relationship, professional liability, medical malpractice, medical professional code of ethics, the medical record, HIPAA; ethical concerns such as information technology [informatics]; and bioethical issues resulting from medical technology. Pre-requisites: BUS 305 - Survey of the United States Healthcare System or NUR 330 – Healthcare Systems, Policy, Regulation, and Advocacy.

NPO 140: Introduction to Nonprofit Organizations

The volunteer or nonprofit organizations in the United States have played a major role in the nation's development. This course introduces the nonprofit sector as it has developed and currently exists, including its history, its role, its size and characteristics, as well as the structure and types of nonprofit organizations and the ethics of charitable work. Pre-requisites: none.

BUS/PSY 282: Industrial/Organizational Psychology

An application of the principles of psychology to the workplace. Based on the science and theories of human behavior, this course emphasizes the enhancement of organizations through maximizing the performance of employees. Topics include: construction of job descriptions, interview techniques, evaluating letters of recommendation, developing training programs, measurement of job satisfaction, leadership and empowerment skills, stress management, and other concepts crucial to a successful work environment. Pre-requisites: PSY 200 – General Psychology or any BUS course.

2. System Leadership and Management: recommended for the nurse who is innovative and seeks to provoke change through effective engagement of leadership and management principles. Recommended for the student who wishes to pursue a leadership role or their master's degree with a Nurse Administrator/Clinical Nurse Leader focus. **Courses** - minimum of 4 courses, additional as needed. Other courses may be considered with approval of the Director of the nursing program.

BUS 330: Management Principles

The major approaches and techniques of management, including the administrator's task of organizing, planning, leading, and controlling the organization, its people, and its resources. Pre-requisites: ACC 210 - Accounting Principles or consent.



BUS 380: Human Resource Management

Human resources management covers the role of management in the human resources cycle which includes planning, recruiting, selection, orientation, training, evaluation, and terminations. It also provides a thorough overview of laws pertaining to human resources, compensation administration, strategic human resources management, and issues associated with labor agreements. Pre-requisites: BUS 330 – Management Principles.

BUS 466: Human Resource Development

This course examines the primary role of human resources development (HRD) in the organization to help people and organizations effectively manage change. This highly interactive course focuses on strategies for assessing, designing, and implementing training and organizational development efforts that positively impact the performance of the individual and the work group. The course also provides an overview of change interventions, including training and staff development; succession planning and performance management; factors that influence HRD; the consulting role and skills of the HRD professional, including facilitation and group dynamics; and the trends in HRD, such as human performance technology and the work out process model. Pre-requisites: BUS 380 - Human Resource Management.

BUS 492: Organizational Leadership

This course invites students to apply the skills and tools necessary to fulfill his/her role as a leader of an organization. The course presents a comprehensive, integrative, and practical focus on leadership and organizational management. It is based upon a framework that analyzes leadership and management at different levels: individual leadership, team leadership, and organizational leadership. The course presents leadership and management theories/concepts that have emerged over the past several decades. In addition, students will survey contemporary perspectives on ethics, coaching, organizational culture, diversity, strategic leadership, managing change, organizational development and crisis leadership. Pre-requisites: BUS 330 – Management Principles.

COM 310: Leadership Communication

Regardless of whether an individual is the head of a Fortune 500 company, an employee at a small company, or an engaged citizen, leadership communication skills are an invaluable asset. This course provides both theoretical understanding and hands-on experience in the art and science of leadership. Throughout the semester, students will examine the complexities of being a leader when communicating interpersonally, in small groups, during negotiations, in public settings, and using different media. This course will explore a variety of leadership mindsets and styles, the communication strategies associated with each, and how to adapt to emerging circumstances. Students will have the opportunity to test communication styles that augment both their personal strengths and the environment they will utilize them. Pre-requisites: COM 111 – Fundamentals of Public Speaking.

BUS/PSY 282: Industrial/Organizational Psychology

An application of the principles of psychology to the workplace. Based on the science and theories of human behavior, this course emphasizes the enhancement of organizations through maximizing the performance of employees. Topics include: construction of job descriptions, interview techniques, evaluating letters of recommendation, developing training programs, measurement of job satisfaction, leadership and empowerment skills, stress management, and other concepts crucial to a successful work environment. Pre-requisites: PSY 200 – General Psychology or any BUS course.

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3. Cultural and Diversity Studies: recommended for the nurse who wishes to increase their cultural competence and deliberate the social context of professional nursing practice.

Courses - minimum of 4 courses, additional as needed. Other courses may be considered with approval of the Director of the nursing program.

CRJ 200: Victimology

Criminal justice professionals, regardless of their specific role, will always come in contact with victims of crime. This course provides an examination of criminal victimization in the United States via an overview of current theory, research, and trends within the context of specific victimization types. We will examine specific crimes types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services. We will engage in many of these topics within a context of current events and local examples of crime victim services. Pre-requisites: CRJ 140 – Introduction to Criminal Justice or consent.

CRJ 202: Drugs, Crime, and Society

The main focus of this course will be on examining a variety of contemporary issues in the interconnection between drugs and crime. These areas include the theories of how drugs and crime interact, what recreational drugs do to the human body and the offender, policing strategies for the war on drugs, drug courts, drug intervention and rehabilitation, and its impact on our correctional populations. The controversies surrounding states approaches to these topics and contemporary news/legislation will provide a context for class discussion and debate. Pre-requisites: none.

HIS 372: United States Ethnic History

The varied experiences and accomplishments of American ethnic groups from the pre-Colonial Period to the present. Through the study of each separate history, students will improve their understanding of the rich cultural mosaic that makes up the United States. The struggles for self-empowerment of ethnic peoples in response to the following issues: extermination, domination, slavery, immigration, assimilation, integration, and multiculturalism. The chief focus groups are Native Americans, Hispanic Americans, Asian Americans, African Americans, and Southeastern European Americans. Pre-requisites: HIS 102 – World History II, or HIS 111 – United States History I, or HIS 112 – United States History II, or consent.

PSY 227: Cross-Cultural Psychology

The cultural forces across the globe that influence human behavior and social relationships are examined in the context of psychological, sociological, and ecological research. Using a comparative approach, the predominant modes of human activity (e.g., social interaction, problem solving, emotional experiences, communication, perceptual abilities) are examined in relation to the many cultural contexts in which humans exist. Pre-requisites: none.

PSY 306: Gender: Biopsychosocial Perspectives

Theories and research concerning gender identity and sexual identity. The biological, psychological, sociological, and cultural factors that shape gender identities, sexual identities, and the historical and current discriminatory privileging of some gender and sexual identities over others. Pre-requisites: DVS 150 - Understanding Issues of Diversity or PSY 200 – General Psychology or SOC 100 – Introduction to Sociology.



REL 132/SOC 132: Religious Diversity in America

Examines and compares American religious groups, both old and new: Catholic, Protestant, Jewish, sectarian, and marginal. Considers recent evangelical, charismatic, and new age movements. Pre-requisites: none.

4. Behavioral and Psychiatric Health: recommended for the nurse who wishes to increase their skills in psychiatric-mental health nursing or who wishes to pursue Psychiatric Mental Health Advanced Practice Nursing (PMH-APRN). **Courses** - minimum of 4 courses, additional as needed. Other courses may be considered with approval of the Director of the nursing program.

PSY 305: Health Psychology

An application of biological, psychological, and social principles and research to the treatment of illness, prevention of illness, and promotion of health. Topics will include stress and associated coping methods, eating disorders, substance abuse, chronic and life-threatening illnesses, and complementary/alternative medicine. Pre-requisites: PSY 200 – General Psychology.

PSY 321: Personality Theories

Four broad personality strategies (psychodynamic, dispositional, environmental, and representational) will be explored. The theoretical underpinnings, constructs, and applications of the theories will be examined and critiqued in historical, biopsychosocial, and scientific contexts. Pre-requisites: PSY 200 - General Psychology.

PSY 361: Aging: Bio-psychosocial Implications

Theories and research concerning developmental processes in years after age 65. The biological, psychological, social, and cultural factors that influence development and personality during adulthood and old age. Pre-requisites: PSY 200 - General Psychology or SOC 100 - Introduction to Sociology.

PSY 372: Abnormal Psychology

The description, diagnosis, classification, treatment, and theoretical perspectives of disorders of behavior, emotion, and consciousness. Pre-requisites: PSY 321 - Personality Theories.

PSY 417: Drugs and Behavior

This course provides an overview of the principles and techniques of behavioral pharmacology, including pharmacokinetics, routes of administration, neurophysiology, and research methods. The subjective, behavioral, and neurological characteristics of alcohol and the major drug classes, including psychomotor stimulants, opioids, antipsychotic drugs, antidepressants, cannabis, hallucinogens, and anxiolytics, will be differentiated. Pre-requisites: limited to Psychology majors and minors of junior or senior standing, or by consent.

COM 365: Health Behavior Communication

This course focuses on theories and research that identifies different motivations and influences for health-related behavior. This course is very similar to taking a course in persuasion; the primary difference being that the content focuses exclusively on persuasion regarding health behaviors. The course begins by identifying different models and foundations for studying health behavior. The next part identifies individual behavior by interrogating belief models, theory of reasoned action, and planned behavior. The third part of the course examines interpersonal

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health behaviors. This addresses topics such as the role of environment, social support, social networks, and specific forms of communication on health behavioral outcomes. The next section focuses on the group and community level of health behavior change. This looks at media, community organizing, and public health interventions. The final section presents different ways to apply the theoretical components into developing health behavior modification interventions. Pre-requisites: junior standing.

5. Student-Designed: Course description varies based on selected coursework.

Students may propose a twelve (12) semester-hour (minimum) emphasis in an area of academic interest that complements their major. Students may fulfill the concentration requirement by completing current courses offered by Lakeland University that are relevant to the area of interest. The concentration plan must be approved in advance by the student's academic advisor and the Nursing Program Director. Up to 6 semester hours of Experiential Learning may be used as partial fulfillment of the Student-Designed option. Cooperative Education courses may not be used to satisfy the requirement of this concentration.

Special Topics Courses:

Students may take Special Topics courses (NUR 280 or NUR 480) to fulfill all or a portion of their Student-Designed area of emphasis or be combined to satisfy other Areas of Emphasis. Special Topics courses focus on competencies expected of nurses that allow for in-depth exploration. Examples include a focus on social determinants of health, vulnerable populations, and trauma-informed care. Students are encouraged to talk with their academic advisors about course availability.



Appendix F
Practicum Application Form
NUR 430: Community and Population Health Practicum (WI)

Directions: Students provide the necessary information, including name, date, facility, and preceptor information sections. The form must be completed and submitted the semester prior, 12 weeks, to the start of the practicum. Please submit the form electronically to the assigned academic advisor and Director of the nursing program.

Student Name: _____ **Date:** _____

Facility Information	
Name:	Telephone Number:
Address:	Other Pertinent Information (e.g. student place of employment):

Preceptor Information	
Name:	Credentials:
Position/Title:	E-mail:
Telephone Number:	Alternate Telephone Number:

The following information is completed by the nursing program Director and will be forwarded via e-mail to the facility, preceptor, faculty member, and student.

Dear Preceptor:

Thank you for volunteering to precept the above-named Lakeland University student during this practicum course. Precepting is a vital role, and your efforts are greatly appreciated. The attached Practicum Handbook provides guidelines of the practicum experience, including the roles and responsibilities of all participants. Your part as a preceptor is one of guidance and support. The Director of the nursing program will be in contact with you to discuss your role further. If you have questions in the meantime, please contact:

Kerry Hamm, Director of the Nursing Program

HammKL@lakeland.edu

[920-565-1000 ext. 2903](tel:920-565-1000)

Faculty Member Information	
Name:	E-mail:
Telephone Number:	Alternate Telephone Number:

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Appendix G

Unusual Occurrence Report Form

Date of Unusual Occurrence:	Time of Unusual Occurrence:
Place of Unusual Occurrence (Facility/Unit):	Name and Contact Information of Person Completing Form:
Students Name, Student ID Number, and Contact Information:	

State the Facts of Who, What, Where, When, Why, and How of the unusual occurrence/incidence happened, including descriptions of student's behavior/symptoms/injury and treatment received. (Use additional sheets of paper if necessary)
Follow up Care (if necessary):

Please return this form to:
 Director of the Nursing Program: Kerry Hamm
 Lakeland University
 W3718 South Drive
 Plymouth, WI 53073
 HammKL@lakeland.edu

For Lakeland University Nursing Program Use Only	
Date LU Nursing Program received report:	Date Report Filed:
Action Taken:	

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N 1.08 (5) Clinical Learning Experience – Practicum Handbook and Course Syllabus

N 1.08 (6) Preceptors Practicum Handbook and Course Syllabus



Lakeland University

RN to BSN Completion Program

NUR 430: Community and Population Health Practicum (WI)

Practicum Handbook

Original: 2019 – 2020

Updated: 2021 - 2022



Welcome, Preceptors and Students!

The faculty, staff, and director of the nursing program at Lakeland University are pleased to welcome you as a preceptor for students in the RN to BSN Completion Program. Thank you in advance for your time and support of the RN to BSN Completion Program and the student seeking to earn their baccalaureate degree.

Students, you've completed all of your prerequisite nursing courses and are now ready to embark on your practicum. You've reached many milestones and accomplished your goals. We are pleased to work with you on this next endeavor.

The information provided in this handbook provides the details for a mutually productive experience for the student, preceptor, facility, faculty member, and director of the nursing program. Serving as a preceptor is very rewarding, yet it can be challenging, so please use this handbook as a guide to understanding the roles and expectations of the student, preceptor, faculty member, and director of the nursing program. Together we can create a valuable learning experience.

The RN to BSN nursing core curriculum expands on the associate degree nursing curriculum's foundation and allows the student to reflect on professional performance, increase problem-solving, and enhance critical thinking. The program curriculum's objective is to broaden the student's nursing knowledge, skills, and attitudes at the baccalaureate level of nursing practice. As a preceptor, you are uniquely positioned to provide the coaching, modeling, and socialization that influences nursing's future practice.

Your support of the student is essential, but just as important is our commitment to you. At Lakeland University, we realize the critical role you play in the student's learning; therefore, we recognize that the student selected you with intent and purpose. The student acknowledges you as a remarkable nurse with the qualities of a notable teacher, facilitator, and leader who motivates, inspires, and supports others. Knowing this, we are delighted to work with you and appreciate your contribution to the profession of nursing.

Kind regards,

Kerry Hamm MSN, RN
Director of the Nursing Program
Lakeland University
W3718 South Drive
Plymouth, WI 53073
HammKL@lakeland.edu
920-565-1000 ext. 2903

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Practicum Guidelines & Procedures

General Guidelines

The NUR 430: Community and Population Health Practicum (WI) course offers the learner an opportunity to apply and relate theoretical content to real practice situations. Before this unique experience, the learner will have mastered an understanding of the theoretical foundations of community and population health nursing. In addition to the practicum experience's concentrated focus, the student will enhance their skills in interprofessional collaboration, leadership, system-based practice, use of informatics, and integration of evidence-based practice while providing safe, quality care.

The course is developed to meet the Wisconsin Board of Nursing (BON), Chapter N 1, Approval for Schools of Nursing Standards (N 1.08 (4) Curriculum), and the standards of nursing practice as provided by the American Association of Colleges of Nursing (AACN). The BON and AACN require that the curriculum enables the learner to develop the nursing knowledge, skills, and abilities necessary for the level, scope, and standards of competent nursing practice. The curriculum includes the ability for the learner to develop nursing knowledge, skills, and attitudes with the inclusion of content regarding professional responsibilities, ethical and legal issues, health promotion and disease prevention, care of the patient from diverse backgrounds, integration of evidence-based practice, patient-centered, and interprofessional collaboration.

Students are responsible for scheduling and completing 75 hours of practical experience in an approved and supervised setting with a community and/or population health focus. For example, a student may consider focusing on the pediatric population diagnosed with diabetes. Suitable practicum facilities and/or preceptors may include, but are not limited to:

- School district in which the student partners with a school nurse preceptor
- Public health department partnering with a health officer preceptor
- Pediatric ambulatory clinic partnering with a pediatric nurse
- Hospital in which the student partners with a diabetes educator preceptor

The scheduled hours will be arranged with the practicum facility, preceptor, and student. The required hours may be fulfilled with partial days, full days, or consecutive days as agreed upon by the preceptor and student. All hours must be documented on the Practicum Reflective Journal and Time Record and signed off by the preceptor. Travel time to and from the facility cannot be included in the 75 hours.

Student Eligibility

1. Completion of prerequisites for NUR 430 Community and Population Health Practicum;
2. Identification of practicum facility and preceptor;
3. Completion of Practicum Application Form (to be submitted at least 12 weeks before the scheduled practicum); and
4. Submission of Practicum Application Form to the academic advisor and director of the nursing program.

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Facility Selection and Requirements

The student will select a practicum facility that will meet the course objectives, have the population for which the student wishes to engage, and provide a preceptor with the knowledge, skills, and experience to serve the student best. Students should use the following criteria in identifying the practicum facility:

- Working relationships and professional networks to determine a suitable location
- Identified individual learning needs with a focus on population and/or community health
- Ability to work cooperatively in the scheduling of 75 hours of practicum and project work
- Ability to engage in patient care, including utilizing the nursing process, teaching/learning, clinical conferences, debriefing, health promotion, disease/injury prevention strategies, etc.

Working in partnership with the nursing faculty and/or director of the nursing program, the student will seek a suitable practicum placement to meet the student's learning objectives. The nursing program director is willing to consider practicum placements in settings where students are employed, providing the environment meets all criteria as described in the course objectives. Also, a student should not be supervised during their practicum training placement by their current work supervisor and should also have a client caseload explicitly selected for the practicum purposes. Students seeking to use an employment position for the practicum placement **must** talk with the nursing program director before making any commitments or submitting the completed Practicum Application Form. The final approval regarding using employment for a practicum facility is the director of the nursing program's responsibility.

The facility may request various requirements from the student. The student's responsibility is to understand all facility requirements and complete them before beginning the practicum. Conditions may include but are not limited to background screening, physical examination, drug screening, current immunizations, liability insurance, etc. The student must be fully compliant with all requirements before beginning the practicum. Once all facility, program, and Lakeland University requirements are fulfilled, the student will be allowed to commence enrollment.

An Affiliation Agreement, or contract between Lakeland University and the practicum facility, is required. This process may take several weeks to secure; therefore, it is essential that the student identify the practicum facility and preceptor and promptly complete the Practicum Application Form. The director of the nursing program will direct the contractual agreement process. All agreements must be completed before beginning the practicum course. If an agreement is not complete, the practicum start date may be delayed.

Safe and Ethical Behavior

The student is expected to demonstrate professional behaviors, including exhibiting professional demeanor, behavior, appearance, and communication at all times. The student is bound by the American Nurses Association Code of Ethics. The student has submitted their Confidentiality Consent Form, acknowledging their commitment to maintaining patients' confidentiality, rights, safety, and well-being. The nursing program at Lakeland adheres to the State of Wisconsin Nurse Practice Act (s. 35.93, Chapter N 6, Standards of Practice for Registered Nurses and



Licensed Practical Nurses). If it is deemed that a student has practiced in an unsafe manner and/or has not upheld the standards of safe care, the faculty, in conjunction with the preceptor's input:

1. Will complete an Occurrence Report Form (see Appendix D of Nursing Program Student Handbook) and submit it to the director of the nursing program;
2. May dismiss the student from the practicum;
3. Will contact the director of the nursing program within 24 hours of any occurrence requiring the dismissal of a student from the practicum; and
4. Will schedule a conference with the student, faculty instructor, practicum preceptor, and the nursing program director within 48 hours of the incident.

The student will have an opportunity to explain the unsafe behavior circumstances, and an appropriate remediation plan will be developed. Repeated unsafe behaviors may result in removal from the nursing program. The nursing program has both the right and responsibility to remove any student whose health, conduct, or academic standing makes it unsafe for them to remain in a nursing course or the nursing program.

Roles and Responsibilities

Director of the Nursing Program

1. Contact the practicum facility and preceptor when in receipt of the completed Practicum Application Form
2. Ensure the student has met all eligibility requirements
3. Facilitate the securement of the Affiliation Agreement with the facility
4. Facilitate student completion of pre-practicum and agency requirements regarding background check, urine screening, immunizations, etc.
5. Communicate any changes in practicum/student status to the agency (student eligibility, start/end dates, etc.)
6. Provide faculty members to act as instructor and facilitator
7. Collect from the preceptor a copy of their resume and RN license
8. Ensure the preceptor has the following program documents:
 - a. Program mission, philosophy, and learning outcomes
 - b. Course syllabus and learning outcomes and objectives
 - c. Applicable policies, procedures, and forms
 - d. Copy of the Practicum Handbook
 - e. Overview of the individual student's knowledge, skills, and attitudes
 - f. Understanding of the evaluation procedures
9. Promptly respond to issues and/or complaints
10. Review formal evaluations from students and preceptors upon completion of the course
11. Support the student, preceptor, facility, and faculty member as needed

Faculty Member

1. Ensure the student has met all eligibility requirements



2. Provide the preceptor with
 - a. Copy of Practicum Handbook
 - b. Course syllabus
 - c. Applicable policies, procedures, and forms
3. Assist the student in the identification of learning needs and objectives, formulation of goals, and development of expectations
4. Arrange a communication system whereby continued regular collaboration with the preceptor and student occurs throughout the course
5. Coordinate initial meeting between preceptor, student, and practicum faculty member
6. Direct the learning experience and suggest activities to enhance the educational experience
7. Supervise student conduct and adherence to the standards and scope of nursing practice
8. Obtain regular input from the preceptor about the student's performance
9. Promptly respond to issues and/or complaints
10. Evaluate academic performance through ongoing connection and collaboration with the preceptor and student
11. Ensure receipt of all required forms completed by the student and preceptor

Preceptor

The preceptor is a supportive role to the Lakeland University faculty member and director of the nursing program. The program retains responsibility for student learning and evaluation. The preceptor is a practicing nurse who works closely with the student to assist and support the learning experience. The preceptor qualifications include:

- Licensed Registered Nurse, active, current and unencumbered
- ADN (minimum requirement), BSN (preferred), MSN, or doctorate in nursing or related field
- Experienced practitioner who provides transitional role support and learning experiences while continuing to perform some or all of the other responsibilities of their position
- Ability to design suitable opportunities for the student to meet course learning outcomes
- Ability to assess and manage the professional environment to ensure safe and effective performance
- Provide guidance and oversight for the student during practicum activities
- Collaborate regularly with the LU faculty and program director
- Meet physically or virtually (by phone, Blackboard Collaborate, Zoom, Microsoft Teams, or video-telecommunications) regularly with the LU nursing faculty during the practicum

In addition to the above-noted qualifications, the preceptor will:

1. Provide a copy of their active, current RN license and current resume that includes relevant professional experience
2. Adhere to the standards and scope of professional nursing practice and abide by the nursing Code of Ethics
3. Arrange a mutually agreeable work schedule with the student
4. Participate in the initial meeting between preceptor, student, and practicum faculty member

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5. Orient the student to pertinent policies and procedures of the facility
6. Plan suitable experiences for the student to meet course learning outcomes and objectives
7. Assist the student in meeting personal and professional learning needs, objectives, and goals
8. Agree to maintain meaningful, regular communication with the student, nursing faculty member, and program director to discuss progress, problems and reflect on learning
9. Provide constructive feedback/developmental feedback to the student about their performance
10. Refuse compensation from the student and LU and refuse to pay a student for practicum work
11. Verification of student hours on Practicum Reflective Journal and Time Record (preceptor signature required) (Appendix B)
12. Participate in the student evaluation process, complete Project and Student Evaluation Form (Appendix C)
13. Complete formal evaluation of practicum experience (electronic evaluation)
14. Keep confidential any personal, student-identifying information

Student

1. Meet eligibility and course requirements
2. Identification of practicum facility and preceptor that meet requirements and qualifications
3. Completion of the Practicum Application Form (Appendix A) and submit to their Academic Advisor and the director of the nursing program
4. Meet deadlines for all practicum activities and coursework
5. Comply with facility requirements (e.g., liability insurance, background screening, physical examination, drug screening, current immunizations, etc.)
6. Identify personal and professional learning needs and objectives, formulate goals, and establish expectations
7. Assist in the facilitation of an initial meeting between the student, practicum faculty member, and preceptor during the first week of the practicum
8. Maintain meaningful regular communication with preceptor and practicum faculty member
9. Abide by facility rules and regulations
10. Conduct oneself safely and professionally during the practicum
11. Follow the standards of practice for registered nurses as set forth by the Wisconsin Board of Nursing, Chapter N 6
12. Adhere to the standards and scope of professional nursing practice and abide by the nursing Code of Ethics
13. Accept instruction and feedback from preceptor and faculty member as learning occurs
14. Engage in patient care
15. Demonstrate a willingness to learn and self-direction
16. Maintain and submit completed Practicum Reflective Journal and Time Record (Appendix B) to the faculty member
17. Evaluate the course and practicum experience via SmartEvals



University, Program and Course Information

Lakeland University Mission

Lakeland University educates individuals of diverse backgrounds, preparing them to think critically, to communicate effectively, to succeed professionally, and to lead ethical, purposeful and fulfilling lives. Rooted in the values of the United Church of Christ, Lakeland integrates the liberal arts and experiential learning to develop the whole person for success in a dynamic, multi-faceted world.

RN to BSN Completion Program Mission

The mission of the Lakeland University RN to BSN Completion Program builds on the university's mission in its dedication to educate registered nurses by building on prior knowledge, skills, and experiences to advance the art and science of nursing. The goal of the baccalaureate graduate is to grow personally, advance with increasing competence professionally, and carry on the lifelong learning process that is important for optimal development as a practitioner in the discipline of nursing.

RN to BSN Completion Program Philosophy

Lakeland University nursing faculty believe that the art and science of nursing are founded in the liberal arts and sciences. Nursing education transforms the knowledge from the liberal arts and sciences into the basis of nursing practice. This foundation, when integrated with evidence-based research and practice, provides the root of professional practice.

Professional nursing practice includes an awareness of ethical standards, ability to critically think, participate in lifelong experiential learning, and development of interprofessional relationships. The Essentials of Baccalaureate Education in Nursing (2008) are the basic foundation to the curriculum for the RN to BSN Completion Program, and thus essential for the practice of professional nursing. This education provides the foundation for the development of professional nursing practice, critical thinking, ethical decision-making, leadership skills, and the independent and interprofessional pursuit of high standards of health care.

The graduate of Lakeland University's RN to BSN Completion Program will integrate evidence-based research to practice in the provision of patient-centered, culturally competent, and community/population based care. Through experience as an active member of the healthcare community, the graduate will collaborate with interprofessional teams to achieve positive patient outcomes and develop professional skills that contribute to advanced professional competence and leadership. As an active participant in the learning environment the graduate will develop an understanding of healthcare organizations/systems and the processes of healthcare policy development. As a user of patient care technology and informatics the graduate will use information technology in experiences that apply quality improvement principles in the delivery of safe, quality care.

RN to BSN Completion Program Learning Outcomes

Students who have successfully completed the RN to BSN Completion Program coursework from Lakeland University should be able to:

1. Synthesize knowledge from the liberal arts, sciences, and professional nursing practice in the delivery of patient-centered care
2. Utilize leadership skills and knowledge of system-based practice to enhance the quality and safety of nursing practice within health care systems

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3. Integrate the use of critical thinking skills by combining nursing knowledge and evidence-based research to advance professional nursing practice
4. Examine how informatics, information management systems, and patient care technology impact patient-care outcomes
5. Analyze the direct and indirect influence that external and internal factors (i.e. health care policies, practices, and regulatory environments) have on population health and professional nursing practice
6. Deliver patient-centered care as a member of an interdisciplinary team, emphasizing communication, evidence-based practice, quality improvement approaches, and informatics
7. Collaborate with healthcare professionals and patient populations to promote conditions and health behaviors that improve population health across the lifespan
8. Demonstrate accountability for the delivery of professional nursing care that is consistent with altruistic, ethical, and humanistic principles
9. Adapt nursing care based on patient preference, healthcare environment, and scientific advancement

NUR 430: Community and Population Health Practicum (WI)

Course Description: Through this course, the student will apply the knowledge, skills, and abilities they have gained in the program coursework. This is a one-semester, 75-hour, supervised practicum within a setting approved by the director of the nursing program, clinical/practicum facility, nursing faculty, preceptor, and student. The student will actively participate and integrate their individual professional nursing practice into the community health setting.

Prerequisite: NUR 420: Community Health and Population-Focused Nursing and GEN 112: Argumentation and Research. Required admittance to the Lakeland University RN to BSN Completion Program.

Learning Outcomes:

By the end of the course, students will:

- Integrate individual professional nursing practice into the community health setting
- Practice population health nursing from a holistic, caring framework, with an awareness of the human experience, and within the context of the population's values, beliefs, and preferences
- Create interprofessional partnerships to meet the diverse needs of individuals, families, communities and populations
- Communicate effectively with all members of the healthcare team, the patient and the patient's support network, and communities
- Analyze population-based health outcomes and propose health initiatives or services that promote health and focus on disease and injury prevention
- Promote positive change through primary prevention and health promotion within the community
- Synthesize knowledge from nursing theory, research and evidence-based practice, leadership, quality improvement, informatics, and health policy, politics and regulation to population health nursing

Evaluation of the Practicum Experience

Each preceptor will be asked to complete a formal evaluation of the practicum experience. Preceptor comments and scoring are welcomed, highly valued, and a driving force to refine and improve the course and program. The survey will be electronically mailed to each preceptor after the practicum completion. The survey results will be compiled and reviewed.



Appendix A
Practicum Application Form
NUR 430: Community and Population Health Practicum (WI)

Directions: Student fills in their name and date form completed. Provide the necessary information for the facility and preceptor. The form must be completed and submitted 12 weeks before the start of the practicum. Please submit the form electronically to the Academic Advisor, who will inform the nursing program director.

Student Name: _____ **Date:** _____

Facility Information	
Name:	Telephone Number:
Address:	Other Pertinent Information:

Preceptor Information	
Name:	Credentials:
Position/Title:	E-mail:
Telephone Number:	Alternate Telephone Number:

The nursing program director will complete the following information and forward it via e-mail to the facility, preceptor, faculty member, and student as required.

Dear Preceptor:

Thank you for volunteering to precept the above-named Lakeland University student during this practicum course. Your commitment and role are essential, and your efforts are much appreciated. The Practicum Handbook provides guidelines for the practicum experience, including the roles and responsibilities of all participants. Your part as a preceptor is one of guidance and support. The nursing program director or nursing faculty will contact you to discuss your role. If you have questions in the meantime, please contact:

Kerry Hamm, Director of the Nursing Program
HammKL@lakeland.edu
[920-565-1000 ext. 2903 \(office\)](tel:920-565-1000) or [920-323-4181 \(cell\)](tel:920-323-4181)

Faculty Member Information	
Name:	E-mail:
Telephone Number:	Alternate Telephone Number:



Appendix B
Practicum Reflective Journal and Time Record
NUR 430: Community and Population Health Practicum (WI)

Reflective Journal and Time Record (add rows as needed)			Cumulative Hours
Date	Activities and Reflection (you are not limited to this space)	Hours	

Student Printed: _____

Student Signature: _____

Date: _____

Preceptor Printed: _____

Preceptor Signature: _____

Date: _____

Faculty Member Printed: _____

Faculty Member Signature: _____

Date: _____



Appendix C
Project and Practicum Student Evaluation Form
NUR 430: Community and Population Health Practicum (WI)

Student Name:	Project Title:
Facility Name:	Preceptor Name and Credentials:

Dear Preceptor,

As the student's preceptor, you have worked closely with and have guided this student through all phases of their academic project. Your input and comments are valuable to Lakeland University and RN to BSN Completion Program. We would appreciate your honest feedback regarding the student's experience. Thank you for your time, effort, and expertise while mentoring the student. Please do not limit your responses to the space provided – feel free to expand the area and give your complete feedback.

1. Briefly describe the project:

2. What impressed you the most about this student?

3. How do you think the student could have improved their development and implementation of the project?

Please rate the student's overall performance and provide any comments:

	Excellent (10)	Good (8)	Sufficient (6)	Beginning (4)	Unacceptable (2)
Attitude					
Efficiency					
Effort					
Follow-through					
Appearance					
Communication					
Initiative/Self-direction					

Comments:

Preceptor Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

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LAKELAND UNIVERSITY

Syllabus

Course Information

Course	NUR 430: Community and Population Health Practicum (WI)
Semester	Date and Year
On-Ground Location	TBD
Format	<input type="checkbox"/> Face-to-Face only <input checked="" type="checkbox"/> Online only <input type="checkbox"/> BlendEd® <input type="checkbox"/> BlendEd® Live <input type="checkbox"/> 7-week (Online only)

Instructor Contact Information

Instructor Name	Kerry Hamm MSN, RN
Email	HammKL@lakeland.edu
Phone (Mobile)	920-323-4181
(Home)	
(Work)	
Fax	920-565-1060 Attn: Kerry Hamm
Hours of Availability	Variable – please email to coordinate date/time requests

Required Textbook(s) with ISBN(s)

American Nurses Association. (2015). *Nursing: Scope and standards of practice* (3rd ed.). Silver Spring, MD: Author. ISBN: 978-1-55810-619-2 Recommended

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington DC. ISBN: 9781433832161 Recommended

Demarco R., & Healey-Walsh, J. (2020). *Community and public health nursing: Evidence for practice* (3rd ed.). Wolters Kluwer. ISBN: 9781975111694 Recommended

Fowler, M. (2015). *Guide to the code of ethics for nurses with interpretive statements: Development, interpretation, and application* (2nd ed.). American Nurses Association. ISBN: 978-1-55810-603-1 Recommended

Required Supplemental Material(s)

Case Studies and Rubrics will be posted in Blackboard
Computer and Internet for everyday use
Microsoft Word, Excel, PowerPoint, and Adobe Acrobat

Textbook Companion Website(s) N/A

Course Description and Prerequisite(s)

Through this course, the student will apply the knowledge, skills, and abilities they have gained in the program coursework. This is a one-semester, 75-hour, supervised practicum within a setting approved by the Director of the Nursing Program, clinical/practicum agency, nursing faculty, preceptor, and student. The student will actively participate and integrate their individual professional nursing practice into the community health setting. Prerequisite: NUR 420: Community Health and Population-Focused Nursing and GEN 112: Argumentation and Research. Pre- or co-requisites: NUR 401 Systems Leadership for Quality Improvement and NUR 403 Informatics and Patient Care Technologies in Nursing. Required admittance to the Lakeland University RN to BSN Completion Program.

Learning Outcomes

By the end of the course, students should be able to:

1. Integrate individual professional nursing practice into the community health setting (Essential I, VII, VIII, IX)
2. Practice population health nursing from a holistic, caring framework, with an awareness of the human experience, and within the context of the population's values, beliefs, and preferences (Essential I, VII, VIII, IX)
3. Create interprofessional partnerships to meet the diverse needs of individuals, families, communities and populations (Essential VI, VII, VIII, IX)
4. Communicate effectively with all members of the healthcare team, the patient and the patient's support network, and communities (Essential VI, VII, VIII, IX)
5. Analyze population-based health outcomes and propose health initiatives or services that promote health and focus on disease and injury prevention (Essential III, V, VII)
6. Promote positive change through primary prevention and health promotion within the community (Essential II, VII, IX)
7. Synthesize knowledge from nursing theory, research and evidence-based practice, leadership, quality improvement, informatics, and health policy, politics and regulation to population health nursing (Essential I, III, IV, V, VII, IX)

Course Design

Practicum	
Practicum Site and Preceptor	<p>The Director of the Nursing Program and faculty will work collaboratively with the students to arrange practicum facilities. Facility selection is based on written criteria; the ability to meet practicum objectives and utilization will be conducted with the agency's consultation. The students will collaborate with the nursing program director and faculty in identifying the practicum facility and contact person. The Director of the Nursing Program will coordinate with the practicum facility and secure a formal written agreement that establishes a willingness to cooperate in promoting the nursing program practicum objectives. The practicum facility will adhere to nursing practice standards and understand that Lakeland University acknowledges the practicum facility will provide an experiential learning opportunity that is consistent with meeting the nursing program and course objectives.</p> <p>Please reference the RN to BSN Completion Program Practicum Handbook for complete details of the practicum experience.</p>

Announcements – Start Here	Announcements, updates, and other important information.
Syllabus, Policies and Rubrics	The course syllabus, policies, and grading rubrics for all assigned work.
Instructor Info	Instructor contact information, picture, and brief biography.
Course Content	All course content organized with lesson plans, documents, presentations, website links, video content, assignments, quizzes, exams, etc.
Blackboard Collaborate Access	Access to live course. Instructions for accessing the Blackboard live class session refer to the Course Resources tab.
Course Resources	APA reference resources, center locations, campus map, instruction resources, etc.
My Grades	Quick link to grades and feedback as maintained by the instructor.
Email	Use this link to email the instructor or other students in the class directly
About BlendEd®/Online Live	Description of BlendEd Live
Library Resources	Information and instructions for using Lakeland University's online library resources.
Tutor.com	This will link to a home page providing 24/7 online tutoring services in a variety of subject areas.
Ally-New Resource	Blackboard Ally is a tool to facilitate accessibility. Learners may create alternate files for easier reading and viewing on different technology tools.
Blackboard Support	Lakeland University's Blackboard Online Support Center, which includes contact information, link to submit a ticket, and a knowledge base for technical issues.
Help	Blackboard Help for students.
Course Evaluations	Quick link to access course evaluations when available near the end of the term.
Calendar	75 hours of practical experience will be recorded over the semester.

Calendar

BlendEd®/Online Discussions	
Beginning of Week	Monday at 12:00 AM
End of Week	Sundays at 11:59 PM

Day/Time of Class	Online and Practicum
Assignments Due	Sundays at 11:59 PM
Semester Break(s)	

Assignment Detail

Name of Assignment
Practicum
<p><i>Description:</i></p> <p>The practicum experience allows the student to apply the knowledge, skills, and attitudes gained in the program coursework. The preceptor, a registered nurse who is experientially and educationally qualified, will assist and support the student's learning experience at the direction of the nursing faculty or Director of the Nursing Program. The preceptor is an identified experienced practitioner who provides support within a collegial relationship while performing some or all of the other responsibilities of their position.</p> <p>Please reference the RN to BSN Completion Program Practicum Handbook for complete details of the practicum experience.</p> <p>Practicum Reflective Journal and Time Record Rubric: students will record their practicum time and reflect on their practicum experience each day hours are accumulated. The preceptor will verify the journal and date/time entries. Scoring will be as noted in the Practicum Reflective Journal and Time Record Rubric.</p> <p>Project and Practicum Student Evaluation Form (completed by the preceptor): The preceptor will complete the evaluation form providing feedback on the student's project, an impression of the students professional nursing practice and coursework, application of the students project to the practice setting (include strengths and areas of development), and a rating (Excellent (10), Good (8), Sufficient (6), Beginning (4), and Unacceptable (2)) of Attitude, Efficiency, Effort, Follow-through, Appearance, Communication, and Initiative. The preceptor may provide any additional comments on the student's project performance and personal experience as a preceptor.</p>
Reflection Paper (culminate into a portfolio that demonstrates meeting PLOs)
<p><i>Description:</i></p> <p>The reflection papers provide your thoughts, personal insights, and analysis of a professional nursing practice topic and your professional practice. Reflection is an expression of the learner's understanding of their own experiences, beliefs, opinions, perceptions, and observations. Nurses use reflective thinking to transform situations, develop a sense of clarity, problem solve, gain perspective, and ultimately transform practice. Reflective thinking is a framework for nursing practice. Hence, the reasons you'll utilize reflection to critically think, synthesize knowledge, and bridge theory and practice.</p> <p>Each assignment's details and required tasks, including Reflection Papers, will be posted in the Blackboard weekly content, one for each program learning outcome. The paper should include an introduction, or the big picture, a thesis statement, body, judgment, and a conclusion. Please see the Reflection Paper Rubric below.</p>
Project
<p><i>Description:</i></p> <p>Each student will create a project that meets a particular need of the agency. The project must relate to the agency's needs. Students should include in the analysis the following: need (client population, data that problem exists), usefulness, cost-effectiveness and funding sources, evidence-based practice, implementation strategies, expected outcomes, and measurement of success.</p> <p>Students will submit a first draft of the project for feedback by week 7 of the term. The final draft will be submitted to the preceptor and faculty by week 11.</p> <p>The detail of the assignment and the required tasks will be posted in Blackboard. Please see Project Rubric below.</p>

Grading Summary

Name of Assignment Type	Points	Percent of Total
Practicum Reflective Journal and Time Record – see rubric (Appendix B from Practicum Handbook) (25 points and multiplier of 4)	100	10%
Project and Practicum Student Evaluation Form (submit Appendix C from Practicum Handbook)	70	20%
Reflection Paper (9 x 25)	225	40%
Project – first draft	25	10%
Project – second draft (25 points and multiplier of 4)	100	20%
Total:	520	100%

Grading Scale

(there will be no rounding of grades)

Grade	Percentage			Total Points Earned		
A	93.0%	<i>to</i>	100.0%	484	<i>to</i>	520
AB	90.0%	<i>to</i>	92.9%	468	<i>to</i>	483
B	84.0%	<i>to</i>	89.9%	437	<i>to</i>	467
BC	80.0%	<i>to</i>	83.9%	416	<i>to</i>	436
C	74.0%	<i>to</i>	79.9%	385	<i>to</i>	415
CD	70.0%	<i>to</i>	73.9%	364	<i>to</i>	384
D	64.0%	<i>to</i>	69.9%	333	<i>to</i>	363
F		<	64.0%		<	332

Course Policies

Format for Written Work

Students are responsible for submitting papers in the proper written format as required by their instructor. The APA format is required for all papers written for the undergraduate nursing program. Students are expected to obtain and reference the APA publication material as needed. Students are encouraged to utilize the John Esch Library database, Academic Writer (formerly APA Style CENTRAL) for assistance: <https://lakeland.edu/John-Esch-Library/database-find-articles>

Assignment Grading

Assignments will be graded per the assignment rubric and entered in the gradebook. Assignments not submitted on time, per the syllabus course calendar and Blackboard schedule, are subject to a 10% reduction and the adjusted grade will be recorded in the gradebook (see Late Submissions and Makeup Assignments). Discussion Forum original posts completed after the week's forum do not allow for follow-up and will result in zero (0) points for the Follow-up Postings criterion as well as the deduction for late work. Assignments not submitted or submitted after the course has ended will receive a grade of zero (0). All assignments must be done individually, unless group work is assigned.

Late Submissions and Makeup Assignments

All assignments are due by the dates indicated within the course syllabus. Late assignments, for extenuating circumstances, should be communicated to the instructor in a professional and timely manner. At the instructors discretion, late assignments may be accepted without a deduction (see Assignment Grading). No makeup assignments will be given.

Instructor Email Response

In today's world of electronic communication, we all want to get our questions responded to quickly. I do, however, value my personal time. Therefore, an established reasonable parameter for responding to students is 24 - 48 hours, Monday through Friday. With that said, time management skills are very important in determining your success in this course. Be sure to plan ahead and set aside time each week dedicated to course work. Please utilize your lakeland.edu email for all email correspondence. Students are expected to regularly check their school email account.

Cheating and Plagiarism

Cheating, plagiarism or other kinds of academic dishonesty are considered violations of established university expectations and may result in penalties ranging from failure of an assignment to dismissal from Lakeland University, depending on the severity of the offense.

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if you placed your work next to the source, you would see that you could not have written what you did without the source (Booth, Colomb, & Williams, 1995, p. 167).

*Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The Craft of Research*. Chicago: University of Chicago Press.

Any ideas, materials, opinions, facts, or theories borrowed from another source for either written or oral use must be fully acknowledged with in-text citation and subsequent reference. Additionally, quotation marks must be placed around all words, phrases, and passages that are borrowed word for word from another source. Failure to properly cite, reference, and/or quote is considered plagiarism.

These criteria apply to all student work including (but not limited to) discussion boards, presentations, exams, weekly assignments, and research papers.

Please see the Academic Catalog for any additional questions regarding the penalties and processes used when instances of cheating and plagiarism are identified.

Disability Accommodations

Students who have a need for disability-related accommodations or services should inform the Karen Eckhardt, ADA Coordinator. Lakeland University will provide reasonable and effective accommodations and services to students. Requests must be made in a timely manner and accompanied by appropriate documentation in accordance with federal, state, and Lakeland University guidelines.

When accommodations are required for a student with a documented disability, the instructor will receive an email notification from the Academic Resource Center listing the exact accommodations that are required. Instructors must provide these accommodations to the student specifically as addressed when they are applicable, which is a requirement of federal law under the Americans with Disabilities Act. Instructors should refrain from providing additional accommodations for students with disabilities that are not directly required, as doing so can provide an unfair advantage or expectations on the part of the student. Questions about approved accommodations or recommendations for additional consideration should be directed to Karen Eckhardt, ADA Coordinator, at 920-565-1021 ext. 2115 or eckhardtkl@lakeland.edu.

Tutoring

If you would like to improve your grade on assignments or exams, or would like help reviewing course material for a clearer understanding, free tutors may be available for this course through the HARC. For a list of current tutors available to you each semester:

- Go to Login.lakeland.edu and select Starfish.
- If the My Success Network page does not appear, select the menu icon in the upper left of the screen, and select My Success Network.
- Under How can we help? Locate current tutors available to you for each subject or course.

To Schedule a Tutor Appointment through Starfish

- Select the down arrow next to the appropriate tutor, and select Schedule.
- Select Tutoring Center, then select Tutoring, and select Continue.
- Select the date and time option when you want to meet and select Continue.
- Input information and select Confirm.
- A meeting invitation will be sent to your Outlook calendar with the details of your tutor meeting.

* Tutors are often available outside of posted times. If you do not see tutor availability that matches your availability, please email the tutor to identify a mutually agreeable time. Please allow up to two business days for a tutor response.

Tutor.com

Tutor.com provides FREE online tutoring to support your academic success. To access Tutor.com, simply click on "Tutor.Com" within your Blackboard Course Shell.

Tutors are available 24/7 for most subjects to assist you in the following topics:

Math	Computer Science	Business Administration	English
Writing	Economics	Accounting	Nursing and Healthcare
Social Sciences	History		

Title IX

Lakeland University fully adheres to all federal and state civil rights laws banning discrimination at institutions of higher education. Lakeland University will not discriminate against any employee, applicant for employment, student or applicant on the basis of race, color, religion, sex, pregnancy, sexual orientation, national origin (including ancestry), citizenship status, ethnicity, age, physical or mental disability, age, marital status, gender, veteran or military status, predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, state or federal law. Gender discrimination and sexual harassment are prohibited by Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972. If you have reason to believe that you have been discriminated against, Lakeland University encourages immediate reporting to Lakeland University's Vice President for Campus Life and Title IX Coordinator, David Simon Jr. at (920) 565-1000, Ext. 2501 or email at Simondr@lakeland.edu or to a Title IX Deputy Coordinator. For a complete listing of Lakeland's Deputy Coordinators, you can access their contact information at <https://lakeland.edu/title-ix>. You also have the option of contacting Lakeland University's Department of Campus Safety at (920) 565-1126.

Questions about Title IX can be directed to the Title IX Coordinator or to the Office of Civil Rights (OCR, <http://www2.ed.gov/about/offices/list/ocr/index.html>) of the U.S. Department of Education. For more information about Lakeland University's Title IX Policy and resources please see the following link: <https://lakeland.edu/title-ix>

Mental Health Support: LUSI - Lakeland University Support Initiative

Lakeland University is able to offer mental health support services for students enrolled in the Kellett School through a program called the Lakeland University Support Initiative (LUSI). LUSI is a virtual peer support video helpline staffed by specially-trained clinical mental health internship graduate students from the Master of Arts in Counseling

(MAC) Program. The graduate students, or peer support providers (PSPs), offer Kellett students a confidential space to talk over their worries and concerns, whether personal, academic, or work-related. With the LUSI program, a Kellett student can have up to four sessions per area of concern with a PSP. Please note this is not a clinical counseling service but an extra layer of support from a peer who is navigating a similar Kellett School path and who is trained to respond appropriately and confidentially. At Lakeland and in the Kellett School, your personal development is as important as your educational development.

If you are struggling in any way, feel alone or overwhelmed, or would like input on referral sources, feel free to contact Alex Liosatos, director for counseling services, at Liosatosa@lakeland.edu Alex is available to connect you with a PSP or provide you with more information.

If you are experiencing more severe symptoms or have had/are having suicidal thoughts please contact a mental health counselor, county crisis line, the National Suicide Prevention Hotline (1-800-273-8255), or text HOPELINE to 741741. In an emergency, call 911

Self-Reporting Requirements

Your program acceptance is tentative until confirmation is received by the college from the Department of Justice on your background disclosure information.

From the time you complete the Background Information Disclosure form until you graduate from or drop the program, understand that if you are charged with or convicted of a crime or if you are investigated for any violation of a state or federal law, you must report this to the Lakeland University program director. Understand that (1) this investigation may result in your suspension from practicums which may delay or prevent your graduation from the program; and (2) your failure to report will result in your removal from the program.

Changes to the Syllabus

In the event of extenuating circumstances or other factors, the class schedule or course procedures indicated in the syllabus are subject to change. The instructor will notify students of any such changes.

Discussion Etiquette

Learners are expected to be respectful of diversity of thoughts, opinions, and values. Inappropriate commentary will not be accepted and will be addressed on an individual basis. As you formulate your thoughts and opinions, please be mindful of common sense, basic etiquette and professionalism.

- Never post illegal information.
- Avoid harassing or embarrassing your classmates or instructor. If you do not agree with someone, respond objectively to the subject matter, not personally to your classmate.
- Refrain from transmitting inappropriate content that may be abusive, racially or ethically offensive, rude, vulgar, or harmful.
- Refrain from using ALL CAPS (construed as shouting), slangs or jokes.
- Remember the entire class will see your postings on the discussion board (except when you email me directly).

Bringing Children to Practicum

Children are not allowed to be brought to practicum.

SP2122: COVID-19 and Classroom Instruction William R. Kellett School

Please select this link for the most up to date Lakeland University Policies regarding Covid-19
[Information about Coronavirus](#)

Grading Rubrics/Forms

Project Rubric	Excellent 5 pts	Good 4 pts	Sufficient 3 pts	Beginning 2 pts	Unacceptable 1 pts
Needs assessment Explores, explains, and expands upon the topic being discussed. Incorporate research and readings to discuss subject matter. Demonstrates analysis on various levels other than the personal. Discussion demonstrates evidence of deep thought about the topic. Considers relevant themes of ethics, professionalism, leadership, safe patient care, quality improvement, cultural competence, evidence-based practice, patient-centered care, communication, and interprofessionalism.	*Posts well developed assignment that fully addresses and develops all aspects of the task.	*Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	*Posts developing assignment with minimal insight and only reiterates readings; doesn't address all aspects of the task.	*Minimal preparation with basic information. Limited if any connections to the task.	*Response information and research is inaccurate.
Implementation Consideration Analyzes the costs-effectiveness and identifies potential funding sources. Presents strategies for implementation.	*Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts with use of references and personal experience. *Posts factually correct, reflective, substantive contribution that advances discussion.	*Elaborates on existing postings with further comment or observation from reference or personal experience that extends discussion. *Posts information that is factually correct; lacks full development of concept or thought.	*Posts shallow contribution to discussion (e.g., agrees or disagrees); contains few new ideas or applications. *Repeats but does not add substantive information to the discussion.	*Post is vague and general. No new ideas presented.	*Posts information that is off-topic, incorrect, or irrelevant to discussion.
Outcomes Identifies expected outcomes and objectives. Plans and identifies measurement for success.	*Identifies and lists expected outcomes and objectives that are meaningful, relevant, and measureable. *Provides a rich explanation of the measurement of success. *Data are fully analyzed and description of the achievement of outcomes is clear. *Plan for improvement is provided and clearly articulates rationale.	*Identifies and lists outcomes and objectives that are generally meaningful, relevant, and measureable. *Provides a clear explanation of measurement of success. *Data are analyzed and description of the achievement of outcomes is clear. *Plan for improvement is provided.	*Identifies and lists outcomes and objectives that are unrelated and lack and measurement. *Provides an unclear explanation of measurement of success. *Data lack analysis and description of the achievement of outcomes. *Plan for improvement is provided but lacks insight.	*Identifies and lists outcomes and objectives that are irrelevant and/or unmeasureable. *Lacks interpretation and explanation of measurement of success. *Data poorly analyzed and lacks description of the achievement of outcomes. *Plan for improvement is not provided.	*Outcomes and objective data is not analyzed to support or refute the success.

References and Support Incorporates readings, research, and personal experiences	*Uses references from readings and research to support comments. Personal experience shared that supports comments. *References material using APA format.	*Incorporates some references from readings or research to support comments. Personal experience shared which lend insight to comments. *References material using APA format.	*Readings and personal experience mentioned at minimal level. *No reference material cited in APA format.	*Incorporates personal experience but no references made from readings or research. *No reference material cited in APA format.	*Includes implausible and/or inaccurate references and/or supporting experience.
Professionalism Adherence to grammar conventions, spelling, and punctuation (gsp). Posts are respectful interactions. APA formatting (per rubric)	*Free of gsp errors. Correct use of verb tense. No slang. Correct APA citation in text and reference notation. *Contributes valuable information to discussion. *Post is professional with appropriate comments and behaviors.	*Less than 4 gsp errors. May occasionally use incorrect tense or word choice. APA citation in text and reference notation with 1 error. *No unprofessional comments or behaviors.	*4-7 gsp errors. Choppy sentences with ideas that do not connect. Meets APA criteria with 2 errors. *No unprofessional comments or behaviors.	*8-12 gsp errors. Ideas are unclear, word choice is incorrect. Meets APA criteria with 3 errors. *Unprofessional comment or behavior.	*Greater than 12 gsp errors. Ideas are unclear. Does not meet APA criteria. *Unprofessional post.

Reflection Paper Rubric	Excellent 5 pts	Good 4 pts	Sufficient 3 pts	Beginning 2 pts	Unacceptable 1 pts
Does this paper show evidence of deep thought about the topic? Considers relevant themes of ethics, professionalism, leadership, safe patient care, quality improvement, cultural competence, evidence-based practice, patient-centered care, communication, and interprofessionalism.	*Paper provides evidence (through the use of description, details, and use of nursing literature) that the student has examined his/her own belief systems, professional practice, and related this to their current views about the topic; use of nursing literature to support thoughts.	*The paper shows that the student has thought about the topic although the written presentation may appear weak or lack clarity; use of nursing literature to support thoughts.	*Paper is shallow and does not present detailed evaluation of reflection about the topic; little use of nursing literature to support thoughts.	*Fails to meet this criteria by obvious disregard for the expectations stated in the criteria.	*Unacceptable submission. Missing reflection.
Does this paper address the prompt or the topic?	*The student's reflection about the topic is explained in clear language; immediately interesting and supported with detail.	*The entire paper's content relates to the prompt or topic; the student explains his/her reflections about the topic but may take a rereading to understand.	*Student does not clearly identify his/her reflections about the topic; may veer from topic.	*The topic of the paper is not addressed at all; Fails to stick to the topic therefore fails to meet this criteria.	*Unacceptable submission. Does not identify the topic

Clearly organized introduction, body, and conclusion. Writing ideas are clearly connected and make sense	*Easy to read, topic introduced, organization clearly evident with proper introduction, body, conclusion *Each paragraph has a central idea; ideas are connected and paragraphs are developed with details; paper is easy to read and "flows" naturally in an organized pattern.	*Paper has intro, body, and conclusion but may take a re-reading to understand *Each paragraph has a central idea that is supported with details; ideas are connected and important points make sense.	*Disorganized, leaves reader wondering what is being said; abrupt ending * Paragraphs are disorganized; ideas are included which do not relate to the main idea; ideas are not connected and have little or no supporting details; one sentence paragraphs.	*Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; Disorganized and the reader can not follow the paper at any length * Fails to meet this criteria by obvious disregard for the expectations stated in the criteria.	*Fails to meet this criteria by obvious disregard for the expectations stated in the criteria.
References and Support Incorporates readings, research, and personal experiences	*Uses references from readings and research to support comments. Personal experience shared that supports comments. *References material using APA format.	*Incorporates some references from readings or research to support comments. Personal experience shared which lend insight to comments. *References material using APA format.	*Readings and personal experience mentioned at minimal level. *No reference material cited in APA format.	*Incorporates personal experience but no references made from readings or research. *No reference material cited in APA format.	*Includes no references or supporting experience.
Professionalism Adherence to grammar conventions, spelling, and punctuation (gsp). APA formatting.	*Free of gsp errors. Correct use of verb tense. No slang. Correct APA citation in text and reference page. Follows APA style: 12 font, Times New Roman, 1 inch margins, 1 inch page, page numbers, and APA headings.	*Less than 4 gsp errors. May occasionally use incorrect tense or word choice. Meets APA criteria with 1 error.	*4-7 gsp errors. Choppy sentences with ideas that do not connect. Meets APA criteria with 2 errors.	*8-12 gsp errors. Ideas are unclear, word choice is incorrect. Meets APA criteria with 3 errors.	*Greater than 12 gsp errors. Ideas are unclear. Does not meet APA criteria. *Unprofessional post.

Practicum Reflective Journal and Time Record Rubric	Excellent 5 pts	Good 4 pts	Sufficient 3 pts	Beginning 2 pts	Unacceptable 1 pts
This paper shows evidence of thought as it relates to the practicum project. There is evidence of time spent researching the topic within the community that focuses on the population. Experiential activity supports the project	*Paper provides evidence (through the use of description, details, and clear connections of the experiential learning) that the student has participated in activities related to the project, incorporated	*The paper provides evidence that the student participated in experiential learning activities about the topic although the written presentation is lacking description and details of the experiential	*Paper is shallow and does not present detailed description and evaluation of the experiential learning activities to support the development of the project topic. The author does not present a clear connection	*Fails to meet this criteria by obvious disregard for the expectations stated in the criteria.	*Unacceptable submission.

development and considers relevant RN to BSN program themes of ethics, professionalism, leadership, safe patient care, quality improvement, cultural competence, evidence-based practice, patient-centered care, communication, and interprofessionalism.	professional practice, and related this to their current views about the topic; use of community resources and nursing literature to support thoughts.	learning and contribution to the project. Connection to the project is present but requires the reader to envision the connection or the connection needs further clarity; provides and overview of the use of community resources and nursing literature to support thoughts.	of the experience to the project, little use of community resources and nursing literature to support thoughts.		
Time record is complete	*Submits completed time record *75 hours	*Submits completed time record *65-74.99 hours	*Submits completed time record *50-64.99 hours	*Submits completed time record *30-49.99 hours	*Submits time record. *0-29.99 hours
Clearly organized introduction, body, and conclusion. Writing ideas are clearly connected and make sense	*Easy to read, topic introduced, organization clearly evident with proper introduction, body, conclusion *Each paragraph has a central idea; ideas are connected and paragraphs are developed with details; paper is easy to read and "flows" naturally in an organized pattern.	*Paper has intro, body, and conclusion but may take a re-reading to understand *Each paragraph has a central idea that is supported with details; ideas are connected and important points make sense.	*Disorganized, leaves reader wondering what is being said; abrupt ending * Paragraphs are disorganized; ideas are included which do not relate to the main idea; ideas are not connected and have little or no supporting details; one sentence paragraphs.	*Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; Disorganized and the reader can not follow the paper at any length * Fails to meet this criteria by obvious disregard for the expectations stated in the criteria.	*Unacceptable submission.
References and Support Incorporates readings, research, and personal experiences	*Uses references from readings and research to support comments. Personal experience shared that supports comments. *References material using APA format.	*Incorporates some references from readings or research to support comments. Personal experience shared which lend insight to comments. *References material using APA format.	*Readings and personal experience mentioned at minimal level. *No reference material cited in APA format.	*Incorporates personal experience but no references made from readings or research. *No reference material cited in APA format.	*Includes no references or supporting experience.
Professionalism Adherence to grammar conventions, spelling, and punctuation (gsp). APA formatting.	*Free of gsp errors. Correct use of verb tense. No slang. Correct APA citation in text and reference page. Follows APA style: 12 font, Times New Roman, 1 inch margins, title	*Less than 4 gsp errors. May occasionally use incorrect tense or word choice. Meets APA criteria with 1 error.	*4-7 gsp errors. Choppy sentences with ideas that do not connect. Meets APA criteria with 2 errors.	*8-12 gsp errors. Ideas are unclear, word choice is incorrect. Meets APA criteria with 3 errors.	*Greater than 12 gsp errors. Ideas are unclear. Does not meet APA criteria. *Unprofessional post.

	page, page numbers, and APA headings.				
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Project and Student Evaluation Form
NUR 430: Community and Population Health Practicum (WI)

Student Name:	Project Title:
Facility Name:	Preceptor Name and Credentials:

Dear preceptor,

As the student's preceptor, you have worked closely with and have guided this student through all phases of his/her academic project. Your input and comments are valuable to Lakeland University and RN to BSN Completion Program. We would appreciate your honest feedback regarding the student's experience. Thank you for your time, effort, and expertise while mentoring the student.

1. Briefly describe the project:

2. What impressed you the most about this student?

3. How do you think the student could have improved his/her development and implementation of the project?

Please rate the student's overall performance and provide any comments:

	Excellent (10)	Good (8)	Sufficient (6)	Beginning (4)	Unacceptable (2)
Attitude					
Efficiency					
Effort					
Follow-through					
Appearance					
Communication					
Initiative/Self-direction					

Comments:

Preceptor Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

N 1.08 (7) Program Systematic Evaluation Plan



LAKELAND UNIVERSITY

Program Assessment Plan

STANDARD I. PROGRAM QUALITY: MISSION AND GOVERNANCE

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

Expected Levels of Achievement (ELA):

- Mission, goals, and expected program outcomes are written and accessible to prospective and current students, faculty, and other constituents
- Mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest
- Higher Learning Commission (HLC): Ongoing reaffirmation of institutional accreditation and nursing program approval
- Wisconsin Board of Nursing (BON): Program approval
- Commission on Collegiate Nursing Education (CCNE): Initial accreditation followed by continued accreditation
- One or more nursing students attend the Nursing Program Board of Advocates (BOA) meetings
- 50% of students enrolled in the nursing program participate in the Nursing Student Advisory Committee meetings
- 100% of nursing faculty, including the director of the nursing program, participate in at least one program, university, Kellett School, professional, or community committees
- 50% of nursing faculty participate in Nursing Faculty Meetings held biannually
- 100% of all program appeals and grievances are addressed; records are maintained and available for review

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
I-A The mission, goals, and expected program outcomes are: • congruent with those of the parent institution; and	Kellett School Curriculum Committee, Nursing Faculty, Director of the Nursing Program, Dean	Every five years or as needed	Documents: Published university academic catalog; nursing program student handbook; nursing program practicum handbook; and program webpage. Method: Comparative analysis to verify the program's mission, philosophy/goals,	AY 2018/2019 - 100% congruency of the program's mission, goals, philosophy, and expected program outcomes with the parent institution. Comparative Analysis with University Academic Catalog,	

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
<ul style="list-style-type: none"> reviewed periodically and revised as appropriate. 	of the William R. Kellett School of Undergraduate and Graduate Studies (Dean of Kellett)		<p>and program outcomes are congruent with the university.</p> <p>Documents: Review academic catalog; student handbook; practicum handbook; program web page; and university strategic plan for accuracy and currency. Method: Verify accuracy and currency.</p>	<p>Nursing Program Student Handbook, and program web page.</p> <p>AY 2020/2021 – Board of Trustees voted to change Lakeland University's institutional mission to remove binary language (women and men) to gender-neutral (individuals).</p>	Action – Nursing Program Student Handbook and Practicum Handbook updated to reflect Lakeland University mission update.
I-B The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	Nursing Faculty, and Director of the Nursing Program	Every five years or as needed	<p>Documents: Published university and program mission; program philosophy/goals; and program outcomes are congruent with current with professional nursing standards, including the Wisconsin BON: Administrative Code: Chapter N 1 (August 2018) and Chapter N 6 (December 2018); <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008); American Nurses Association. (2015). <i>Code of ethics for nurses with interpretive statements</i>. Silver Spring, MD: Author; American Nurses Association. (2015). <i>Nursing: Scope and standards of practice</i>. Silver Spring, MD: Author; and National League for Nursing. (2010). <i>Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing</i>. New York, NY: Author.</p> <p>Method: Comparative analysis of program mission, philosophy/goals, and program outcomes for accuracy, congruency, and currency with external agencies.</p> <p>Method: Review literature for additional standards and guidelines that are current and relevant to nursing practice and education and align mission, philosophy/goals, and program outcomes to current standards.</p>	<p>AY 2020/2021 - Review mission, philosophy, and program outcomes with adjunct faculty. Director reviewed AACN Essentials Document and awaiting final CCNE adoption for review/revision and alignment with the program. University updated mission (see above). Review language of university and program mission for consistent language and alignment with professional standards. No changes are needed.</p>	Action – Monitor AACN Essential of Baccalaureate Education – in process.
I-C The mission, goals, and expected program outcomes reflect the	Nursing Student Advisory Committee	Every five years or as needed	<p>Documents: Published university and program mission; program philosophy/goals; program outcomes;</p>	AY 2018/2019 – Fall 2018 COI suggested including	Action - Change implemented.

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
needs and expectations of the community of interest.	(NSAC), Nursing Program Board of Advocates (BOA), Nursing Faculty, Director of the Nursing Program, and Dean of Kellett		<p>Nursing Student Advisory Committee and Nursing Program BOA meeting minutes and emails.</p> <p>Method: Comparative analysis and documented discussions verify the program's mission, philosophy/goals, and program outcomes are congruent with the needs and expectations of the communities of interest. Semiannual meeting with BOA inform the program of COI needs; expectations; contemporary issues in nursing practice; and current nurse practice standards – see meeting minutes.</p> <p>Method: Review graduate employment patterns (graduate survey sent within 6 months post-graduation) (IV-E).</p> <p>Method: Review employer survey of student achievement of program learning outcomes (survey sent 6-12 months post-graduation) (IV-A).</p>	<p>professionalism and/or leadership in Mission –</p> <p>AY 2019/2020 - Review Program Mission, Philosophy, and Program Learning Outcomes. No changes recommended</p> <p>AY 2020/2021 - Review Program Mission Statement with BOA. No changes are recommended. Review of Program Mission, Philosophy, and Program Learning Outcomes at NSAC meeting. No changes are recommended.</p> <p>AY 2021/2022 – not in the five-year Cycle and no indications of change necessary</p>	<p>Action – No action necessary.</p> <p>Action – No action necessary.</p> <p>Action – No action necessary.</p>
I-D The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.	Nursing Faculty, Director of the Nursing Program, Dean of Kellett, and Vice President of Academic Affairs (VPAA)	Every two years and as needed	<p>Documents: Published Faculty Policy Handbook, Kellett Adjunct Faculty Handbook, job descriptions, annual contract, and appointment letter for adjunct instruction.</p> <p>Method: Comparative analysis of Faculty Policy Handbook and Kellett Adjunct Faculty Handbook for accuracy and congruency of faculty expectations between the nursing unit and university.</p> <p>Method: Review job description for currency and accuracy of expectations.</p> <p>Method: Curriculum vitae are updated annually and support meeting expectations.</p>	AY 2020/2021 - Kellett Adjunct Faculty Handbook reviewed, and updates suggested. Adopted and published January 2021. Copy emailed to faculty. Adjunct Faculty current curriculum vitae submitted	Action - Kellett Adjunct Faculty Handbook revisions published, available on my.lakeland.edu intranet, and emailed to adjunct faculty. Saved adjunct faculty cv to adjunct nursing faculty folder on L:Drive
I-E Faculty and students participate in program governance.	Nursing Students, Nursing Faculty,	Annually	Documents: Published Faculty Policy Handbook; Nursing Program Student Handbook; faculty performance reviews;	BOA AY 2019/2020 – December, one (of one) nursing faculty and no (of one) students attended the	Action - Encourage faculty and student participation in program-specific committees.

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
	and Director of the Nursing Program		<p>university committee assignment spreadsheet; Nursing Faculty Meetings; Nursing Student Advisory Committee meetings; RN to BSN Completion Program BOA meetings; Kellett School Committee meeting; Kellett School Curriculum Committee meetings; other Lakeland University committee meetings.</p> <p>Method: One or more nursing students attend the Nursing Student Advisory Committee meetings. Review meeting minutes and emails.</p> <p>Method: One or more nursing students attend the RN to BSN Completion Program Board of Advocates (BOA) meetings. Review meeting minutes and emails.</p> <p>Method: 50% of nursing faculty participate in Nursing Faculty Meetings held biannually. Review meeting minutes and emails.</p> <p>Method: Comparative analysis of faculty performance reviews which reflect assignment; records of committee assignment spreadsheet; various meeting minutes and attendance demonstrate 100% of full-time nursing faculty and the director of the nursing program participate in program, faculty, and/or institutional committees.</p>	<p>inaugural meeting. May 2020. One of two nursing faculty and zero of three nursing students attended BOA semiannual meeting.</p> <p>BOA AY 2020/2021 – December, two (of two) nursing faculty and two students attend BOA semiannual meeting. May, two (of three) nursing faculty and one student attend.</p> <p>BOA AY 2021/2022 – December, two (of five) nursing faculty and two students attend.</p> <p>Nursing Faculty AY 2020/2021 – Inaugural meeting December, three (of three) nursing faculty participated in the Nursing Faculty Meeting. March, three (of three) meet before CCNE accreditation visit</p> <p>Nursing Faculty AY 2021/2022 - October, six (of six) nursing faculty attend.</p> <p>Nursing Student Advisory Committee Meeting (NSAC) AY 2020/2021 – Inaugural meeting of the Nursing Student Advisory Committee. 2 (of 19) students enrolled = 10.5% attendance. Spring three students meet with the CCNE accreditation team.</p> <p>NSAC AY 2021/2022 – October - Nursing Student Advisory Committee meeting. 4 (of 20) students enrolled attended = 20% attendance</p>	<p>Action - See meeting minutes.</p> <p>Action - See meeting minutes.</p> <p>Action - See meeting minutes.</p> <p>Action - See meeting minutes.</p> <p>Action - See meeting minutes.</p> <p>Action - See meeting minutes.</p> <p>Action – NSAC participation did not meet the level of achievement (50%); actual level of achievement (10%). Will schedule next NSAC the evening before class starts or offer multiple options. Will continue to monitor attendance.</p> <p>Action - Increased participation from 10 to 20% and 2 to 4 participants. Offered three different day/time options. Continue to monitor.</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
I-F Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are: <ul style="list-style-type: none"> • fair and equitable; • published and accessible; and • reviewed and revised as necessary to foster program improvement. 	Nursing Faculty, and Director of the Nursing Program	Annually	<p>Documents: Published academic catalog, student handbook, nursing program student handbook, practicum handbook, university and nursing program marketing material, and web page.</p> <p>Method: Comparative analysis of academic catalog, student handbook, nursing program student handbook, practicum handbook, and university and nursing program marketing material and web page. Website reviewed annually and updated as needed. Nursing program student handbook updated annually and as needed.</p> <p>Documents: Nursing faculty meeting minutes and emails.</p> <p>Method: Nursing faculty meeting agenda and minutes reflect an annual review of academic policies including, but not limited to: academic, admission, progression, and graduation policies.</p>	<p>AY 2020/2021 – Prospective students may enroll in up to nine semester hours of undergraduate coursework with a "special student" designation. Following institution policy and other external considerations, students may enroll in the nursing program and NUR courses with prior approval of the program director. See Permission to Enroll form. December 2020 – Nursing faculty reviewed syllabus policies and revised wording and expectations of late work.</p> <p>AY 2021/2022 - October 2021 nursing faculty reviewed practicum policies and assessment. Plan to review proposed revision to preceptor assessment of the project.</p>	<p>Action - The director of the Nursing Program revises the nursing program student handbook, practicum handbook, and program web page annually. Updated documents stored in shared K:Drive. Updates communicated to admission advisors and academic advisors. All syllabi updated with new verbiage regarding late assignments.</p> <p>Action – In process.</p>
I-G The program defines and reviews formal complaints according to established policies.	Nursing Faculty, Director of the Nursing Program, and Dean of Kellett	Annually, as needed	<p>Documents: Nursing program student handbook; university academic catalog; nursing program student handbook signature sheet.</p> <p>Method: Nursing program student handbook and university academic catalog denote program appeal and grievance procedures.</p> <p>Method: Nursing program signature sheets complete for 100% of enrolled students (II-C).</p> <p>Method: Nursing faculty meeting minutes reflect a review of each program appeal and grievance, the outcome and recommendation, and then action plan and adjustment of any program policy. 100% of all program appeals and/or grievances are addressed, and records are maintained and available for review.</p>	<p>AY 2019/2020 – No appeals or grievances have been received since the program commenced.</p> <p>AY 2020/2021 – No appeals or grievances have been received since the program commenced.</p> <p>AY 2021/2022 – In process, none to date</p>	<p>Action – No action necessary.</p> <p>Action – No action necessary.</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
			<p>Method: Director of the Nursing Program aggregates data on an annual basis with the type of complaint (program appeal and grievance) with resolution as noted in faculty meeting minutes.</p>		
I-H Documents and publications are accurate.	Director of the Nursing Program	Annually, or as needed	<p>Documents: Nursing program student handbook, practicum handbook, university and nursing program marketing material, and web page.</p> <p>Method: Nursing program student handbook sent to Marketing Director for upload to website annually, or with changes</p> <p>Method: Accreditation status published on the university web page, nursing web page, and Nursing Program Student Handbook.</p>	<p>August 2019 - Nursing Program Student Handbook for fall 2019 emailed to Marketing Director and uploaded to program web page</p> <p>October 2019 – CCNE Accreditation status received</p> <p>June 2020 - Nursing Program Student Handbook for fall 2020 updated.</p> <p>October 2020 – RN to BSN Completion Program slick sheet updated.</p> <p>January 2021 – Nursing Program Student Handbook updated for spring 2021.</p> <p>September 2021 – Nursing Program Student Handbook for fall and spring update.</p> <p>November 2021 - CCNE Accreditation status received</p> <p>January 2022 – Nursing Program Student Handbook for fall and spring update.</p>	<p>Action – Updated handbook emailed to Marketing Director and uploaded to the program webpage.</p> <p>Action - Language publicly disclosed on the university web page, nursing program web page, Nursing Program Student Handbook, and Kellett School Academic Catalog.</p> <p>Action – Updated handbook emailed to Marketing Director and uploaded to the program webpage.</p> <p>Action – Updates emailed to Marketing Director.</p> <p>Action – Updated handbook emailed to Marketing Director and uploaded to the program webpage.</p> <p>Action – Updated handbook emailed to Marketing Director and uploaded to the program webpage.</p> <p>Action - Language publicly disclosed on the university web page, nursing program web page, Nursing Program Student Handbook, and Kellett School Academic Catalog.</p> <p>Action – Updated handbook emailed to Marketing Director and uploaded to the program webpage.</p>

STANDARD II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

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

Expected Levels of Achievement (ELA):

- 100% of classroom assignments accommodate enrolled nursing students
- 100% of full-time faculty have adequate office space
- Students rate facilities and resources (class size, teaching space, facilities, technology, resource center, library, financial services) equal to or greater than 4.0 (agree) on a 5-point Likert scale
- 100% of students enrolled in NUR 430 have a practicum site with an appointed preceptor
- 100% of practicum sites have on file with the university a signed Affiliation Agreement or Memorandum of Understanding (MOU)
- 100% of nursing program students submit signed Nursing Program Student Handbook Signature Sheet acknowledging receipt of the handbook with resources listed
- Students rate academic support services equal to or greater than 4.0 (agree) on a 5-point Likert scale
- Students rate instruction equal to or greater than 4.0 (agree) on 5-point Likert scale for survey questions #1, #2, #3, #4, #5 and #8
- Student-faculty ratio in class equal to or less than 30:1; practicum/WI (10:1)
- 100% of nursing program preceptors meet qualifications as noted in the practicum handbook
- Students rate practicum preceptor equal to or greater than 4.0 (agree) on a 5-point Likert scale
- 100% of faculty who meet professional development funding guidelines and submit requests are granted
- 100% of faculty participate in annual professional development

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
II-A Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.	Nursing Faculty, Director of the Nursing Program, Dean of Kellett, and Vice President for Finance & Operations	Annually	Documents: Nursing program budget. Nursing faculty meeting minutes. Methods: Dean, Director of the Nursing Program, and Nursing Faculty review resources to determine if any deficiencies in personnel, fiscal, physical plant, or other resources are needed. Funding allocations are adequate and meet the proposed budget.	Fall 2018 – AY 2019/2020 nursing budget reviewed with Dean of the School of Science, Technology, and Education. Fall 2019 – AY 2020/2021 nursing budget reviewed with Dean of the School of Science, Technology, and Education and the newly appointed Dean of the Kellett School	Action - Continue to allocate funds to meet essential nursing program needs. Faculty who meet eligibility criteria for professional development funding utilize the resource to enhance teaching, advising, practice matter expertise, or assessment.

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
				<p>Fall 2020 – AY 2021/2022 Nursing Budget Workbook submission for approval.</p> <p>Fall 2021 – New budget process. Programs will review the next AY budget in spring.</p>	
<p>II-B Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.</p>	<p>Students, Director of Facilities, Vice President for Finance & Operations, Nursing Faculty, Director of the Nursing Program, BOA</p>	<p>Every three years</p>	<p>Documents: Plymouth/Sheboygan/main campus physical facilities, including the buildings, classrooms, and offices, are depicted within the Campus Map and "Building Summary" spreadsheet (maintained through facilities). Kellett Center building space (lease agreements) with classrooms and meeting space. Office space is available for full-time faculty, including computer, monitor, desk/table, telephone, file cabinet, storage unit, chair(s), etc. Nursing student advisory committee meeting minutes.</p> <p>Method: Building summary spreadsheet shows the adequate square footage of meeting rooms, office space, and buildings for the university and program to fulfill student and program needs (maintained through facilities). Room and Space reservations through Virtual EMS show adequate availability for meetings.</p> <p>Method: Nursing classroom space is shared with the University on a space-available basis. Review the number and capacity of classrooms and ensure 100% of classroom assignments accommodate enrolled students.</p> <p>Method: 100% of full-time faculty have adequate office space with appropriate equipment.</p> <p>Method: Meeting space and room reservations can be made via Virtual EMS. Reports can be generated to show requests made and room availability.</p> <p>Documents: A student survey of the main campus, center locations, and practicum facilities. Nursing faculty meeting minutes reflect a review of survey results.</p>	<p>AY 2019/2020 – Courses delivered fall 2019 (one), spring 2020 (two), and summer 2020 (two) had assigned classrooms with sufficient space for enrolled students.</p> <p>AY 2020/2022 - Courses delivered fall 2020 (three) had assigned classrooms with ample space for enrolled students. Spring of 2021 nursing courses (six) had assigned classrooms with sufficient space for enrolled students. In March, university courses shifted modalities. Nursing courses moved to Online Live. Summer 2021 (three) courses offered Online Live due to the pandemic.</p> <p>AY 2021/2022 – Courses delivered fall 2021 (five), spring 2022 (seven) delivered Online LIVE due to the pandemic. No classroom space is needed.</p> <p>AY 2020/2021: NUR 430 Community and Population Health Practicum offered spring 2021 and summer 2021. Sites</p>	<p>Action - Continue to monitor the availability of space for students and faculty.</p> <p>Action - Continue to review the adequacy of practicum sites. Develop new affiliations to meet program objectives and outcomes.</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
			<p>Method: Collect and review student perception of the main campus, center locations, and practicum facilities and resources. Survey reviews adequacy of resources to achieve the program mission and program outcomes. Students rate facilities and resources (Center, Campus, Practicum) equal to or greater than 4.0 (agree) on a 5-point Likert scale</p> <p>Documents: Practicum facilities are determined by students working with the Nursing Program director. Practicum Application Forms.</p> <p>Method: Director of the Nursing program reviews the submitted Practicum Application Form for each student enrolled in NUR 430. 100% of students enrolled in NUR 430 have a practicum site with an appointed preceptor.</p> <p>Documents: Practicum affiliation agreements and excel spreadsheet.</p> <p>Methods: Director of the Nursing Program verifies practicum affiliation agreements are on file for 100% of practicum sites. Affiliation Agreements are perpetual and are terminated by either party as per the Affiliation Agreement or Memorandum of Understanding.</p> <p>Documents: NUR 430 course evaluations.</p> <p>Method: Director of the Nursing Program, nursing faculty, and if needed, the Dean of Kellett, reviews course evaluations, students' perception of practicum facility and resources, and preceptors' ability to meet student learning outcomes. ELA is 4.0 (agree) on a 5-point Likert scale.</p>	<p>secured, academic affiliation agreement in place, the preceptor's confirmed, and 100% of students completed the course. Sites included HSHS (St. Nicholas), Theda-Care, and Holy Family Memorial.</p> <p>AY 2021/2022: NUR 430 Community and Population Health Practicum offered spring and summer 2022. In process.</p>	
II-C Academic support services are sufficient to meet program and student needs and are evaluated regularly.	Students, Nursing Faculty, Director of the Nursing Program, Director of	Every three years	<p>Documents: Second-Year Survey and Graduate Survey evaluations</p> <p>Method: Students enrolled in the RN to BSN program will receive an electronic invitation to complete the Second-Year Survey. Graduates of the RN to BSN program will receive the Graduate Survey. The Ongoing review and student survey of academic resources, including</p>	Second Year Survey Program Aggregate Data is provided on a separate document.	Action - Continue maintaining the submitted Nursing Program Student Handbook Signature Sheet records. Continue student survey and review of student feedback of academic support services. Identify and support improvement strategies in areas of deficiency. Consider a survey

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
	Library Services, Distance Education Librarian, Director of Hayssen Academic Resource Center (HARC) and VPAA		<p>Library services offerings, include holdings (currency of 10 years) and databases, lib guides, library resources tab, and hours); HARC offerings (tutoring, skills training (writing and research support) and Disability accommodation services; IT/Technology Resources (helpdesk availability, IT/Technology support, Blackboard support, and hours); Academic advising (availability, knowledge, support), Class Size and Teaching Space; Financial Services (billing, financial aid, scholarships), and the Course Lecture, Student-Student, and Faculty-Student Interaction. Nursing faculty meeting minutes reflect a review survey results and identify and develop strategies to enhance services, increase utilization, and/or develop new services. NSAC meetings discuss and meeting minutes reflect issues regarding support services. Second Year Survey and Graduate Survey rate various support services equal to or greater than 4.0 (agree) on a 5-point Likert scale.</p>		of psychological/counseling services and safety services. Library holdings reviewed and outdated items discarded or placed in the 'historical' section if relevancy identified.
<p>II-D The chief nurse administrator of the nursing unit:</p> <ul style="list-style-type: none"> • is a registered nurse (RN); • holds a graduate degree in nursing; • holds a doctoral degree if the nursing unit offers a graduate program in nursing; • is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and • provides effective leadership to the nursing unit in achieving its mission, 	Director of the Nursing Program, Dean of Kellett and Human Resources	On appointment and Annually	<p>Document: Wisconsin Dept. of Safety and Prof. Services online verification of active, unencumbered registered nurse license.</p> <p>Method: License renewal every two years and copy on file for review.</p> <p>Document: Official transcripts (upon hire and with any additions).</p> <p>Method: Document part of the personnel file, copy on file for review.</p> <p>Document: Director of the Nursing Program curriculum vitae for educational preparation, professional development, certification, research, publications, community service, and involvement with professional organizations. WI BON school of nursing administrator qualifications form #1114.</p> <p>Method: Annual update. Analysis indicates that the administrator has diverse talent, skill, knowledge, attitude, and experience—copy on</p>	<p>September 2019 – Met</p> <p>September 2020 – Met</p> <p>September 2021 – Met</p>	<p>Action - Continue to maintain a nurse administrator who is academically and experientially qualified for the position. When applicable, notify the BON (within five business days) of any vacancy or change of the Director of Nursing. Appoint interim or permanent administrator within five business days of a vacancy. Notify CCNE of substantive change, including change in the nurse administrator within 90 days of the occurrence or implementation of the change. Budget planning for meeting program needs</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
goals, and expected program outcomes.			<p>file for review. Director meets qualifications established by WI BON.</p> <p>Document: Annual performance review of the director of the Nursing Program by the supervising personnel.</p> <p>Method: Annual evaluation of the nursing program director shows adequate performance, copies on file for review.</p> <p>Documents: Student surveys of director of nursing teaching/learning practice via SmartEvals. Director of the nursing program performance reviews.</p> <p>Method: Collect and review SmartEvals survey and student perception of the nursing program director. Students rate instruction equal to or greater than 4.0 (agree) on 5-point Likert scale for survey questions #1, #2, #3, #4, #5 and #8.</p>		
<p>II-E Faculty are:</p> <ul style="list-style-type: none"> • sufficient in number to accomplish the mission, goals, and expected program outcomes; • academically prepared for the areas in which they teach; and • experientially prepared for the areas in which they teach. 	<p>Nursing Faculty, Director of the Nursing Program, Dean of Kellett and Human Resources</p>	<p>On Appointment and Annually</p>	<p>Document: Wisconsin Dept. of Safety and Prof. Services online verification of active, unencumbered registered nurse license.</p> <p>Method: License renewal every two years and copy on file for review.</p> <p>Document: Official transcripts (upon hire and with any additions).</p> <p>Method: Document part of the personnel file, copy on file for review.</p> <p>Document: Nursing faculty curriculum vitae for educational preparation, professional development, certification, research, publications, community service, and involvement with professional organizations. WI BON school of nursing faculty appointment qualifications form #1114.</p> <p>Method: Annual update. Analysis indicates that various areas of nursing experience are represented, faculty have diverse backgrounds, and talents enrich the RN to BSN Completion Program. Copies on file for review. Nursing faculty meet qualifications established by WI BON.</p>	<p>AY 2019/2020 – Met AY 2020/2021 – Met AY 2021/2022 – In process</p>	<p>Action - Continue to maintain adequate academically and experientially qualified faculty for the position. When applicable, notify CCNE of substantive change, including a significant change in the faculty composition and size within 90 days of the occurrence or implementation of the change. Recruitment and retention efforts. Include faculty additions based on data that demonstrated need.</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
			<p>Document: Annual performance review of nursing faculty performed by the director of the Nursing Program.</p> <p>Method: Annual evaluation of nursing faculty shows adequate performance, copies on file for review.</p> <p>Documents: Student survey of nursing faculty in SmartEvals. Nursing faculty performance reviews.</p> <p>Method: Collect and review SmartEvals survey and student perception of nursing faculty. Students rate nursing faculty equal to or greater than 4.0 (agree) on 5-point Likert scale for survey questions #1, #2, #3, #4, #5 and #8.</p> <p>Method: Ongoing assessment of nursing program budgetary needs. Review faculty utilization in terms of assignments (full-time faculty teaching load is 12 hours per semester – fall/spring) and program needs. Review workload and overload, number of students, the student-faculty ratio in class (30:1) and practicum/WI (10:1), and number/timing of course sections.</p>		
<p>II-F Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.</p>	<p>Nursing Faculty, and Director of the Nursing Program</p>	<p>Ongoing</p>	<p>Document: Wisconsin Dept. of Safety and Prof. Services online verification of active, unencumbered registered nurse license.</p> <p>Method: License renewal every two years and copy on file for review.</p> <p>Document: Published practicum handbook, preceptor resume, or curriculum vitae for educational preparation, professional development, certification, research, publications, community service, and involvement with professional organizations.</p> <p>Method: Annual update. Analysis indicates that 100% of nursing program preceptors meet qualifications noted in the practicum handbook—copies on file for review. Preceptors are provided a copy of the practicum handbook, course syllabus, applicable policies, procedures, and forms. Preceptors are oriented to course objectives,</p>	<p>AY 2020/2021 – First enrollments in NUR 430 spring 2021 (four) and summer 2021 (two). All students enrolled each with a qualified preceptor experientially and academically qualified.</p> <p>AY 2021/2022 – In process</p>	<p>Action - Continue to maintain adequate academically and experientially qualified preceptors for the position. Continue with recruitment and retention efforts of preceptors—support preceptor role.</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
			<p>student learning objectives, and roles/responsibilities by the program director via virtual meeting(s).</p> <p>Documents: Student survey of practicum preceptor. Method: Collect and review student perception of practicum preceptor. SmartEval survey reviews currency of knowledge, skills, and abilities; availability in scheduling and accessibility; demonstration of ethical practice; and adequacy of communication to achieve the program mission and outcomes. Students rate practicum preceptor equal to or greater than 4.0 (agree) on a 5-point Likert scale.</p>		
II-G The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	Nursing Faculty, Director of the Nursing Program, Dean of Kellett, and VPAA	Annually	<p>Documents: Faculty professional development fund requests. Method: Ongoing review of requests and approval. 100% of faculty who meet professional development funding guidelines and submit requests are granted.</p>	<p>AY 2018/2019 – No funds requested. Free continuing education and professional development completed AY 2019/2020 – No funds requested. Free continuing education and professional development completed. University support for Ph.D. program enrollment offered and accepted, including course release. AY 2020/2021 – No funds requested. Free continuing education and professional development completed. University support for Ph.D. program enrollment offered and accepted, including course release. AY 2021/2022 – in process.</p>	Action - Continue to allocate university funds for faculty teaching, scholarship, service, and practice. Faculty who meet eligibility criteria for professional development funding utilize the resource to enhance teaching, advising, practice matter expertise, or assessment.

STANDARD III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

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

Expected Levels of Achievement (ELA):

- NUR courses are reviewed on a rotating basis - each course is reviewed every 2 years, or as needed, updates are reflected in the course report (syllabus with description, textbook, course outcomes, teaching-learning practices, delivery modality, and assessments)
- Students rate course equal to or greater than 4.0 (agree) on a 5-point Likert scale for survey questions #1, #2, #3, #4, #5, and #8
- 100% of students meet (good) or exceed (excellent) course expectations for the portfolio
- 100% of students meet (good) or exceed (excellent) course expectations for the practicum project
- Preceptors rate the student practicum experience and project of PLO #1, 2, 3, 6, 7, 8, and 9 as meet (good) or exceed (excellent)
- Students rate practicum experience equal to or greater than 4.0 (agree) on a 5-point Likert scale (SmartEval)
- Second-Year Student Survey and Graduate Survey students rate course lecture and student-student and faculty-student interaction as meeting educational needs equal to or greater than 4.0 (agree) on a 5-point Likert scale
- Second Year Survey and Graduate Survey rate the logical sequencing of the curriculum equal to or greater than 4.0 (agree) on a 5-point Likert scale
- Graduate Survey students overall satisfaction with the RN to BSN Completion Program quality of teaching and learning is equal to or greater than 4.0 (agree) on a 5-point Likert scale
- Annual performance evaluation of adjunct nursing faculty and full-time faculty and program director is equal to or greater than 3.0 (successful) on a 5-point Likert scale
- 100% of NUR courses utilize rubrics for assessment of student performance

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
<p>III-A The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:</p> <ul style="list-style-type: none"> • are congruent with the program's mission and goals; • are congruent with the roles for which the program is preparing its graduates; and • consider the needs of the program-identified community of interest. 	Nursing Faculty, Director of the Nursing Program, and BOA	Ongoing	<p>Documents: Published nursing program mission, philosophy, and program learning outcomes. Published curricula, course descriptions, and syllabi with course learning outcomes. Faculty meeting minutes.</p> <p>Method: Comparative analysis of program outcomes to courses reviewed on a rotating basis every two years.</p> <p>Method: NUR courses are reviewed on a rotating basis so that each course is reviewed every 2 years (syllabus with description, textbook, course outcomes, teaching-learning practices, delivery modality, and assessments).</p> <p>Documents: If needed based on employer or graduate surveys, consider asking for job descriptions presented by a member of the Nursing Program BOA for the baccalaureate-prepared nurse</p> <p>Method: Make a comparative analysis of job descriptions, including role responsibilities,</p>	<p>AY 2018/2019 – Various meetings with regional practice partners to gain input on curriculum (see minutes). Curriculum approved by STE curriculum committee and then approved by full faculty of STE.</p> <p>AY 2019/2020 – Academic catalog updates based on faculty-approved curriculum proposals for NUR 301 CLO revisions, NUR 320 course description and CLO revisions, NUR 330 CLO revisions. Curriculum Map of PLO to CLO updated. Course creation NUR 490 Independent Study in Nursing. NUR 303 change to pre-and co-requisite.</p> <p>AY 2020/2021 – NUR 320, NUR 330, NUR 401, and NUR 403</p>	<p>Action – Registrar creates RN to BSN program in academic catalogs (online and for next year's print).</p> <p>Action – Registrar updates academic catalogs (online and for next year's print). Nursing program handbook updated to reflect course description updates.</p> <p>Action – Registrar updates academic catalogs (online and for next year's</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
			<p>essential functions, skills, and/or expectations to program outcomes.</p> <p>Documents: Nursing faculty meeting minutes. Method: Nursing faculty meeting agenda and minutes reflect a biennial review of current practice standards.</p> <p>Documents: Nursing Program BOA agenda, meeting minutes. Method: BOA meeting agenda and minutes reflect a biennial review of the program mission, philosophy, learning outcomes, course learning outcomes, current practice standards and meet the job requirements of the registered nurse.</p>	<p>change to pre-and co-requisite. NUR 420 revised course description. NUR 430 pre- and co-requisite clarification. Curriculum developed for two NUR special topics courses – Determinants of Health and Vulnerable Populations and Trauma-Informed Care</p> <p>AY 2021/2022 – In process. Curriculum proposal for NUR 395 Cooperative Experiential Learning provides credit for prior learning. NUR 480 special topics curricular revisions to the course description and CLOs. NUR 420 windshield survey added to program assessment map.</p>	<p>print). Nursing program handbook updated to reflect course description updates.</p> <p>Action – Registrar updates academic catalogs (online and for next year's print). Nursing program handbook updated to reflect course description updates.</p>
<p>III-B Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).</p>	<p>Nursing Faculty, Director of the Nursing Program, and BOA</p>	<p>Every two years, or as needed</p>	<p>Documents: The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) (*note, awaiting CCNE adoption/approval of The Essentials: Core Competencies for Professional Nursing Education, 2021); Public health: Recommended baccalaureate competencies and curricular guidelines for public health nursing (AACN, 2013); Cultural competency in baccalaureate nursing education (AACN, 2008); International Council of Nurses. (2012). <i>The ICN code of ethics for nurses</i>. Geneva, Switzerland, Interprofessional Education Collaborative. (2016); Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Author; Quality and Safety Education for Nurses and QSEN Institute (QSEN, 2018); Technology Informatics Guiding Education and Reform. (2011). <i>Informatics competencies for every practicing nurse: Recommendations from the TIGER collaborative</i>. Chicago, IL: Author. Method: Comparative analysis of program learning outcomes and curricula to professional nursing standards and guidelines</p>	<p>AY 2018/2019 –Curriculum approved by STE curriculum committee and then approved by full faculty of STE.</p> <p>AY 2019/2020 –NUR 490 Independent Study in Nursing curriculum proposal approved to meet lifelong learning needs of the professional nurse.</p> <p>AY 2020/2021 – Curriculum developed for two NUR special topics courses – Determinants of Health and Vulnerable Populations and Trauma-Informed Care. Courses align with new AACN Essentials and current practice initiatives.</p> <p>AY 2021/2022 – In process. Curriculum proposal for NUR 395 Cooperative Experiential Learning provides credit for prior learning</p>	<p>Action – Registrar updates academic catalogs (online and for next year's print). Nursing program handbook updated to reflect course description updates.</p> <p>Action – Registrar updates academic catalogs (online and for next year's print). Nursing program handbook updated to reflect course description updates.</p> <p>Action – Registrar updates academic catalogs (online and for next year's print). Nursing program handbook updated to reflect course description updates.</p> <p>Action – In process.</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
			<p>as noted in the above documents are congruent.</p> <p>Documents: Curricula mapping program outcomes to the Essentials of Baccalaureate Education for Professional Nursing Practice and course learning outcomes to program learning outcomes.</p> <p>Method: Review of mapping every third year to match the ongoing review of III-A.</p>	and supports professional nurse lifelong learning. NUR 420 windshield survey added to program assessment map.	
III-C Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
III-D DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
III-E Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
outcomes (individual and aggregate).					
<p>III-F The curriculum is logically structured to achieve expected student outcomes.</p> <ul style="list-style-type: none"> • Baccalaureate curricula build on a foundation of the arts, sciences, and humanities. • Master's curricula: Not applicable • DNP curricula: Not applicable • Post-graduate APRN certificate programs: Not applicable 	Nursing Faculty, Director of the Nursing Program, and Dean of Kellett	Every 3 years, or as needed	<p>Documents: Published nursing program admission requirements, program learning outcomes, interdisciplinary courses, nursing courses, courses within the area of emphasis, course descriptions, pre-and co-requisites, and course learning outcomes.</p> <p>Method: Analysis demonstrates that courses reflect the arts, sciences, and humanities content and are leveled in development and sequencing. 100% of students complete prerequisites for the major and interdisciplinary coursework.</p> <p>Method: as with III-A, NUR courses are reviewed on a rotating basis so that each NUR course is reviewed every 2 years (syllabus with description, textbook, course outcomes, teaching-learning practices, delivery modality, and assessments).</p> <p>Documents: Program Second Year Student Survey and Graduate Survey and faculty meeting minutes.</p> <p>Method: Second Year Student Survey and Graduate Survey ask students to rate the logical NUR course sequencing equal to or greater than 4.0 (agree) on a 5-point Likert scale. Faculty review every three years or as needed.</p>	<p>AY 2018/2019 – Reviewed curriculum with various communities of interest and institutional faculty and determined a logical sequence.</p> <p>AY 2019/2020 – The implementation of courses alerted faculty of an opportunity to add a co-requisite option to several courses. The change improves the course sequencing, application of knowledge and skill, and student progression.</p> <p>AY 2020/2021 – Second Year Survey and Graduate Survey deployed, and aggregate data indicates students agree the courses are logically sequenced.</p> <p>AY 2021/2022 – In process</p>	<p>Action – no action necessary.</p> <p>Action – curriculum proposals to add co-requisite option to NUR 303, 320, 330, 401, 403, and 420. Academic catalog and student handbook updated.</p> <p>Action – no action necessary.</p>
<p>III-G Teaching-learning practices:</p> <ul style="list-style-type: none"> • support the achievement of expected student outcomes; • consider the needs and expectations of the identified community of interest; and • expose students to individuals with diverse life experiences, perspectives, and backgrounds. 	Nursing program students, Nursing Faculty, and Director of the Nursing Program	Ongoing	<p>Documents: Student evaluation of a course and faculty is completed online via SmartEvals for each semester.</p> <p>Method: Collect and review SmartEvals student course survey. Students rate courses equal to or greater than 4.0 (agree) on a 5-point Likert scale for survey questions #1, #2, #3, #4, #5, and #8.</p> <p>Documents: Course syllabi, recorded Live lectures, and nursing program BOA meeting minutes.</p> <p>Method: Review of course syllabi illustrate varied teaching-learning practices. Recorded</p>	<p>AY 2019/2020 – SmartEval data collected, aggregated, and reported on Program Assessment Faculty Outcomes document. December and May BOA meeting and input are reflected in the minutes and Syllabi updates made.</p> <p>AY 2020/2021 – SmartEval data collected, aggregated, and reported on Program Assessment Faculty Outcomes document. December and May BOA meeting and input</p>	<p>Action – Director, Nursing Program continues to monitor student evaluations. Identify and support improvement strategies in areas of deficiency. See course report for specific changes.</p> <p>Action – Director, Nursing Program continues to monitor student evaluations. Identify and support improvement strategies in areas of deficiency. See course report for specific changes.</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
			lectures validate the utilization of various teaching-learning techniques. Method: Input from COI through the BOA includes: workforce trends, graduate employment data, and program course comparison to workforce needs. Input from BOA re: workforce needs and trends are incorporated into course syllabi/curriculum. See course reports for integration as well as actions.	are reflected in the minutes, and Syllabi updates are complete. AY 2021/2022 – In process.	Action – In process. Program Assessment of Faculty Outcomes aggregate data shared with nursing faculty at the fall meeting. Nursing faculty meeting minutes reflect decision making and rationale of nursing unit expectations of faculty: teaching, scholarship, service, practice.
III-H The curriculum includes planned clinical practice experiences that: <ul style="list-style-type: none"> • enable students to integrate new knowledge and demonstrate attainment of program outcomes; • foster interprofessional collaborative practice; and • are evaluated by faculty. 	Nursing Faculty, Director of the Nursing Program, Preceptors, and BOA	Analyzed annually in spring	<p>Documents: Published curriculum NUR 430, course syllabus, practicum handbook, nursing program student handbook, faculty meeting minutes, and BOA meeting minutes.</p> <p>Method: Review of documents. BOA input regarding course including the number of practicum hours; correlation to current workforce needs; review for further practicum opportunities in the curriculum.</p> <p>Documents: NUR 430 Community and Population Health Practicum (WT) syllabus, course rubrics, student portfolio.</p> <p>Method: Review of documents demonstrate the correlation of program learning outcomes with course rubrics, portfolio; project; and reflective journal. 100% of students meet (good) or exceed (excellent) course expectations for the portfolio and practicum project.</p> <p>Documents: Preceptor evaluation of student practicum experience, student evaluation of practicum experience, and course completion and grades.</p> <p>Method: Preceptors rate student practicum experience and project as meet (good) or exceed (excellent) on PLOs #1, 2, 3, 6, 7, 8, and 9 (Project and Practicum Evaluation Form). Students rate practicum experience equal to or greater than 4.0 (agree) on a 5-point Likert scale (SmartEval). Preceptors</p>	<p>AY 2018/2019 – NUR 430 curriculum approved, practicum handbook, and nursing program student handbook developed. See BOA and Faculty Meeting minutes</p> <p>AY 2019/2020 – not applicable, NUR 430 not offered</p> <p>AY 2020/2021 – NUR 430 offered. Aggregate data provided on the Program Assessment of Program Learning Outcomes document and analyzed PLO 1, 2, 3, 4, and 5 with linked assessment methods, and all met.</p> <p>AY 2021/2022 – In process. Project and Practicum Evaluation Form updated to align preceptor evaluation of student performance with PLOs 1, 2, 3, 6, 7, 8, and 9.</p>	<p>Action – Published in the academic catalog. Nursing Program Student Handbook is available on the webpage and emailed to students seeking program admission.</p> <p>Action – No action necessary.</p> <p>Action – identified an opportunity to improve the Preceptor evaluation of student performance and achievement of PLOs. Suggest revising Project and Practicum Evaluation Form.</p> <p>Action – In process. Project and Practicum Evaluation Form updated for this year.</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
			report 100% of students meet (sufficient) or exceed (exemplary) course performance.		
III-I Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	Nursing program students, Nursing Faculty, and Director of the Nursing Program	Ongoing (minimum of annually)	<p>Documents: Course rubrics are published for each course within the syllabi and guide student performance.</p> <p>Method: 100% of NUR courses utilize rubrics to assess student performance.</p> <p>Documents: Published program policies, course syllabi including policies, grading scale, and nursing program student handbook.</p> <p>Method: Review of documents shows consistency in information. Grading rubrics are used consistently within each course.</p>	<p>AY 2019/2020 – Course rubrics and grading scale embedded in all course syllabi. Rubrics embedded in Bb for linking and grading. The handbook includes program policies and institution grading scale.</p> <p>AY 2020/2021 – Course rubrics updated to reflect APA manual 7th ed. updates.</p> <p>AY 2021/2022 – In process</p>	<p>Action – No action necessary.</p> <p>Action – Course rubrics are updated in each syllabus to remove “running head” from APA formatting as per the APA Manual 7th ed.</p>
III-J The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.	Nursing Faculty, Nursing Student Advisory Committee, and Director of the Nursing Program	Ongoing (minimum of annually)	<p>Documents: Nursing Course Reports, Nursing program faculty, and Nursing Student Advisory Committee meeting minutes.</p> <p>Method: Review meeting minutes, program evaluation plan, and course reports.</p> <p>Documents: Program/course progression spreadsheet showing retention rates (fall to fall), course completion rates, and graduation rates.</p> <p>Method: See section IV-B for details of course completion rates, retention rate (fall to fall), and program completion rates.</p>	<p>AY 2018/2019 – no students program seeking BON approval to plan and admit. HLC program approval.</p> <p>AY 2019/2020 – Course reports developed for each course offered. Data tracking begins on course pass rates.</p> <p>AY 2020/2021 – Course reports updated. Data tracking begins on graduation rate/timeline. Second Year Survey launches.</p> <p>AY 2021/2022 – In process.</p>	<p>Action – No action necessary.</p> <p>Action – No action necessary.</p> <p>Action – No action necessary.</p> <p>Action – No action necessary.</p>

STANDARD IV. PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

Expected Levels of Achievement (ELA):

- Graduates rate achievement of program learning outcomes equal to or greater than 4.0 (agree) on a 5-point Likert scale (graduate survey sent within 6 months post-graduation)
- Graduates rate overall program satisfaction equal to or greater than 4.0 (agree) on a 5-point Likert scale (graduate survey sent within 6 months post-graduation)
- Graduates rate the program meets expectations of professional role development equal to or greater than 4.0 (agree) on a 5-point Liker scale (graduate survey sent within 6 months post-graduation)
- Graduates rate achievement of PLO #1, #2, #3, #4, #5, #6, #7, #8, and #9 equal to or greater than 4.0 (agree) on a 5-point Liker scale (graduate survey sent within 6 months post-graduation)
- Employers rate graduate achievement of program learning outcomes equal to or greater than 4.0 (agree) on a 5-point Likert scale (employer survey sent 6-12 months post-graduation)
- Employers rate program satisfaction equal to or greater than 4.0 (agree) on a 5-point Likert scale (employer survey sent 6-12 months post-graduation)
- Alumni rate program satisfaction equal to or greater than 4.0 (agree) on a 5-point Likert scale (alumni survey sent 3- and 5-years post-graduation)
- Course completion rates equal to or greater than 90%
- Retention rate (fall to fall) equal to or greater than 85%
- Program completion rate equal to or greater than 70%
- 90% of graduates report employment as RN (unless elected not to be employed as an RN) at receipt of graduate survey (graduate survey sent within 6 months post-graduation)
- Alumni survey indicate: a desire to; admission to; or attainment of; an advanced degree (masters or high degree credential) within 5-years (alumni survey sent 3- and 5-years post-graduation)
- 50% of alumni report increased work responsibility (alumni survey sent 3- and 5-years post-graduation)

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
IV-A A systematic process is used to determine program effectiveness.	Nursing Faculty, Director of the Nursing Program, and Dean of Kellett	Ongoing (minimum of annually)	<p>Documents: Student Surveys: SmartEvals for each course/instructor; evaluation of practicum preceptor; evaluation of practicum facilities; Second Year Survey for evaluation of academic support services; Graduate Survey for PLO, overall satisfaction; Alumni Survey; Employer Satisfaction of Graduate Survey; Annual Program Assessment Report Sheet</p> <p>Method: SmartEval Surveys deployed with each course to evaluate faculty, courses, practicum facilities, and practicum preceptor.</p> <p>Method: Second Year Survey students rate classroom space, student-student and faculty-student interaction, university facilities (II-B), academic and other support services (II-C), equal to or greater than 4.0 (agree) on a 5-point Likert scale.</p>	<p>AY 2018/2019 – Not applicable no students enrolled</p> <p>AY 2019/2020 – SmartEval data collected: SmartEval #1 = 4.75 SmartEval #2 = 5.0 SmartEval #3 = 4.75 SmartEval #4 = 5.0 SmartEval #5 = 5.0 SmartEval #8 = 5.0 No Second Year or Graduate Survey deployed</p> <p>AY 2020/2021 – SmartEval data collected SmartEval #1 = 4.5</p>	<p>Action – No action necessary.</p> <p>Action – No action necessary.</p> <p>Action – No action necessary.</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
			<p>Method: Graduates rate achievement of program learning outcomes and program satisfaction equal to or greater than 4.0 (agree) on a 5-point Likert scale (graduate survey sent 6 months post-graduation).</p> <p>Method: Employers rate graduate achievement of program learning outcomes and program satisfaction equal to or greater than 4.0 (agree) on a 5-point Likert scale (employer survey sent 6-12 months post-graduation).</p> <p>Method: Alumni rate achievement of program learning outcomes and program satisfaction equal to or greater than 4.0 (agree) on a 5-point Likert scale (alumni survey sent 3 years post-graduation).</p>	<p>SmartEval #2 = 4.7 SmartEval #3 = 4.6 SmartEval #4 = 4.5 SmartEval #5 = 4.4 SmartEval #8 = 4.4</p> <p>Second Year Survey data collected, each criterion rated 5 Graduate Survey data collected, each criterion rated a 5 except for financial services at 4.78</p> <p>AY 2021/2022 – In process</p>	
IV-B Program completion rates demonstrate program effectiveness.	Nursing Faculty, Director of the Nursing Program, and Dean of Kellett	Annually	<p>Documents: Program Progression spreadsheet showing retention rates (fall to fall), course completion rates note on course reports, and graduation rates.</p> <p>Program and course completion may be assessed further by data collection based on: Kellett center Delivery method (BlendEd Live, BlendEd, Online, 7-week, 12-week) Student enrollment status half-time (6 credit or less) and full-time (9 credit or greater) Term of completion (Fall/Spring/Summer)</p> <p>Method: Course completion rates equal to or greater than 90%.</p> <p>Method: Retention rate (fall to fall) equal to or greater than 85%.</p> <p>Method: Program completion rate equal to or greater than 70%.</p>	<p>AY 2019/2020 – not applicable program enrollment commenced fall 2019</p> <p>AY 2020/2021 – Five graduates. 100% students fall 2019 to fall 2020 retention.</p> <p>AY 2021/2022 – In process. 94% students fall 2020 to fall 2021 retention.</p>	<p>Action – No action necessary.</p> <p>Action – No action necessary.</p> <p>Action – In process.</p>
IV-C Licensure pass rates demonstrate program effectiveness.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
IV-D Certification pass rates demonstrate program effectiveness.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
IV-E Employment rates demonstrate program effectiveness.	Nursing Faculty, Director of the Nursing Program, and Dean of Kellett	Ongoing (minimum of annually)	<p>Documents: Post-graduation survey sent 6 months after graduation. Alumni survey sent 3- and 5-year post-graduation.</p> <p>Method: Review employment rates and patterns. 90% of graduates report employment as RN (unless elected not to be employed as an RN) at receipt of graduate survey (graduate survey sent 6 months post-graduation).</p> <p>Method: Alumni survey indicates: a desire to; admission to; or attainment of; an advanced degree (masters or high degree credential) within 5-years (alumni survey sent 3- and 5-years post-graduation).</p> <p>Method: 50% of graduates report increased work responsibility (alumni survey sent 3- and 5-years post-graduation).</p>	<p>AY 2018/2019 – not applicable program in the planning stage</p> <p>AY 2019/2020 – not applicable students enrollment commences</p> <p>AY 2020/2021 – Met, 100% aggregate, 5/5 graduates employed</p> <p>AY 2021/2022 – In process.</p>	<p>Action – No action necessary.</p> <p>Action – No action necessary.</p> <p>Action – No action necessary.</p> <p>Action – In process.</p>
IV-F Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.	Nursing Faculty, Director of the Nursing Program, Dean of Kellett, and BOA	Ongoing (minimum of annually)	<p>Documents: Minutes from nursing faculty meetings; committee (Nursing Student Advisory Committee) meetings; nursing program BOA meetings; Lakeland University committee meetings and Program progression spreadsheet.</p> <p>Method: Data collected and correlated to Program Assessment Plan (this document). Comparative analysis outcomes (actual to expected) identified (this document) and resulting actions from analysis reported, and a plan of action noted (this document and others).</p>	<p>Course completion rates:</p> <p>AY 2019/2020 – 100% aggregate</p> <p>Fall - 1/1 NUR 301 – 1/1 100%</p> <p>Spring – 5/5 NUR 301 – 2/2 100% NUR 320 – 3/3 100%</p> <p>Summer – 7/7 NUR 301 – 2/2 100% NUR 330 – 5/5 100%</p> <p>AY 2020/2021 – 98% aggregate</p> <p>Fall – 19/19 NUR 301 – 6/6 NUR 303 – 4/4 NUR 403 – 7/7 NUR 490 – 2/2</p> <p>Spring – 34/35 NUR 301 – 3/4 NUR 320 – 6/6 NUR 330 – 12/12 NUR 401 – 6/6 NUR 420 – 3/3 NUR 430 – 4/4</p> <p>Summer – 9/9 NUR 301 – 3/3 NUR 303 – 4/4 NUR 430 – 2/2</p>	<p>Action – No action necessary.</p> <p>Action – No action necessary.</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
				<p>AY 2021/2022 – In process.</p> <p>Fall – NUR 301 3/3 NUR 303 3/3 NUR 320 4/4 NUR 401 4/4 NUR 480 ?/8</p> <p>Spring – NUR 301 NUR 303 NUR 320 NUR 403 NUR 420 NUR 430 NUR 480</p> <p>Summer – NUR 301 NUR 330 NUR 401 NUR 430</p> <p>Licensure – not applicable Certification – not applicable</p>	Action – In process
IV-G Aggregate faculty outcomes demonstrate program effectiveness.	Nursing Faculty, Director of the Nursing Program, and Dean of Kellett	Ongoing (minimum of annually)	<p>Documents: Faculty CV; aggregate faculty outcomes including SmartEvals, second-year survey, graduate survey, annual faculty performance review; faculty professional development, service, and meeting participation.</p> <p>Method: Review faculty outcomes as noted in the Program Assessment Faculty Outcomes of aggregated data along with individual documents. Evaluation reveals faculty outcomes consistent with institution and program expectations for teaching, scholarship, service, practice.</p>	<p>AY 2019/2020 – Teaching met, Scholarship met, Service met</p> <p>AY 2020/2021 – Teaching met; scholarship met; Service met</p> <p>AY 2021/2022 – In process</p>	<p>Action – No action necessary.</p> <p>Action – No action necessary.</p> <p>Action – In process.</p>
IV-H Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.	Nursing Faculty, Director of the Nursing Program, and Dean of Kellett	Ongoing (minimum of annually)	<p>Documents: Nursing faculty meetings; committee (Nursing Student Advisory Committee) meetings; Lakeland Program Development Committee.</p> <p>Method: Data collected and correlated to Program Assessment Plan (this document). Comparative analysis and outcomes (actual and expected) for faculty are identified (this</p>	<p>AY 2019/2020 – not applicable. Data collection commences with program launch</p> <p>AY 2020/2021 – Faculty meeting (see minutes); NSAC (see minutes); Program Assessment</p>	<p>Action – No action necessary.</p> <p>Action – No action necessary. Continue to collect data.</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
			document and others), resulting actions from the analysis are reported, and a plan of action is noted (this document and others).	Faculty Outcomes table (see document) AY 2021/2022 – In process	Action – In process.
IV-I Program outcomes demonstrate program effectiveness.	Students, Nursing Faculty, Director of the Nursing Program, Dean of Kellett, and BOA	Ongoing (minimum of annually)	<p>Documents: Nursing faculty meeting minutes; committee (Nursing Student Advisory Committee) meeting minutes; nursing program BOA meeting minutes; Graduate Survey; Employer Survey; and Preceptor Practicum and Project Evaluation.</p> <p>Method: PLOs 1-5 on Cycle 1 (begin AY 2020/21 and then every other year) and PLOs 6-9 on Cycle 2 (start AY 2021/22 and then every other year). PLOs linked to CLOs and CLOs in various courses reviewed for student achievement (see Program Assessment Program Learning Outcomes). Graduate Survey data is collected annually and respective PLOs reviewed per Cycle. Employer Survey collected annually and respective PLOs reviewed per Cycle. Data review at meetings (Faculty, NSAC, and BOA).</p> <p>Assessment of Program Learning Outcomes linked to Course (competency)</p> <p>PLO 1: NUR 330 (6); NUR 430 (7); Preceptor Practicum and Project Evaluation; Graduate Survey; and Employer Survey</p> <p>PLO 2: NUR 401 (5); NUR 430 (6, 7); Preceptor Practicum and Project Evaluation; Graduate Survey; and Employer Survey</p> <p>PLO 3: NUR 303 (6); NUR 430 (7); Preceptor Practicum and Project Evaluation; Graduate Survey; and Employer Survey</p> <p>PLO 4: NUR 403 (3); NUR 430 (7); Graduate Survey; and Employer Survey</p> <p>PLO 5: NUR 330 (2); NUR 430 (7); Graduate Survey; and Employer Survey</p> <p>PLO 6: NUR 401 (4); NUR 403 (1); NUR 430 (4, 7); Preceptor Practicum and Project</p>	<p>AY 2020/2021 Cycle 1 – PLO 1 – 5 – PLO 1: Link to CLOs – Met; Graduate Survey – Met; Employer Survey - in process PLO 2: Link to CLOs – Met; Graduate Survey - Met; Employer Survey - in process PLO 3: Link to CLOs – Met; Graduate Survey - Met; Employer Survey - in process PLO 4: Link to CLOs – Met; Graduate Survey - Met; Employer Survey - in process PLO 5: Link to CLOs – Met; Graduate Survey - Met; Employer Survey - in process</p> <p>AY 2021/2022 Cycle 2 – PLO 6 - 9 PLO 6: In process PLO 7: In process PLO 8: In process PLO 9: In process</p>	<p>Action – No action necessary. Continue to collect data.</p> <p>Action – In process.</p>

Key Elements	Responsible Party	Timing and Frequency of Assessment	Document Indicator; Method of Assessment	Data Collection, Actual Level of Achievement, and Comparative Analysis	Actions Resulting from the Assessment Report
			<p>Evaluation; Graduate Survey; and Employer Survey</p> <p>PLO 7: NUR 303 (6); NUR 420 (2, 4); NUR 430 (3, 7); Preceptor Practicum and Project Evaluation; Graduate Survey; and Employer Survey</p> <p>PLO 8: NUR 301 (6, 8); NUR 430 (3, 7); Preceptor Practicum and Project Evaluation; Graduate Survey; and Employer Survey</p> <p>PLO 9: NUR 320 (3, 4); NUR 430 (2, 7); Preceptor Practicum and Project Evaluation; Graduate Survey; and Employer Survey</p>		
IV-J Program outcome data are used, as appropriate, to foster ongoing program improvement.	Nursing Faculty, Director of the Nursing Program, and Dean of Kellett	Ongoing (minimum of annually)	<p>Documents: Nursing faculty meeting minutes; committee (Nursing Student Advisory Committee) meeting minutes; and Program Assessment Plan (this document and others).</p> <p>Method: Data collected and correlated to Program Assessment Plan (this document). Comparative Analysis and outcomes (actual and expected) of program learning outcomes are identified (this document and Program Assessment Program Learning Outcomes), and resulting actions from the analysis are reported, and plan of action noted (this document and others).</p>	<p>AY 2019/2020 – not applicable. Data collection commences with program launch</p> <p>AY 2020/2021 – Faculty meeting (see minutes); NSAC (see minutes); Program Assessment Program Learning Outcomes table</p> <p>AY 2021/2022 – In process</p>	<p>Action – No action necessary.</p> <p>Action – No action necessary.</p> <p>Action – In process.</p>

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Joan Gage, Program Manager		2) Date when request submitted: 4/4/2022 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 4/14/2022	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Lac Courte Oreilles Ojibwe College <ul style="list-style-type: none"> • Approval to Plan • NCLEX Pass Rate Improvement Plan 	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if applicable: N/A	
10) Describe the issue and action that should be addressed: Nursing school self-evaluation report for initial Board of Nursing approval AND Plan for improving the NCLEX Pass Rates			
11) Authorization			
<i>Joan Gage</i>		4/4/2022	
Signature of person making this request		Date	
Supervisor (Only required for post agenda deadline items)		Date	
Executive Director signature (Indicates approval for post agenda deadline items)		Date	
Directions for including supporting documents: 1. This form should be saved with any other documents submitted to the Agenda Items folders. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

Lac Courte Oreilles Ojibwe College Intuitional Plan for Improvement of NCLEX Pass Rates		
Contributing Factors to Low Pass Rate	Corrective Action	Implementation Timeframe
Admission Criteria	<p>The admission process was reviewed for the selection process for the spring of 2021. The process was updated to review the applicant holistically. Applicants are selected based on their general courses completed, grades, GPA, admission essay, and letters of recommendation.</p> <p>The admission process was reviewed at this time. The plan is to continue the current admission process with TEAS testing being added as a requirement for admission. Students will be required to meet a score of proficient for acceptance into the program. Those who do not meet the score of proficient will be given pathways, which include courses (depending on the area in need of improvement) in science, math, English, and reading to gain the knowledge to enter the program.</p>	<p>Cohort starting in the fall of 2021.</p> <p>Spring 2023 Admission Cycle</p>
Test Taking Policies	<p>The ADN Test Taking Policy was reviewed and updated. The updates include requirements for allotted time per question, blueprints based on the NCLEX categories, progression of questions assessment level following Bloom’s Taxonomy throughout the program, analyzing test results, and faculty review of test questions.</p> <p>Further review of all test questions is currently in process. All nursing faculty members are scheduled for an 8-hour Test Taking Workshop through the ANCC this June to further develop the programs test question writing skills.</p> <p>All items and exams without acceptable statistics will be reviewed by nursing faculty. An agenda item at a faculty meeting will be a test review among the faculty. Each faculty will bring on questions needing review after item analysis. This will allow for faculty to stay current in item writing and review.</p>	<p>March 1, 2022, ADN Test Taking Policy was implemented.</p> <p>June 14, 2022, ANCC Test Writing Workshop. All course exams will be reviewed by Fall 2022.</p> <p>Monthly Division Meetings.</p>
Academic Dishonesty	<p>Nursing Exams are given in Canvas. It was noted students have been leaving the exam and opening other website browsers during exams which is highly suggestive students are looking up the answer to the question. In response to these findings, exams have been moved into either a paper format or proctored through ATI.</p> <p>The plan is to purchase software that stops students from opening browsers during an exam. Software is also be purchased for detection of plagiarism to assist staff in</p>	<p>March 15, 2022, changes to how exams are delivered was implemented.</p> <p>Software updates are expected to be</p>

	detecting it and assist students in learning to properly cite sources and avoid plagiarism.	implemented by fall of 2022.
Clinical Experience	<p>Students were noted to have minimal clinical experience with little variety in the fall of 2020. Due to Covid all clinical sites shut down and no students were allowed to participate in in-person clinical settings. Virtual clinical replacement software was purchased as a clinical replacement. In the spring of 2021, the students were allowed to complete some clinical hours at the Hayward Hospital and the Central Wisconsin Center.</p> <p>A 96-hour clinical course was added to the first semester of the program.</p> <p>Since spring 2020 we have gained contracts with:</p> <ul style="list-style-type: none"> • Hayward Memorial Hospital • Memorial Medical Center • Indian Health Medical Center • Nurse Disrupted • Water Edge • LCO Clinic • Essentia Health • Cosmo Home Health Care • Augustana Care Health Rehabilitation • Hennepin County Medical Center • Presbyterian Homes & Services • Regions Hospital Fairview • Villa at Osso • Central Wisconsin Center • Sawyer County Public Health <p>In response to the need to grow our clinical contract and give our students a variety of clinical experience across the lifespan we hired a clinical coordinator/nurse faculty member. She started in her position on 11/15/21.</p>	<p>Fall 2020/Spring 2021</p> <p>Started Fall 2021.</p> <p>Started spring 2021 and continues to grow.</p> <p>November 15, 2021</p>
Nursing Faculty Ratios to Students	<p>The program staffing needs were reviewed and it was determined that to effectively run the nursing program two additional nursing faculty members were needed. Two full time nurse faculty members started 11/15/21. This includes the clinical coordinator listed above. The nursing faculty is currently adequate to provide students with the required course hours and instruction.</p> <p>We have also increased our adjunct instructs to two adjunct staff members.</p>	<p>11/15/21</p> <p>8/30/21</p>

Curriculum and Program Rigor	<p>The curriculum is currently under review to ensure it is consistent with contemporary nursing practice and incorporates established professional nursing standards, guidelines, and competencies. The student learning outcomes are being reviewed to ensure the course student learning outcomes consistently progress throughout the curriculum in support of the end-of-program student learning outcomes. The instructional materials and evaluation methods are being reviewed to ensure they are appropriate and consistent with the end-of-program student learning outcomes. This review will continue through the summer and will be implemented in the fall of 2022. The clinical courses were reviewed in the summer of 2021 and implemented fall of 2021. Some changes were also implemented in the theory courses starting in the fall of 2021. These changes include an update to the testing policy. The testing policy includes review of the questions to ensure reliability and validity of the questions. ATI total package was implemented in fall of 2021. This includes standardized testing throughout the program. A two-credit clinical course was added to the first semester. New clinical experiences were added such as rotations in the behavioral health unit, medical surgical unit, clinic setting, ER, OB, long term care, community health, and outpatient surgery.</p>	<p>8/1/22</p> <p>Fall 2021</p>
Effects of Covid-19	<p>During the fall of 2020 the college campus was closed, and all courses moved to an online format. All clinical sites also closed and did not allow students. Classes were moved to a zoom format. Virtual clinical replacement software was purchased to provide students with clinical replacement. During the spring of 2021 the campus reopened. Students were allowed to return to the clinical setting by the end of the semester. The in-person clinical hours were greatly reduced due to the pandemic. This is thought to overall have a great impact on the students learning. This also is thought to have lowered the NCLEX pass rate. Courses have returned to the in-person format and clinical sites have resumed allowing students as of the fall of 2021.</p>	<p>Fall 2020</p>

Wisconsin Department of Safety and Professional Services

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Madison, WI 53705-8366

FAX #: (608) 266-2602
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E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

NURSING SCHOOL SELF-EVALUATION REPORT FOR INITIAL BOARD OF NURSING APPROVAL

As indicated in Chapter N 1.05, a school of nursing may apply for approval of the school of nursing upon graduation of the first class or eligibility to sit for the NCLEX, but may not apply later than graduation of the third class. The school of nursing shall submit a self-evaluation report setting forth evidence of compliance with the standards in N 1.08 and an evaluation of the NCLEX success rate. This form #3029 must be completed as part of the self-evaluation report for initial Board of Nursing approval.

Directions for completing the Self-Evaluation Report: On the line next to each requirement, please indicate the date of compliance or anticipated compliance, or "NA" for not applicable. For each "NA" indicated, please explain why the requirement does not apply to the nursing school in the space provided on page six or on attached clearly labeled pages.

After receiving the Self-Evaluation Report, the Board may conduct a site survey of the school of nursing to verify compliance with Board standards.

Please submit this completed and signed report to dspsexaminationsoffice@wisconsin.gov.

Name of Nursing School: Lac Courte Oreilles Ojibwe College

Address: 13466 W Trepania Road
Hayward, WI 54843

Program (ADN, BSN, Other): ADN

An electronic version of Chapter N 1 is available at: https://docs.legis.wisconsin.gov/code/admin_code/n/1.pdf.

CHAPTER N 1.08(1) ORGANIZATION AND ADMINISTRATION

N 1.08 (1)(a) Governing Institution

NOTE: *The Board may examine administrative policies during a site survey to ensure Board standards are being met.*

1. 6-21-19 Institution assumes legal responsibility for overall conduct of the school of nursing.
2. 11-2-20 Institution has a designated educational administrator, established administrative policies and fiscal, human, physical, clinical and technical learning resources adequate to support school processes, security and outcomes.
3. 3-18-24 Institution has maintained institutional accreditation; *attach evidence of accreditation to Self-evaluation Report. Please see attached*
4. 6-21-19 Institution has developed and maintained written school of nursing administrative policies which are in accord with the institution.

Wisconsin Department of Safety and Professional Services

5. 2-11-21 Institution has written contracts in place between the school of nursing and institutions which offer associated academic study, clinical facilities and agencies for related services for students.

CHAPTER N 1.08(2)(a) EDUCATIONAL ADMINISTRATOR

6. 11-2-20 Nursing school educational administrator holds a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
7. 11-2-20 Nursing school educational administrator has evidence of a graduate degree with a major in nursing. A doctoral degree is required for a school of nursing offering a graduate degree nursing program.
8. 11-2-20 Nursing school educational administrator has knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, and either educational preparation **or** 2 years experience as an instructor in a nursing education program within the last 5 years.
9. 11-2-20 Educational administrator has current knowledge of nursing practice.
10. 11-2-20 Institution must notify the board within 48 hours of the termination, resignation or retirement of an educational administrator and designate the interim educational administrator within 5 business days. The institution may request board approval of an interim educational administrator who does not meet the qualifications in N 1.08 (2)(a), but the interim educational administrator may serve no longer than 6 months. The institution may request an extension of time based upon hardship.

CHAPTER N 1.08(3) FACULTY

NOTE: Evidence of meeting faculty standards shall be noted on Form #1114 and kept on file in the School of Nursing office and the forms may be examined by the Board representative(s) during the survey.

11. 3-22-22 School of nursing has evidence of the faculty meeting the standards in N 1.08 on file in the school of nursing office and available to the board upon request.
12. 11-15-21 All faculty of the school of professional nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
13. 11-15-21 All faculty of the school of professional nursing have a graduate degree with a major in nursing. Interprofessional faculty teaching non-clinical nursing courses all have advanced preparation appropriate for the content being taught.
14. 8-30-21 All faculty of the school of practical nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
15. 11-15-21 All faculty of the school of practical nursing have a baccalaureate degree with a major in nursing.
16. 11-15-21 If faculty exceptions are utilized, all were requested for approval following requirements in N 1.08 (3)(d).

CHAPTER N 1.08(4)(a) CURRICULUM

17. 6-21-19 Curriculum enables the student to develop the nursing knowledge, skills and abilities necessary for the level, scope and standards of competent nursing practice expected at the level of licensure.
18. 6-21-19 Curriculum is developed by a faculty member with a graduate degree and is revised as necessary to maintain a program that reflects advances in health care and its delivery.

Wisconsin Department of Safety and Professional Services

19. The curriculum includes all of the following:

- (a) 6-21-19 Evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. *Note: Method of instruction may include distance education methods.*
- (b) 6-21-19 Diverse, didactic and clinical learning experiences consistent with program outcomes.

20. Coursework includes all of the following:

- (a) 6-21-19 Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice.
- (b) 6-21-19 Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care.
- (c) 6-21-19 Didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social and economic backgrounds.

CHAPTER N. 1.08(5) CLINICAL LEARNING EXPERIENCES

NOTE: *The Board may inspect clinical facilities during a site survey to ensure Board standards are being met.*

21. Patient experiences occur in a variety of clinical or simulated settings and include all of the following:

- (a) 6-21-19 Integration of patient safety principles throughout the didactic and clinical coursework.
- (b) 6-21-19 Implementation of evidence-based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply of best practices to nursing care.
- (c) 6-21-19 Provision of patient-centered culturally competent care that recognizes that the patient or designee is the source of control and full partner in providing coordinated care by doing the following:
 - 1) 6-21-19 Respect of patient differences, values, preferences, and expressed needs.
 - 2) 6-21-19 Involvement of patients or designees in decision-making and care management.
 - 3) 6-21-19 Coordination and management of patient care across settings.
 - 4) 6-21-19 Explanation of appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.
- (d) 6-21-19 Collaboration of interprofessional teams to foster open communication, mutual respect and shared decision-making in order to achieve quality patient care.
- (e) 1-18-22 Participation in quality improvement processes to monitor patient care outcomes, identify possibility of hazards and errors and collaborate in the development and testing of changes that improve the quality and safety of health care systems.
- (f) 1-18-22 Use of information technology to communicate, mitigate errors and support decision-making.

Wisconsin Department of Safety and Professional Services

22. 2-11-21 All cooperating agencies selected for clinical experiences have standards which demonstrate concern for the patient and evidence of the skillful application of all measures of safe nursing practices.
23. 8-30-21 All faculty teaching clinical or practicum courses are experienced in the clinical areas of the course and maintain clinical expertise.
24. 8-30-21 Faculty-supervised clinical practice includes all of the following:
- (a) 8-30-21 Development of skills in direct patient care.
 - (b) 8-30-21 Making clinical judgments.
 - (c) 8-30-21 Care and management of both individuals and groups of patients across the lifespan.
 - (d) 8-30-21 Delegation to and supervision of other health care providers.
25. 8-30-21 Clinical experiences shall be supervised by qualified faculty.
26. 8-30-21 All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

CHAPTER N 1.08(6) PRECEPTORS

27. 8-30-21 Preceptors shall be approved by the faculty of the school of nursing:
28. 8-30-21 School of nursing shall provide each preceptor with an orientation concerning the roles and responsibilities of the students, faculty and preceptors. The preceptor shall have clearly documented roles and responsibilities.
29. 8-30-21 Clinical preceptors shall have an unencumbered license or privilege to practice in Wisconsin as a nurse at or above the licensure level for which the student is being prepared.
30. 8-30-21 Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.

CHAPTER N 1.08(7) EVALUATION

31. 1-18-22 Educational administrator shall implement a comprehensive, systematic plan for ongoing evaluation and evidence of implementation shall reflect progress toward or achievement of program outcomes.

CHAPTER N 1.09 NCLEX PASS RATES

IMPORTANT: School of nursing NCLEX pass rate includes all programs or tracks in the school of nursing. The Board shall consider both the registered nurse NCLEX and practical nurse NCLEX pass rates when evaluating a school of professional nursing that grants a certificate of completion for practical nursing.

32. 3-22-22 Nursing school must provide a self-evaluation of NCLEX success rate, including any current steps being taken to improve NCLEX success rate or plans to implement steps in the near future.

Please see attached.

Wisconsin Department of Safety and Professional Services

SELF-EVALUATION NOTES

For each "NA" indicated in this report, please provide an explanation as to why the rule does not apply to the specific nursing school in the space provided below. Please write the corresponding report item number for each explanation. Attach clearly labeled additional pages as necessary.

REPORT/FORM COMPLETED BY:

Jamie Gohde

Educational Administrator

Jamie Gohde

Signature

715-634-4790 ext 170

Telephone Number

Nursing Program Director

Title

3-22-22

Date

JGohde@lco.edu

Email Address



Associate Degree of Nursing Student Handbook

2021-2022

Dear Lac Courte Oreilles Ojibwe College Nursing Student:

Welcome to the Associate Degree in Nursing program at LCO Ojibwe College. You are commended for your accomplishments that earned you admission into the nursing program. As a nursing student, this handbook serves as one of your resources for successful completion of the nursing program.

The Associate Degree of Nursing Student Handbook provides general information regarding policies and procedures for students enrolled in the Nursing Program, as well as program specific information. The information provided is specific to the Department of Nursing. Every effort has been made to assure accuracy at the time of publication; however, the LCO Ojibwe College Nursing Department Faculty, Administration, and Board of Trustees retain the right to make changes as needed. You will be notified of any changes, but it is your responsibility to be knowledgeable on the policies and procedures of the Nursing Program. In addition to the Associate Degree of Nursing Student, **each student is responsible for the contents in the following references:**

Lac Courte Oreilles Ojibwe College Student Handbook: <https://www.lco.edu/student-handbook>

Note: Where a policy of the Nursing Program is more restrictive, students are held to the more restrictive policy.

Student Resources: <https://www.lco.edu/student-resources>

Please refer to the Canvas page Resources for Nursing Students for more program information.

<https://lcoocc.instructure.com/courses/556>

I wish you the best success on your educational journey.

Best wishes,

Jamie Gohde, MSN, APRN, FNP-C

Nursing Program Director

Lac Courte Oreilles Ojibwe College

jgohde@lco.edu

P: 715-634-4790 x170

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NURSING DEPARTMENT STANDARDS

Mission Statement

The mission of the Lac Courte Oreilles Ojibwe College Nursing Program is to provide a comprehensive nursing education based on evidence-based practice. The program embraces diversity and welcomes all applicants. It is our mission to prepare our nursing students to meet the biophysical, psychosocial, and spiritual needs when providing client care. Our curriculum is enhanced with Ojibwe cultural activities and strives to enhance the health of the community.

Program Philosophy

We believe that:

- The focus of our attention should be on the whole person, not on the disease or illness.
- Nurses are leaders in our community and hold professionalism as a core value.
- Nurses hold a unique and privileged position of influence and trust within the community.
- It is essential that our graduates are prepared to provide client-centered care that is holistic, culturally sensitive, and based on evidence-based practice.
- Our community can be enhanced through igniting a passion for lifelong learning.

End of Program Student Learning Outcomes

1. Integrate professional nursing standards and standards of practice in caring for clients across the lifespan in a variety of care settings.
2. Communicate professionally, using informatics, written, verbal, and nonverbal communication.
3. Provide client-centered care that is safe, effective, and holistic across diverse populations.
4. Utilize evidence-based practice to improve the quality and safety of the client care provided.
5. Function effectively as an interdisciplinary team member to achieve quality client care.

Curriculum Overview

The Nursing program can be completed in four semesters after admission to the program. Successful completion of the first year of the nursing program results in the student being eligible to opt-out, petition for a technical diploma, and sit for the NCLEX-PN exam for licensure as a Licensed Practical Nurse (LPN). After successful completion of the second year, graduates will be eligible for the NCLEX-RN exam for licensure as a Registered Nurse (RN). While students have the option to opt-out and take the NCLEX-PN at the end of the first year, LCO AD-Nursing Program is an Associate Degree Program and students are considered to be interested in functioning at the Registered Nurse level upon completion of the program.

After successful completion of all program requirements, Lac Courte Oreilles Ojibwe College will award the Associate of Applied Science Degree. Graduates will then be eligible to apply for approval to take the national RN licensure exam (NCLEX-RN) through Pearson Vue.

ADN Program Prerequisites

***(Must be completed prior to admission into the program)**

Courses	Credits
EDC 110 Introduction to Higher Education	3
ENG 108 College Writing, Research, & Critical Reading	4
ENG 112 Speech	3
NAS 100 Introduction to Ojibwe Culture	3
SCI 103 General Chemistry I	5
MTH 146 College Algebra, MTH 113 Probability and Statistical Method, MTH 115 Algebra with Applications, or MTH 213 Applied Statistics	4
Complete a Nursing Assistant Course with C or above	

ADN Program Curriculum

The number of credits for courses in the ADN program translates to various numbers of clock hours depending on the type of instruction involved.

Type A instruction theory/lecture courses: One credit = one clock hour per week

- One credit course will involve one hour of classroom time per week for 16 weeks

Type B instruction laboratory/skills courses: One credit = two clock hours per week

- Three credit lab courses will involve six hours class/lab time per week for 16 weeks

Type C instruction clinical courses: One credit = three clock hours per week

- Two credit clinical course will involve six hours of clinical time per week for 16 weeks

ADN Semester 1

Course Title	A	B	C	Credits
NSG 114 Fundamentals & Professional Nursing Practice	32			2
NSG 115 Nursing Skills & Clinical Practice		96		3
NSG 219 Nursing Pharmacology	32			2
PSY 242 Human Growth & Development	48			3
SCI 230 Human Anatomy & Physiology 1	48	30		4
NSG 125 Intro to Clinical Practice			96	2
Total				16

ADN Semester 2

***Note:** The successful completion of all first semester nursing courses is a prerequisite to any second semester course.

Course Title	A	B	C	Credits
ENG 109 Advanced College Writing, Research, & Critical Reading	64			4
NSG 105 Nursing Health & Alterations Across the Lifespan 1	64			4
NSG 117 Health Promotions	32			2
NSG 118 Clinical Care Across the Lifespan 1			144	3
SCI 231 Human Anatomy & Physiology II	48	30		4
Total				17

ADN Semester 3

***Note:** The successful completion of all second semester nursing courses is prerequisite to any third semester course.

Course Title	A	B	C	Credits
NSG 215 Nursing Health & Alterations Across the Lifespan II	64			3
NSG 216 Behavioral Health	32			2
NSG 217 Nursing Skills & Clinical Practice		96		3
NSG 218 Clinical Care Across the Lifespan Practice II			144	2
PSY 210 General Psychology	64			3
SOC 111 Introduction to Sociology	48			3
Total				16

ADN Semester 4

***Note:** The successful completion of all third semester nursing courses is prerequisite to any fourth semester course.

Course Title	A	B	C	Credits
NSG 220 Nursing Health & Alterations Across the Lifespan III	64			3
NSG 221 Management & Professional Concepts	48			2

NSG 222 Clinical Care Across the Lifespan III			96	2
NSG 223 Nursing Clinical Transitions			96	2
NSG 224 Introduction to NCLEX	24			1
SCI 232 Microbiology	48	32		4
Total				14

Admission

Formal admission is required for the nursing program and is separate from admission into the Lac Courte Oreilles Ojibwe College. Admission procedures are explained in detail on the department website: <https://www.lco.edu/nur>

The application is due April 1st for a fall start of the program. Decision notifications are made by May 1st. Upon acceptance, students must attend a mandatory orientation. Attendance is non-negotiable and inability to attend will result in removal from the nursing program. Acceptance is also contingent upon submitting the required clinical documents, verification of official transcripts and background check results.

All students are required to take the TEAS, Test of Essential Academic Skills, at a required level to be admitted into the nursing program. A strong knowledge in English, mathematics, science, and reading comprehension correlates to a higher probability of success in the program. A score of **proficient level** or higher is required for admission into the program.

Changes in Contact Information

Students must submit any changes in name, address, phone number and email address to the Department of Nursing and the Registrar's Office.

Computer Requirements

It is the policy of the Nursing Department that electronic mail communications between the nursing facility and the students shall be done using the **College-assigned email address**. It is the responsibility of each student to monitor their email daily as well and their Canvas course. Students are responsible for all information posted in Canvas, announced in class and/or LCO Ojibwe College email. Student may expect a response from faculty within 24 hours during the workweek. All nursing students are required to have a laptop computer, with a working camera.

Plagiarism/Academic Dishonesty

Students are expected to practice the highest standards of ethics, honesty, and integrity in all their academic work. The most current *Publication Manual of the American Psychological Association (APA)* serves as the format for all papers assigned in the nursing department.

Any form of academic dishonesty may result in disciplinary action including failure of the assignment or project; failure of the course; and/or expulsion from the College.

The following definitions and examples are provided to help students determine what will be considered academic dishonesty/plagiarism and how to avoid it:

- **Plagiarism:** submitting coursework as one's own that includes words, thoughts, and ideas from another author without proper citation (author, date, page number). Direct quotes must include quotation marks in addition to proper citation.
- **Paraphrasing:** rewording an author's words, thoughts, and ideas to demonstrate individual perspective and understanding. The author is acknowledged for his/her original words, thoughts, and ideas through proper citation. Other instances of academic dishonesty include, but are not limited to giving, or receiving unauthorized assistance on an examination; unauthorized collaboration on individual assignments; providing false information (e.g., family emergency, death, or illness) to obtain an extension or exemption from an assignment; or any act designed to provide a student with an unfair advantage or the attempt to commit such acts.

Examples:

1. Working with one or more other students on an individual assignment and submitting the work as your own.
2. Submitting the work of others as your own.
3. Submitting the work of others as your own with minimal changes.
4. Submitting others' work, in part or whole, without quotation marks, adequate paraphrasing, or proper citation.
5. Allowing another student to copy one's work on a quiz, test, exam, or assignment.
6. Taking an examination for another person.
7. Sharing testing materials.
8. Sharing simulation scenarios.
9. Sharing clinical work.
10. Copy and pasting information from a website.
11. Reproducing quiz, test, or exam materials in any manner (i.e., screen shot, using a device to photograph the screen, printing).

Online Testing

Online testing may be used across all courses in the Nursing Department (online, hybrid, or face-to-face). All students are expected to uphold the standards of academic integrity during all times, including online testing.

Online testing may have various restrictions regarding resources, calculators, or group testing. All online testing expectations will be clearly provided within the course syllabus. Students are responsible for upholding all online testing expectations.

Always keep your username and password confidential and to never allow anyone else to log-in to your account. Sharing access or passwords to Canvas is considered a breach of academic integrity and could result in you being removed from your class. When you log-in to Canvas, you do so with the understanding and agreement to produce your own work, to complete course activities yourself, and to take course exams, tests, or quizzes without the assistance of others.

All online reviews of quizzes, tests, or exams are to be done individually. Students are not to share any materials, questions, or answers with other students. All questions should be discussed with the course instructor.

Students who engage in Academic Dishonesty (cheating) are subject to receiving an "F" for the course. In addition, academic dishonesty can result in formal disciplinary action being taken against you by the college. If you have questions about your work in an online course, be sure to ask your instructor.

Types of Academic Dishonesty in Online Testing

- Copying from others on a quiz, test, examination, or assignment (“cheating”)
- Allowing another student to copy one’s work on a quiz, test, exam, or assignment
- Having others take any exam instead of taking the exam oneself
- Giving other students information that allows the student an undeserved advantage on an exam, such as telling a peer what to expect on an exam or prepping a student for a test in another section of the same class
- Opening resources (physical or online) during online testing when resources are prohibited.
- Reproducing quiz, test, or exam materials in any manner (i.e., screenshot, using a device to photograph the screen, any printing).

Attendance

Attendance (on campus and online) is required. Students are expected to attend all scheduled classes, simulations, and clinical experience in order to fulfill credit requirements for each course. Students are expected to plan special events, travel, and outside activities during scheduled College breaks. It is the responsibility of the student to communicate with the course instructor regarding absence. Students are also required to have their camera on and working during virtual classes. A student with 2 or more unexcused absence will be removed from the nursing program.

To promote professional accountability and to achieve the objectives of class and practicum, the following requirements for attendance will be enforced.

In the event of an absence verification documents will be required to verify an excused absence. Examples may include:

- Report of death in the family requires an obituary
- Report of illness requires doctors note

Class

- Regular and punctual attendance at all scheduled classes is regarded as essential to course success. Punctuality is non-negotiable—arriving on time is a basic rule of considerate and professional behavior. Attendance is recorded for all classes.
- If the student has a known unavoidable reason for missing class, such as a medical the student is responsible to notify instructor at least one (1) week prior to any absence from class.
- Planned vacations or elective procedures during class time are discouraged, so plan these activities during the time off between semesters.
- The student is responsible for all material presented in the classroom, whether in attendance or absent.
- Hazardous Weather – Class will be held unless the college closes. If cancelled, make-up will be determined in collaboration with the instructor.

Clinical/Practicum

- Students must attend 100% of scheduled clinical experiences, including all orientation, observations, simulations, laboratories, and off-site experiences to successfully meet clinical objectives. Students are required to present to clinical on time. A student who is late for clinical must notify the clinical instruct. 2 or more unexcused tardies will result in the student failing the clinical course.
- Planned vacations or elective procedures are not to be planned during practicum courses. Students must attend 100% of practicum class and clinical requirements.
- In extraordinary circumstances, if a student must be absent, he/she must notify the faculty of absence as outlined in the course syllabus or by specific instructor. Failure to notify the instructor of a clinical experience absence may constitute a failure of the clinical course. Clinical make-up hours assignment will be per the clinical instructor's discretion.
- If the student arrives to practicum unprepared, s/he will be considered unsafe and asked to leave the practicum setting. This will be counted as a practicum absence.
- Hazardous Weather – Clinicals, lab, simulation, practicums, and orientations are held unless the university closes. Permission to miss part of clinical due to weather must be obtained from the clinical instructor. Since clinicals occur in different locations and times, cancellation may also be at the discretion of the clinical instructor. If cancelled, make up will be determined by clinical instructor and the nursing program director. If the college is closed an excessive number of day due to inclement weather, clinical make-up could take place during scheduled college breaks. If classes are not canceled but the clinical instructor cancels, the class or clinical will be made up.

Exams

- Attendance is required at ALL scheduled exams. Failure to complete assigned exam may result in a failing grade on the exam.
- If the student is unable to be present at the scheduled exam time, he/she is responsible for notifying the instructor at least ONE WEEK PRIOR to the exam time.
- Students who arrive late to class on days that an exam will only have the remaining time to complete the exam. Extra time will not be given.

Assignment Due Dates

- Due dates for course assignments are strictly enforced according to the course syllabi. Students are notified by the faculty if due dates are changed.
- Any assignments submitted up to one week after the due date will be deducted 1 letter grade. For example, a grade of an A will be recorded as a B. Any assignment received more than one week late will be recorded as a 0%.
- Make up for any unplanned and unavoidable late submission of an assignment will be at the discretion of the faculty.

Nursing Student Dress Code for Clinical Sites

Professional appearance and cleanliness are important to the nursing profession. The following policy has been established by the Nursing Department:

- Royal Blue Scrub Uniform; must be clean and free of wrinkles.
- Shoes and socks (no open-toe or open-heel)
- Lac Courte Oreilles Ojibwe College ID card with picture, which is provided to students during orientation or clinical facility ID card.
- Meticulous personal hygiene is expected.
- The student and/or uniform must not smell of tobacco products, perfume/cologne, or other scented products.
- Hair is to be clean and secured away from the face without large accessories
- Facial hair must be kept neatly trimmed.
- Jewelry should be conservative and appropriate. Jewelry that may be offensive is not allowed. Examples of inappropriate jewelry include anything of an obscene or sexual nature and/or anything that may be construed to be discriminatory against any sex, race, ethnic background, or religions. Also includes any jewelry that could be considered dangerous such as large neck chains or dangling earrings. Earrings, if worn, must be plain post-type earrings and not over one-half inch in diameter.
- Fingernails must be clean, free of polish, and short enough to not scratch clients or interfere with clean/sterile technique.
- Acrylic nails are not allowed.
- Tattoos that contain language or content which could be offensive must be concealed. Offensive body art may include obscene or sexual nature and/or anything that may be construed to be discriminatory against any sex, race, ethnic background, or religion.
- Students who appear for clinical or practicum inappropriately dressed or with poor hygiene will be dismissed from clinical/practicum which will count as an unexcused absence. Consistent or periodic failure to abide by this policy are grounds for clinical/practicum failure.
-

*Additional policies regarding professional dress codes within clinical/practicum agencies must be adhered to.

Course Policies and Cell Phone Policies

Course Polices

Course expectations and required assignments will be outlined in the course syllabus.

Cell Phone Polices

All cell phones and devices that can be used concurrently with a cell phone for text messaging, calling, recording, photographing, and connecting with a cell phone are prohibited from the clinical setting. This includes but not limited to headphones, ear buds, or watches. If a student is found to have a cell phone or connecting device, they will be asked to leave the clinical and marked absent for the clinical period. If a second incident occurs, they will be dismissed from the nursing program.

ATI Assessment and Review Policy

Student ATI Assessment and Review Policy

The comprehensive ATI review program offers the following to students:

- As assessment-driven review program designed to enhance student NCLEX success.
- Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources, such as the ATI Plan that can be accessed from “My ATI” tab. **It is highly recommended that you spend time navigating through these orientation materials.**

Review Modules/eBooks

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Focused Reviews/Active Learning/Remediation:

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student’s individual assessment report will contain a listing of the Topics to Review and a post-remediation quiz.

The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students will provide

documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required.

If Remediation is not completed by the due date, a 25% points deduction will be applied to ATI score. If remediation is not completed within 5 days after the due date, the ATI Exam score will be converted to a “0”.

Assessments

There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.

Health and Safety Requirements

All students are responsible for their own health needs or injuries associated with practicum/clinical/learning experiences outside the classroom. Some practicum/clinical agencies may provide emergency treatment to the student, but the billing will be the responsibility of the student and his/her insurance carrier. All students are strongly encouraged to have a primary health insurance policy and MUST sign the school’s release of liability form each year.

Policy Statement

- All LCO Ojibwe College Nursing students are required to submit information on immunizations and certifications. All students will be subjected to criminal background checks. Some clinical site requires drug screening. You will be notified if your clinical area requires drug screening and the necessary details to complete the drug screening by your clinical instructor.
- Clinical agencies may require other or further documentation than what is required by the Nursing Department. Students will be notified if additional documentation is required. It is the student’s responsibility to be in compliance with clinical agency requirements.

Procedure

1. All required health and safety documents are submitted to the designated records management company, as selected by the Nursing Department, and are maintained by that company on a confidential website. This information is shared with clinical agencies requesting information before student placement.
2. Initial submission of documentation is due prior to the first semester of nursing program all documentation is required to be submitted on or before August 1st prior to starting the nursing program.
 - a. Subsequent deadlines can be, but are not limited to, January 1, December 1 or June 1 prior to the requirement’s expiration date unless otherwise noted below

Failure to submit the required documentation on or before the deadline will result in disciplinary consequences up to and including dismissal from the Nursing Program.

Immunizations and Certifications The following must be submitted via documentation from a healthcare provider or the Wisconsin Immunization Registry (WIR). All immunizations and titers must include dates of administration. Documentation of “immune” is not acceptable.

Measles/Mumps/Rubella.

- a. Dates of 2 vaccines or a Positive (immune) Titer for each of the three diseases listed above.
- b. If initial titer is negative (non-immune) a booster vaccine is recommended.

Varicella.

- a. Dates of 2 vaccines administered 4-8 weeks apart or a Positive (immune) Titer.

Hepatitis B.

- a. Dates of 3 Hepatitis B vaccines or a Positive (immune) Titer for Hepatitis B, or a Signed Vaccination Declination Form
- b. If the titer does not show immunity, revaccination using the 3-step vaccine followed by
- c. repeat titer is recommended

Tetanus/Diphtheria/ Pertussis.

- a. Date of one Tetanus/Diphtheria/ Pertussis (Tdap) vaccine once in an adult life.
- b. If 10 years have elapsed since administration of the Tdap vaccine, the student must receive a Td booster vaccine and every 10 year then afterwards.

Influenza

All students are required to provide documentation of an influenza vaccine. This is due by October 1st for each fall cohort and by January 1st for any students admitted to the Nursing Program during the spring semester.

Covid-19

All students are required to provide documentation of a Covid-19 vaccine. The following meet the criteria. The vaccine is required to be completed at least two weeks prior to the clinical rotation.

- a. Single dose of Johnson & Johnson
- b. Two Dose Vaccine of the Pfize4r vaccine or the Moderna vaccine.

Tuberculosis (TB) Screening.

A single step TB skin test or a TB Blood Assay test (Quantiferon Gold) is required of all Nursing Students a maximum of 12 months prior to the first practicum experience. If longer than 12 months, or if student has never had a TB skin test, he/she must obtain a 2-step TB skin test or TB blood assay test.

- a. Annual TB Testing
 - i. Required for students with no history of positive skin tests. Annual TB skin testing or TB Gold blood tests (or Annual TB Assessments for students with a history of positive tests) must be done at least every 12 months or more frequently as requested by clinical agencies. Students who do not comply will be excluded from nursing courses for the following semester.

ii. Skin tests may be obtained from the student's primary care provider, employer, or local public health office.

iii. Students will not be assigned to care for patients diagnosed with tuberculosis. Faculty and students will comply with all OSHA safety 16 regulations and agency infection control measures. Students should report all contacts with communicable diseases to their instructor who will evaluate the situation

iv. The TB requirement cannot come due during a semester as the clinical agencies require continual TB coverage while in the agencies. Therefore, the TB requirements will be due annually on January 1 or June 1 according to the following:

- TB tests that are due to be updated in December-April will be due January 1.

- TB tests that are due to be updated in May-November will be due on June 1.

b. Positive TB Test

i. Any student with a history of a positive TB skin test must provide results of a negative chest x-ray within 1 year of starting practicum. Recommendations from the student's primary care provider may be required. An Annual TB Assessment form must also be completed. Students are responsible for monitoring their own health for signs and symptoms of tuberculosis.

ii. Any student who converts to positive while a nursing student at Lac Courte Oreilles Ojibwe College will follow requirements indicated under "i" above.

Criminal Background Checks

To comply with state laws and regulations, a background check is required of every nursing student. This will be conducted through the designated records management company as selected by the Nursing Program.

- Disclaimer: Placement in clinical agencies may be denied at their discretion. Clinical agencies reserve the right to refuse admittance of any student based on the information obtained in the background check or due to non-disclosure of changes. Additionally, the Wisconsin Board of Nursing may or may not grant RN licensure to an applicant with an unfavorable background check.
- All students must complete the Background Information Disclosure form and upload it to the designated records management company by the reported due date.
- Criminal background checks are ordered online via the designated records management company. Students will be notified of the process and procedure by the program.
- The students will be notified of any adverse findings and results will be reviewed by the program director.
- Any student who fails to disclose any changes (past or pending) will not be able to attend clinical and may result in dismissal from the nursing program.

CPR Certification: All students are required to be American Heart Association CPR certified to include: 1-person, 2-person, infant, child and adult CPR and AED.

https://lcoocc.instructure.com/courses/556/pages/health-and-safety-requirements?module_item_id=24429

Vaccine Exemption Request Policy

Vaccination is an important tool in protecting members of our community against the spread of the virus that causes COVID-19. COVID-19 vaccines offer significant protection to individuals from becoming seriously ill from COVID-19, from being hospitalized, and from dying. COVID-19 vaccines are safe and effective.

Clinical participation is one of the requirements students must meet in the nursing program at LCO Ojibwe College. Most of the clinical agencies that receive LCO Ojibwe College students required the COVID-19 vaccine. Accordingly, in order to participate onsite at the clinical agency, students must meet all of the health and safety requirements of the clinical agency, including COVID-19 vaccination.

Each clinical agency has its own policies and procedures students must follow regarding the COVID-19 vaccination. The clinical coordinator will communicate information to students regarding these procedures and deadlines. When clinical agencies have an internal process for medical and/or religious exemptions requests from the vaccine, students will follow those processes. If the clinical agency defers to LCO Ojibwe College for the exemption process, students will follow LCO Ojibwe College policies and procedures for exemption requests.

LCO Ojibwe College will provide a process to submit a request for medical or religious exemption, as provided for under Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, and other applicable laws.

Having an allergy to the COVID-19 vaccine or a specific medical condition may preclude the COVID-19 vaccine. Students requesting a medical exemption from the COVID-19 vaccine must have the medical exemption form completed by a medical provider (physician, nurse practitioner, or physician assistant) and submit the form to the clinical coordinator.

A religious exemption represents a sincerely held religious belief that prevents a person from receiving the COVID-19 vaccine. A religious exemption is not granted on the basis of a moral, philosophical, or conscientious objection. Students requesting a religious exemption to the COVID-19 vaccine must complete the religious exemption form and submit the form to the clinical coordinator.

Students will be required to submit written rationale that demonstrates a genuine and sincerely held religious belief, which is contrary to the COVID-19 vaccine. All religious exemptions are reviewed on a case-by-case basis by the Exemption Review Committee who are individuals affiliated with LCO Ojibwe College consisting of representation from the Office of Academic Affairs, Human Resources, Office of Student Affairs and academic departments. The committee members represent diverse backgrounds and perspectives at LCO Ojibwe College, and as such

have been designated as the ultimate decision-making body regarding this issue. No appeals will be considered.

LCO Ojibwe College can only provide reasonable accommodations to students with approved medical or religious exemptions provided the reasonable accommodations do not create an undue hardship for the College and/or not pose a direct threat to the health or safety of others. The clinical agency is not required to grant an exemption granted by the College. LCO Ojibwe College does not control the clinical agency and cannot require it to recognize the exemptions granted by the College. Even if an exemption is granted by the College, there is no guarantee the student can be placed at a clinical agency. Placement will depend upon whether the clinical agency is willing to accept the unvaccinated student and space availability.

The ability to place students in an alternate clinical agency, due to the provision of a medical or religious exemption is determined by the program clinical coordinator or program director.

Students who do not engage in the clinical practicum may not progress in the program because they will not be fulfilling program requirements. This means, that in order to progress in the program, a student must receive the COVID-19 vaccine. In the event a student decides not to get the vaccine, the student may not be allowed access to a clinical agency, and accordingly, the student will no longer have the opportunity to continue in the program.

The LCO Ojibwe College Nursing Student COVID-19 Vaccine Exemption Request Policy may be revised depending upon changing public health situations, regulatory standards, or other extenuating circumstances. Resubmission of an application for medical or religious exemption in the future may be required. Having been approved for an exemption does not automatically mean an exemption is approved permanently.

Clinical Incident

A clinical incident is defined as any actual or potential accident, injury, contamination, or situation that occurs in the clinical setting. This includes exposure to blood and/or body fluids, or communicable disease, falls, medication errors, and procedure errors. Any incident which occurs as part of a nursing student's clinical learning experience shall be reported to the clinical agency and the nursing instructor.

Procedure:

1. The student shall report in person to the clinical instructor any incident which involves a client or student and complete the documentation required by the clinical agency. Copy the incident report if the facility allows and provide to clinical instructor. Clinical instructor will provide copy to Nursing Program Director.
2. Follow the policy or procedure of the agency where the incident occurred if one exists.
3. Students will be responsible for any costs incurred related to clinical incident per the Nursing Program's Release Liability Form.
4. Students will report exposure to any communicable disease, which may be hazardous

to patients or other health care providers, to their supervising clinical faculty member immediately.

5. It is the responsibility of the nursing student to report any possible liability claim when in a clinical setting to the clinical instructor immediately.

Professional Standards

Honesty, integrity, and ethical conduct are essential to the practice of nursing. Students are to conduct themselves according to the standards expected of members of the professional nursing community. The Professional Standards and Behaviors Code for Nursing Students applies to students whether on campus, in practicums, or in their personal life, as behaviors can have a significant impact on the nursing program.

Nursing students are a part of the Lac Courte Oreilles Ojibwe College community, which includes faculty and staff and our professional colleagues at agencies and clinical sites. As a member of this community, all students are subject to practice within the boundaries of the [Wisconsin State Board of Nursing Practice Act](#), the [ANA Code of Ethics for Nursing's](#), the policies of this handbook, the policies of the LCO Ojibwe College, The Professional Standards and Behaviors Code for Nursing Students, and the policies of the healthcare agencies assigned for clinical learning. Violation may result in disciplinary action including disciplinary probation, suspension, or expulsion.

The Professional Standard and Behavioral Code for Nursing Students

The Professional Standards and Behavioral Code for Nursing Students sets the expectations that students take responsibility to respect and protect the integrity of the College. The nursing program is dedicated to creating a learning environment that is safe and equitable. Therefore, unprofessional behavior towards faculty, staff, peers, clinical partners, patients, family members, or other professionals and the public are significant issues in the evaluation and progression of students enrolled in the nursing program. Inappropriate behaviors may be grounds for failure to progress or dismissal from the program. Separate from a violation of the Professional Standards and Behavior Code, students may also face College disciplinary action.

Professional Standards

Guidelines and Responsibilities for Professionalism.

- **Professional Relationships-** Students are a direct reflection of the College, the general nursing profession, and the nursing program. Students are expected to communicate professionally and treat clients, families, facility staff, faculty, peers, and other professionals and the public in a professional manner.
 - **Respect-** is a foundation of the nursing profession. Students will demonstrate respect with clients, families, facility staff, faculty, peers, other professionals, and the public.
 - **Civility-**Nursing are required to “create an ethical environment and culture of civility and kindness, treating colleagues, coworkers, employees, students and others with dignity and respect. “All RNs in all settings, including practice,

academia and research, must collaborate to create a culture of respect that is free of incivility, bullying and workplace violence.” (ANA, 2014)

- **Honesty and Integrity**- Communication is important in providing safe, quality care. Therefore, student behavior will exemplify truthfulness and accountability. Communication with clients, family, faculty, and clinical preceptors must be thorough, accurate and timely.
- **Responsibility and Judgement**-Students are accountable to the College, nursing department, health care agency providing clinical experience and to the client and society as a whole. Students are expected to always meet their educational and clinical responsibilities.
- **Safety**-Students should refrain from any deliberate action or omission of care that creates unnecessary risk of injury to the client, self, or others.
 - Students who demonstrate unsafe nursing practice that jeopardizes the client’s or family’s physical or emotional welfare may be dismissed at any time from clinical. Unsafe clinical practice is defined as any behavior determined by faculty or a preceptor to be actually or potentially detrimental to the client or to the healthcare agency.
 - Students are expected to identify hazardous conditions while providing patient care. Students should receive instruction and training prior to performing skills and are expected to follow facilities policies and procedures. It is the student’s responsibility to notify the preceptor or faculty member if they have not been adequately trained to perform a procedure.

Definitions of Unacceptable Behavior

Unacceptable student behaviors most commonly occur within three functional areas: Academic, Clinical, and Personal. The following are examples of violations of Nursing Professional Standards and Behaviors Code. This is not an all-inclusive list.

Academic Misconduct

- **Plagiarism**-Taking credit for another person’s work or ideas. This includes copying the writing of others without proper citation.
- **Cheating**-Using unauthorized study aids, technology, or information from another person on an exam, report, paper, or other evaluation methods.
- **Fabrication or Falsification or documents**- Fabrication is making up data or results and recording or reporting them. Falsification is not accurately representing the record. Dishonesty in reporting results, ranging from blatant fabrication of data, improper adjustment of results and gross negligence in collecting and analyzing data, to selective reporting or omission of conflicting data for deceptive purposes.
- **Aiding and abetting dishonesty**-Providing material, information or assistance to another student with the knowledge or reasonable expectation that the material, information, or assistance would be used to commit an act that would be prohibited by the Nursing Student Handbook.

Personal Misconduct

The personal character and conduct of nursing students have impact on perceptions of the nursing profession as a whole. The following examples represent unacceptable violations of professional standards.

- **Commission of a crime-** Engaging in illegal, criminal, or violent activity that would impact the student's ability to care clients, obtain a professional license, or secure employment in the nursing profession. Students are required to report all arrest and pending criminal or Human Service-related charges to the Nursing Program Director within 48 hours of the incident.
- **Disruptive behavior-**This includes obstructing or disrupting classes, team projects, talks or other presentation, or any other activities sponsored by the College.
- **Impaired/Drugs and Alcohol-**Students are not permitted to participate in classroom and clinical activities while under the influence of alcohol or any psychoactive substances, unless prescribed by a physician and the student does not manifest impairment. This includes using prescribed, over the counter or illicit substances in a manner that is inconsistent with prescribed use.
- **Inappropriate use of social media-** This includes posting negative, or untrue information about peers, faculty, other professionals, or clinical sites. This also includes posting material that violates College policies, HIPAA rules, state, or federal statutes.

Clinical Misconduct

In the clinical setting students are expected to demonstrate professionalism, competence, integrity, accountability, and safety. These expectations extend to all aspects of the clinical experience including interpersonal interactions, teamwork, communication, and practice.

- **Failure to prepare for the clinical experience-**Students must complete all onboarding requirements of the nursing program and the clinical agency prior to the start of their clinical. Students are also required to develop a foundational set of practice skills, competencies, and knowledge for safe participation in the clinical environment. Failure to complete onboarding requirements or adequately prepare for clinical may result in removal from the course.
- **Engaging in irresponsible, unsafe, or harmful practice**
 - Negligence, carelessness, and failure to prepare
 - Failure to complete assigned tasks in a competent manner
 - Intentionally carrying out a procedure without prior approval or adequate supervision
 - Causing physical or mental harm to a client
 - Abandonment of care responsibilities
 - Refusing to provide assigned care to a client
- **Failure to report-**Failure to report an error, incident, or omission in care to clinical instructor, preceptor, or appropriate nursing staff member.
- **Failure to document care accurately and completely-**This includes falsifying patient records, written documents, or oral reports.

- **Failure to communicate effectively**-in collaboration with colleagues or team members.
- **Fabrication**- of the duties performed or number of hours completed.

Disciplinary Actions

Academic Misconduct

Violation	Disciplinary Actions
Violation of the Attendance Policy	See Course Syllabus
Any violation of the Academic Integrity	Case by case basis. Actions can range from reduction in grade to expulsion from the nursing program.

Personal Misconduct

Type of Incident	Disciplinary Actions
Law Violation	Cases may be addressed by law enforcement and the nursing program director. If the incident takes place in the clinical setting disciplinary actions may range from course failure to expulsion for the nursing program.
Disruptive Behavior	Actions could range from meeting with faculty and the nursing program director to course failure. Repeated incidents could lead to expulsion from the nursing program.
Substance Abuse	Students found to be under the influence of drugs or alcohol may receive a failing course grade and possibly be expelled from the nursing program. See Student Handbook for policy
Violation of the Professional Standards and Behavior Code	Case by case basis. Discipline could range from meeting with the faculty and/or nursing program director to course failure. Egregious or repeated incidents could lead to expulsion from the nursing program.
Social Media	Case by case basis. Disciplinary can range from probation to expulsion from the nursing program.

Clinical Misconduct

When involved in clinical misconduct the student will be removed from the clinical setting. The Nursing Program Director, faculty, and clinical agency officials will immediately review the

misconduct where the misconduct occurred. Discipline will be imposed at the conclusion of the review. All incidents of clinical misconduct will be handled on a case-by-case basis with the sanctions determined by the severity of the misconduct, and potential risk to patients and organizations. **Decision on sanctions for clinical misconduct are final and not negotiable or subject to appeal.**

***Any expulsion from the clinical site due to student misconduct may result in expulsion from the nursing program.**

Violation	Disciplinary Actions
Professional Misconduct	Possible removal from clinical setting. Remediation/guidance and no return to clinical setting until demonstrated competency. Discipline could range from failure of assignment or course to expulsion from nursing program.
HIPAA or Confidentiality Violation	Removal from the clinical unit. Discipline can range from failure of course to expulsion from the nursing program.
Incident that does not cause harm to patient due to lack of knowledge.	Remediation and guidance in nursing content. Return to clinical with demonstration of competency.
Patient Safety Issue-risk for harm to patient but no harm caused	Immediate removal from clinical setting. Remediation and no return to clinical until demonstrated competency. Discipline could range from failure of assignment or course to expulsion from the nursing program.
Harm to Patient	Case by case basis. Discipline could range from failure of course to expulsion from the nursing program.

Confidentiality Statement

Students must hold confidential all protected health information (PHI). During the program students will have access to PHI. The student must maintain this information both inside and outside the educational setting. This information may only be discussed in nursing class, campus nursing laboratory setting, and conference time for the purpose of learning. Discussion of this information outside of class violates client confidentiality and the Health Insurance Portability, Privacy, and Accountability Act of 1996 (HIPAA) regulations. Any student enrolled in the Nursing Program who reveals contents of a medical record or information related to a client's private or personal status is subject to reprimand and immediate dismissal from the nursing program. This includes removal of HIPAA protected information from a clinical site, photographing, or photocopying documents. Any written papers or tapes recordings related to clinical activities shall not identify any client by name or any identifying information.

PHI includes the following:

- Client identities, diagnosis, treatments, or other client medical services
- Medical records
- Exclusive business information, customer identities, business, or strategic plans
- Healthcare facility financial information
- Policies and procedures of healthcare agency

The Confidentiality Agreement will be reviewed with each student prior to starting clinical. The student must read and sign the agreement.

Student Progression Criteria

To successfully complete a laboratory or clinical course, a student must meet the passing criteria for all components of evaluation to receive a PASS. If criteria are not met, the student will receive an overall FAIL for the course. *If a student receives a PASS on the clinical and/or laboratory evaluation, grade for the course will be based on cumulative assignment grades.* All nursing course and clinical requirements must be met to earn a grade of B (80%) or better.

1. Students must receive a satisfactory clinical evaluation to pass the clinical course. If at any time during the clinical course the student has demonstrated deficiencies that the instructor deems unsafe or unprofessional behaviors, the student will be immediately removed from the clinical situation.

Successful completion of approved standardized testing is required to progress in the nursing program. The standardized testing requirements are outlined in the course syllabus.

Grading Scale for Associate Degree Nursing Program

Grading Scale

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	61 – 69%
F	below 60%

A grade of B or above is required in all courses nursing courses.

A grade of C or above is required in all other courses.

Unsuccessful Course or Withdrawal/Dismissal

Unsuccessful Course:

Nursing courses are taken in sequential order in which the prior learning serves as a basis for continuity of learning. If a student is unsuccessful in a course, the student must repeat the course prior to moving forward in the program. A student who fails or withdraws from a nursing course may repeat the course only once. Only one course may be repeated. A second experience of failing or withdrawing from a class in the same or different nursing course will result in dismissal from the nursing program. A student who fails a course due to unsafe conduct or unsatisfactory conduct in the clinical setting will be removed from the nursing program and not allowed to repeat the course. If a student demonstrates deficiencies in clinical practice the situation will be reviewed with the nursing faculty and the program director. Depending on the severity of the situation the student may be offered remedial work or removed from the nursing program. Remedial work that is not completed by the end of the semester will result in a failing grade for the clinical course.

Withdrawal/Dismissal

1. Any termination of a student's enrollment other than graduation will be considered a withdrawal from the Associate Degree Nursing program in keeping with federal Title IV guidelines. Short-term leaves of absence granted by school officials that do not prevent the student from completing the academic term are not considered withdrawals.
2. Types of withdrawals:
 - a) Voluntary withdrawal from the institution by a student will be considered a student-initiated withdrawal.
 - b) Any withdrawal initiated by the Associate Degree Nursing Department or Lac Courte Oreilles Ojibwe College will be considered an administrative dismissal.
3. A student may initiate their own withdrawal by providing official written notice to the Nursing Program Director. Withdrawal forms and procedures required by the Registrar MUST be followed.
4. The authority to withdraw a student for disciplinary, academic, or other appropriate reasons rests with the Nursing Program Director. Students who are withdrawn as the result of disciplinary, academic, or other reasons may appeal the withdrawal as outlined in the Lac Courte Oreille Ojibwe College Student Handbook petition process. The During the appeal process, students may or may not be allowed to attend courses at the discretion of the Program Director or his or her designee. In the case of an appeal, the student's withdrawal date will be the last date of participation.

When a student is recommended for dismissal from the Nursing Program Director will provide written notification of dismissal to the student and to Student Services. Students

will be recommended for dismissal from the nursing program under the following conditions:

1. Failure to provide accurate information on the admission application and/or during the application procedures.
2. Lac Courte Oreilles Ojibwe College reserves the right to dismiss any student from the Associate Degree Nursing program when the student's health, performance, and/or behavior compromise the safety of patients, students, or college personnel.
3. Failure to meet the requirements for progression.
4. Exhibiting conduct that is unprofessional, incompetent, unethical, or illegal in the clinical/practicum settings as outlined by the *American Nurses' Association Code for Nurses*, Wisconsin State Board of Nursing, and clinical agency policy.
5. Any student dismissed from a clinical site for any misconduct will automatically be withdrawn from the nursing program and not allowed to reenter. Removal will result in a failing grade in the clinical course. Depending on the seriousness and type of offense the student may or may not be allowed to finish the other nursing courses they are currently enrolled in.
6. Committing an act of academic dishonesty such as cheating on examinations, plagiarism, or improper documentation or falsification of clinical activities as outlined in the Lac Courte Oreilles Ojibwe College Student Handbook.
7. Performance in an unsafe manner while providing care to a client. In addition, the student will be immediately removed from the clinical area.
8. Any lapse in health or CPR certification
9. If any student arrives at the clinical area chemically impaired by drugs or alcohol. In addition, the student will be immediately removed from the clinical area.

Grievance Policy

Please see student handbook:

https://43e25334-378a-4f98-bcac-23aae7f80efb.filesusr.com/ugd/b47198_f32b9beb77f2462cb02bdd9b58150456.pdf

To file a complaint within the nursing department. Complete the following Formal Complaint/Grievance Form and submit to the Nursing Program Director.

Grievance/Complaints:

The policy of the LCO Nursing Program values the respect for cultural and biological diversity of lived experiences, cultural practices, and life ways of each individual. To maintain balance as individuals and groups, it is our responsibility to understand and respect diverse views of the world. Communication and problem solving is a hallmark of the profession of nursing. The Nursing Program follows the grievance and complaint policies as outlined in the Lac Courte Oreilles Ojibwe College Student Handbook.

Revised: 1/2013, 1/2014, 6/2016, 7/2016, 1/10/17, 5/25/2021, 12/1/21 12/9/21 JG

SYSTEMATIC PLAN OF EVALUATION

End-of-program Student Learning Outcomes and Program Outcomes					
PLAN				IMPLEMENTATION	
Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
EPSLO #1: Integrate professional nursing standards and standards of practice in caring for clients across the lifespan in a variety of care settings.	ATI Standardized Critical Thinking Assessment Entrance and Exit Exam	80% of students will increase their Critical Thinking Entrance Exam Score by a 20% percent on the Critical Thinking Exit Exam	Data will be collected during the first and fourth semester of the program yearly. Data will be assessed every other year.		
	Professional Portfolio Project Rubric	90% of students will achieve a 90% or higher on their Professional Portfolio Project Rubric in NSG 221 Management & Professional Concepts	Data will be collected and assessed yearly after the 4 th semester.		
	Lasater Clinical Judgement Rubric	100% of students will score Accomplished on the Lasater Clinical Rubric in NSG 223 Nursing Clinical Transitions	Data will be collected and assessed yearly after the 4 th semester.		

EPSLO #2: Communicate professionally, using informatics, written, verbal, and nonverbal communication.	Lasater Clinical Judgment Rubric	90% of students will score Accomplished on the Lasater Clinical Rubric in Responding and Reflecting in NSG 222 Clinical Care Across the Lifespan III	Data will be collected and assessed yearly after the 4 th semester.		
	Five Year Projected Professional Development Goal Oriented Plan Rubric	80% of students will score a minimum of 80% on the Five Year Projected Professional Development Goal Oriented Plan Rubric in NSG 221 Management	Data will be collected and assessed yearly after the 4 th semester.		
	ATI Comprehensive Predictor Exam	80% of the cohort will score above the national average in Psychosocial Integrity on the ATI Comprehensive Predictor Exam in NSG 224 Introduction to NCLEX	Data will be collected and assessed yearly after the 4 th semester.	SP 21: cohort average-61.5 Group above National Mean-33.3%	

EPSLO #3: Provide client-centered care that is safe, effective, and holistic across diverse populations.	Native American Medicine Wheel Project Rubric	80% of students will score an 80% or higher on the Native American Medicine Wheel Project in NSG 222 Clinical Care Across the Lifespan III	Data will be collected and assessed yearly after the 4 th semester.		
	ATI Comprehensive Predictor Exam	The cohort average will demonstrate a probability of a 90% average of passing the NCLEX exam on the ATI Comprehensive Predictor Exam in NSG 224 Introduction to NCLEX	Data will be collected and assessed yearly after the 4 th semester.	SP 21: 56.42% cohort average	The ELA for the ATI Comprehensive Predictor Exam was not met. This cohort was introduced to standardized testing in the 4 th semester. Students were found to have a difficult time completing the test in the allotted time. In response standardized testing is now started in the 1 st semester. Students are also introduced to timed tests and quizzes starting in the first semester with a progression of decrease in allowed time throughout the program.
	Lasater Clinical Judgment Rubric	90% of students will score Accomplished on the Lasater Clinical Rubric in Noticing and Interpreting in NSG 222 Clinical Care Across the Lifespan III	Data will be collected and assessed yearly after the 4 th semester.		

EPSLO #4: Utilize evidence-based practice to improve the quality and safety of the client care provided.	Nursing Health & Alteration Across the Lifespan III Final Exam	80% of students will score a minimum of 80% on the Nursing Health & Alteration Across the Lifespan III Final Exam in NSG 220 Nursing Health & Alterations Across the Lifespan III	Data will be collected and assessed yearly after the 4 th semester.		
	Concept Map and Care Plan Assignments	80% of the cohort will score a minimum of 80% average on the Concept Map and Care Plan Assignments in NSG 222 Clinical Care Across the Lifespan III	Data will be collected and assessed yearly after the 4 th semester.		
	Clinical Agency Feedback Form	The student cohort will score always or nearly always on the Clinical Agency Feedback Form in response to “Function as a healthcare team member to provide safe and effective care” in NSG 223 Nursing Clinical Transitions	Data will be collected and assessed yearly after the 4 th semester.		

EPSLO #5: Function effectively as an interdisciplinary team member to achieve quality client care.	ATI Leadership Proctored Exam	80% of students will score above the national average on the ATI Leadership Proctored Exam in NSG 221 Management & Professional Concepts	Data will be collected and assessed yearly after the 4 th semester.		
	ATI Comprehensive Predictor Exam	70% of the cohort will score above the national average in Reduction of Risk Potential on the ATI Comprehensive Predictor Exam in NSG 224 Introduction to NCLEX	Data will be collected and assessed yearly after the 4 th semester.	SP 21: cohort average-66.2 Group above National Mean-33.3%	Goal was set based upon the first cohorts testing data.
	Lasater Clinical Judgment Rubric	80% of students will score Satisfactory at all levels of the Professional Conduct in Clinical Experience section of the Lasater Clinical Judgement Rubric in NSG 222 Clinical Care Across the Lifespan III	Data will be collected and assessed yearly after the 4 th semester.		

<p>Exam Pass Rate+ <i>NCLEX Certifications</i></p>	<p>NCLEX pass rates per the state of Wisconsin</p>	<p>ELA: The annuals program pass rate will be at least 80% for all first-time test takers, during the same 12-month period</p>	<p>NCLEX pass rate will be requested and evaluated yearly in February</p>	<p>2020- Goal ELA not met pass rate 38.46% for NCLEX-RN 2021 Goal ELA not met pass rate 8.33% for NCLEX-RN</p>	<p>Program was overall evaluated due to poor pass rates. Standardized testing was implemented with a live NCLEX review course added to the curriculum. Program was overall evaluated due to poor pass rate. Curriculum was updated. Testing policy reviewed and updated. Students found to be profoundly cheating on exams on Canvas. In response software will be purchased to disarm searching browsers during test taking.</p>
<p>Program Completion Rate++</p>	<p>Cohort Statistical Data</p>	<p>ELA: A minimum of 90% of students in each cohort will graduate within three academic years of enrollment (6 semesters) ELA Rationale:</p>	<p>Yearly</p>		
<p>Program Completion Rate++</p>	<p>Cohort Statistical Data</p>	<p>70% of student in each cohort will complete the program on time in four semesters.</p>	<p>Yearly</p>		
<p>Job Placement Rate</p>	<p>Job Placement Survey</p>	<p>ELA: 80% of graduates will obtain employment as a RN within one year of graduation as indicated on the Job Placement Survey ELA Rationale:</p>	<p>Job Survey will be sent to students beginning 10 months after graduation and will be assessed annually.</p>		

Other Program Outcome(s):	End of Program Survey	80% of students will report “satisfied” to how well did the program meet your educational needs on the End of Program Survey.	End of Program Survey will be given to graduates yearly and results will be assessed annually.		
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EXAMPLE



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March 18, 2022

Jamie Gohde, MSN, APRN, FNP-C
Director of Nursing
Lac Courte Oreilles Ojibwe College
13466 West Trepania Road
Hayward, WI 54843

Dear Ms. Gohde:

Congratulations! It is my pleasure to inform you that your application for candidacy has been granted for the associate nursing program at Lac Courte Oreilles Ojibwe College. Your candidate status is valid for two years, expiring in March 2024; therefore, the initial accreditation site visit must take place before March 18, 2024. Please note that approval of candidacy does not guarantee that the program will achieve initial accreditation. If this candidacy period leads to initial accreditation, the effective date of that initial accreditation will be the date of this letter: March 18, 2022.

Pre-accreditation is not within the scope of recognition the ACEN has with the United States Department of Education (USDE). Any program/institution granted candidacy may not use ACEN candidacy status to seek or gain Title IV eligibility or eligibility for any other federal funding.

The ACEN's goal is to promote quality nursing education and to support you and your faculty in the accreditation process. Two comprehensive and independent reviews of your program's Candidacy Presentation have been completed by professional staff.

The decision to grant candidacy status is based on the nursing program (a) demonstrating it is currently compliant with selected ACEN Standards and Criteria and (b) demonstrating the potential to achieve ACEN accreditation based upon the selected ACEN Standards and Criteria reviewed in the Candidacy Presentation. Please note that the program must demonstrate compliance with **all** ACEN Standards and Criteria at the time of the site visit. To assist in your continued development toward initial accreditation review, please see the attached staff comments.

The table on the following page provides the dates by which the Information Form for Accreditation Site Visit must be submitted. This form is available on the ACEN website under *Resources for Nursing Programs*. The final Cycle during which the associate nursing program may schedule a visit is the Fall 2023 Cycle.

Jamie Gohde, MSN, APRN, FNP-C
PAGE 2

Information Form Due Date	Site Visit Cycle
July 1, 2022	Spring 2023
March 1, 2023	Fall 2023
July 1, 2023	Spring 2024

In keeping with ACEN policy, your program will be added to our listing of candidates (website and directory). Programs that achieve candidacy must publicly disclose the following information exactly as illustrated below:

Effective March 18, 2022, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on March 18, 2024.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000
<http://www.acenursing.com/candidates/candidacy.asp>

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

I encourage you to continue working with your mentor, Dr. Nell Ard, and affirm your planned date for review for initial accreditation. Dr. Ard can be reached at (404) 975-5004 or via email at nard@acenursing.org. Additionally, please immediately contact Dr. Ard if the **annual** licensure/certification examination pass rate for this program is below 80% at any time between now and the site visit. Please note that the program must be in compliance with all Accreditation Standards for the ACEN Board of Commissioners to grant initial accreditation.

If you have any questions, please do not hesitate to contact me.

Sincerely,



Marsal P. Stoll, EdD, MSN, RN
Chief Executive Officer

Lac Courte Oreilles Ojibwe College

Nursing School Self-Evaluation Report for Initial Board of Nursing Approval

Chapter N 1.08 (1) Organization and Administration

The nursing program is well supported by the Lac Courte Oreilles Ojibwe College (LCOOC). The program has been assessed over the last year for areas in need of improvement. Staffing was an area identified as a deficiency. A request for two additional full-time faculty was submitted and approved. Several months went by without any applicants so the College implemented a hiring incentive to provide educational assistance to applicants not meeting the credentialing standards. On 11/15/21 two new nursing faculty join the nursing faculty.

The College has invested in the nursing program's simulation lab which was previously outdated and in need of upgrades. In response to this need, Victoria a maternal and neonatal care patient simulator, Newborn Tory, Pediatric Hal a pediatric patient simulator, and Hal an adult patient simulator was purchased.

Other strengths include our community partnerships, our students, and our staff. Over the last year our community partnerships have strengthened and grown. We have increased the number of clinical contracts. We have recently hired a clinical coordinator and expect to continue to increase our clinical opportunities for our students.

Our staff is a newly formed team; however, this is seen as a benefit to the program. Our team is highly motivated to improve our nursing program based on evidence-based practice and to incorporate best practice into our education. The team is reviewing the entire program with a fresh perspective. Our team also comes from a variety of backgrounds in nursing and brings years of experience.

This program has previously had a large amount of turnover. This has caused information to be lost and a lack of continuity in the overall program. The curriculum had become outdated, and policies need updating. Although a weakness, the staff have identified this as an opportunity to revise the curriculum and ensure standards and evidence-based practices are being utilized. Our curriculum is currently being updated. We are revising the end of program learning outcomes and course learning outcomes. We have reviewed the clinical courses and revised assignments to meet the learning outcomes. We are currently in the process of reviewing the theory courses. At the beginning of the fall semester ATI complete package was purchased for our nursing students. Our staff continue to train on the products and incorporate them into our courses.

One of our most important strengths is the ability of the program to increase the number of Native American Nurses working within the community. The rate of health disparity among the Native American population is alarming. Our goal is to lessen this disparity by giving our students an understanding, appreciation, and respect for the Ojibwe culture while being trained to provide the care needed in tribal communities.

The ability to adapt the program to different modalities has been challenging. The global pandemic forces faculty to reevaluate teaching strategies and shift suddenly to an online format when the program has only been available in a traditional face to face format.

Effective March 18, 2022, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on March 18, 2024. Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by

the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

Chapter N 1.08 (2)(a) Educational Administrator

Jamie Gohde, MSN, APRN, FNP-C, the Nurse Administrator, holds the title of Nursing Program Director. The Nurse Administrator holds a Master of Science in Nursing, a Bachelor of Science in Nursing, and an Associate in Applied Science in Nursing.

Chapter N 1.08 (3) Faculty

The nursing department has three full-time faculty members exclusively to the program and all of which meet the qualifications to teach in the nursing program. Faculty members are required to hold a current unencumbered registered nurse license in the state of Wisconsin and be academically prepared with a graduate degree with a major in nursing. All nursing faculty hold a minimum of a baccalaureate degree with a major in nursing. We have currently been granted the Standard Exception for two staff members. Both staff members utilizing this exception are actively enrolled in a master's in nursing program with a focus in nursing education with expected graduation dates of May of 2023. The remaining nursing faculty member has a master's degree in nursing education.

Teaching assignments are commensurate with experience in education, areas of clinical practice expertise, and acquired knowledge through professional development. New faculty are provided with an orientation and mentorship to provide support and development in their nursing faculty roles. Clinical instructors are hired to instruct clinical in their area of expertise. Faculty are expected to continue to seek learning opportunities that reflect the current practice of nursing and provide professional development.

Chapter N 1.08 (4)(a) Curriculum

The mission of the program is to provide a comprehensive nursing education based on evidence-based practice. The program embraces diversity and welcomes all applicants. It is our mission to prepare our nursing students to meet the biophysical, psychosocial, and spiritual needs when providing client care. Our curriculum is enhanced with Ojibwe cultural activities and strives to enhance the health of the community.

The program mission and philosophy were developed based on the program's values. Helen Erickson's Modeling and Role Modeling Theory was used as a framework in the development of the philosophy and mission statements. We have not officially adopted the Modeling and Role Modeling Theory as an organization framework; however, it is being considered. We are currently looking for opportunities to enhance our curriculum with learning opportunities based on the theory.

We believe that:

- The focus of our attention should be on the whole person, not on the disease or illness.
- Nurses are leaders in our community and hold professionalism as a core value.
- Nurses hold a unique and privileged position of influence and trust within the community.
- It is essential that our graduates are prepared to provide client-centered care that is holistic, culturally sensitive, and based on evidence-based practice.
- Our community can be enhanced through igniting a passion for lifelong learning.

Former end-of-Program student learning outcomes (ending May 2022):

1. Utilize standards of care in application of the nursing process in caring for clients across the lifespan.
2. Communicate in a professional manner.
3. Base nursing care decisions on evidence-based practice and theoretical concepts.

4. Provide holistic and compassionate care.
5. Effectively educate client(s).
6. Demonstrate accountability and responsibility.
7. Lead in a professional manner based on standards of nursing practice.
8. Apply knowledge and competency performance evaluations for continuous self-development & life-long learning

New end-of program student learning outcomes (beginning fall 2022):

1. Integrate professional nursing standards and standards of practice in caring for clients across the lifespan in a variety of care settings.
2. Communicate professionally, using informatics, written, verbal, and nonverbal communication.
3. Provide client-centered care that is safe, effective, and holistic across diverse populations.
4. Utilize evidence-based practice to improve the quality and safety of the client care provided.
5. Function effectively as an interdisciplinary team member to achieve quality client care.

The curriculum changes are being guided by the Wisconsin Board of Nursing Administrative Codes and the standards of practice, the Quality and Safety Education for Nurses (QSEN) competencies, the National Council of the State Boards of Nursing Licensure Examination (NCLEX), and the American Nurses Association Code of Ethics for Nurses. Our curriculum is also enhanced with Ojibwe cultural learning activities and strives to share the language, culture, and history of the Ojibwe.

The curriculum is currently being revised and updated by the nursing department. The former curriculum appears to have been developed using the Ojibwa Environmental Knowledge, National League of Nursing competencies, and an organizational framework that was developed by former nursing facility. Due to staffing turnover, it has been difficult to continue to implement the previous organization framework and the Ojibwa Environmental Knowledge because the concepts are not understood by currently nursing faculty. Consequentially, these concepts have been removed from the organizational framework and as guiding principles for the program.

The end-of-program student learning outcomes, mission statement and philosophy were recently reviewed and modified to reflect the nursing programs values and current nursing standards. The staff is currently in the process of revising the course specific learning outcomes to meet the updated end-of-program student learning outcomes. The changes are expected to be completed and implemented in the fall of 2022. The abbreviated syllabi presented in this presentation continue to have the previous end-of-program students learning outcomes and course learning outcomes.

The end-of-program student learning outcomes are central in the development of the curriculum. The end-of-program student learning outcomes are used to organize the curriculum in a manner that advances in complexity as students' progress through the course. These learning objectives are currently being reviewed. The nursing facility is utilizing Bloom's Taxonomy to address the cognitive, psychomotor, and affective domain of learning to determine the level of achievement students need to reach to demonstrate competence. Faculty is reviewing the current learning activities to ensure the domains levels are identified and suitable for the learning experience.

The nursing program has incorporated ATI standardized testing and products to enhance our curriculum through a variety of learning activities and test blueprints that evaluate the achievement of our course learning outcomes and end-of-program student learning outcomes. The exam scores are also utilized to assess areas of weakness in our program and improvement of learning activities.

Chapter N 1.08 (5) Clinical Learning Experiences

Clinical experiences are planned in accordance with the Wisconsin State Boards Administrative Code. According to the Wisconsin Administrative Code N 108.5, the following are required for clinical experience:

- a) Patient experiences shall occur in a variety of clinical or simulated settings of nursing practice expected at the level of licensure and shall include all the following:
 1. Integrating evidence-based research with patient goals and values to produce optimal care.
 2. Providing patient-centered culturally competent care by doing all the following:
 - a. Recognizing that the patient or designee is the sources of control and full partner in providing coordinated care.
 - b. Coordinating and managing patient care across settings.
 - c. Providing education at a level understandable by the patient.
 3. Collaborating with interprofessional teams to foster open communication, mutual respect, and shared decision-making to achieve safe and effective patient care.

4. Experiencing quality improvement processes to monitor patient care outcomes, identify possibility of hazards and errors and collaborate in the development and testing of changes that improve the quality and safety of health care systems.
5. Using information technology to communicate, mitigate errors, and support decision-making.
 - a. All entities selected for clinical experiences shall adhere to standards which demonstrate concern for the patient and evidence of the skillful application of all measures of safe nursing practice.
 - b. All faculty teaching clinical, or practicum courses shall be experienced in the clinical area of the courses and maintain clinical expertise.
 - c. Faculty-supervised clinical practice shall include all the following:
 - i. Development of skills in the provision of direct patient care.
 - ii. Delegation to and supervision of other health care providers.
 - iii. Effective application of the nursing process.

The students are provided with a variety of hands-on learning experiences to meet the course and end-of-program student learning outcomes and the state requirements. National Patient Safety Goals established by The Joint Commission are incorporated into the curriculum as they are published.

Clinical sites are selected based upon their ability to meet the clinical objectives. Sites are reviewed based upon their organizational structure; nursing personnel position descriptions are reviewed to ensure staff is functioning within the legal scope of practice. Sites are reviewed to ensure sufficient equipment and supplies are available for students to meet the objectives of the

experience in a reasonable amount of time. Sites are reviewed to ensure they are accredited and have no surveys that are of concern or would interfere with the students meeting the learning objectives. The appropriateness of the clinical sites is reviewed each semester. The nursing faculty meet with the clinical site faculty on a regular basis to ensure the needs are met of both facilities and to review any adjustments needed to be made.

Our clinical sites include three local hospitals, the local health department, a long-term skilled nursing facility, a local clinic, one virtual clinical site providing assessments to a woman's shelter, and multiple preceptor sites. The students complete their clinical rotations in the medical surgical unit, emergency room, OB unit, behavioral health unit, vaccination clinics, surgical unit, home health, infusion, cardiac rehab, in the clinic setting and in the long-term skilled nursing.

Chapter N 1.08 (6) Preceptors

Preceptors are approved by the Clinical Coordinator after reviewal of their competencies and nursing license status. Preceptors are provided with a Preceptor Handbook and orientation to the role by the Clinical Coordinator.

Chapter N 1.08 (7) Evaluation

Evaluation methodologies vary in each nursing course. The learning activities are incorporated to demonstrate proficiency in the QSEN competencies, Wisconsin Nursing Practice Act, and ANA Standards. The course outcomes measure the cognitive, affective, and psychomotor domains. Course outcomes are measurable and leveled from simple to complex throughout the progression of the program curriculum. Evaluation tools include care plans, presentations, exams and quizzes, standardized ATI testing, written projects, professional

portfolios, case studies, concept mapping, clinical evaluation tools, clinical and lab observations, teaching projects, role playing, simulation, and skills demonstrations. Student assignments incorporate the use of evidence-based practice and research and are expected to follow the American Psychological Association (APA) publication standards.

The pandemic has created a need to provide the students with alternate clinical experiences. During this time, we have provided virtual clinicals using ATI software. The students utilized the virtual patients to create care plans, answer patient care questions and were evaluated on their choices throughout the scenarios. Our clinical sites have allowed our students to return to the clinical locations; however, we have found that continuing the use of simulation activities would enhance our program. Due to being in a rural area and have found it to be difficult at times to provide students with specific experiences such as OB clinical rotations especially during the pandemic. In response to this we have recently hired a simulation lab coordinator. The goal of the simulation lab coordinator is to become certified in simulation education. Three of our staff members are currently completing continuing education courses on simulation integration, evaluation, guidelines, and implementation. We have ordered a high-fidelity pediatric simulator, adult, and birthing mannequin to replace our previous models. We expect to update are curriculum with the simulation learning plans by fall of 2022.

In the spring of 2021 ATI's Live NCLEX Review and RN Comprehensive Predictor 2019 exam were purchased for the nursing students. Prior to this purchase standardized testing had not been completed with this cohort of students. During the administration of the proctored test, it was noted that many of the students were not able to answer many of the questions within the allotted timeframe. The overall group average for the test was 40.7% which was significantly below the national mean of 71.8%. The average probability prediction of passing the NCLEX

was 16.56%. The students were provided with remediation assignments and practice tests. A second RN Comprehensive Predictor exam was given, the group average improved to 61.4% with a probability prediction score of 56.42%. Utilizing this information standardized testing was adopted into the nursing program starting in the first semester and continuing throughout the program. A testing policy has also been developed to allow for a progressive decrease in the amount of time students are allowed per test exam. The standardized tests allow 1 minute per question throughout the program. The other exams allow 2 minutes per test item in the first and second semester. Third semester allows 1.75 minutes per exam item. Fourth semester allows 1.5 minutes per test item. The allotted time for testing is based on the National Council of State Boards of Nursing (NCSBN) uses for the NCLEX and takes into consideration the Next Gen NCLEX testing format coming in 2023. Based on the improvement noted on the second predictor exam, we believe initiating the standardized testing early in the program will significantly improve the student results on the RN Comprehensive Predictor exam given at the end of the nursing program. Based on this belief the goal of 80% of students will demonstrate a probability of 90% average of passing the NCLEX exam on the ATI Comprehensive Predictor Exam in NSG 224 Introduction to NCLEX.

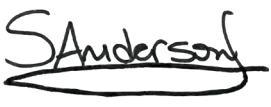
Many students had difficulty completing the exam questions on the predictor exam in the allotted time. This proposed the question is it possible that the student's level of English proficiency may be a factor/barrier in testing scores and NCLEX pass rates? Most of our nursing students speak English as a second language (ELS), faculty is interested in determining if a language barrier is a factor in difficulty finishing tests in the allotted time, testing scores, and NCLEX pass rates. Faculty are researching ways to better support our student body to remove any potential barriers and how best to support ELS students.

Chapter N 1.09 NCLEX Pass Rates

The nursing program is currently not in compliance with the annual pass rate. The goal being 80% or higher for all first-time test takers during the same 12-month period. The cohort of 2020 had a pass rate of 38.46%. The cohort of 2021 has a pass rate of 8.33%. In response to the low pass rate the nursing program initiated the ATI complete package. This included standardized testing, a 3-part NCLEX review course in the final semester of the nursing program, and a live NCLEX review course. The overall program was reviewed, and a 2-credit clinical course was added to the first semester of the nursing program. Previously the clinical experience was limited to two weeks, this was not believed to be an adequate amount of time spent in the clinical setting for students in the first semester. The program was found to lack rigor. Course assignments, evaluation tools, rubrics, and clinical sites were evaluated and updated to increase the rigor of the program. Many of the changes have been implemented in the program but there are still more changes to be made. The curriculum mapping, course specific outcomes, and testing question planning are in the process of being updated. The Cohort of 2021 was the most effected by Covid and had the least amount of in-person clinicals and in-person instruction. Many of the 16 students in this group have not attempted to taking the NCLEX exam for unknown reasons. Nursing faculty expect an increase in pass rate in 2022 but do not believe the interventions and improvements to the program will be fully reflected in the annual pass rate until 2023.

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Sofia Anderson, Administrative Rules Coordinator		2) Date when request submitted: 3/24/2022 Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: April 14, 2022	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Administrative Rules Matters – Discussion and Consideration 1. Pending and Possible rulemaking projects	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? (If yes, please complete Appearance Request for Non-DSPS Staff) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: Attachments: 1. Nursing rule projects chart.			
11) Authorization			
		3/24/2022	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

**Board of Nursing
Rule Projects (Updated 3/24/22)**

Permanent Rules

Clearinghouse Rule Number	Scope #	Scope Expiration	Date Scope Requested by Board	Rules Affected	Relating Clause	Synopsis	Stage of Rule Process	Next step
20-069	014-20	9/30/2022	3/25/2020	N 1 to 8	Requirements in emergency situations	Comprehensive review of the Board's rules with the objective of establishing waivers and alternate requirements that the Board may utilize to respond to emergency situations.	Final rule and legislative report submitted to Governor's Office, 1/12/21.	Once Governor approves, it can be sent for Legislative review.

Scope Statements

Clearinghouse Rule Number	Scope #	Scope Expiration	Date Scope Requested by Board	Rules Affected	Relating Clause	Synopsis	Stage of Rule Process	Next step
			10/8/2020	N 8	APNP prescribing limitations	Review of limitations in N8 regarding APNPs prescribing certain drugs.	Scope submitted to Governor's Office, 11/24/20.	
			7/30/2020	N 8	Collaboration with other health care providers	Review of the collaboration requirements in N8 and other changes throughout the chapter.	Scope submitted to Governor's Office, 10/15/20.	
			6/11/2020	N 2	Temporary permits	Requirements for temporary permits to respond to a future emergency and may promulgate a permanent rule to allow the Board to grant a waiver of or variance to the	Scope submitted to Governor's Office on 10/15/20	

Board of Nursing

						requirements in emergency situations.		
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Emergency Rules

EMR Number	Rules Affected	Rule	Stage of Rule Process	Brief Synopsis of Rule	Stage Details	Next step
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**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Marcie Gossfeld, LPPA		2) Date when request submitted: 4/4/2022 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 4/14/2022	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Credentialing License Counts	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <i>(If yes, please complete Appearance Request for Non-DSPS Staff)</i> <input type="checkbox"/> Yes <Appearance Name(s)> <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if applicable: <Click Here to Add Case Advisor Name or N/A>	
10) Describe the issue and action that should be addressed: Act 10 License Counts: (March 2022) LPN = 1 RN = 88 APNP = 12			
11) Authorization			
<i>Marcie Gossfeld</i>		4/4/2022	
Signature of person making this request		Date	
<i>Samantha Lange</i>		4/4/2022	
Supervisor (Only required for post agenda deadline items)		Date	
Executive Director signature (Indicates approval for post agenda deadline items)		Date	
Directions for including supporting documents: 1. This form should be saved with any other documents submitted to the Agenda Items folders. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

**WISCONSIN DEPARTMENT OF
SAFETY AND PROFESSIONAL SERVICES
LICENSE COUNTS* AS OF 04/04/2022**
Includes Temp. Licenses/*F=Firms; I=Individuals

Entity*	Reg.	Profession	In State			Out of State			Totals		
			Active	Inactive	Total	Active	Inactive	Total	Active	Inactive	Total
I	30	Registered Nurse	96,201	52,329	148,530	17,111	59,964	77,075	113,312	112,293	225,605
I	31	Licensed Practical Nurse	14,248	33,288	47,536	1,120	9,660	10,780	15,368	42,948	58,316
I	32	Nurse - Midwife	243	88	331	44	84	128	287	172	459
I	33	Advanced Practice Nurse Prescriber	7,429	1,335	8,764	1,676	1,427	3,103	9,105	2,762	11,867

CREDENTIALS ISSUED BY MONTH

FROM: 1/1/2022 TO: 3/31/2022

PROFESSION NAME	YEAR	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	YR TOTALS
Advanced Practice Nurse Prescriber(33)	2022	48	80	73	0	0	0	0	0	0	0	0	0	201
Licensed Practical Nurse(31)	2022	99	106	108	0	0	0	0	0	0	0	0	0	313
Nurse - Midwife(32)	2022	1	1	1	0	0	0	0	0	0	0	0	0	3
Registered Nurse(30)	2022	625	920	507	0	0	0	0	0	0	0	0	0	2052

APPLICATION COUNTS by MONTH

FROM: 1/1/2022 TO: 3/31/2022

PROFESSION NAME	YEAR	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	YEAR TOTAL
Advanced Practice Nurse Prescriber(33)	2022	83	103	44	0	0	0	0	0	0	0	0	0	230
Licensed Practical Nurse(31)	2022	91	59	83	0	0	0	0	0	0	0	0	0	233
Registered Nurse(30)	2022	556	468	773	0	0	0	0	0	0	0	0	0	1797

run:4/4/2022 9:09:46 AM report:ApplicationCountsByMonth url:http://DBWMAD0P3867:80/ReportServer user:ACCOUNTSVangesjdc

Wisconsin Department of Safety and Professional Services
License Counts
(Includes Temp. Licenses)

<i>Active = Current License / Inactive = Licensed Expired</i>											
			In State			Out of State			Totals		
Reg.	Profession	License Count Date	Active	Inactive	Total	Active	Inactive	Total	Active	Inactive	Total
30	Registered Nurse	4/4/2022	96,201	52,329	148,530	17,111	59,964	77,075	113,312	112,293	225,605
		3/1/2022	95,967	52,353	148,320	16,816	59,990	76,806	112,783	112,343	225,126
		2/4/2022	95,723	52,367	148,090	16,332	59,967	76,299	112,055	112,334	224,389
		12/9/2021	95,009	52,382	147,391	15,965	59,991	75,956	110,974	112,373	223,347
		11/26/2021	94,957	52,386	147,343	15,915	59,997	75,912	110,872	112,383	223,255
		11/4/2021	94,803	52,410	147,213	15,786	60,008	75,794	110,589	112,418	223,007
		9/29/2021	94,540	52,439	146,979	15,525	59,998	75,523	110,065	112,437	222,502
		8/25/2021	94,213	52,463	146,676	15,345	60,017	75,362	109,558	112,480	222,038
		7/23/2021	93,924	52,468	146,392	15,133	59,980	75,113	109,057	112,448	221,505
		5/21/2021	92,364	52,493	144,857	14,667	60,039	74,706	107,031	112,532	219,563
5/5/2021	92,170	52,506	144,676	14,565	60,066	74,631	106,735	112,572	219,307		
31	Licensed Practical Nurse	4/4/2022	14,248	33,288	47,536	1,120	9,660	10,780	15,368	42,948	58,316
		3/1/2022	14,161	33,292	47,453	1,098	9,659	10,757	15,259	42,951	58,210
		2/4/2022	14,086	33,322	47,408	1,081	9,630	10,711	15,167	42,952	58,119
		12/9/2021	13,982	33,332	47,314	1,038	9,620	10,658	15,020	42,952	57,972
		11/26/2021	13,971	33,335	47,306	1,031	9,619	10,650	15,002	42,954	57,956
		11/4/2021	13,937	33,340	47,277	1,015	9,620	10,635	14,952	42,960	57,912
		9/29/2021	13,879	33,355	47,234	999	9,615	10,614	14,878	42,970	57,848
		8/25/2021	13,813	33,359	47,172	979	9,618	10,597	14,792	42,977	57,769
		7/23/2021	13,724	33,367	47,091	963	9,609	10,572	14,687	42,976	57,663
		5/21/2021	13,425	33,376	46,801	931	9,610	10,541	14,356	42,986	57,342
5/5/2021	13,384	33,372	46,756	925	9,615	10,540	14,309	42,987	57,296		

			In State			Out of State			Totals		
Reg.	Profession	License Count Date	Active	Inactive	Total	Active	Inactive	Total	Active	Inactive	Total
32	Nurse - Midwife	4/4/2022	243	88	331	44	84	128	287	172	459
		3/1/2022	245	88	333	41	84	125	286	172	458
		2/4/2022	248	88	336	38	84	122	286	172	458
		12/9/2021	243	89	332	41	83	124	284	172	456
		11/26/2021	243	89	332	41	83	124	284	172	456
		11/4/2021	242	89	331	41	83	124	283	172	455
		9/29/2021	239	89	328	41	83	124	280	172	452
		8/25/2021	234	89	323	41	83	124	275	172	447
		7/23/2021	233	89	322	41	83	124	274	172	446
		5/21/2021	233	89	322	40	83	123	273	172	445
5/5/2021	233	89	322	39	83	122	272	172	444		
Reg.	Profession	License Count Date	Active	Inactive	Total	Active	Inactive	Total	Active	Inactive	Total
33	Advanced Practice Nurse Prescriber	4/4/2022	7,429	1,335	8,764	1,676	1,427	3,103	9,105	2,762	11,867
		3/1/2022	7,373	1,342	8,715	1,647	1,426	3,073	9,020	2,768	11,788
		2/4/2022	7,349	1,346	8,695	1,593	1,431	3,024	8,942	2,777	11,719
		12/9/2021	7,282	1,355	8,637	1,554	1,433	2,987	8,836	2,788	11,624
		11/26/2021	7,260	1,354	8,614	1,520	1,433	2,953	8,780	2,787	11,567
		11/4/2021	7,227	1,356	8,583	1,500	1,434	2,934	8,727	2,790	11,517
		9/29/2021	7,136	1,358	8,494	1,452	1,440	2,892	8,588	2,798	11,386
		8/25/2021	7,041	1,362	8,403	1,399	1,445	2,844	8,440	2,807	11,247
		7/23/2021	6,939	1,370	8,309	1,349	1,446	2,795	8,288	2,816	11,104
		5/21/2021	6,846	1,378	8,224	1,283	1,455	2,738	8,129	2,833	10,962
5/5/2021	6,822	1,384	8,206	1,263	1,458	2,721	8,085	2,842	10,927		

Nursing Licenses Issued Pursuant to Emergency Order 2/Act 10:

Profession	1/2021	2/2021	3/2021	4/2021	5/2021	6/2021	7/2021	8/2021	10/2021	11/2021	12/2021	1/2022	2/2022	3/2022
Registered Nurse	41	27	19	20	4	10	6	10	68	91	100	40	56	32
Licensed Practical Nurse	5	1	-	1	3	-	2	-	6	6	7	5	2	1
Nurse Midwife	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Advanced Practice Nurse Prescriber	18	13	10	24	12	10	4	1	24	30	34	12	7	5

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Kimberly Wood, Program Assistant Supervisor		2) Date when request submitted: 4/4/2022 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 4/14/2022	5) Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	6) How should the item be titled on the agenda page? Newsletter Matters	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if applicable: N/A	
10) Describe the issue and action that should be addressed: <u>Future Planning June 2022 Newsletter:</u> Based on the revised distribution schedule the Board's next newsletter will be due out in June 2022 with a deadline for article submission on May 20, 2022. The newsletter deadline reminder will be sent to article authors on May 13, 2022. Board should note the topics for the next Newsletter including those below and discuss any additional topics and authors. Articles/Ideas: <ul style="list-style-type: none"> • Chair's Corner – By Peter Kallio • Rotating Articles on Professional Nursing Roles – Emily Zentz (June), Linda Scott (October) • New Member Introduction Articles/Photos <ul style="list-style-type: none"> ○ Paul Hinkfuss ○ Other Members (subject to new member appointments) • Rotating Articles on Administrative Code – Robert Weinman (N7) 			
11) Authorization			
<i>Kimberly Wood</i>		4/4/2022	
Signature of person making this request		Date	
Supervisor (Only required for post agenda deadline items)		Date	
Executive Director signature (Indicates approval for post agenda deadline items)		Date	
Directions for including supporting documents: 1. This form should be saved with any other documents submitted to the Agenda Items folders. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			